



European Commission Socrates R3L Programme

Local and Regional Authorities (Full version)

A Stakeholder Audit

A tool to enable Local and Regional Authorities to analyse and respond to a changing world in which lifelong learning is predominant and cities and regions are in the process of becoming 'Learning Cities' and 'Learning Regions'

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Introduction to the Local and Regional Authorities Stakeholder Audit

The R3L programme

'Learning Cities', 'Learning Regions', 'Learning Organisations' are terms that are increasingly used to describe the rationale for the transformation of European cities, towns, regions and organisations for a knowledge age. In 2004 therefore, the European Commission funded a series of regional projects, under the title R3L (Regions of Lifelong Learning), 17 interlinked projects that would develop a deeper understanding of the practical benefits of lifelong learning in municipalities and regions throughout the continent. 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.

For Local and Regional Authorities this has large implications and benefits. In the globalised world of the 21st 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.

The Indicators project

This was one of the most important of the 17 projects mentioned above. In it, a group of experienced partners from 5 European countries constructed 'stakeholder audits' to help public and private institutions measure their performance and progress toward becoming 'lifelong learning organisations' within a 'learning region.' Each partner developed a different audit and tested this and other audits in its own region. The 5 audits are written for schools, universities, small companies, adult education colleges and, as in this one, for local and regional authority administrations. 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.

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 21st century lifelong learning society.
- It will examine the contribution the of 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

This audit is in the public domain and can be used by any regional authority that wishes to use it either as it is or in a modified form. The authors accept no responsibility for misuse or misunderstanding. However, we have tried to make the Audit both flexible and useful by dividing it into sections dealing with different aspects of the region's activities. **Please note that this is a tool and not just a questionnaire** – its purpose is to stimulate thinking and debate, and to promote action, on the many aspects of regional social and economic development, and particularly the importance of lifelong learning in it. Inevitably, because it fully engages the participant, this 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 at this moment in time there is a shorter version.

Whichever way you may wish to use it, we believe that you will benefit

Section 1 – Before we start let’s find out some facts about your city or region so that we can obtain a picture of its main characteristics and the sort of place in which it is situated. Please answer the following general questions.

1.1 Your location

1.1.1	City Name	
1.1.2	Population	
1.1.3	Number of Higher Education Establishments in the city	
1.1.4	No of Further Education Colleges in the City	
1.1.5	No of Schools in the City	
1.1.6	Name of the wider region in which the city is situated	

1.2 Your Local Authority

1.2.1	Number of full-time staff working for the authority	
1.2.2	Main Office Address	
1.2.3	Telephone number	
1.2.4	Fax Number	
1.2.5	WWW address	
1.2.6	Budget	
1.2.7	Number of elected representatives on the Council	

1.3 Respondent

1.3.1	Name of respondent	
1.3.2	Department	
1.3.3	Email address of respondent	
1.3.4	Telephone number of respondent	

1.4 Main Activities of the region

To what extent does the region rely on the following for its wealth.

1= very much, primary source of activity

2= important source of activity

3= some activity but not very important

4= no activity in this area

		1	2	3	4
1.4.1	Manufacturing Industry<				
1.4.2	Primary Industries – mining, extraction etc				
1.4.3	Primary - Agriculture				
1.4.4	Service Industries and Activities				
1.4.54	Education				
1.4.6	Tourism and Leisure industries				
1.4.7	Modern technology-related industries				
1.4.8	Other (please state)				

1.5. Further Information

Please insert in the boxes below any salient facts which you believe should be taken into account when studying your city/region as a learning city/region

1.5.1	
1.5.2	
1.5.3	
1.5.4	
1.5.5	
1.5.6	

1.6 Please give information below about where you consider the boundaries of your region are and other specific features or characteristics which you feel to be relevant.

(Please use the box below to describe your region, or to point to where this information can be found on the World Wide Web)

Section 2: Your current perceptions, commitment and strategy to establishing a learning region

You will be aware that there is much activity in this area within Europe and, to start the audit we would like to know your view of the importance of the following quotations taken from reports and other documents.

2.1 In this question

- 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
1.1.1	The steep increase in the standard of education required to produce a learning city able to cope with 21 st century work patterns; the enhanced understanding of the technological tools which will come into common usage in many households; the environmental imperative to safeguard and sustain an ecologically sound and stable environment in the city; the threat to democracy caused by a lack of interest and informed thought on issues affecting the livelihood of millions; these will not be addressed without the stimulus of a new learning environment accessible to, and comprehensible by, all people. (<i>Learning Cities for a Learning Century</i>)					
1.1.2	Stimulating demand and developing learning cultures will require a multi-level, multi-stranded approach. Policy ought to be defined and implemented with the varying needs of different segments of the potential market for learning in mind. Some changes can be achieved in the short-term, but the sort of cultural shift we commend will require prolonged and sustained effort (<i>2nd NAGCELL report to Government</i>)					
1.1.3	Today, a noticeable shift towards more integrated policies that combine social and cultural objectives with the economic rationale for lifelong learning is taking place. New ideas about the balance of rights and responsibilities of citizens and public authorities have begun to take hold. More people have become more confident about claiming distinctive identities and ways of life. There is now widespread demand for decisions to be taken as close as possible to people’s daily lives, and with their greater participation (<i>European Commission memorandum on lifelong learning</i>)					

2.2 Your opinions

Here we explore together your current perceptions of the concepts behind lifelong learning and the learning city

2.2.1 In the box below please give your own definition of what you understand by the term ‘Learning Region?’

2.2.2 In the introduction to this audit we gave the European Commission/ELLI definition 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’

On the line below put a cross where you think your city or region is at this moment in the fulfilment of this definition

0% _____ 100%

2.2.3 To what extent do those responsible for guiding the city into the future believe the following statements

- 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

2.2.3.1	The future prosperity of the region depends upon its ability to persuade its citizens that learning is a lifelong activity						
2.2.3.2	Future social stability in the region depends upon its ability to persuade its citizens that learning is a lifelong activity						
2.2.3.3	Much more needs to be done to transform education and training into lifelong learning						
2.2.3.4	As the economic need for a better educated and skilled workforce increases, the under-educated/skilled must be prevented from falling further behind						
2.2.3.5	Imaginative strategies must be designed to reach out to those currently excluded from lifelong learning						
2.2.3.6	Lifelong learning must become the guiding principle for local and regional provision in all learning						
2.2.3.7	Lifelong Learning is an important factor in the personal well-being of the region's citizens in the 21 st century.						
2.2.3.8	The Local/Regional Authority is responsible for making lifelong learning a reality within its boundaries						
2.2.3.9	The concept of the Learning City or Region is key to making lifelong learning work						

2.3. Strategies and Policies

A Learning City/Region will have a strategy and an implementation plan or it will be in the process of putting one together. In this part of the Audit we explore together the way in which your local/regional authority is already active in developing strategies towards becoming a learning city/region. For those authorities with or without such a strategy this section is valuable as a checklist.

		Yes	No	In plan
2.3.1	Has the concept of the learning region been an important item of discussion in your Local Authority?			
2.3.2	Has the town, city or region in which you are situated formally declared itself to be a learning town, city or region?			
2.3.3	Does your Local Authority have a formal strategy for developing a Learning Region?			
2.3.4	If yes did any of the following organisations contribute to its development?			
2.3.4.1	The City/Region Council			
2.3.4.2	The Chief Executive Officer's department			
2.3.4.3	The City/Regional Development Board			
2.3.4.4	The Education Department of the City Administration			
2.3.4.5	Other Departments of the City Administration			
2.3.4.6	The University (if any)			
2.3.4.7	The Adult Education College			
2.3.4.8	Schools			
2.3.4.9	Business and Industry in the city/region			
2.3.4.10	Trades Unions			
2.3.4.11	Voluntary/Community Organisations			
2.3.4.12	Citizens Representative Organisations			
2.3.4.13	Others (please state in the boxes below)			
2.3.5	Does your authority have a Mission Statement for Lifelong Learning and/or a Learning Region?			

