

# **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 4 Session 4:**

### **Using a Stakeholder Audit for insights into learning cities and regions. A Tool for Local and Regional Government**

*‘The transition to a Learning Organization affects all parts of the administration, often in quite fundamental ways, and the change process it will engender will take months and years. It is not therefore a tool to be used for a week and then discarded’*

**From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)**

## Chapter 4 Session 4:

# Using a Stakeholder Audit for insights into learning cities and regions. A Tool for Local and Regional Government.

**Session outline:** Having presented TELS in the previous two sessions we now take a look at a more sophisticated and up to date version of a local/regional authority audit – one which offers more feedback opportunities and gives greater insight into the nature and requirements of a learning city or region. This audit can be administered in part or in whole by the local or regional authority itself, or by a university or other organisation, which can then make detailed recommendations for improvement in selected areas.

**NB:** The original versions of the Stakeholder Audits are held at the University of Stirling Centre for Research into Lifelong Learning, which uses them to further its research. Extracts used in this session are provided to give a taste of the content of the Local and regional authorities audit. There is of course much more to it than those shown here. Local and Regional Authorities wishing to use them as tools in their own locality should contact the university at Centre for Research into Lifelong Learning, Institute of Education, University of Stirling, Airthrey Castle, Stirling, UK or visit the website [www.ioe.stir.ac.uk](http://www.ioe.stir.ac.uk)

### *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 assignment 1 is completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignments 3, 4 and 6 may be completed in small groups of 2 or 3 people again with the results discussed after completion. Assignment 8 is another individual task and assignments 9, 10 and 11 for small or large groups– you may wish to change the people working together to enable a mix of ideas, experiences and opinions. The last assignment should provide the feedback that will enable you to improve the session next time round.*

**For self-learning individuals** all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints.



## 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 70 to 76 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

**Assignment 1:** Introduction 1 below is the opening blurb of the Local Authorities Stakeholder Audit. It explains what it is and what it is trying to do. Some questions have been embedded into the introduction. Read the description and answer the questions as they relate to your own perceptions of your city or region.

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

**Assignment 3:** A questionnaire simply asks for information for analysis – an audit gives, as well as receives, information and requests continuous feedback on the process. In so doing it provides insight and ideas that will not only improve the quality of the information for analysis, but also point the responder to the actions needed to implement change. How in your opinion might this work in the case of your city or region?

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**Assignment 4:** Actionsheet 1 in the learning kitbag below is an actual example from part of the Local Authorities Stakeholder Audit. Please try to answer the questions with reference to your own city or region.

**Assignment 5:** Discuss your answers with others

**Assignment 6.** Look at the list of other topics contained the Stakeholder Audit in Actionsheet 2 ‘*Other Topics*’ in the learning kitbag below. On the lines below each jot down a few points about the usefulness of these topics to your own authority and the actions that may have to be taken to accommodate them.

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**Assignment 7:** Discuss your answers with others.

**Assignment 8:** You have been placed on a focus group to discuss how to go about implementing a Stakeholder Audit for your own authority. Write down a few recommendations you would make as a result. Who would need to be convinced? Who would coordinate the results? How would this happen?

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**Assignment 9:** As a city manager, how would you go about involving community stakeholders in the construction of the learning city? Whose responsibility is it a) to initiate the process b) to coordinate the process c) to monitor the process d) to record the process e) to deal with the results.

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**Assignment 10:** Read the results of the Stakeholder Audit application in regions in France, Italy and UK in 'Learning Cities, Learning Regions, Learning Communities'. **A.** How would the results be different in your city?

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**B:** What type of focus groups would you set up in order to increase knowledge of the various implications.


**Assignment 11:** 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
3.8	Towards true Learning Societies					2.2
3.9	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 12:** 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 4 Session 4**

**The**  
**LEARNING**

**KITBAG**

# Actionsheet 1

## The Local and Regional Authorities Stakeholder Audit

### **Introduction**

‘Learning Cities’, ‘Learning Regions’, ‘Learning Organisations’, ‘Learning Communities’ are terms that are increasingly used to describe the rationale for the transformation of European cities, towns, regions and organisations for a knowledge age.

*Question 1: How true is this for your own city or region? How much of the infrastructure is now in place to enable it to happen? What still needs to be done? Write a few observations of your own.*

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The European Commission definition of a learning region is as follows: ‘A learning city, town or region recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens’

Such a definition implies that the role and responsibility of decision and policy-makers at local and regional level, together with all stakeholders in all the learning providers is to help construct a mutually advantageous and interactive learning city, town or region that will deliver prosperity, social stability and the personal well-being of its citizens.

