

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 7 Session 7.2:

Consultation levels and methods: How to consult and how much

‘...devising a consultation process to satisfy key principles of good governance - Openness, Participation, Accountability, Effectiveness and Coherence –is a labour of considerable importance and complexity. It meant reinventing the systems, structures and level of governance in the City and expanding its remit to account for all services delivered to the citizens and local communities.’

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

Chapter 7 Session 7.2:

Consultation levels and methods: How to consult and how much

Session outline: Whereas the previous session dealt with the overall rationale for consultation, this one becomes more practical. After an exercise in session 7.1 on the various levels of consultation from information-giving to personal participation and empowerment, learners are now asked to complete a pre-consultation exercise of their own choice, and to take into account a variety of methods of consultation in the community.

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 and 2 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. All other assignments should be completed in small groups of 2 or 3 people again with the results discussed after the completion of each exercise. 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 147 to 152 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Assume that you are about to run a consultation exercise on a major new road development in an area of your city. Who are the people and organisations you would consult?

Assignment 2: And what methods would you use to consult them?

1
2
3
4
5
6
7
8
9
10

Assignment 3: Discuss these with others in your group

Assignment 4: Let’s look at the various levels of consultation. There are several levels. Actionsheet 1 in the learning kitbag shows a ladder depicting levels of involvement. Do the exercises it requires.

Assignment 5: Now look at the staircase on Actionsheet 2 of the learning kitbag – it is a different way of showing the same rising degree of involvement and is used in the learning Cities, Learning Regions , Learning Communities book. Do the exercises at the bottom of the Actionsheet.

Assignment 6: Now here is where we get creative. Write down a hypothetical example of each level in your own city. If there is one make it a real situation.

Citizens as	Example
Deciders/managers	
Implementers	
Learners	

Partners	
Confidants	
Subscribers	

Assignment 7: Say what you have learned from these exercises, how feasible you think they are, how likely they are to be successful in getting through to more citizens and how likely they are to be implemented in your city or region.

Assignment 8: Discuss your observations with others

Assignment 9: Look at Actionsheet 3 in the learning kitbag. It describes methods of carrying out consultations in cities and regions. There are some blank rows at the bottom – add some additional ones, either real or hypothetical. In the column headed ‘level’ say which is the highest level of consultation that that method can achieve on the staircase or ladder.

Assignment 10: In column A put a tick where you know that this method has been used in consultations in your own city or region. In column B put down a % figure for your estimation of the percentage of people in the affected neighbourhood who will be reached by that method.

Assignment 11: Discuss your observations with others

Assignment 12: Now it’s time to put theory into practice. Assume that you have been given the task of organising a consultation on the development of your city or region as a learning city or region. You know that this is important because you have read the book ‘Learning Cities, Learning Regions, Learning Communities’ and your task is to bring your townspeople into the loop and gauge their response. Use Actionsheet 4 as a template for planning the task. Go to it.

Assignment 13: Feedback your ideas to others and discuss with them how to put together a presentation eg PowerPoint on the process.

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
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/) 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 7 Session 7.2

