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# **LONG LEARN ACTIVE LEARNING MATERIALS**

**FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN**

**LOCAL AND REGIONAL GOVERNMENT**

**LOCAL LEARNING PROVIDERS**

**AND**

**EVERYONE AND EVERY ORGANISATION WITH AN INTEREST IN CREATING STABLE,  
VIBRANT AND PROSPEROUS LEARNING CITIES, TOWNS AND REGIONS**

## **Chapter 5 Session 8:**

### **The Personal Learning Audit Part 6: Understanding your learning self**

*‘The Learning voyage can, and should, be enjoyable. So enjoy it! It can certainly be profitable, whether you measure that in terms of finance or in the enrichment of you personally. It doesn’t matter what age you are. Learning is something we can all do and something we can all benefit from’*  
From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)

**LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE**

## Chapter 5 Session 8:

### The Personal Learning Audit Part 6: Understanding your learning self

**Session outline :** This session comprises part 6 of the personal learning audit, whose overall objective is to articulate the need and stimulate the desire for learning among citizens, and help them prepare a personal learning plan for the future. This section prepares the way for the creation of a personal learning plan that make a commitment to learning in the future by provoking an inner searching into motivations, aspirations and personal needs. As in most audits, the questions and exercises are non-judgmental and are designed to promote a sympathetic dialogue between the participant and the advisor, usually but not necessarily a learning counsellor, as a preparation for the process of developing of a personal learning plan. The processes concerned here involve a great deal of introspection and self-analysis, which some people may find uncomfortable, and so the adviser should be sympathetic to this possibility. Learning Cities and Regions can use these exercises in many different types of environment - in community centres, with the unemployed, on second language courses, in learning providers and workplaces, in voluntary organizations and youth clubs, and as part of a drive to create a culture of learning among hard to reach people. They are however equally useful for those motivated people seeking to improve their status, performance and prospects, and can also be used to gather information on learning attitudes and requirements. The audits have been tested in a number of environments and this version improves on previous versions tested in the SKILL Europe and Learning Jamat projects. The opening introduction is repeated here for those who have not completed the previous sessions.

#### Guidelines for using this Active Learning session

##### **Goals**

The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won't happen unless all of us play our part in making it so. It won't be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it's important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

##### **Learning approach**

This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, , we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It's up to you to make it so.

##### **Learning Organisation**

You will find that the session is divided into 2 main parts

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue
- ✓ **The Learning Kitbag:** A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation. Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

**Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government**  
**By Norman Longworth, published by Taylor and Francis ISBN 10 0 415 37175 9**

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at [http://www.taylorandfrancis.co.uk/shopping\\_cart/search/search.asp?search=longworth](http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth)

### **Target Audiences**

The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21<sup>st</sup> century. This includes:

- Elected representatives and Mayoral staff
- Managers, Professionals and staff from all departments in local government as part of a continuous development programme
- Community and Voluntary organisation leaders
- Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces
- Industrialists and Business people as stakeholders in the local authority
- All Citizens with an interest in the development of their community
- Students in universities, adult education institutions and teacher training establishments

### **Further Reading**

Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

- 'Lifelong Learning in Action – Transforming 21<sup>st</sup> century Education' by Longworth, (Taylor and Francis, Abingdon) [http://www.taylorandfrancis.co.uk/shopping\\_cart/search/search.asp?search=longworth](http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth)
- 'The Local and Regional Dimension of Lifelong Learning ' EC Policy Document found on <http://europa.eu.int/comm/education/poledu/tels.pdf>

**Ideas for treatment particular to this session:** *For seminars and courses with several participants* it is suggested that the session is performed in groups of two, with one person acting as the counsellor and the other as the participant in the audit, exchanging roles from time to time. You should take frequent open session discussions to discuss progress based on the assignments below, and to decide where changes may be needed to meet local cultural requirements, how it can be improved etc and what effect it might have on a particular target audience. Assignment 17 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each.

For *self-learning individuals* try to find someone with whom you can discuss your answers and opinions either by email or face to face.