2.4 Implementation of the strategy

Here we explore with you to what extent the authority is implementing a lifelong learning city/region strategy

		True	Partly True	False	In plan	Don't know
2.4.1	There is a written strategy implementation plan.					
2.4.2	The implementation plan is the responsibility of a Senior Executive in the city/region					
2.4.3	A senior person has been appointed whose sole responsibility it is to					

	implement the lifelong learning and/or learning region strategy on the ground					
2.4.4	The Local Authority has established a committee for implementing the lifelong learning and/or learning region strategy					
2.4.5	This person has a budget to do the job					
2.4.6	The strategy is freely available to all citizens					
2.4.7	The strategy is publicised in all parts of the city					
2.4.8	Every employee has been given a copy of the Local Authority mission statement					
2.4.9	Every employee knows, and acts upon, the Local Authority part of the strategy					
2.4.10	The following organisations have developed and are implementing their own parts of the city/region strategy					
2.4.10.1	All Schools					
2.4.10.2	University(s) if any					
2.4.10.3	All Adult Education Colleges					
2.4.10.4	Small Businesses					
2.4.10.5	Large companies					
2.4.10.6	Community and Voluntary centres and organisation					
2.4.10.7	The Police department					
2.4.10.8	Social Services department					
2.4.10.9	Hospitals and the Health Departments					
2.4.10.10	All parts of the cultural services departments – libraries, museums etc					
2.4.10.11	The Chief Executive’s Office					
2.4.10.12	The Education Department of the Local Authority					
2.4.10.13	Financial Services department of the Local Authority					
2.4.10.14	The City/region Publicity and Information Department					

2.5 Learning Charters (Typical Charters are given as annexe 1 to this Audit

		yes	No	In plan	Don't know
2.5.1	In addition to its formal strategy document, does your Local Authority have				
2.5.1.1	A displayed Lifelong Learning Charter or set of statements describing its values and its commitment to implementing Lifelong Learning solutions?				
2.5.1.2	A displayed Charter outlining the rights and/or responsibilities of learners in the city/region				

2.5.2 Please use the box below to give further information or to express any further opinion you wish to about your region’s strategies to becoming a learning city/region and/or the questions that have been asked above.

2.6 The city as a learning organisation

In order to survive in a constantly changing and highly competitive marketplace, companies are becoming learning organisations, workplaces are becoming learning spaces, and employees are becoming a constantly learning workforce. The concept is also catching on in local and regional authorities. In this section therefore we explore together a) the extent to which city workplaces are ‘learning organisations’ and also b) the extent to which the city itself is a learning organisation for its citizens. The second part of the exercise is a complex one but it is designed to give insights into the nature of becoming a learning city/region and the timescales associated with that process, and is well worth attempting

These are two definitions of a Learning Organisation

'The learning organisation is one which explicitly implements policies and practices designed to create, capture, critique and disseminate knowledge relating to its activities and its context, and which uses that knowledge to engage in processes of beneficial change.'

'Organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.'

Before we start, write your own definition of a learning organisation in the box below

How far do you think that your city administration workplaces are learning organisations at present? Put a cross on the line

0% _____ 100%

2.6.1 The city/region administration workplaces. The table below outlines 29 generally accepted concepts associated with a good 'learning organisation'. Mark the performance of the workplaces of the city administration accordingly. You may wish to use this in several departments of the city/region and set as a departmental exercise.

In the boxes 1= achieves this in my workplace in every respect, 2= mostly achieves this, 3= has gone at least half-way in achieving this, 4= only partly achieves this 5= has made no effort to implement this

Topic	Description	1	2	3	4	5
1. Management/Leadership	All employees of the city administration are consulted frequently and fully					
2. Organisational Decision-making	Decisions are made and acted upon at the most appropriate point in each department					
3. Rewards	A sophisticated reward system exists and is applied to all people in the city administration					
4. Organisation Management	Non-hierarchical – each employee is a colleague and treated with equal respect					
5. Feedback	Feedback on all matters is welcomed, acted upon and always replied to					
6. Grievance Channels	There is a sophisticated confidential system of airing grievances with no come-back to the complainant					
7. Contribution to policy-making	Every city employee is encouraged to contribute to policy-making. Suggestions always replied to.					
8. Continuous Improvement	All members of the city administration have continuous improvement programmes and an implementation plan					
9. Lifelong Learning	Everyone in the city administration is encouraged and given help to take learning inside and outside of the organisation					
10. Learning Support	Sophisticated personal support structures (eg Learning Counsellors) exist to ensure that every employee can be directed towards learning relevant to his/her own needs					
11. Learning Facilities	Has its own in-house learning facilities made available to all					
12. Use of Learning Technologies	Full use made of new learning technologies for helping people learn					
13. Displays of learning values	Prominent displays in all departments and building of the value of learning and encouragement to take it					
14. Displays of results	Prominent displays of the performance of the organisation					
15. Time off for Activities	At least 10% of Working time can be taken off for learning and community contribution (0% = 1, 50%=3)					
16. Personal development	Personal skills development courses available for all as and when required					
17 Learning Targets	Everyone has a personal daily, weekly and monthly Learning target					
18. Customer Focus	Everyone in the city administration has received training on satisfying the customer					
19. Quality	Everyone in the organisation has been on a quality improvement course and is constantly trying to improve performance					
20. Mission	Everyone has a hand in defining the mission of the department and is given a copy of the mission statement					
21. Strategies	Everyone in the city administration knows, and acts upon, its strategy for the					

	present and the next five years.					
22. Celebration	Learning Success is celebrated tangibly and frequently and shared with others					
23. Information-giving	Every effort is made in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities					
24. Community Contribution	Encourages and supports every person to contribute to the community					
25. Organisational Culture	Every member of the city administration feels to be a part of it and is eager to contribute to its success					
26. Promoting the Learning Organisation	Promotes and publicises its achievements as a learning organisation to the community and the wider world					
27. Helping others	Actively helps other organisations to become Learning Organisations					
28. Helping minorities	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality					
28. Citizenship	Sets an example in good citizenship and i					
29. The Environment	Encourages all people to understand and take good care of the city environment					

2.6.2 The City/region itself as a Learning Organisation. Here we go through the same exercise for the city as a Learning organisation for its citizens. The marking system is the same. Although the city administration may operate as a learning organisation, the idea of the city or region itself as a learning organisation for its citizens is a much wider concept demonstrating both its complexity and its vast scope.

Topic	Description	1	2	3	4	5
1 Management/Leadership	All citizens are consulted frequently and fully					
2. Organisational Decision-making	Decisions are made and acted upon at the most appropriate point in the city/region					
3. Rewards	A sophisticated reward system exists and is applied to all citizens					
4. Organisation Management	Non-hierarchical – every citizen has equal rights and is treated with equal respect					
5. Feedback	Feedback on all matters is welcomed, acted upon and always replied to					
6. Grievance Channels	There is a sophisticated confidential system of airing grievances with no come-back to the complainant					
7. Contribution to policy-making	Every citizen is encouraged to contribute to policy-making. Suggestions always replied to.					
8. Continuous Improvement	All citizens have continuous improvement programmes and there is an implementation plan for this					
9. Lifelong Learning	Every citizen is encouraged and given help to take learning					
10. Learning Support	Sophisticated personal support structures (eg Learning Counsellors) exist to ensure that every citizen can be directed towards learning relevant to his/her own needs					
11. Learning Facilities	Provides learning facilities where, when and how people want them					
12. Use of Learning Technologies	Full use made of new learning technologies					
13. Displays of learning values	Prominent displays in all parts of the city of the value of learning and encouragement to take it					
14. Displays of results	Prominent displays of the performance of the city as a learning city					
15. Time off for Activities	Citizens are encouraged to negotiate time off for community activities					
16. Personal development	Personal skills development courses available for all as and when required					
17 Learning Targets	Every citizen has a personal daily, weekly and monthly Learning target					
18. Customer Focus	Every citizen is alive to the needs of others					
19. Quality	Quality improvement courses are available to everyone and everyone is encouraged to improve performance					
20. Mission	Everyone has a hand in defining the mission of the city/region and is given a copy of the mission statement					
21. Strategies	Every citizen knows, and acts upon, the city/region's strategy for the present and the next five years.					
22. Celebration	Learning Success is celebrated tangibly and frequently and shared with others					
23. Information-giving	Every effort is made in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities					
24. Community Contribution	Encourages and supports every person to contribute to the community					
25. Organisational Culture	Every citizen feels to be a part of the city/region's future and is eager to contribute to its success					
28. Helping minorities	Less fortunate people are catered for irrespective of creed, culture, language,					

	handicap, race or nationality						
29. The Environment	Citizens understand the need and take good care of the city environment						

2.6.3 If you have any further comments that we need to discuss relating to these exercises and their relevance to the city/region, please put them in the box below

2.7 Commissioned Studies, Surveys, Courses and Activities

A local or regional authority will need good information in order to make good decisions about its journey to becoming a learning authority. Here we explore together the extent to which the city/region has initiated studies, surveys and development activities into aspects of the learning city and its implications.

