

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 6 Session 6.1:

Stakeholders in Learning Cities and Regions: Who? What? How? Why?

'Everywhere there are links, whether they be between the stakeholders themselves or between the city/region and the stakeholders. These links are a vital part of the bloodstream of the learning city, the haemoglobin that offers resources, talents, expertise, possibilities, opportunities, partnerships, knowledge and experience to whichever organization or whoever needs it.'

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

Chapter 6 Session 6.1:

Stakeholders in Learning Cities and Regions : Who? What? How? Why?

Session outline: It is well recognized that the dynamism and vibrancy of a city or region is affected by the dynamism and vibrancy of its institutions and its people. Every organization and every person is a potential stakeholder in the construction of their own learning cities and learning regions. This session therefore explores in general terms why these stakeholders are important, who and what they are and how they can be mobilized to make a commitment to their own and their city's growth. Through a series of assignments and exercises learners are introduced to the concept of the stakeholder and finish by compiling recommendations for city council's on how to take advantage of this enormous resource. It acts as a precursor to the following lessons on particular stakeholders and their particular contribution.

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

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 21st 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 21st century Education’ by Longworth, (Taylor and Francis, Abingdon) 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 assignments 1, 3 and 4 are completed individually, with open sessions facilitated by a learning leader. All other assignments should be in groups of two or three people, again with frequent plenary or larger group sessions for discussion. Assignment 13 in particular may require some follow-up in the form of a presentation to city council or other competent authority in the city or region. 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 106 to 108 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Write in the box below what you understand a stakeholder in a learning city to be.

Assignment 2: Discuss your definition with others.

Assignment 3: The following words and phrases are a definition used in the book – can you put them in the right order?

A learning city or region stakeholder is

and is willing to contribute
association or person
financial or other resource
of a learning community, city or region
that can benefit
any organisation,
its human
from the construction,
intellectual,
institution,
growth and maintenance
some or all of
in order to support its development
physical,

A learning city or region stakeholder is

Assignment 4: What do this and your definition tell you about the nature of a stakeholder?

Organisations as Stakeholders

Assignment 5: Look at the Learning Cities, Learning Regions and their Stakeholders diagram on Actionsheet 1 of the learning kitbag below.

What does it mean to you?

Assignment 6: Now look at the explanation on the following Actionsheets (2). Read it and complete the exercises embedded within it.

Assignment 7: Discuss your answers with others and consolidate the lists where relevant..

Assignment 8: As a result of this exercise make 5 recommendations for your local authority on the involvement of stakeholder organisations in the creation of your city/region as a learning city/region.

1.
2.
3.
4.
5.

Assignment 9. Consolidate these recommendations with those of others and make a full list of recommendations for the city council by completing the following charter

We recognise that life in our city (region) will be massively improved through the better coordination, commitment and contribution of its organisations and institutions as stakeholders in its development as a Learning City. These are our recommendations for making it happen:
1.
2
3
4

5
6
7
8
9
10

People as stakeholders

Assignment 10. Look at the pictures on Actionsheet 3 of the learning kitbag entitled people as stakeholders. What 4 things do they tell you about learning needs in modern life?

1
2
3
4

Assignment 11. Read the account of the cybergrannies of Edinburgh on Actionsheet 4 of the kitbag.

A Does anything similar happen in the community centres of your city/region? _____

B. What advantages does the city gain from revitalising seniors in this way?

C. Name 5 ways in which, in your opinion, people can be encouraged to improve their participation and act as stakeholders for improving city life. Be creative.

1
2
3
4
5

Assignment 12: Compare your ideas with those of others and make a list of recommendations for the city council by completing the following charter.

We recognise that life in our city (region) will be massively improved through the learning, commitment and contribution of its people as stakeholders in its development as a Learning City. These are our recommendations for making it happen

1.

2

3

4

5

6

7

8

9

10

Assignment 13: Consolidate assignments 5 and 8 into a powerpoint presentation to a responsible authority.