The

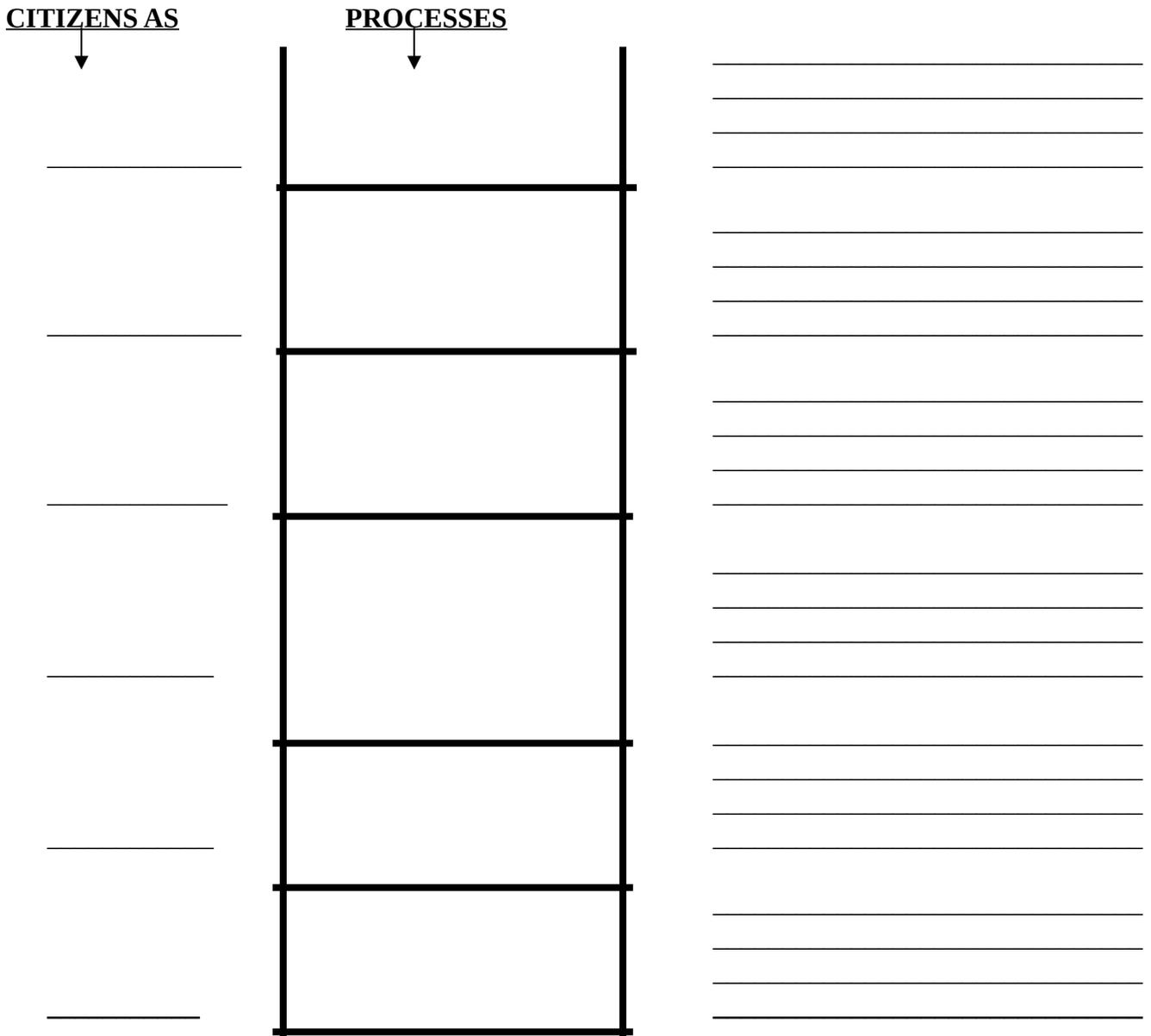
LEARNING

KITBAG

Actionsheet 1 Levels of Consultation

LEVELS OF PUBLIC CONSULTATION

Exercise 1: The following diagram depicts a ladder. At each level there is a higher level of participation by citizens in the consultation process. Insert the following words at the appropriate place on the ladder itself to describe the processes a city and a citizen go through to increase their participation: ENGAGEMENT, PARTICIPATION, INFORMATION PROVISION, EMPOWERMENT, DISCUSSION, MOTIVATION



Exercise 2 On the right hand side of the ladder write what you think each means in practice.

Exercise 3 In the spaces on the left hand side of the ladder insert the following words where they are appropriate to describe the role of Citizens at each stage: LEARNERS, CONFIDANTS, DECIDERS, SUBSCRIBERS, IMPLEMENTERS, PARTNERS

Exercise 4: Compare your results with other groups.