2.7	Has the city/region ever commissioned studies and surveys into the following						
2.7.1	Learning City/region development strategies in other cities/regions						
2.7.2	Schools and lifelong learning						
2.7.3	Adult Education and Implementing Lifelong Learning						
2.7.4	Personal Learning plans						
2.7.5	Learning Attitudes in the population						
2.7.6	Learning Requirements Surveys and Needs Audits						
2.7.7	The uses of technology in Learning						
2.7.8	Museums, libraries etc as learning places						
2.7.9	Course development on lifelong learning						
2.7.10	Course development on Learning City/Region concepts						
2.7.11	Resources for Lifelong Learning						
2.7.12	Indicators of Lifelong Learning/Learning City progress						
2.7.13	Case Studies of Good Practice in Learning city/Lifelong Learning matters						
2.7.14	Conferences, Seminars and Symposia on Lifelong Learning or Learning Regions						
2.7.15	Other studies, surveys, courses, activities (please say)						
2.7.16							

2.8 Membership of Learning City/Region Organisations and projects

A Learning Authority will share its journey with other travellers

2.8.1 Please list in the box below the city’s membership of any organisation connected with lifelong learning and/or learning city/region

2.8.2 Please list the city’s membership of local, national or international projects connected with lifelong learning and/or Learning city/region development

2.8.3 If you have any comment to make for discussion about studies, surveys, courses, organisations etc please do so in the box below.

Section 3: The city/region and participation in the community

A Learning Region is an inclusive and democratic region. It will inform its citizens about the need for the journey and engage them in it not just as passengers but as activators and drivers. In this section, we would like to explore with you several aspects of local and regional democracy and participation. It will help Regions identify the actions they can take in order to activate the community to contribute to the construction of the learning city/region.

3.1 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
3.1.1	<i>'Effective governance of the City relies on an empowered local government and strong avenues for participation by stakeholders such as citizens, businesses and communities. The strengthening of participation in the governance of a city relies on the strengthening of direct citizen and community involvement in decision-making channels. A truly participative society must design its channels of participation to include all citizens. Too often older people, people with disabilities, ethnic minorities, young people and children, to name a few are excluded from decision making processes (Dublin City Development Board)'</i>					
3.1.2	<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>					
3.1.3	<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>					

3.1.4 What is your present opinion on democracy and participation in the community. Please use the box below to put any comment you wish.

3.2 Trends in personal involvement

Here we explore with you the extent to which people are presently involving themselves in the life and activities of the region. How true are the following typical of your authority?

		True	Partly True	False	Don't Know
3.2.1	Falling levels of participation in local organisations and projects				
3.2.2	Low election turnouts				
3.2.3	General apathy about politics				

3.2.4	Feelings of isolation in the majority of citizens from local government concerns				
3.2.5	A lack of active consultation processes that are worthwhile and meaningful				
3.2.6	Absence of networks to facilitate a participative democracy				
3.2.7	A need to improve the capacity of local communities to tackle local problems				
3.2.8	A need for a policy to increase participation in the community				
3.2.9	A greater need for the transparency and accountability of statutory agencies				
3.2.10	A lack of media interest in local communities				
3.2.11	A growing appetite in the community to participate in a more meaningful and constructive way in the workings of local government				
3.2.12	A growing appetite to participate in voluntary activities				
3.2.13	Other trends (please say)				

3.3 A Learning Authority will have active plans to increase participation in local and regional activities. To what extent does your Authority believe in the following:

- 1= strongly believe and have active plans to encourage it
2= strongly believe and are thinking about how to implement
3= Could be important but has a low priority at present
4= Unlikely to address this issue in the near future

		1	2	3	4
3.3.1	Consulting local community organisations about learning region policies?				
3.3.2	Writing and delivering a booklet about learning region to every household				
3.3.3	Including representatives of community groups on a lifelong committee or board?				
3.3.4	Actively promoting active citizenship to develop of a participative, caring society?				
3.3.5	Creating new channels of participation at neighbourhood level				
3.3.6	Carrying out a region-wide Neighbourhood Mapping Exercise to determine new neighbourhood participative structures				
3.3.7	Carrying out local referendums on learning region policy				
3.3.8	Ensuring greater accountability of service providers in the City to the communities they serve				
3.3.9	Developing innovative methods of consultation and participation that ensure the inclusion of all groups in decision making processes, especially older people, people with disabilities and young people				
3.3.10	Putting up posters about the learning city and/or the value of contribution				
3.3.11	Establishing a Good Urban Governance Audit and Excellence Mark				
3.3.12	Promoting examples of national and international best practice of good participation.				
3.3.13	Providing an on-line directory of community & voluntary organisations active in the City				
3.3.14	Developing a volunteers register for the region				
3.3.15	Advertising volunteering opportunities				
3.3.16	Increasing the number of Community bulletin boards				
3.3.17	Supporting the development of Community TV Channels for the region				
3.3.18	Facilitating the development of a support secretariat for each neighbourhood				
3.3.19	Developing a Consultation Resource Pack to advise statutory service providers, businesses, community organisations, agencies and individuals on consultation and channels of participation.				
3.3.20	Facilitating the availability of information to citizens through the use of the web				
3.3.21	Increasing opportunities for access to the internet for all citizens				
3.3.22	Including local schools in the Learning Region Consultation process				
3.3.23	Linking with other city/regions in learning City matters eg twinning				
3.3.24	Other initiatives - please indicate in the boxes below				
3.3.25					
3.3.26					
3.3.27					

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3.4 If you wish to make any comment for discussion about active citizenship, involving the community etc please put them in the box below

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3.5 Partnerships and Relationships with stakeholders

A Learning Region will encourage and enable its 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 authority activates organisations to use their creative energies.

3.5 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
3.5.1	Schools			
3.5.2	University(s) if any			
3.5.3	Adult Education Colleges			
3.5.4	Small Businesses			
3.5.5	Large companies			
3.5.6	Neighbourhood Community Centres			
3.5.7	Voluntary organisations			
3.5.8	The Police department			
3.5.9	Social Services department			
3.5.10	Hospitals and the Health Departments			
3.5.11	Libraries			
3.5.12	Museums			
3.5.13	The Chief Executive's Office			
3.5.14	The Education Department of the Local Authority			
3.5.15	Financial Services department of the Local Authority			
3.5.16	The City/region Publicity and Information Department			
3.5.17	The City Development Board			
3.5.18	Other (please state in the boxes below			
3.5.19				
3.5.20				
3.5.21				

3.6 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

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

		Yes	No	In plan	Don't know
3.6.1	Actively enabling Schools-industry partnerships				
3.6.2	Actively creating a structure for other partnerships in the authority				
3.6.3	Developing a leadership strategy for each sector				