## The Learning Space

**Assignment 0:** These learning materials derive from, and extend, the concepts and ideas in ‘Learning Cities, Learning Regions, Learning Communities.’ Reading pages 94 to 97 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

**(NB For those who have completed parts 1 to 6 of the personal learning audit in sessions 5.5 to 5.7, assignments 1-4 below will not be necessary)**

**Assignment 1:** Why is a learning culture essential for your city or region? Try for 5 reasons

1  
2  
3  
4  
5

**Assignment 2:** Discuss your answers with others

**Assignment 3:** As Individuals, read the opening blurb of the audit noting its analogy with a learning voyage. Comment on this below.

**Assignment 4** Discuss your comments with others

**Assignment 5:** Role play participant counsellor – get the counsellor to go through the points made in the introduction of part 6 of the personal learning audit plan in the learning kitbag with you and to persuade you that this is a good action to take.

**Assignment 6:** Complete section 6.1 of the Audit in pairs from the kitbag.

**Assignment 7:** What reaction do you have to this exercise?


**Assignment 8:** Discuss your answers to assignments 6 and 7 with all others in the group

**Assignments 9 –14:** Go through a similar exercise with questions 6.2, 6.3, 6.4, and 6.5 separately, completing the reaction boxes below.

6.2


6.3


6.4


6.5


**Assignment 15:** For which sections of the population in your city would this exercise be most useful?


**Assignment 16:** Discuss your ideas with others

**Assignment 17:** This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

## LEARNING CITIES AND REGIONS FOR THE FUTURE - YOUR LEVEL OF KNOWLEDGE

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
38	Towards true Learning Societies					2.2
39	Defining Learning Cities and Regions					2.1

All sessions shown in the last column follow the progress of the book '**Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government**' by Norman Longworth (Taylor and Francis – [www.tandf.co.uk/books/](http://www.tandf.co.uk/books/) ) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from [www.longlearn.org.uk](http://www.longlearn.org.uk) .

**Assignment 18:** On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

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## **Chapter 5 Session 5.8**

**The**

**LEARNING**

**KITBAG**

## Tools for Developing Human Potential

### Route 1 - A **Routemap** for your **Personal Journey into Learning**



**'Learning is the most natural Human instinct'**  
(Written on the wall of a car manufacturing plant to encourage world-class learning)

### **A PERSONAL LEARNING AUDIT**

## **PART 4: UNDERSTANDING YOUR LEARNING SELF**

It is recommended that this personal learning audit is carried out together with a professional learning counsellor. However, anyone - a friend, a family member, a stranger - who is willing to listen to your needs and is sympathetic to your aspirations and personal goals can help you go through these exercises and questions and discuss with you why it is important to understand your inner motivations and aspirations in order to kickstart your learning future. Read on.....

## Route 1 - A Route Map for Personal Learning - what is it about?

Learning is the most natural human instinct. And in a rapidly changing world, each one of us needs to remain adaptable, flexible and versatile. Equally, each of us has a personal challenge to recognise our own greater potential and our ability to achieve it. This can only be done through motivating ourselves to learn continuously.

There are new tools and new approaches to make learning more effective, more attractive and more pleasurable - throughout life, whether you are 5 or 95, whether you have found it difficult in the past or not, whether you are rich or poor. None of us is immune from the need, or the desire, to learn more. We may want to enrich ourselves in our personal lives by developing new skills or improving old ones; we may want to improve our performance, and our salary, at work; we may want to give ourselves and our families a better quality of life

Whatever our motive, we believe that Learning, developing your own potential, is:

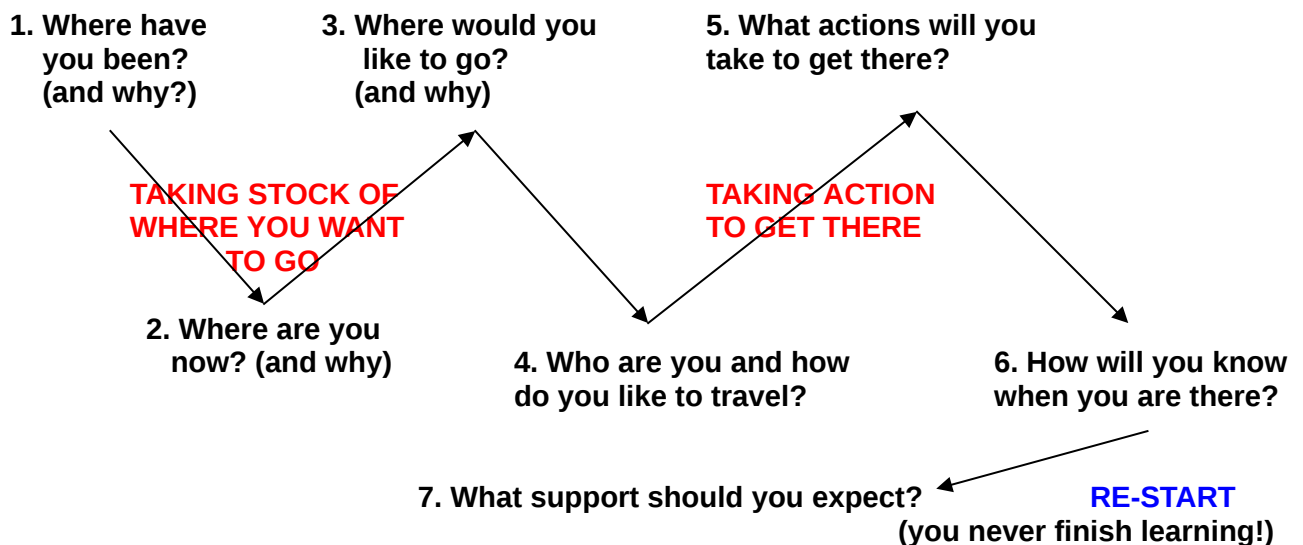
- ◆ for **everybody** throughout life, from cradle to grave, from hatch to despatch, from womb to tomb;
- ◆ about making **progress** at work, about more enjoyable **leisure** and a better **quality of life** - all those things which encourage you to live up to your own potential;
- ◆ about **continuously** acquiring **new** knowledge, skills and understanding;
- ◆ about learning in a **variety** of new ways and focused around **your own needs, your own circumstances** and your preferred ways of **learning**;

It's the natural human condition which somehow many of us lose during formal education.

So what follows is a route map to help you achieve this - to take stock of your own learning needs and then to take action to do something about them. It is your own personal voyage to self-fulfilment through learning. On the voyage you will be asked many questions to help you understand yourself and your learning requirements and goals. At the end, you will complete an exercise to put these into a realistic perspective so that you can commit to meeting all your objectives confidently and creatively. It is not a process to be rushed. Journeys offering the greatest reward take time to plan.

We involve you in the journey planning all the time - this isn't an exercise in telling you what to think or what to do. We want your opinions, your thoughts, your dreams. Naturally, those with an already high commitment to learning will find it easier to embark on the trip and may wish to take a short cut by by-passing some of the questions. But this route planning process can be used by everyone - employed and unemployed, young and old, qualified and unqualified, rich and poor, those who have been inspired by past experiences of learning and those who have been damaged by it. You are about to become a **Learning Community** of one, within a Community of many and each individual in your family and your community will benefit. Your journey starts here. So have a look at the diagram below for a preview of the routemap

### START



In Part 4 here we take you through step 4 above

## What else do you need to learn in order to get where you want to go?

At this point you enter the action phase of preparing your learning journey. By the end of the process you will have a complete (but reasonably flexible) itinerary which maps out where, when, how and with whom you will travel with personal targets and achievement records.

But first you may need to understand *why* you are making this journey, and a little more about yourself and your own motivation for embarking upon it. If you are not habitually an introspective person who examines inner motivations this can often be a quite difficult process. But the rewards of such understanding will make it more likely that you both set out a realistic plan and that you complete it successfully.

In the stock-taking process, you have recorded your past journeys - your experiences and present requirements for learning. It helped you, and your learning adviser if you have one, understand the experiences that have shaped your attitudes to learning and your learning values. At the same time it hopefully helped you to realise the part that learning plays in allowing you to cope with the world as it is, whether you do it formally in a classroom or informally as a part of your everyday life. Truly lifelong learning is now a reality, and an essential, for many people. In this section you use these to re-examine yourself and your values, and to modify these to cope with a world of constant change.