Processes

Citizens as

EMPOWERMENT

DECIDERS/
MANAGERS

PARTICIPATION

IMPLEMENTERS

MOTIVATION

LEARNERS

ENGAGEMENT

PARTNERS

DISCUSSION

CONFIDANTS

INFORMATION
PROVISION

SUBSCRIBERS

Application

Consultation

THE CONSULTATION STAIRCASE

1. Why do you think the middle step on the staircase is wider than the others

2. What is the difference between Application and Consultation

3. What measures would your city or region have to take to persuade people to make progress up the staircase? Name 5 of them.

1.

2.

3.

4.

5.

	Method	level	A	B
1	Advertisements in local and national newspapers			
2	Providing a Freephone Information Number			
3	Writing articles in newspapers			
4	Writing articles in community journals and newsletters			
5	Putting articles onto community websites – no feedback			
6	Encouraging people to provide feedback via an online feedback form.			
7	Creating Electronic discussion groups			
8	Providing information on television			
9	Radio and TV interviews on the subject			
10	Development of a video outlining the projects and the issues			
11	A Consultation brochure sent to all households inviting feedback			
12	Consultation brochures sent to businesses for distribution			
13	Consultation brochures used as lessons in schools			
14	Displays in libraries, museums and other public places			
15	Developing a Consultation pack including a Video presentation for use at focus group meetings, and for neighbourhood and city groups.			
16	Civic forums for people invited randomly from the electoral register from within each of the areas of the City			
17	Neighbourhood meetings attended by local councillors and public servants			
18	Consultation seminars for voluntary groups, businesses, statutory organizations and citizens' panels			
19	Development of special focus groups of young people for feedback			
20	Development of special focus groups of third agers for feedback			
21	Development of special focus groups of people with disabilities			
22	Including representatives of community groups on a lifelong committee or board			
23	Region-wide Neighbourhood Mapping Exercise to determine new neighbourhood participative structures			
24	Increasing the number of Community bulletin boards			
25	Creating councils in each neighbouriurhood			
26	Development of a support secretariat for each neighbourhood council			
27	Leaflet or flyer that summarises the issues and invites feedback to council.			
28	Developing a questionnaire on attitudes, beliefs or Information			
29	Convening an expert panel			
30	Charettes - a technique used to build up an option or options for an issue usually undertaken over a number of days			
31	Search Conferences – including the main stake-holders in a two-day managed process, that includes communication, mutual learning and consensus-seeking			
32	Organising a ‘hearing’ – a day long conference in which everyone gets a chance to put a viewpoint and can come and go as they please.			
33				
34				
35				
36				
37				

A Preconsultation Planning Exercise

1	<u>What?</u> Identify the issue, project or policy about which consultation is to occur
2	<u>Why?</u> Clearly identify the goal of the consultation process. Write it down
3	<u>Why?</u> Develop the consultation plan? The best way to achieve the result required or is it a statutory requirement. Why is this?
4	<u>How?</u> Examine the consultation method options. What level of consultation?
5	<u>How difficult</u> - complexity of the issue
6	<u>Who</u> are the target groups (affected parties)
7	<u>How easy?</u> Are the target groups easy to access or not and how you will achieve this
8	<u>When?</u> How much time and what level of resourcing is available
9	<u>Who</u> is managing the consultation process and who will be doing the work?
10	<u>How</u> will you go about making the information available?
11	<u>How</u> will you ensure understanding?
12	<u>How</u> will you ensure a response?
13	<u>Where</u> will you obtain the response?
14	<u>What forms</u> will the response take?
15	<u>How</u> will the results be analysed?
16	<u>Who</u> will make the decision to act on the results?
17	<u>How</u> will the results be acted upon?

18	How and when will you give feedback to the participants?
19	What support do you have?
20	How can you make this an interesting experience for the participants?
21	Are there any other comments you may wish to make?
22.	How much will all this cost?

Write down below any additional thoughts or messages that you wish to convey

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

		Session
1	Consultation methods and levels	7.1, 7.2
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