3.6.4	Encouraging local schools to include contribution to the community in their social curriculum				
3.6.5	Encouraging and aiding employees to spend at least 5% of their working time to contribute to community development				
3.6.6	Encouraging business and industry to do the same				
3.6.7	Carrying out a schools lifelong learning and contribution audit*				
3.6.8	Carrying out an Adult Education College lifelong learning and contribution audit*				
3.6.9	Carrying out a universities lifelong learning and contribution audit*				
3.6.10	Carrying out a small businesses lifelong learning and contribution audit*				
3.6.11	Including them in the Learning City development Committee				
3.6.12	Developing a leaflet for each stakeholder on the learning authority and what its contribution might be				
3.6.13	Developing a lifelong learning roadshow for organisations –(a peripatetic group for visiting stakeholders)				
3.6.14	Organising a stakeholders conference or seminar				
3.6.15	Organising a mentoring scheme between citizens and stakeholders				
3.6.16	Carried out audits of learning needs				
3.6.17	Linking schools with schools in other learning city/regions to discuss contribution				
3.6.18	Linking adult education colleges with those in other learning city/regions				
3.6.19	Discussing with each stakeholder what each can do to help the learning city/region flourish				
3.6.20	Including lifelong learning and learning city/region concepts on in-service training courses for teachers				
3.6.21	Turning schools into community centres where every member of the community can congregate for learning stimulation				
3.6.22	Encouraging schools to include all ages in their classes				
3.6.23	Organising a Learning Festival in which all stakeholders can participate				
3.6.24	Other (please say below)				

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

Section 4 – Accessibility and Wider participation in Lifelong Learning in the City

A lifelong learning society in a Learning City/Region will expand the opportunities for people to learn, especially those who have been excluded for whatever reason. It will be a vibrant and vigorous place where learning is a pleasurable activity and undertaken automatically by the majority of its citizens. Many authorities are far from that ideal but there are good examples of those where excellent progress is being made to address the deep-seated problems arising from the effects of rapid change. In this section we explore with you the opportunities which exist for citizens in your authority.

4.1 Firstly let us gauge your opinion on the following. How far do those responsible for leading the city/region into the future believe the sentiments expressed in the quotations.

1= crucial that we understand and respond to this

2= very important – we are working on a strategy to address this

3= important enough to warrant the development of a future strategy

4= interesting but not important enough to warrant strategy development

5= Not relevant

		1	2	3	4	5
4.1.1	<i>It is essential to raise the demand for learning as well as its supply, most especially for those who have benefited least from education and training so far. Everyone should be able to follow open learning pathways of their own choice, rather than being obliged to follow predetermined routes to specific destinations. This means, quite simply, that education and training systems should adapt to individual needs and demands rather than the other way round. (European Memorandum on lifelong learning)</i>					
4.1.2	<i>But the key to successful learning is motivation and that is why our key principle is the primacy of personal responsibility - encouraged and enabled by the support of the community. You can't do someone else's learning for them. They must decide to learn for themselves. What motivates people to learn? Pleasure, satisfaction, emulation, curiosity, ambition, shame, fear, love - the list is endless. But we can help one another develop the desire to learn by offering encouragement, examples and rewards. (Sir Christopher Ball: Action Agenda for a Learning Society)</i>					
4.1.3	<i>People will only plan for consistent learning activities throughout their lives if they want to learn. They will not want to continue to learn if their experiences of learning in early life have been unsuccessful and personally negative. They will not want to carry on if appropriate learning opportunities are not practically accessible as far as timing, pace, location and affordability are concerned. They will not feel motivated to take part in learning whose content and methods do not take proper account of their cultural perspectives and life experiences (European memorandum on Lifelong Learning)</i>					

4.1.4 Please express your current opinion on accessibility to learning and wider participation in the community.

4.2 Wherever, whenever, whatever, however, from whoever

One way of extending participation in learning is to make it available wherever, whenever, however and from whoever the learner wants it. These questions therefore explore to what extent the Local Authority is encouraging this process, in order to explore creative ways of supporting learning.

4.2.1 Wherever

		Yes	No	Not at all
4.2.1	Does the local authority provide guidelines encouraging the following learning providers to make learning available where people want it?			
4.2.1.1	Universities			
4.2.1.2	Adult Education Colleges			
4.2.1.3	Schools			
4.2.1.4	Private training companies			
4.2.1.5	Other institutions (please state)			

		Yes	No	In plan
4.2.2	Are courses in the city/region delivered in any of the following place			
4.2.2.1	Shopping Centres			
4.2.2.2	Community Centres			
4.2.2.3	Third Age Residential centres			
4.2.2.4	Theatres			
4.2.2.5	Libraries			
4.2.2.6	Museums			
4.2.2.7	Football Stadia			
4.2.2.8	Sports and leisure Centres			
4.2.2.9	Church Halls			
4.2.2.10	Prisons			
4.2.2.11	Other (Please state)			
4.2.2.12				

4.2.3 Whenever

		Yes	No	In Plan
4.2.3	Does the local authority actively provide guidelines to encourage its learning providers to make efforts to provide learning whenever the following need it?			
4.2.3.1	Shift workers			
4.2.3.2	Single parents			
4.2.3.3	People in hospital			
4.2.3.4	People who can only learn part time			
4.2.3.5	Migrant Workers			
4.2.4	Are adult learning providers encouraged to examine when the student feels ready			

4.2.5 However

		Yes	No	In Plan
4.2.5	In which of the following does the authority require management to assess learning styles and provide appropriate learning methodologies			
4.2.5.1	Schools			
4.2.5.2	Adult Vocational Institutions			
4.2.5.3	Adult non-vocational institutions			
4.2.5.4	Local Authority in-house education facilities			

4.2.5.5	Other (please state)			

4.2.6 Whatever

		Yes	No
4.2.6	Has the city/region ever carried out a learning requirements survey to discover what people in its area want to learn and the qualifications they want in any of the following?		
4.2.6.1.	Schools		
4.2.6.2	Companies		
4.2.6.3	The community		
4.2.6.4	The Local Authority Workplaces		
4.2.6.5	Other (please state)		
4.2.7	If no – how does it know what courses its adult education institutions should offer?		
4.2.7.1	Intuition		
4.2.7.2	The examination boards		
4.2.7.3	Experience		
4.2.7.4	It doesn't really know		
4.2.7.5	Other (please state)		

4.2.8 If you have any comments for discussion about accessibility to learning in your city/region please put them in the box below

4.3 Learning Support in the City region

The massive proliferation of people learning in the Learning Authority will require a sophisticated learning support system, especially for those for whom learning is not traditionally easy. Here we explore with you what these might be in your city/region.

		all	most	some	none
4.3.1	Do learners in your city/region received the following special support actions				
4.3.1.1	Initial preparation courses for further study				
4.3.1.2	A formal mentoring support system during their studies				
4.3.1.3	Trained Learning Counsellors (not their own teachers) before they start their studies				
4.3.1.4	Trained Learning Counsellors in case of learning/personal difficulties				
4.3.1.5	Neighbourhood Learning Counsellors				
4.3.1.6	An assessment of their most appropriate (mix of) learning styles				
4.3.1.7	Advice on the need for continuing learning				
4.3.1.8	Advice on learning to learn skills				
4.3.1.9	Access to Psychological support if needed				
4.3.1.10	Assistance to develop Self-Esteem if needed				
4.3.1.11	Prior Experiential Learning Credits for life experience				
4.3.1.12	Please list any other supports				

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4.3.1.13 If you have any comments for discussion about learning support systems please put them below

4.3.2 Special Needs. Here we explore with you how adaptable and flexible the city/region strategies for learning are.

		For All	For Most	For Some	For None
4.3.2	Does the Authority have special learning support systems for the following (In the blank boxes please give one example of support)				
4.3.2.1	Adults with severe physical handicaps				
4.3.2.2	Children with severe physical handicap				
4.3.2.3	Adults with mental handicap				
4.3.2.4	Children with severe mental handicap				
4.3.2.5	Adult Immigrants from other countries				
4.3.2.6	Children Immigrants from other countries				
4.3.2.7	Third Age students past retirement age				
4.3.2.8	Mature students studying for a new career				
4.3.2.9	Married returners after bringing up a family				
4.3.2.10	High-flying students above 18 years old				
4.3.2.11	Gifted Pupils in schools				
4.3.2.12	Indigenous adults with language difficulties (e.g. dyslexia)				
4.3.2.13	Indigenous children with learning difficulties				
4.3.2.14	Night shift workers				
4.3.2.15	Adults sick or in hospital during a course				
4.3.2.16	Children sick or in hospital				
4.3.2.17	People without transport				
4.3.2.18	Reluctant learners				

4.3.2.19	People who can only attend the institution part-time				
4.3.2.20	School Drop-outs				
4.3.2.21	Children with behavioural difficulties				
4.3.2.22	Adult offenders				
4.3.2.23	Juvenile offenders				
4.3.2.24	Long-term unemployed				
4.3.2.25	Unqualified young people aged 16-19				
4.3.2.26	Other excluded populations (please say)				

4.4 Some last questions about support

		Yes	No	In Plan	Don't know
4.4.1	Has the Local Authority carried out a survey of attitudes to learning in order to discover the extent of the learning problem?				
4.4.2	has the Local Authority carried an exercise to discover where learning resources need to be concentrated most?				
4.4.3	Does the authority provide crèche facilities to enable people with children to learn?				