It is the fourth part of in your development of a **personal learning action plan**. In later parts you will

- assemble your learning needs and desires - put your personal learning goals into words,
- make your own Personal Learning Action Plan
- explore ideas to make sure it works

Again this is not a process to be hurried. How long it takes is up to you. You may decide to let the exercises you go through incubate in your mind or choose to deal with them straight away. You might want to re-write what you have written several times. You may complete section 6 in a day or so, and you may want to take longer with the other sections so that you get it right. You can share your thoughts with other members of your family or use the help of someone who can stimulate you to keep up with your schedule (a mentor or Learning Adviser) - perhaps even several people. There are no prizes for finishing your plan quickly. But there are great prizes for making a commitment to carry it out, this year, next year, in the years to come.

As you work through the processes you will be encouraged to reflect upon your life, your work and your leisure, and consider any changes you may like to make. But remember, your personal learning action plan is not written in concrete to be slavishly adhered to. Other learning pathways - side-trips - may intervene or you may change your mind. *But the only person who can make the decision to learn in the first place is yourself.* And that is why you need to spend so much time examining your own motivations - and take into account potential obstacles as well as potential rewards.

The Learning voyage can, and should, be enjoyable. So enjoy it! It can certainly be profitable, whether you measure that in terms of finance or in the enrichment of you personally. It doesn't matter what age you are. Learning is something we can all do and something we can all benefit from.

## 6. Why do I need a Personal Learning Plan?

Think about it - most things of importance that you have achieved in your life are because you learned something. - for example learning to talk, learning to walk, learning to make a meal, learning for earning, learning to drive a car, learning to pray - a hundred little things which make the big picture that is you. Often these were not as a result of going on a course or in formal instruction - you have learned a lot through trial and error, or by experience, or by watching and listening to others. What you did was to take personal control of your own learning, usually without realising it.

6.1.1. As a start, to get the mental juices going, Just jot down here a few of the things which you personally have learned informally during your lifetime.

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6.1.2 From time to time you have had to build upon that learning to change direction or to achieve a new skill or to make something else happen. Can you think of a few examples of that?

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6.1.3 Previous parts of the Learning Audit helped you to understand the importance of learning in your life. But sometimes the many things that happen in a busy life crowd in upon us and become a confused blur. Every now and then we have to take stock of where we are, what we are, who we are and how we intend to meet the future. OK - so let's get started by answering a few simple questions. You may want to answer these questions with a Learning Counsellor, or by yourself.

Who are you? \_\_\_\_\_

Where are you? \_\_\_\_\_

How are you? \_\_\_\_\_

6.1.4 You may have answered those questions by giving your name, address and state of health. But there is a much larger meaning behind the questions. You are not for example just a name - there's much more to you than that. Nor are you, in your life, an address - you are at a certain point in your life. So let's ask the question again. You can answer it orally with your Learning Counsellor or write it down below - we've given you a little more space.

Who are you? (eg as human being separate from other human beings)

Where are you? (eg at this point in your life)

How are you? (eg completely satisfied with your life as it is or seeking something else? What?)

6.1.5 In the rest of this section you'll be analysing some of things you have done in your life which have caused you to be who you are. Most of it is connected with learning. Think about it! We learn for a purpose - to achieve something we want to achieve. The more we want to achieve something the more effort we are prepared to put into our learning. As children we learned easily and without even knowing that we were learning. It's a natural human condition. Later in life we get more claims on our attention and sometimes our will to learn more diminishes. It can be because of bad experiences in the past, a lack of time and energy or a lack of self-confidence. But we never stop learning unless we choose to. And often the more we learn, the more we want to learn more, even if it's just mastering the instructions for working the video recorder. So here goes - your journey towards a Personal Learning Plan starts here.

## **6.2 Understanding yourself and Recalling your Learning Experience**

One way to recapture your zeal to learn is by reviewing some of your past experiences and achievements.

