

**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 6.4:**

### **Business and Industry as stakeholders in community, city and region: A two-way contribution**

*‘Open up a typical management book and you will find it hard to avoid words like leadership, team-building, company culture and customer service – but you will be lucky to find words like community, social justice, human rights, dignity, love or spirituality – the emerging language of business. Now the principle has been universally adopted, largely due to the shift in public opinion. ‘If all of us in business and leadership roles committed ourselves to social responsibility, big things would indeed happen’ (Anita Roddick)*

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

## Chapter 6 Session 6.4:

# Business and Industry as stakeholders in community, city and region: A two-way contribution

**Session outline:** The business of business is to provide employment for its workers and make a profit for its shareholders or owners. Although these are certainly *raison d'être*s for business and industry in cities and regions it is by no means the whole story. This session therefore explores the reasons why the industrial sector can profit from the establishment of learning cities and regions and how it can make a positive contribution as a key stakeholder in their construction.

Assignments, case studies and exercises lead the learner towards an understanding of the principles of corporate community responsibility, help construct a charter for business and industry, and create awareness of the win-win situations for which companies are searching through enlightened self-interest.

### 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 assignments 1 and 2 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignments 3 to 8 may be completed in small groups of 2 or 3 people again with the results discussed after completion. Assignments 9 and 10 is again an exercise for individuals, 11 to 14 in groups – you may wish to change the people working together to enable a mix of ideas, experiences and opinions - and 15-18 are again opportunities for individual creativity. The session should include many plenary groups to consolidate ideas and observations. 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 126 to 134 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

**Assignment 1:** You are reminded that one definition of a learning city/region stakeholder is:  
A learning city or region stakeholder is any organisation, institution, association or person that can benefit from the construction, growth and maintenance of a learning community, city or region and is willing to contribute some or all of its human, physical, intellectual, financial or other resource in order to support its development

A. Can you think of 3 ways in which, in your opinion, a company or business would benefit from the construction, growth and maintenance of a learning city or region


B. Think of a few ideas on how a company or business could contribute to learning community or city development as described

Human Resources	
Physical Resources	
Intellectual Resources	
Financial resources	
Other resources	

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

**Assignment 3:** Look at the quotations below. In the columns 1-5 put a tick for the extent to which you agree with the sentiment expressed 1= fully agree, 2= mostly agree, 3= half agree, 4= partly agree, 5 = don't agree at all

Put a cross for the extent to which you believe that companies in general in your city have acted upon the sentiments expressed 1= they have noted and have taken measures to address it, 2= they are in the process

of taking measures to address it 3= they have noted and are not taking any measures to address it 4= they haven't even thought about it.

		1	2	3	4	5
1	The role of business industry and commerce in the development of learning cities and regions is a crucial one. It provides the dynamic, the awareness of needs, the innovative purpose and often the funding not just for wealth creation activities but also for social and community projects that make cities and regions better places to live (Learning Cities, Learning Regions, Learning Communities)					
2	The need to insert principles of total quality management has led in many companies to an entirely new empowerment of the workforce. They have smashed by example the long-held view that somehow there are limits to learning based on Intelligence Quotients or whatever. For example, Mercedes-Benz opened a huge new factory in Alabama, the poorest state in the USA. Within a few years, it transformed agricultural labourers and people who had never worked at all into world-class car workers. In a Learning Organization like this, individuals and teams are given the responsibility and the privilege of working out their own solutions to new processes, new procedures and the acquisition of new knowledge and skills. (Making Lifelong Learning work)					
3	The output of education and training systems in terms of both quality and quantity of skills at all levels is the prime determinant of a region's level of industrial productivity and hence competitiveness. The understanding of skill needs is not well developed. Companies must invest heavily in Lifelong Learning if they are to be able to compete in the globalised world market place.' (IRDAC Report on Skills Shortages)					
4	When the industrial era replaced the agricultural era, sources of energy like coal and oil replace land and property as the key to prosperity and competitiveness. The Knowledge society of the 21 <sup>st</sup> society is discovering that learning is the source of wealth, welfare and competitive advantage. We are experiencing a paradigm shift. The evidence suggests that the development of learning organisations is not merely desirable but essential to the survival of companies in the 21 <sup>st</sup> century. (Action Agenda for lifelong learning)					
5	'Although the systems and standards of training and education are evolving to meet pressures on them, the changes are not wide, deep or fast enough to keep up with the pace of change in knowledge and technology.' 'Many jobs will change or disappear requiring employees to understand new information and learn new skills continually.' (CRE/ERT Report on Lifelong Learning)					
6	p) 'The overriding theme in the service sectors appears to be one of a move away from specialisation towards horizontal, functional jobs where the same person is required to handle a whole range of jobs previously executed by several employees.' (IRDAC Report - Skills Shortages in Europe )					
7	There is a particular challenge to business and industry. It is to recognise and act upon the strong relationship between learning, investment and profit. Large and small forms should entrust the role of champion of company learning to a named main board director to provide leadership while ensuring that the learning culture is embedded throughout the company. (Action Agenda)					
8	'In the technology-driven industries of today, knowledge and competence are the major cost factors inherent in many products. But technical competence soon becomes outdated. The real investment a company makes is in its employees - its assets lie in their competence.' (ERT/CRE Report on Approaches to Lifelong Learning )					
9	'One of the most important alternatives available to an ageing population is to update older professionals by retraining them and upgrading their competence. Lifelong learning should be adopted by modern organisations.' (ERT Report on Education and European Competence)					
10	Corporate social responsibility gestures by companies are not usually entirely based on altruism and good works. They are more often founded on enlightened self-interest since, like cities, regions and nations, they have come to realise that the foundations of prosperity rest upon social stability and cohesion, and the incidence of learning in the community (Learning cities, Learning Tregions, Learning communities)					