4.5 If you have any comment for discussion about special needs provision in your authority please write them in the box below

4.6 Barriers to Learning

'In Britain, only 1 adult in 4 describes him/herself as a learner, 1 in 3 has taken no part in education or training since leaving school, at any one time only 14% of employees are taking part in job-related training, only 5% of the workforce has obtained an NVQ and over 40% of 18 year olds are not currently in any kind of education and training'

Fryer (Education for the 21st Century)

Here we explore with you your perception of the barriers to learning that might exist in your city/region, for whatever reason and what might be done about it.

4.6.1 The quotation above shows how a high percentage of the output of people in Britain are not fully committed to learning. Please mark your perception of the barriers to learning in your own city/region on a scale of 1 to 5. Add some of your own in the blank spaces

1= affects all people, 2= affects most people, 3= affects about half people, affects only a few people 5= not in our city/region

		1	2	3	4	5
4.6.1.1	Poor family culture of learning					
4.6.1.2	Insufficient personal and emotional support from the home					
4.6.1.3	Insufficient support services to catch reluctant learners early					
4.6.1.4	Low aspiration - perception of learning as irrelevant					
4.6.1.5	Low self-esteem – can't learn					
4.6.1.6	The school curriculum was seen as irrelevant					
4.6.1.7	Lack of facilities to study at home					
4.6.1.8	Poor standard of teaching					
4.6.1.9	Opposition from television and the media					
4.6.1.10	Peer group pressures to conform to other priorities					
4.6.1.11	Part of an anti-learning culture					
4.6.1.12	Poverty – cannot afford to take learning					
4.6.1.13	Lack of opportunity					
4.6.1.14	Lack of ownership of own learning					
4.6.1.15	Methods of teaching seen as old-fashioned					
4.6.1.16	Too many other distractions					
4.6.1.17	Ineffective publicity					
4.6.1.18	Other – please mention other perceived barriers in your city region					

4.6.2 Which of the following strategies is the city/region adopting to remove the barriers? Add some of your own into the blank spaces.

4.6.2.1	Displaying eye-catching publicity for learning in public places	
4.6.2.2	Making more computers available	
4.6.2.3	Encouraging employers to foster learning	
4.6.2.4	Carrying out learning audits in the city	
4.6.2.5	Involving more people in the learning process	
4.6.2.6	Catching learning reluctance early in the schools	
4.6.2.7	Taking the idea of failure from the schools	
4.6.2.8	Adopting new learning methods based on new knowledge of how people learn	
4.6.2.9	Adding the development of personal learning skills into the curriculum	
4.6.2.10	Reducing class sizes	
4.6.2.11	Developing a charter for learners	
4.6.2.12	Rationalising the qualifications system	
4.6.2.13	Making learning a more pleasurable activity	

4.6.3 We welcome your opinion. If you have any comments for discussion to make at this stage about the content of the curriculum please put them here.

Section 5: Broadcasting the Learning City/Region message to its Citizens

Both the content and the way in which information is communicated is important in a Learning City/Region. Different people and organisations will need different approaches and different levels of knowledge. A Learning Region is a connected, communicating, informed and involving region. In this section we explore the extent to which the authority promotes and markets itself to its citizens and to the outside world, and how its use of technology is oriented towards keeping people informed and involved. This section can be useful for identifying messages and methodologies.

5.1 Firstly let us take a couple of quotations from publications. How far do those responsible for leading the city/region into future believe the sentiments expressed in these

1= Crucial, 2= Very strongly, 3= partly true, 4= not very much, 5= not at all/irrelevant to this region

		1	2	3	4	5
5.1.1	<i>Developing a Publicity/Information/Promotion Campaign to market the Learning city concept to its citizens should be sensitively and professionally carried out. Communication is always the most important, and the most difficult, aspect of changing perceptions and creating new concepts like Learning cities. Most people are not educationists and are unfamiliar with neither the jargon nor the new education methodologies. Most are not even familiar with the term 'Lifelong learning' and unconvinced of the need. The activities under this heading would include jargon-free, attractively presented booklets, pamphlets and other reading materials, a poster campaign (including smaller posters for shops, offices, schools and other organizations), media promotion through tv and radio, press coverage, and the development of a Learning Festival to take place with the millennium conference (European Memorandum on lifelong learning)</i>					
5.1.2	<i>The digital revolution offers a much greater opportunity to Learning cities. Not far into the next century, Cities will have their ingenuity and their genuineness as a true Learning city, challenged by the use they make of the new broadband channels made possible by the digitisation of television and cable networks. The possibilities are endless. Schools will be able to broadcast to people in their catchment area, perhaps transmitting the school play, providing essential information to parents, even involving children who are unable to attend, the opportunity to receive lessons - not at present a popular idea among the young. They will be able to involve parents, advertise the school fete, explain their philosophy. Special interest groups - environmentalists, ornithologists, sports clubs, religious organizations, might have their own, or a shared, channel to involve people in the care of their own environment or the development of a new hobby. The opportunities for feedback are also in place, making these a two-way communications experience (Learning Cities for a Learning Century)</i>					
5.1.3	<i>Creating a Connected and Informed City requires connecting people to one another. This is achieved not just by the provision of information, but also by the application of information through debate, discussion, movement and action. People connect through cultural events, religious practice, issue based movements, volunteer action and politics. They connect us to each other, to society, to shared values and create in the connection a shared sense of meaning, purpose and place. These connections are the bedrock upon which individuals engage meaningfully in family, community, career and civil society. (Dublin City Strategy)</i>					

5.1.4 Please take this opportunity to express an opinion about the way in which a city/region should communicate with its citizens and the outside and the messages it should be broadcasting.

5.2 Internal Communication

Here we explore together the way in which the authority communicates the learning region to its citizens. Does the Local Authority actively promote itself as a learning region, using any of the following techniques

		Yes	No	In plan	Don't know
5.2.1	Posters				
5.2.2	Promotional video(s)				
5.2.3	Newspaper advertising				
5.2.4	Radio advertising				
5.2.5	brochures				
5.2.6	mailshots				
5.2.7	Newsletters				
5.2.8	TV advertising				
5.2.9	On its website				
5.2.10	Events: learning fairs				
5.2.11	Events: Exhibitions				
5.2.12	Portable Display Boards				
5.2.13	Other (please state)				

5.3 What percentage of the population do you estimate would know that the city/region is a Learning City/Region? Put a cross on the line according to your guess.

0% _____ 100%

5.4 Where in the local authority are there courses about the local authority as a learning region?

		yes	no	In plan	Don't know
5.4.1	Schools				
5.4.2	Adult Education				
5.4.3	Business and Industry				
5.4.4	University				
5.4.5	Local Authority Offices				
5.4.6	from the web				
5.4.7	In libraries or museums				
5.4.8	Other (Please state)				

5.5 The Net: Some learning regions use the internet extensively to keep citizens involved and informed. To what extent does your strategy envisage the purpose of the local authority website:

		Yes	No	In plan	Don't Know
5.5.1	Keeping business up to date with opportunities and developments				
5.5.2	Developing the local authority as an e-region				
5.5.3	Providing broadband, hi-speed connectivity at a reasonable cost to all homes and organisations				
5.5.4	Interactive availability of on-line access for citizens to statutory services				
5.5.5	Creating a competitive telecommunications environment				
5.5.6	Create an environment for sustainable business to business (B2B) web transactions				
5.5.7	Increasing the speed of development of on-line public service provision				
5.5.8	Providing education and learning				
5.5.9	Improving core skills of computing, communication and the use of digital media				