Assignment 14: 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

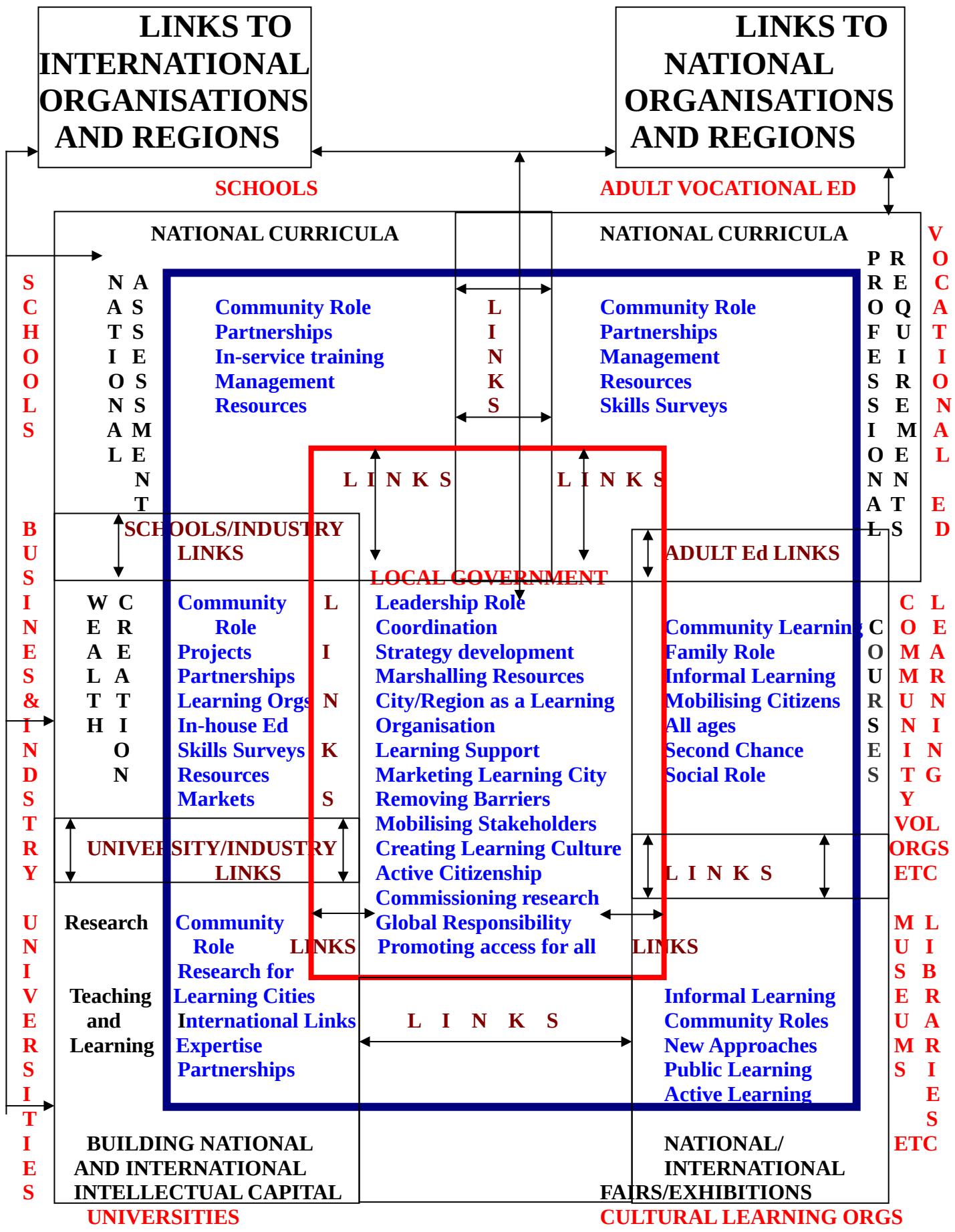
All sessions shown in the last column follow the progress of the book '**Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government**' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable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

Assignment 15: 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.

Chapter 6 Session 6.1

The
LEARNING
KITBAG

Sheet 1



LEARNING CITIES, LEARNING REGIONS AND THEIR LEARNING STAKEHOLDERS - WORKING TOGETHER

Actionsheet 2

Learning Cities, Learning Regions and their Stakeholders Working Together.