**Assignment 4:** Write down 5 general points about the world of industry and business that these quotations are trying to make . Then, if you have any comments about the quotations use the lines below

1	
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2	
3	
4	
5	

**Comments**

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**Assignment 5:** Discuss your observations in assignments 3 and 4 with others

**Assignment 6:** Look at the changing work paradigm diagram on sheet 1 in the learning kitbag below. Enter some of your own observations about the nature of each of the changes in the last column.

**Assignment 7:** Compare your answers with those given on sheet 2. Go through each one individually and, in column A, put a mark out of 5 to say how much you believe it applies to your own work situation. 1= fully, 2= mostly, 3= half, 4= partly, 5= not at all. If you have any comments to make on this exercise please use the lines below.

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**Assignment 8:** Discuss your observations in assignments 6 and 7 with others

**Assignment 9:** Look at the Charter on sheet 3 in the learning kitbag below. In column A put a Y (yes) or N (No) to denote your opinion of whether companies *should* become involved in this way. In column B put a mark out of 4 to denote your perception of how much your local industrial sector becomes actively involved in the construction of the learning city or region in each statement. 1= it takes enthusiastic action in this matter 2= it is thinking about taking action 3= it would like to but cannot find the resources 4= It isn't really interested. (NB a variety of inputs from inside and outside the company in this exercise would yield interesting results.)

**Assignment 10:** Discuss your answers to these with others.

**Assignment 11.** Think of a local business or company – if you are an employee, take your own as an example. If there is none, use an example from your own experience. Look at the list of community activities on sheet 4 (taken from the SME stakeholder audit) and say whether or not it fulfils each one in the end columns. Add others in the blank boxes if relevant

**Assignment 12:** Write down any observations you may have about the exercise in assignment 11.

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**Assignment 13:** Compare your input with that of others.

**Assignment 14:** Read the piece on public private ventures in ‘Learning Cities, Learning Regions, Learning Communities’

A: Make a list of public-private ventures taking place in your city or region.


B: What are the advantages of public-private ventures?


C: And the disadvantages?


D: Discuss these observations with others

**Assignment 15:** Read the Case Study on sheet 5 below and the list of activities which resulted on the following sheet.

A: What are the advantages to companies in involving themselves with local communities in this way?






**Assignment 16:** Make a list of the contributions that you personally could make as a stakeholder to help construct a learning city or region in your own locality.

1
2
3
4
5
6
7
8
9
10

**Assignment 17:** What would you need to make this happen?

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**Assignment 18:** Consolidate your list with those of others

**Assignment 19:** 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 20:** 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 6 Session 6.4**

# **The LEARNING**

**KITBAG**

**THE CHANGING WORK PARADIGM**

20 <sup>th</sup> Century Workplace	21 <sup>st</sup> Century Workplace
Clear, well-defined career pathway extending into the future	
Certainty about continuity of role in the organisation	
Rising income throughout life	
Continuing job security	
The employer as your boss	
Doing a job for your employer	
Working individually on your own	
Upward career mobility via well-defined ladders	
Same job for life	
Initial Education and Learning lasting throughout life	
Learning facts and developing new skills	
Updating yourself when necessary	
Steady well-defined job in a rigid organizational context	
Working with numbers and words	
Carrying out orders given by managers and supervisors	
Working locally in the same location throughout life	
Having a specialised knowledge and applying it for life	
Responsible to your manager for success	
Being Employed	