5.5.10	Networking schools and homes for better communication with parents				
5.5.11	Networking schools and homes in a way that enables all young people to have equal access to information through the Internet				
5.5.12	To skill the adult population for the information age				
5.5.13	to link public information centers such as libraries				
5.5.14	setting up Community and Voluntary Fora to bring together the community and voluntary				
5.5.15	linking community champions and local supporters with the various education, training, business, local development, and community & voluntary interests				
5.5.16	as a consultative mechanism to encourage citizens and agencies to participate in learning region debates and activities.				
5.5.17	To conduct and maintain an audit of service provision and statistical data in the City				
5.5.18	To develop, maintain and make available a comprehensive database of community & voluntary activity within the region				
5.5.19	to encourage and enable people to find voluntary work in their neighbourhood				
5.5.20	to develop a learning market place where people can plan their learning journeys for life.				
5.5.21	to develop theme 'marketplaces' which allow all stakeholders to shape and share information, agree policy, build statistical data, participate in decisions, and "trade" in goods, opportunities and services.				
5.5.22	for data collection and analysis that addresses a social research function				
5.5.23	Other innovative uses (please state)				
5.5.24					
5.5.25					

5.5.26 If you have points for discussion about the use of the web in the learning city/region, please put them in the box below

5.6 Key Learning Messages

Learning City/Region literature is an opportunity to pass over key messages about the society in which we live to learners within and without the authority. For example, the message of the social, economic and environmental effects of rapid change in a knowledge society is one that affects both the city/region and the citizens themselves.

		Yes	No	In plan	Not rel
5.6.1	In addition to the usual information, does the authority include in its literature any of the following messages				
5.6.1.1	The effect of rapid change and/or the knowledge society on the availability of employment				
5.6.1.2	The effect of rapid change and/or the knowledge society on the need to become employable				
5.6.1.3	The effect of rapid change and/or the knowledge society on the value of learning				
5.6.1.4	The authority's own response to the knowledge society				
5.6.1.5	The authority's responsibility to its citizens				
5.6.1.6	The lifelong learning approach adopted by the city/region				
5.6.1.7	The opportunities for individual contribution to city/region life				
5.6.1.8	Environmental messages involving the citizen				
5.6.1.9	The city/region as an attractive place to live				
5.6.1.10	Other messages of a social responsibility and/or contribution nature				

5.6.2 If you wish to discuss with us the role of the city/region in passing key learning messages to learners in and out of the university, please comment in the box below

5.7 Accessibility of the messages. Here we explore with you where the learning city/region messages will be displayed or made available to its citizens.

		Yes	No	In plan	Don't know
5.7	Please indicate whether the following places would receive posters and/or leaflets displaying the existence of the learning region to its citizens				
5.7.1	Shopping Centres				
5.7.2	Community Centres				
5.7.3	Doctor's/vets surgeries				
5.7.4	On public hoardings				
5.7.5	In local authority offices				
5.7.6	Libraries				
5.7.7	Sports/leisure centres				
5.7.8	Local Sports clubs (eg football, Rugby)				
5.7.9	Schools				
5.7.10	Businesses				
5.7.11	Pubs and clubs				
5.7.12	Cinemas. theatres etc				
5.7.13	Hospitals				
5.7.14	Homes				
5.7.15	Other (please say)				

5.8 Some final questions in this section on broadcasting the message of the Learning City/Region.

		Exists Already	Mostly Complete	Partly complete	Not yet started
5.8.1	Are plans in place for a 'wired city' (a broadband facility available to organizations and homes throughout the region)				
5.8.2	Are there any programmes to make computers more widely and cheaply available to all in the region?				

5.9 If you have any discussion points or comments to raise about accessibility and/or the wired city please put them in the box below

Section 6 – Staff development for a Learning City/Region

A Learning Region is learning continuously, as are the people in it. This section explores with you how the Local Authority is committed to continuous improvement and lifelong learning in all its staff

6.1 Let’s look at your opinion of one or two report statements below. How far do those responsible for leading the city/region into the future believe the sentiments expressed in the quotations.

1= crucial that we understand and respond to this

2= very important – we are working on a strategy to address this

3= important enough to warrant the development of a future strategy

4= interesting but not important enough to warrant strategy development

5= Not relevant

		1	2	3	4	5
6.1.1	<i>A growing task for business: Retraining workers, honing skills and keeping employees current with rapidly changing workplace technology. A whopping 75% of today’s workforce needs retraining just to keep pace. (The Kiplinger letter (Warford LFJ LL, a national priority)</i>					
6.1.2	<i>The teacher of the future must develop from being a production worker, teaching so many hours to so many pupils for so many hours a day, to being a planner, a coach and a supervisor, and not least a critic of the learning process itself (European Memorandum on Lifelong Learning)</i>					
6.1.3	<i>The methods used to promote a healthy sense of self-esteem, learning motivation and learning skills in young peoples' basic education are critical for the development of lifelong learning values and attitudes. Educational Institutions should encourage their students to learn beyond their organisation and analyse how that contributes to the whole spectrum of an individual's intellectual growth Finnish National Strategy</i>					

6.1.4 If you have any further comments at this stage on the need for, and process of, training, retraining and its rationale please put them in the box below.

6.2 Internal Staff Training and development. A Learning City/Region will operate as a Learning Organisation (see section 2) and require its staff in its administration departments to engage in continuous development and learning. Here we explore with you how your authority is managing this process. (NB Teacher Training is dealt with separately below)

		For All staff	For Most staff	For About half	For Few staff	Not at all
6.2	In order to maintain its commitment as a learning city to lifelong learning, to what extent does the Local Authority.					
6.2.1	require staff to undergo personal learning audits to encourage their further learning					
6.2.2	require staff to develop personal learning plans as a commitment to future learning					
6.2.3	set agreed daily learning targets for all its staff					
6.2.4	set agreed weekly learning targets					

6.2.5	set agreed monthly learning targets					
6.2.6	insert a requirement for learning into its management appraisal system					
6.2.7	provide spaces for learning in its own buildings					
6.2.8	provide financial support for learning for all staff					
6.2.9	set up a mentoring and/or coaching system as a support mechanism for learning					
6.2.10	allow time off for learning					
6.2.11	reward learning					
6.2.12	display a charter outlining the rights of staff to learning support					
6.2.13	give access to open or distance learning during work time					
6.2.14	send staff regularly on quality assurance courses					
6.2.15	encourage staff to improve organisational performance					
6.2.16	work with external learning providers to develop relevant courses					
6.2.17	display the benefits of learning in all its departments					
6.2.18	monitor the incidence of learning among its staff					
6.2.19	hold learning events in its offices					
6.2.20	operate one or more externally validated quality assurance policies					
6.2.20.1	What is the framework for this policy? (e.g.ISO 9002, Investors in People)					
6.2.21	Please insert any other initiatives on staff training below					
6.2.22						
6.2.23						

6.2.24 If you have any discussion comments about any aspect of staff training in the authority, please put them in the box below

6.3.In-service Teacher Training. Most Local Authorities are responsible for the in-service training of teachers. In the next two questions we explore with you how far lifelong learning plays a part in this.

6.3.1 Teacher Skills for the 21st Century The following is a list of the skills teachers may need for a lifelong learning society. Please estimate how many of your teachers have these skills at present

		All	Most	About half	A few	None
6.3.1.1	How to set and administer personal learning plans for their students					
6.3.1.2	The effective uses of mentoring as a learning support system					
6.3.1.3	Knowledge of how to identify and teach to different individual learning styles					
6.3.1.4	Knowledge of how to establish and use partnerships with other organisations (eg industry) as additional resources for learning					
6.3.1.5	Practical knowledge of the uses of Computers as aids to learning					
6.3.1.6	Practical experience and knowledge of distance learning techniques					
6.3.1.7	Up to date knowledge of the psychology of how children learn					
6.3.1.8	Knowledge of how to use electronic networks to help learning and learner motivation					
6.3.1.9	Skills as a resource manager to mobilise and use all the resources in the					

	community to improve the learning of their students					
6.3.1.10	Knowledge of how to carry out and analyse learning audits					
6.3.1.11	Knowledge of new evaluation and assessment techniques					
6.3.1.12	Ability to teach in several types of institution					
6.3.1.13	Counselling skills					
6.3.1.14	Knowledge of web-surfing and the use of the internet as a communication and learning tool					
6.3.1.15	Knowledge of meditation and other techniques for improving receptiveness to learning					
6.3.1.16	Knowledge of how to give ownership of learning to the learner					
6.3.1.17	Other (please insert any other teacher skill for the 21 st century you can think of					

6.3.2 Strategies for Staff and teacher development in the city/region. Here we explore with you the actions being taken in the city/region to insert continuous improvement into teaching.