*Question 2: How much do you believe that decision and policy makers in your city or region would subscribe to this view? Name 3 things that have been visibly done in the past year to implement it?*

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1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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For Local and Regional Authorities this has large implications and benefits. In the globalised world of the 21<sup>st</sup> century great and rapid change is inevitable. Those that are flexible and versatile enough to be able to adapt quickly and effectively will be the winners and will best serve the interests of their citizens, even though some of the measures they may have to take may be unpopular with some sections of the population.

*Question 3: What sort of change is inevitable in your city in the coming years? Name 3 examples*

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*Question 4: What might be unpopular with some citizens and why?*

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### **A Stakeholder Audit**

The audit itself is not simply a questionnaire. It is a carefully-worded instrument to engage cities and regions in debate with themselves about their own future as quality learning organisations, and their relationship to others in the city/region and beyond. The learning city/region rationale is embedded in each action element of the audit tool, in order to help management and staff in all departments understand what a lifelong learning organisation within its sector will be like and how it can make that transformation.

Cities and regions become closely involved with the transformation process through questions soliciting opinions, information and comment, and exercises developing internal and external debate. The ‘stakeholder audit’ tool we have created therefore has four purposes, all of which are connected with meeting these criteria in a learning city/region:

- It will enable administrations to measure their performance as ‘learning organisations’ within a learning region.

- It will explore all the parameters which enable a modern administration to address the vast number of changing needs and demands of all its own stakeholders – learning providers, community and voluntary organisations, business and industry and the citizens themselves – in a 21<sup>st</sup> century lifelong learning society.
- It will examine the contribution that the city/regional administration might make to help foster the construction of itself as a learning entity.
- It will act as a basis for comparisons with city/regional administrations in other regions

At the same time the audits themselves can be used as stimulators of discussion, debate and learning, perhaps using focus groups to concentrate on one or more aspects of learning city/region development

*Question 5: What do you think is the difference between a questionnaire and an audit? What advantages does the audit have over a questionnaire?*

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**Using the Audit**

The audits are completely comprehensive in nature covering a wide variety of internal and external lifelong learning indicators, based on the recommendations and results of research, reports, papers, projects and books written on the subject over a period of years. We have tried to make this Audit both flexible and useful by dividing it into sections dealing with different aspects of the city/region’s activities. **Please note that this is a tool and not just a questionnaire** – its purpose is to stimulate thinking, debate and action. Inevitably the full version is long. The transition to a Learning Organisation affects all parts of the administration, often in quite fundamental ways, and the change process it will engender will take months and years. It is not therefore a tool to be used for a week and then discarded. For those who are less committed there is a shorter version, Whichever way you may wish to use it, we believe that you will benefit.

NB: This Stakeholder Audit is for city and regional authorities. Other stakeholder audits exist for schools, adult education institutions, universities and SMEs, enabling them to understand the nature and implications of incorporating lifelong learning concepts into their own organisations, and to integrate their activities into helping the construction of learning cities and regions locally.

*Question 6: In what senses is the audit a tool?*

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*Question 7: Why would it be long?*

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*Question 8: How would you go about persuading decision makers to use it in your city or region?*

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*Question 9: What other information about audits do you now need?*

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## Actionsheet 2

### Extract 1 from the Local Authority Stakeholder Audit.

This extract is taken from part 3 of the Stakeholder Audit, dealing with the authority's efforts to increase the participation of organisations in the development of a learning city or region.

#### A Partnerships and Relationships with stakeholders

**Learning Cities and Regions will encourage and enable stakeholders to participate in the construction of the Learning Region. Stakeholders in this sense means any organisation which has a capability to contribute to the future of the learning authority and/or an interest in making it happen – ie just about every organisation in the authority. We therefore explore together the extent to which the local and regional authority activates organisations to use their creative energies.**

1 Firstly, please consider the following quotations and let us know how they equate to the perception of those responsible for guiding the authority into the future.

- 1= crucial to the future development of the authority
- 2= very important – implementable strategy now in place
- 3= important enough to warrant the development of a strategy
- 4= interesting but not important enough to warrant strategy development
- 5= Not relevant

		1	2	3	4	5
1.1	<i>The lifelong learning revolution is not about isolating new ways of delivering education, but more about taking a new look at all aspects, values and procedures in nations, cities and regions and refashioning them into a more complete and holistic learning image in order to prepare for a future shaped by rapid change – that is re-inventing the city and region and all its institutions, organizations and inhabitants as components of a learning society. (Learning Cities, Learning Regions – Longworth)</i>					
1.2	<i>Links need to be made out into the community and to peoples' places of work and leisure through sensitive, trusted and sustained outreach. This means stimulating demand by building upon these activities which already interest and involve people or which express their own priorities and aspirations. It also entails targeted activity to raise expectations amongst children and adults, through schools, voluntary and community groups, work and trade unions. (European Memorandum on Lifelong Learning)</i>					
1.3	<i>As the focus of education is changing from teaching to learning, and on the problems of the learner in order to satisfy the needs of the customer, so the focus of the service departments of our cities will change from reactive caring to proactive enabling of individuals in order to help them to help themselves. This will entail not just better cross-departmental communication, but a total rethink of the way services are administered in a more holistic way. (Full Service Learning)</i>					

1.4 What is your present opinion on the role of the local authority in encouraging more and better learning in the community, and mobilising all sectors to contribute to the construction of a learning city or region. Please use the box below to put any comment you wish.