## THE CHANGING WORK PARADIGM

Sheet 2

20 <sup>th</sup> Century Workplace	21 <sup>st</sup> Century Workplace	A
Clear, well-defined career pathway extending into the future	Undefined and vague vision of the future	
Certainty about continuity of role in the organisation	Living with Uncertainty in a fast-changing world	
Rising income throughout life	Maintaining employability	
Continuing job security	Uncertain employment security	
The employer as your boss	Employer as the customer for your skills	
Doing a job for your employer	Adding value to the organisation	
Working individually on your own	Versatile member of a multi-faceted team	
Upward career mobility via well-defined ladders	Building bridges across careers and jobs	
Same job for life	Many jobs and careers in a lifetime	
Initial Education and Learning lasting throughout life	Lifelong updating of skills and competences	
Learning facts and developing new skills	Developing attitudes and values through Lifelong learning	
Updating yourself when necessary	Continuous learning through a personal learning plan	
Steady well-defined job in a rigid organizational context	Adaptability to changing products, markets, technologies and organization	
Working with numbers and words	Performing abstract work on screen using codes and symbols	
Carrying out orders given by managers and supervisors	Working unsupervised, taking own decisions and assuming responsibility for actions	
Working locally in the same location throughout life	Being prepared to travel to other places and countries	
Having a specialised knowledge and applying it for life	Having a knowledge of many things but working in a generalist/specialist team	
Responsible to your manager for success	Responsible to your client/customer for success	
Being Employed	Being Employable	

<b>THIS IS A LEARNING COMPANY</b>	<b>A</b>	<b>B</b>
<b>WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE FUTURE PROSPERITY OF THE COMPANY, THE WELL-BEING OF OUR EMPLOYEES AND THE CREATION OF A STABLE SOCIETY IN WHICH WE CAN GROW</b>		
<b>We declare that we will invest in Lifelong Learning within our company by:</b>		
<b>1. DEVELOPING PRODUCTIVE PARTNERSHIPS WITH THE OUTSIDE COMMUNITY FOR OPTIMISING AND SHARING RESOURCES, AND INCREASING LEARNING OPPORTUNITIES FOR ALL</b>		
<b>2. DISCOVERING THE LEARNING REQUIREMENTS OF EVERY EMPLOYEE FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING</b>		
<b>3. WORKING WITH LEARNING PROVIDERS IN AND OUT OF THE COMPANY TO SUPPLY LEARNING GEARED TO THE NEEDS OF EACH EMPLOYEE WHERE, WHEN, HOW AND BY WHOM IT IS REQUIRED, LIFELONG.</b>		
<b>4. STIMULATING DEMAND FOR LEARNING THROUGH INNOVATIVE COMMUNICATION STRATEGIES, LEARNING AUDITS AND THE EFFECTIVE USE OF THE MANAGEMENT SYSTEM</b>		
<b>5. SUPPORTING THE SUPPLY OF LEARNING BY PROVIDING MODERN LEARNING GUIDANCE AND COUNSELLING SERVICES AND ENABLING THE EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES</b>		
<b>6. MOTIVATING ALL EMPLOYEES TO CONTRIBUTE THEIR OWN TALENTS, SKILLS, KNOWLEDGE AND ENERGY TO SUPPORT THE LEARNING OF OTHERS AND TO CARE FOR THE ENVIRONMENT</b>		
<b>7. PROMOTING WEALTH CREATION THROUGH INTRAPRENEUR DEVELOPMENT AND THE ESTABLISHMENT OF THE COMPANY AS A LEARNING ORGANISATION</b>		
<b>8. RESPECTING AND TREATING ALL PEOPLE AS VALUABLE AND VALUED INDIVIDUALS IRRESPECTIVE OF RACE, BELIEF, ABILITY, GENDER OR NATIONALITY</b>		
<b>9. CONTRIBUTING RESOURCE AND EXPERTISE TO THE COMMUNITY, CITY AND REGION IN WHICH WE EXIST AND WORKING WITH THEM TO HELP THEM BECOME CARING, ACTIVE, CREATIVE AND OUTWARD-LOOKING COMMUNITIES IN OUR MUTUAL INTERESTS</b>		
<b>10. RECOGNISING THE POWER OF LEARNING THROUGH EVENTS TO CELEBRATE AND REWARD LEARNING ACHIEVEMENT IN EMPLOYEES AND THEIR FAMILIES</b>		