6.3.2.1 How important are the sentiments expressed in the following quotation to the development of teachers in your authority?
1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

		1	2	3	4	5
6.3. 2.1.1	<i>The Creation of personal development planning support mechanisms over a career which involves opportunities for both the enhancement of job skills and the development of personal and organisational vision are not simply desirable for teachers in the 20th century. They are essential</i> (Christopher Day, Lifelong Learning and Teacher Education)					

6.3.3 How many teachers in your authority have the following

		All	Most	About half	A few	None
6.3.3.1	Completed a course on lifelong learning					
6.3.3.2	Completed a course on Quality management (TQM or similar)					
6.3.3.3	A continuous improvement personal learning plan					
6.3.3.4	Mentors, coaches or guides (as used in learning organisations)					
6.3.3.5	Spent at least 10 days a year on a course for updating skills and/or knowledge					

6.3.4 Teacher Education

		20+	10-19	5-9	1-4	0
6.3.4.1	How many days in the year will the average teacher go on a full-time course or seminar to update skills and knowledge					
6.3.4.2	How many day equivalents will the average educator spend in updating skills and knowledge part-time or in own time					
6.3.4.3	How many days per year will teaching staff spend in personal skills updating on days set aside in the school for the purpose?					

6.3.5 A few more questions

		Yes	No	In plan
6.3.5.1	Is there a system in the city/region for monitoring the performance of teachers?			
6.3.5.2	Is there provision for teachers to learn by distance education methods?			
6.3.5.3	What incentives are there for teachers to update their knowledge and practice?			
6.3.5.3.1	Full payment of costs			
6.3.5.3.2	partial payment of costs			
6.3.5.3.3	tax deductions			

6.3.5.3.4	Potential promotion			
6.3.5.3.5	Time off for learning activities			
6.3.5.3.6	Time off in lieu of payment			
6.3.5.3.7	Professional Pride			
6.3.5.3.8	Other incentives (please state)			
6.3.6	Are teachers habitually in touch with other teachers in the following situations			
6.3.6.1	From other schools locally			
6.3.6.2	From other schools nationally by internet			
6.3.6.3	From other schools internationally by internet			

6.3.7 If you have any further comment for discussion with us about strategies for teacher development in the city/region, please use the box below to express your thoughts and/or opinions and/or information.

Section 7: Using Technology for learning in the Learning City/Region

The effective use of technology is essential to the creation of both a Knowledge and a Learning Society – one cannot exist without the other. The wired city offers many new possibilities for learning. These questions relate to 3 aspects of learning technology in the city

- a. The development and effective use of distance learning technologies (satellite, cable, ISDN, radio etc) to deliver learning in the ‘wired city’
- b. The proper use of electronic networks (email and the internet) to increase learning performance and understanding
- c. The development and use of open learning systems and courses through computers in the classroom, the home, the office and wherever there are learners.

This section is useful to identify the many possibilities of the use of technology for learning in a learning city/region.

7.1 Distance Learning

7.1.1 To what extent are the following organisations in the city receiving and using broadband learning programmes at distance (estimate)?

		All	Most	About half	Few	None
7.1.1.1	Schools					
7.1.1.2	Universities					
7.1.1.3	Companies					
7.1.1.4	Adult and Vocational Colleges					
7.1.1.5	Homes					
7.1.1.6	Other?					
7.1.1.7						

7.1.2 Some questions about your authority’s plans for Distance Learning in the future

		Yes	No	Don’t know
7.1.2.1	Is there city/regional strategy to increase broadband facilities for learning in the learning providers under its control?			
7.1.2.2	Has the city/region installed a distance learning delivery infrastructure (eg by satellite, radio, cable, ISDN etc) for use by any organisation?			
7.1.2.3	Is there a central studio facility for distance course development and delivery?			
7.1.2.4	Is there a defined strategy for using it to deliver courses over distance?			
7.1.2.5	Is there a defined strategy to improve the knowledge of educators about the effective uses of distance learning systems			
7.1.2.6	If yes, for whom			
7.1.2.6.1	University Lecturers			
7.1.2.6.2	Workplace education staff			
7.1.2.6.3	School teachers			
7.1.2.6.4	Further and Vocational Education College lecturers			
7.1.2.6.5	Others please say)			

7.1.3 If you have any comments for discussion with us about distance learning structures in the city/region please put them in the box below

7.2 Using email and the internet for communication – here we explore how the very powerful motivational techniques for putting learners and teachers in touch with each other are exploited in your city/region

		All	Some	None
7.2.1	Which local authority organisations use the internet for developing and/or receiving learning or programmes for learning?			
7.2.1.1	Local Government Administration Departments			
7.2.1.2	Junior Schools to 11 years old			
7.2.1.3	Secondary Schools 11 to 16 years old			
7.2.1.4	Upper Secondary/Tertiary Colleges 16-18 years old			
7.2.1.5	Further/Vocational Education 18+			
7.2.1.6	Non-vocational Community and Adult Education Organisations			
7.2.1.7	In-service/Pre-service Teacher Training Institutions			
7.2.1.8	Other (please say)			

7.2.2 Some questions on the use of the internet for learning

		Yes	No	In plan
7.2.2.1	Is there a formal course for educators on the effective educational use of the internet			
7.2.2.2	Is the internet and email used in the city in any of the following ways?			
7.2.2.2.1	For Home-school links			
7.2.2.2.2	In schools for formal collaborative Learning with other groups in another region/country			
7.2.2.2.3	For international project work between schoolchildren in another country			
7.2.2.2.4	For linking third Age people with other third age people			
7.2.2.2.5	For the delivery of learning materials			
7.2.2.2.6	For accessing and understanding databases			
7.2.2.2.7	For encouraging family learning			
7.2.2.2.8	For telementoring			
7.2.2.2.9	Other (please say)			
7.2.2.3	Is there a formal plan to increase this activity within the city/region or with other cities/regions			
7.2.2.4	Does the city/region participate in any European or National projects involving electronic networking as a learning medium.			

7.2.3 If you have any comments for discussion with us about the use of e-learning and the internet in the city/region please put them in the box below

7.3 Multimedia and Open Learning. This part explores the extent to which multimedia is used in city/region learning.

		Yes	No	In plan	Don't know
7.3.1	Does the city have a policy of encouraging the use of educational multimedia software in its educational establishments?				
7.3.2	Does it have its own educational software development group?				
7.3.3	Is there a defined programme to train in-service educators in the use of multimedia computer software for learning				

7.3.4 If you have any comments for discussion about the city/region's use of multimedia technology please insert them in the box below

Section 8: Socio-economic policies and wealth creation in the learning region

A Learning City/Region is a prosperous and stable city/region. In this section we explore the possibilities of the concept as a generator of economic wealth.

8.1 First let's explore your perception of the sentiments expressed in the following quotations. In the answers

1= crucial that we understand and respond to this

2= very important – we are working on a strategy to address this

3= important enough to warrant the development of a future strategy

4= interesting but not important enough to warrant strategy development

5= Not relevant

		1	2	3	4	5
8.1.1	<i>The knowledge society of the 21st century will discover 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 next century. This is a challenge faced not only by business and industry, but also by not-for-profit organisations in the voluntary and educational sectors. Schools, colleges and universities also need to be learning organisations, if they are to prosper (Ball Action Agenda for Lifelong Learning)</i>					
8.1.2	<i>Recent analyses of labour market trends by OECD have indicated that new employment opportunities requiring higher skill levels are increasing at a rate of 10% of the total labour force each year. However, the inflow of recently qualified young people from the initial education system is typically around 3 % of the total labour force in any given year. Clearly, there is a challenge to governments and enterprises to match training provision to ever-increasing skill requirements in a more competitive work environment. In removing the barriers to lifelong learning, individuals who may be locked in by geographical, family or other personal circumstances need to be given more access to learning opportunities. (Tom Healy, OECD - Research for LL policy and practice)</i>					
8.1.3	<i>Educational and Cultural policy is the key to the future. A nation's and a region's only salvation is the strength of its culture. Intellectual and social capital is its most important investment; the task of (local) government is to see to it that everyone has the same opportunities to learn, and to direct educational institutions throughout the region to support every branch of learning. Extensive collaboration is needed if we are to build a learning society. (Finnish National Strategy)</i>					

8.2 Learning Region Socio-Economic policies. Here we explore how and how much the following are targets of your learning region policy?