The working together diagram might seem to be complex at first glance but in reality it is deceptively simple to understand. The model is based on the anglo-saxon one of a centralised education curriculum and assessment system with some (albeit decreasing) local authority management responsibility. Other systems may be different, but the general thrust of contribution by stakeholders remains valid and modifiable whatever the set-up.

Local and Regional authority Roles

Basically, the inner red rectangle represents the city or regional administration and a break-down in blue writing of some of the coordinating tasks it undertakes in order to create a learning city or region.

Exercise 1. Use your experience and creativity to prioritise these tasks. Add any more that you think are important

	High	Medium	Low
Exercising a Leadership role in mobilising stakeholders to help create a learning region			
Exercising a coordination role to mobilise stakeholders			
Developing a strategy for mobilising stakeholders			
Marshalling the resources to enable stakeholders to contribute to learning city/region development			
Including stakeholders in the city's/region's learning organisation policy			
Providing a support service to enable stakeholders to contribute to learning city/region development			
Marketing the city/region as a learning city/region to the outside world			
Marketing the city/region as a learning/city/region to its citizens			
Removing the barriers to learning for its citizens			
Creating a learning culture within the city/region			
Advising stakeholders what their role is in helping to construct a learning city			
Using stakeholders to help implement an active citizenship policy			
Commissioning research on learning city matters			
Encouraging stakeholders to internationalise their activities			
Participating in global projects as a means of contributing to world peace			
Encouraging stakeholders to widen access to learning			

On the outside of the diagram are 6 boxes representing 6 types of learning stakeholder (written in red) ie

- Schools, including primary, secondary and kindergarten
- Business, Industry and Commerce, including small, medium and large enterprises situated in the city and region, each with their own learning needs and offerings
- Adult Vocational Education Colleges offering professional, trade and business education to students, usually, but not exclusively, at non-degree level. It would also include tertiary colleges and those organisations with learning centres, such as hospitals, police and firemens' colleges, non-university teacher training and management colleges etc where vocational education is given.
- Universities and Higher Education Centres offering a range of degree, post-degree and general interest courses for a wide range of students.
- Non-vocational adult education bodies and voluntary organisations offering community education either from specially built and staffed centres in community settings, or other premises such as church halls or any other location within the city or region.
- Cultural learning centres in non-formal learning settings such as museums, libraries and galleries where the learning can be active or passive.

Exercise 2: Brainstorm a list of the places in your city where formal or informal learning takes place.

Exercise 3: The six stakeholder types shown on the diagram are by no means a complete list. Brainstorm a list of all the stakeholder organisations which you believe can contribute to the development of the city/region as a learning city/region. It might include a breakdown of those in the diagram plus other organisations from exercise 2 etc. Be specific

Stakeholder contributions

In the diagram, the blue rectangle marks the boundary between what is possible with local authority support and those things over which it has little control. Everything within this is an opportunity, a contribution, a responsibility, an issue that can help in the construction of the learning city. Thus it will be noticed that cities and regions have little control over the national curriculum or the national assessment systems, but that there are also many aspects of school life that are community and city based. Similarly Business and Industry has its own path to tread in its pursuit of wealth creation, but it also has a great deal to contribute to city and regional growth outside of the local taxes it pays. Universities similarly are outside of local control but, although their major *raison d'être* is the development of intellectual capital, it would be unwise to do this in an ivory tower vacuum, and they give and receive expertise, finance and human capital to cities and regions as a part of their normal operation.

Exercise 4: Look at the list of activities for cultural services in the bottom right corner of the diagram. What, in your own words, do you believe that museums, libraries, galleries and other cultural service activities can contribute to the growth of a learning city or region.

Exercise 5: Do a similar exercise with the Voluntary and Community organisations on the middle-right.

Exercise 6. What does this indicate to you about the difference between an ‘educating’ city or region that fulfils its duty to educate those who require education and training, and a learning city or region.?