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

**1. Your company’s relationship with the city/region.**

		Yes	No	In plan
1.1	Has the town, city or region in which the company is situated formally declared itself to be a ‘learning town, city or region’			
1.2	In which of the following does the company participate with the municipality or region?			
1.2.1	Is represented on the local lifelong learning committee			
1.2.2	Encourages the city to become a learning city			
1.2.3	Has a specific contact point with city lifelong learning officers			
1.2.4	Participates in city lifelong learning activities			
1.2.5	Participates in joint projects with the city and other partners			
1.2.6	Contributes financially to community organisations			
1.2.7	Encourages its staff to participate in community activities			
1.2.8	Acts as a reference example for lifelong learning in the city			
1.2.9	Encourages its staff to participate in learning city development			
1.2.10	Distributes learning city literature to its employees			
1.2.11	Helps the city mobilise its citizens for active citizenship			
1.2.12	Runs conferences and/or seminars on behalf of the city			
1.2.13	Participates in the environmental education of citizens			
1.2.14	Other (please state)			
1.2.15				

**2. Your company’s participation in learning city development**

Does your company join in any of the following lifelong learning activities in the community

1= yes, 2= no, 3= maybe in the future

		1	2	3
2.1	Is represented on local lifelong learning committees			
2.2	Takes in students for work tasting from schools			
2.3	Takes in students for work experience from local colleges			
2.4	Works with local colleges to develop and deliver courses for its employees			
2.5	Works with universities to develop and deliver courses for its employees			
2.6	Works with the local authority on learning matters			
2.7	Encourages its employees to make their talents, skills, knowledge and expertise available in the local community			
2.8	Encourages mentoring between employees and local students in schools or colleges			
2.9	Encourages family learning among its employees			
2.10	Gets involved with national lifelong learning campaigns (eg learning at work days etc)			
2.11	Shares its resources with other local educational organisations			
2.12	Runs open days for the local community			
2.13	Participates in learning fairs and learning festivals organised by the city			
2.14	Sponsors local events for charity			
2.15	Regards itself as a good active corporate citizen in the community in which it operates			
2.16	Has a published environmental policy			
2.17	Works on joint research projects with local universities			
2.18	Supports local voluntary organisations			
2.19	Other (please state)			



Sheet 5A.

**What can Industry do for local learning – A partnership example from London**

*Woodberry Down, an inner city school, had a rich ethnic mix within its catchment area and a high proportion of one-parent families. It was situated in a difficult area of inner London with an unenviable local crime record, where only the suicidal policemen patrol alone at night and where there is very little background of learning, never mind lifelong learning. By contrast, the city location of the mighty IBM, 3 miles away is situated in one of the richest areas in the world, employs 700 highly trained professional people – systems analysts, salesmen, managers, experts on all aspects of computing, many of them commuting in from their four-bedroomed houses with large garden in the more affluent suburbs of London.*

*These two apparently incompatible organizations began to explore how one could help the other. So meetings were held at both places and a social evening arranged. As a result of this a coordinator, actually the wife of one of the IBM managers, former social worker, was employed to see what could be done. She talked at length with the staff of the school and with the managers in the IBM location and how the skills and knowledge of one could be used to improve the situation of the other. The results of this collaboration produced 30 different projects affecting individuals in both establishments.*

*For example, a trust fund for school visits was started, so that the handicapped children in the school could spend a week at a study centre in the countryside in mid-Wales. In return those same children created a huge collage from cuttings and computer pieces, which was installed in the foyer of the IBM location, and used as a talking point for visitors to the company. Example two concerned the unlikely subject of opera. IBM was sponsoring a new production at the Covent Garden Opera House, so it arranged with the company to run an opera workshop for children at the school. The children were bowled over. They committed suicide like Tosca, they fought with the soldiers in Aida, they swooned like Mimi in La Boheme, they ascended into heaven like Marguerita in Faust – and in that unlikely school an opera club was formed which lasted until the school was closed 10 years later.*

*The third example is the interviewing scheme. Teams of IBM people went in pairs to the school to run mock interviews with senior pupils to help make them more employable and to give them some hints on how to get a job. Again this was a fun event much appreciated by the students and much enjoyed by the participants from IBM, who also learned a great deal.*