Try to recall about 3 experiences - you can do more if you like - at different stages of your life and remind yourself why they were important and how you felt about them at the time. An example might be as follows.

What was the experience	When was it	What was good about it	What wasn't good and what was the outcome?
Passing my grade 1 piano lesson	When I was 11	My teacher was so supportive - she gave me extra lessons	2 things - a) I was nervous because it was an exam b) I wasn't really interested in playing the piano - it wasn't the sort of thing boys of 11 did without being laughed at by their friends. But when I passed I was really proud.
Making my first model aeroplane	When I was 14	My uncle bought the kit for my birthday - he encouraged me to read the instructions	I didn't think I could do it at first - it was messy and the glue got on my hands - the finished product looked more like an elephant than an aeroplane but it was mine and I pretended it was a new design for the future.

Now write down your own experiences in the boxes

What was the experience?	When was it?	What was good about it?	What wasn't good and what was the outcome?

### 6.3 What helped me to learn?

Sometimes we need to understand ourselves and what stimulates us to learn something new. We have many diversions which keep us from learning, so let's examine how we might by-pass these and what keeps us learning.

6.3.1 Thinking about the examples in the exercise, they say the following about my learning motives?

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6.3.2 What kicks me off to learn? (eg Am I a self-starter? Do I need cajoling? Do I always need a purpose?)

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6.3.3 What makes me keep going? I need certain conditions to carry on learning. These are they

1

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2

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3

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6.3.4 Some conditions would make me stop learning. These are they.

1

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2

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3

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4

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6.3.5 People, their attitudes, support and encouragement can help or hinder learning. How do you think the following people would react to your saying that you are going to take a course on self-improvement? (add any other influence if necessary)

	positive	negative	indifferent	Other adjective
Your partner/girl/boyfriend				
Your friends				
Your work colleagues				
Your work manager				
Your children (if any)				
Your former teachers				

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At this point we suggest that you take a break and let your thoughts incubate a little. Discuss it with someone if you haven't already done so - or with a different person to get a fresh eye on your perceptions. Look over you answers and add, delete, change if you want to.



## 6.4 My Learning Inventory

Let's look in a bit more detail at what has already been learned during your life-time. You know and can do more than you think. Let's take a few inventories.

6.4.1 **My working life** – this a list of the current skills that have enabled me to carry out my past and present work or profession.


6.4.2 My **non-working Life** – this is a list of my sports, hobbies and interests and the skills and knowledge I need to carry them out – it includes home interests such as bringing up children, household jobs (see the example)

Hobby/Interest	Skills	Skills	Skills
Bringing up my children -	Parenting skills	Home Management skills	Patience, tolerance, self-management skills

6.4.3 If you have a learning counsellor or mentor describe several of these with him/her, extracting the additional knowledge and skills you haven't remembered to put down.

6.4.4 Make a list of the things you have done to help others in the past

1.
2.
3.
4.
5.

6.

These may be called your personal learning record and you may be surprised by the amount of knowledge and skills you have picked up already over your lifetime. It is probably most certainly far from complete since it is difficult to remember and record everything you ever learned.

**6.5 My requirements**

6.5.1 So far we have looked where you are now. Let’s explore together who and where you may want to be in the future and the quality of life you may want to achieve. What do you understand by the phrase ‘quality of life’ and how might it apply to you?

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6.5.2 Some people decide what they want to be early in life and pursue that goal single-mindedly. But the majority of us are not sure. How about you?

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6.5.3 We may (be forced to) change our ambitions. We may revise our dreams. We may become something through force of circumstance than personal design. Family, home, friends, locality, new perceptions, economic conditions etc can all change our viewpoint in all parts of our lives. In what circumstances has this happened to you during your lifetime?

1
2
3
4

But it is important to know who and where we want to be in the future and to be realistic about, without closing down, dreams and ambitions. Many things are possible given the right advice, support and individual application towards a personal goal.

6.5.4 So let’s look forward towards how you might become a richer, more fulfilled person. Have a look at the lifelong learners poster below and put a mark out of 5 to each statement if it is in line with your own aspirations 1= of no interest to me, 2= only partly of interest to me, 3= of average interest to me 4= of considerable interest to me, 5= crucial for me.