Local Authority-stakeholder and stakeholder-stakeholder links

Everywhere there are links, whether they be between the stakeholders themselves or between the city/region and the stakeholders. These links are a vital part of the bloodstream of the learning city, the haemoglobin that offers resources, talents, expertise, possibilities, opportunities, partnerships, knowledge and experience to whichever organisation or whoever needs it. There are of course many more links than it is possible to depict on a two-dimensional chart. Add to these the links with national and international cities, regions and organisations that create yet more trade, markets, knowledge, wealth creation, employment, finance, insights and prospects, and we have a workable schematic of the scope of the learning city or region as a holistic, interactive, inter-dependent and vibrant place for its citizens.

Exercise 7: Write down 6 of the links which you know exist between your local authority and its stakeholders and say how they could potentially help in the creation of the learning city or region. (NB Session 6.9 will explore how partnerships can be mobilised to improve progression to a learning city/region)

Link	Potential contribution to a learning city or region

Who leads?

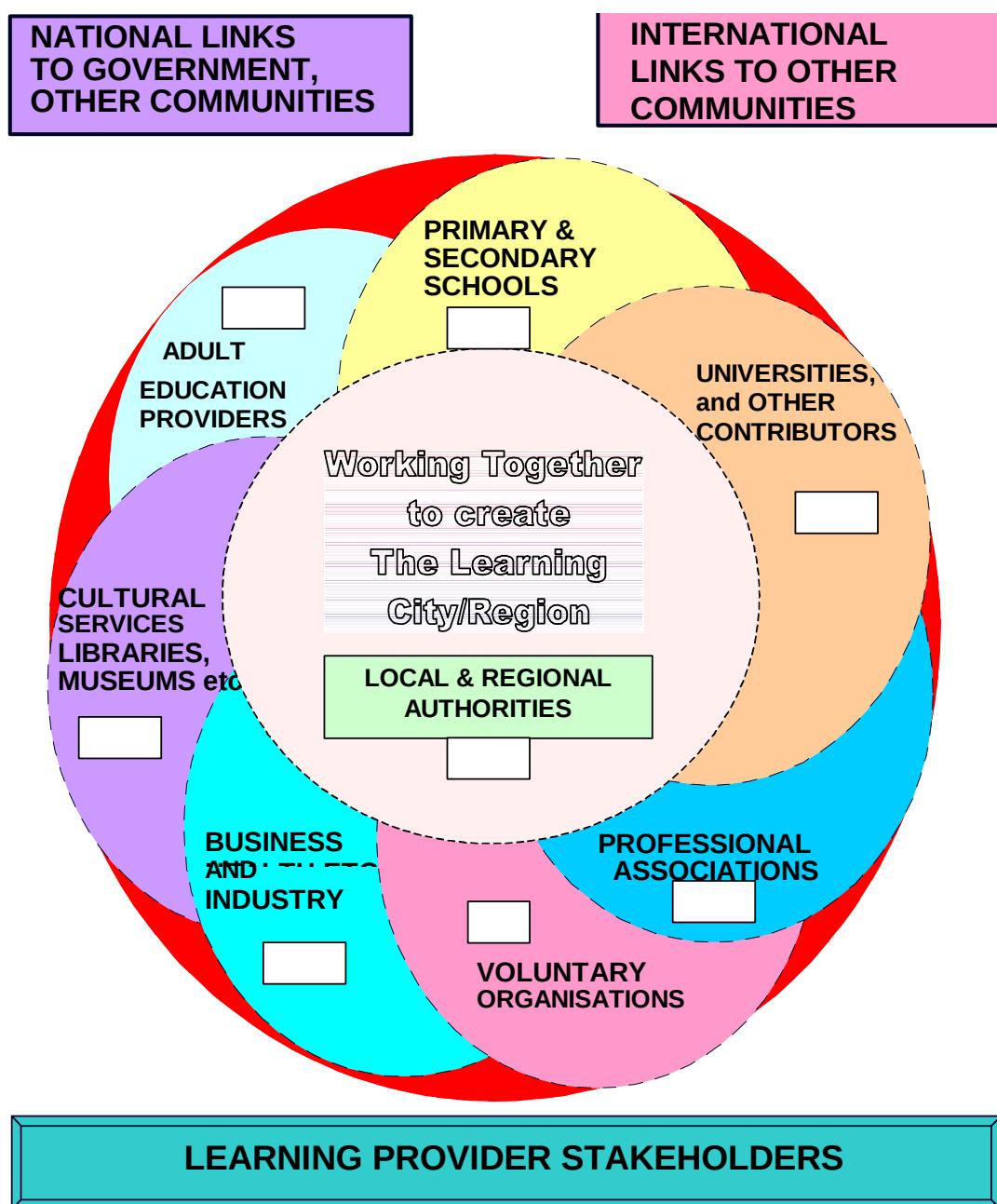
But such a complex organism needs a strong heart to pump the blood around the stakeholder arteries, and a keen intelligence at the centre of operations to energise the mind-set that will comprehend and activate transformation, projects and progress. Lifelong Learning extends so much further than the education departments of cities and regions. Some of them, as in Glasgow and Dublin, operate from the development agency, recognising the economic and social gains to be obtained from becoming a learning entity. In others, for example Stirling, the impetus emanates from the Chief Executive’s office, and yet others, particularly in those countries, such as Italy, France and Finland, where elected politicians take on responsibility for educational matters, obtain their vision from imaginative and