*No-one can expect a 100% response to such schemes. In total 10 percent of the 700 IBM people, that is 70 sets of additional skills, talents, knowledge and experience, became involved in partnerships with teachers and staff on such items as curriculum reform, management and leadership, language and computer education. Mentoring and coaching relationships were set up and sports expertise passed over. The school became a focus for management development exercises. It is an example of what a productive partnership can do for both school and company. This was a two-way communications exercise breaking down stereotypes between two apparently incompatible organisations under the umbrella of lifelong learning. A fuller list of activities is shown on the next page.*

*In the USA similar schemes under the title 'adopt a school' exist between business and schools and are very popular. Why would a company wish to get involved in the community in this way? How does it help the bottom line? The answer to these questions depends very much on the ethos of the company. Certainly there are possible economic advantages to be had in creating goodwill, a more fulfilled workforce and creating a stage for staff development. But increasingly the rationale is connected with the humanitarian one of making a positive contribution to the community and society in which the company resides, and the fact that business and industry operates much better in a stable, prosperous and happy community at ease with itself and confident about the future. 'Enlightened self-interest' it may be, but it is also the sort of win-win situation that business and industry is always seeking.*

**Sheet 5B    The IBM Woodberry Down Schools-Industry Twinning Scheme**

<b>Staff and student visits to IBM to study curriculum areas - eg commerce students to administration departments; maths and business studies to computing department. One week work experience in these departments.</b>
<b>Reciprocal visits to the school by staff of IBM to give lessons on business and computing. IBM staff invited to contribute to debates on curriculum</b>
<b>Social events - each organisation entertains the staff of the other - usually accompanied by a short talk on a topic of mutual interest and snacks</b>
<b>A trust fund established for voluntary contributions from staff of both organisations for new careers centre and children to Welsh study centre</b>
<b>Cultural development - workshop for children given by IBM-sponsored Covent Garden Opera company at the school - children's opera visits.</b>
<b>Scrap computer/typewriter parts and obsolete paper donation to the school</b>
<b>Contacts established in Spain to assist in Spanish exchange scheme</b>
<b>School staff attended IBM management and personal development courses</b>
<b>IBM staff organised interviewing scheme for older pupils at the school</b>
<b>Woodberry Down children joined the IBM sail training programmes;</b>
<b>Termly debates, attended by the joint staffs, alternately at each location.</b>
<b>IBM staff contributed to English, Maths and Science lessons and assisted with sports - high level players of tennis, cricket, soccer and rugby</b>
<b>'Understanding Education' sessions at IBM by Head and Senior staff</b>
<b>Joint seminar for government ministers on industry/education partnerships</b>
<b>Frequent exhibitions of childrens' work at the IBM location</b>
<b>Collage commissioned for display in the central foyer of the IBM location</b>

**10 Indicators for 21<sup>st</sup> Century Workplaces.**

**Fostering the symbiosis between customer, employee, supplier, stakeholder and community**

<b>W</b>	<b>Willingness to Change</b>	<b>W</b> elcome the challenge of change by empowering greater decision-making among employees
<b>O</b>	<b>Organisational objectives and Culture</b>	<b>O</b> ffer a set of Open, Outward looking Organisational Objectives and beliefs to employees and customers and encourage contribution to them
<b>R</b>	<b>Recognition and Reward</b>	<b>R</b> efresh <u>all</u> employees constantly through individual continuous improvement and recognition programmes
<b>K</b>	<b>Knowledge and Learning</b>	<b>K</b> indle, through innovative programmes, the habit of lifelong learning in all employees and encourage them to spread this into family life
<b>P</b>	<b>Profitable Partnerships</b>	<b>P</b> articipate actively in mutually beneficial partnerships sharing resources and expertise with education
<b>L</b>	<b>Learning Organisations</b>	<b>L</b> earn and re-learn constantly in order to remain innovative, inventive and invigorating
<b>A</b>	<b>Audits for Learning</b>	<b>A</b> nalyse the learning requirements of all employees and discuss with Learning Providers how these can be satisfied
<b>C</b>	<b>Community Involvement</b>	<b>C</b> reate, Contribute to, and Cooperate with, projects in the community in which they operate and encourage employees to participate
<b>E</b>	<b>Environment</b>	<b>E</b> ncourage employees, customers and suppliers to care for the environment in which they live and work.
<b>S</b>	<b>Strategies</b>	<b>S</b> hare their vision of tomorrow with all employees and Stimulate them to challenge, change and contribute to the Strategies which fuel it

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

	Topics	Sessions
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)**