6.5.5 Now discuss your answers with your learning adviser (who may also be interested to do this exercise) and have a preliminary discussion on how your aspirations might be fulfilled. The tools for doing that will be the subject of the next session.


**DO YOU HAVE A PERSONAL LEARNING PLAN?**

<b>A PERSONAL LEARNING PLAN CAN HELP YOU:</b>	<input type="checkbox"/>
	<input type="checkbox"/>
➤ <b>MEET THE FUTURE WITH CONFIDENCE</b>	➤ <input type="checkbox"/>
	<input type="checkbox"/>
➤ <b>UNDERSTAND YOUR LEARNING NEEDS</b>	➤ <input type="checkbox"/>
	<input type="checkbox"/>
➤ <b>DEVELOP YOUR OWN POTENTIAL</b>	➤ <input type="checkbox"/>
	<input type="checkbox"/>
➤ <b>GIVE A FOCUS TO YOUR LIFE AND LEARNING</b>	➤ <input type="checkbox"/>
	<input type="checkbox"/>
➤ <b>STRENGTHEN YOUR WILLPOWER</b>	➤ <input type="checkbox"/>
	<input type="checkbox"/>
➤ <b>IMPROVE YOUR CREATIVITY</b>	➤ <input type="checkbox"/>
	<input type="checkbox"/>
➤ <b>ENRICH YOUR SELF-RESPECT</b>	➤ <input type="checkbox"/>
	<input type="checkbox"/>
➤ <b>RELEASE YOUR EARNING POWER</b>	➤ <input type="checkbox"/>
	<input type="checkbox"/>
➤ <b>INSPIRE YOUR FAMILY</b>	➤ <input type="checkbox"/>

**WHY NOT START TO DEVELOP ONE THIS WEEK?**



**A LIFELONG LEARNING COMPANY**  
([www.longlearn.org.uk](http://www.longlearn.org.uk))

## **Where to find sessions on topics**

All sessions follow the progress of the book 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' by Norman Longworth (Taylor and Francis – [www.tandf.co.uk/books/](http://www.tandf.co.uk/books/) ) ISBN 10 0-415-37175-9

	<b>Topic</b>	<b>Session(s)</b>
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
3	Your city as a learning organisation	2.4
4	Skills and competences for the 21 <sup>st</sup> century	1.6
5	The city as an ideopolis	1.7
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11	Tools for measuring city/region performance	4.1, 4.2, 4.3, 4.4, 4.5
12	Lifelong Learning as wealth creator	5.3, 1.5, 2.3
13	Tools for activating learners – Personal Learning Audits	5.4, 5.5, 5.6, 5.7, 5.8, 5.9
14	Schools as Stakeholders in community, city and region	6.2, 8.4
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16	Business and Industry as stakeholders in community, city and region	6.4
17	Adult Education Colleges as stakeholders	6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world	6.6
19	Family Learning	6.7
20	The power of partnerships in the city and region	6.8
21	Using Technology in the learning city	7.3
22	Active citizenship and volunteering in the learning city	7.4
23	Mentoring in the learning city	7.5
24	Resources for the Learning City	7.6
25	Global roles and responsibilities for learning cities and regions	8.1
26	Internationalising Learning City Networks	8.2, 8.3
27	International projects as learning city stimulators (schools, adults)	8.4, 8.5
278	Two-way profiting from international cooperation	8.6
289	Organisational issues in the learning city and region	9.2
309	Enabling issues in the learning city and region	9.3
31	Pedagogical issues for learning cities and regions	9.4
32	Practical Actions to become a learning city	9.1, 1.4
33	Learning Cities for Elected Representatives and Councillors	4.6
34	Individuals as learners	5.1, 5.2, 6.7
35	Change, society and the city/region	1.1, 1.2,
36	Learning City Domains	1.3
37	Some Research results on Learning Cities and Regions	4.2, 4.3, 4.4

The sessions themselves are downloadable from the learning materials section of the longlearn website [www.longlearn.org.uk](http://www.longlearn.org.uk)