creative councillors. Espoo, Livorno and Sannois provide examples. Whatever the origin of the thrust forward, it should transcend the present day obsession with education and training as a separate and compartmentalised part of city life.

Exercise 8: Who leads the way in your local authority? _____

Exercise 9: Which other departments are involved with stakeholders in one way or another?

Exercise 10: Look at the simplified diagram below. By each stakeholder name put your estimate (%) of the extent to which it contributes to the growth of your city as a learning city at present. Then insert arrows to show which stakeholders can offer the links to national and international organisations.



Actionsheet 3: People as stakeholders



Edinburgh is well known for its provision of community education for all ages. The Jack Kane community centre in the Craigmillar district initiated a lunch club for female pensioners. Here they would meet each Tuesday to eat and discuss the events of the week among themselves. This often comprised family dissection, lamenting the city's provision for seniors, the habits of the young and reminiscing about the good old times, followed of course by a hearty meal.

One enterprising community officer had a bright idea to help stimulate the debate to a higher level. Accordingly he took some laptop computers to the centre and offered to teach them how to 'surf the net', and 'to dispel the 'fear and mystery' often expressed by our older generation about modern technology.'

The initial response was predictable. Shock and horror. 'We're too old', 'Computers are for young people', 'People will laugh at us', 'far too complicated for the likes of us', - all the standard objections of people afraid of the unfamiliar and of making mistakes .

But he persevered, and eventually the grannies did learn how to use them. They learned how to type and how to find the things they might want to know. In particular they learned how to contact other grannies on seniornets in the USA and in New Zealand, where there was quite a sophisticated usage of seniors forums.

Within weeks computer enthusiasm was so animated that it became difficult to get the grannies to eat lunch at all. They are involved in cross-generational work with the 'Keyboard Kids', another CCIS project and have visited Internet Cafes on three occasions.

They are now planning the next stage of their project and exploring ideas surrounding genealogy, reminiscence, or producing a worldwide recipe book. Their interest now extends to contributing to the internet.

They were as eager as the most committed teen games player, no longer turning up for lunch, but more for the opportunity of telling their international partners about their families, the habits of the young and the good old times.

So successful was this experiment that the community centre started classes for 'modem mums', 'digital dads' and "Techno-tots.' One could perhaps wager that the latter make the most progress the most quickly.

Next 'Fibre-optic families?' There is no doubt that Craigmillar is creating the future in a very visible and exciting way, and that the participants in these projects are leading the way into a century in which communication is a prerogative, and a learning pathway, for everyone.

LEARNING MATERIALS ON CITIES AND REGIONS FOR THE FUTURE – A REMINDER

	Topic	Session(s)
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
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17	Adult Education Colleges as stakeholders in the city	6.5, 8.5
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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

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