1.5 With which of the following organisations has the authority formally discussed its potential contribution to the building of the learning authority.

1= all these organisations 2= some of these organisations, 3= none of these organisations

		1	2	3
1.5.1	Schools			
1.5.2	University(s) if any			
1.5.3	Adult Education Colleges			
1.5.4	Small Businesses			
1.5.5	Large companies			
1.5.6	Neighbourhood Community Centres			
1.5.7	Voluntary organisations			
1.5.8	The Police department			
1.5.9	Social Services department			
1.5.10	Hospitals and the Health Departments			
1.5.11	Libraries			
1.5.12	Museums			
1.5.13	The Chief Executive's Office			
1.5.14	The Education Department of the Local Authority			
1.5.15	Financial Services department of the Local Authority			
1.5.16	The City/region Publicity and Information Department			
1.5.17	The City Development Board			
1.5.18	Other (please state in the boxes below)			
1.5.19				
1.5.20				
1.5.21				

### 1.6 Activities and contributions.

**Here we explore with you the sorts of activities you may have discussed in order to mobilise these organisations in the service of the construction of the learning authority**

1.6 Please say which of the following activities you have (or will have) energised to allow these organisations to contribute more effectively.

		Yes	No	In plan	Don't know
1.6.1	Actively enabling Schools-industry partnerships				
1.6.2	Actively creating a structure for other partnerships in the authority				
1.6.3	Developing a leadership strategy for each sector				
1.6.4	Encouraging local schools to include contribution to the community in their social curriculum				
1.6.5	Encouraging and aiding employees to spend at least 5% of their working time to contribute to community development				
1.6.6	Encouraging business and industry to do the same				
1.6.7	Carrying out a schools lifelong learning and contribution audit*				
1.6.8	Carrying out an Adult Education College lifelong learning and contribution audit*				
1.6.9	Carrying out a universities lifelong learning and contribution audit*				
1.6.10	Carrying out a small businesses lifelong learning and contribution audit*				
1.6.11	Including them in the Learning City development Committee				
1.6.12	Developing a leaflet for each stakeholder on the learning authority and what its contribution might be				
1.6.13	Developing a lifelong learning roadshow for organisations –(a peripatetic group for visiting stakeholders)				
1.6.14	Organised a stakeholders conference or seminar				
1.6.15	Organising a mentoring scheme between citizens and stakeholders				

1.6.16	Carried out audits of learning needs				
1.6.17	Linking schools with schools in other learning city/regions to discuss contribution				
1.6.18	Linking adult education colleges with those in other learning city/regions				
1.6.19	Discussing with each stakeholder what each can do to help the learning city/region flourish				
1.6.20	Including lifelong learning and learning city/region concepts on in-service training courses for teachers				
1.6.21	Turning schools into community centres where every member of the community can congregate for learning stimulation				
1.6.22	Encouraging schools to include all ages in their classes				
1.6.23	Organising a Learning Festival in which all stakeholders can participate				
1.6.24	Other (please say below)				

**\*NB – Separate stakeholder Audits exist for schools, universities, small businesses and adult vocational education institutions**

## Other Topics

*The Local and Regional Authorities Stakeholder Audit also contains questions, exercises, statements, feedback invitations etc on the following topics*

- ✓ Current perceptions, commitment and strategies, including content and implementation methods, the authority as a Learning Organization, quality and standards, membership of learning city organizations, surveys and studies already completed etc.
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- ✓ Participation and partnership in the community and the Authority's role in making it happen, including measures to encourage active citizenship and volunteering, consultation processes, relations with stakeholders and leadership.
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- ✓ Accessibility and wider participation in learning from the providers viewpoint, including provision of learning where, when and how people want it, support systems in place for all populations, barrier removal etc
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- ✓ Communications and information strategies to increase the incidence of learning, including internal information giving in the administration, methods of communication, key learning messages and their accessibility, wired city etc
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- ✓ Staff training and development internally and externally, in-service teacher training and further skills development for the 21<sup>st</sup> century
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- ✓ Use of technology for learning in the city/region, including distance learning availability and strategies, multimedia development and use, internet use locally and with cities and regions nationally and globally etc
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✓ socio-economic and resource matters, creating wealth, skills surveys, development policies, finance and other initiatives

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✓ Other topics of value to the development of the learning city – environmental policies, sustainability, celebrating learning etc

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