1= First priority – top of the agenda, 2= very important – strategies to address it are now in place

3= Important – now developing strategies to address it 4 = interesting but not important enough for strategy development, 5= of no interest

8.2.1	To what extent are the following targets of your regional development policy					
8.2.1.1	New opportunities for employment in the short term?					
8.2.1.2	New opportunities for employment in the longer term?					
8.2.1.3	Attracting new business developments from outside the region?					
8.2.1.4	Improvement conditions for existing businesses in the region?					
8.2.1.5	Increase in the number of business start-ups in the region?					
8.2.1.6	Increase in the pool of skilled employees available to business in the region?					
8.2.1.7	Increase in the general employability of people in the region?					
8.2.1.8	Increase in the wealth of the region?					
8.2.1.9	Reducing unemployment in the region?					
8.2.1.10	Increase in the proportion of 16-19 year olds in education, work or training					
8.2.1.11	An increase in support to 16-19 year olds from low-income families to stay on at school and/or college, raising participation and retention rates					
8.2.1.12	An increase in graduates as a proportion of the workforce					

8.2.1.13	An increase in the proportion of people in employment undertaking training								
8.2.1.14	Increasing trade links with other regions nationally?								
8.2.1.15	Increasing educational links with other regions nationally								
8.2.1.16	Increasing trade links with other regions internationally								
8.2.1.17	Increasing educational links with other regions internationally?								
8.2.1.18	Additional targets – please use the boxes below								
8.2.1.19									
8.2.1.20									
8.2.1.21									

8.2.2 Learning Region Development Policy. Here we explore the learning initiatives your region has taken in order to create wealth

8.2.2	How much are the following included in your learning region policy?								
8.2.2.1	Regular surveys of skills needs for the region								
8.2.2.2	Special courses on the learning region in adult education colleges								
8.2.2.3	Encouragement of business and industry to invest in training								
8.2.2.4	Links between the development board and local industry to identify new business opportunities								
8.2.2.5	Entrepreneurial skills courses in schools								
8.2.2.6	Entrepreneurial courses in local adult education colleges								
8.2.2.7	City/region-wide database of learning opportunities								
8.2.2.8	Advertising promoting the benefits of lifelong learning in the region								
8.2.2.9	Lectures/sessions/seminars in schools about the learning region and its role in helping it happen								
8.2.2.10	Lectures/sessions/seminars in adult education colleges about the learning region, the knowledge economy and its role								
8.2.2.11	Encouragement of personal learning plans and learning audits for all employees (see annex 2)								
8.2.2.12	Appointment of a person to manage the region's links with industry and other regions								
8.2.2.13	Special grants for new business start-ups								
8.2.2.14	Support for universities developing advanced courses for industrialists								
8.2.2.15	More schools/industry links								
8.2.2.16	Encouragement of business and industry to form links with educational organisations								
8.2.2.17	Other Initiatives (please let us know)								
8.2.2.18									
8.2.2.19									
8.2.2.20									

8.2.3 If you have comments for discussion on any aspect of your region's socio-economic policies please put them in the box below

8.3 Skills development in the Learning region. A Learning City is also a City of Skills and Competences. In this section we explore the extent to which your local authority is developing the skills needed for its citizens to cope with the demands of life and learning in the 21st century and the extent to which learning providers are encouraged to develop them

In the following table 1= schools, 2= adult vocational education organisations, 3= universities, 4= local authority administration, 5= business and industry management courses

		1	2	3	4	5
8.3.1	Where in the city/region are the following skills identified and formally developed as apart of the curriculum					
8.3.1.1	Learning to learn					
8.3.1.2	Informal communication					
8.3.1.3	Formal communication					
8.3.1.4	4 Inter personal skills					
8.3.1.5	Decision-making skills					
8.3.1.6	Personal management skills					
8.3.1.7	Enterprise skills					
8.3.1.8	Thinking					
8.3.1.9	Teamwork					
8.3.1.10	Critical judgement					
8.3.1.11	Information handling					
8.3.1.12	Self-understanding					
8.3.1.13	Forward Planning					
8.3.1.14	Time Management					
8.3.1.15	Negotiating					
8.3.1.16	Meditating					
8.3.1.17	Other skills – please list below other skills and competencies you feel to be important					
8.3.1.18						
8.3.1.19						
8.3.1.20						
8.3.1.21						

8.4 If you have a comments for discussion about skills, the skills-based curriculum etc please put them in the box below

Section 9 Resources and Finance in the Learning City/Region

It is understood that increasing local income in order to make the necessary investments in the future is a difficult and often unpopular action. Nevertheless, a responsible Learning City/Region will need to invest in its own future through a variety of financial and resource strategies. In this section we explore together the financial implications of becoming a Learning Authority and the strategies that can be adopted to increase resources.

9.1 Let us explore your perceptions of the need for such an investment. In the answers below

1= crucial that we understand and respond to this

2= very important – we are working on a strategy to address this

3= important enough to warrant the development of a future strategy

4= interesting but not important enough to warrant strategy development

5= Not relevant

		1	2	3	4	5
9.1.1	By converting previous valuable localised assets into ubiquities (inputs available everywhere at almost the same cost and time), the process of globalisation is curtailing the competitiveness of all companies that previously benefited from a favourable location, while enhancing the competitiveness of companies located elsewhere. This is both an opportunity and a potential disadvantage for regional development – to convert it into the former will entail much foresight and wise investment, mostly in education (Building a Cross-border Learning Region)					
9.1.2	Industry, business and public administrations need to learn how to audit human capital in the way that they audit other resources of a business - the idea of the missing balance sheet Sir C Ball report of 1992 conference Lifelong Learning for European Business					
9.1.3	In every city, every region and every community, there is an abundance of unused talents, skills, ideas and experience which can be used as a new and inexpensive resource to educational organisations (Longworth – Lifelong Learning in action)					

9.2 regional resources

9.2.1	In your view, does the adoption of the Learning Region concept require the local authority to :					
9.2.1.1	allocate more resources to learning organisations and activities?					
9.2.1.2	conserve resources via efficiency improvements?					
9.2.1.3	find imaginative resource solutions to current problems?					
9.2.1.4	to have a fresh look at budgets and how they are allocated across departments?					
9.2.1.5	to have a fresh look at where resources come from and how new resources can be found?					

9.3 Regional initiatives

9.3.1	In which of the following is the authority making active efforts to release new financial and human resources					
9.3.1.1	Increasing Local Taxes					
9.3.1.2	Partnerships sharing resources between organisations					
9.3.1.3	Combining budgets (eg Full service)					
9.3.1.4	Increasing volunteering in the community					
9.3.1.5	Business and industry involvement					
9.3.1.6	Organisations (eg schools) tapping into the human resource pool of local communities					
9.3.1.7	National and European projects					
9.3.1.8	Regional Funds					
9.3.1.9	Increasing international cooperation between companies and educational organisations					
9.3.1.10	Other (please state					

9.3.2 If you have any comments about finance and resources in the Learning city/region, please put them in the box below.

Section 10: Environment, sustainability, celebration in the learning region

A Learning region is a clean, green and sustainable region. In this section we explore the relationships between sustainable regional development and the concept of the learning region. Sustainability is inherent in the learning region concept, since learning itself is directed towards the future.

10.1	Does your Local Authority have a strategy for sustainable development?						
10.2	Does this strategy make links with lifelong learning and learning region policy						
10.3	Does your Local Authority have a published environmental policy						
10.4	Does your Local Authority participate in the environmental education of its citizens						
10.5	Does the Local Authority encourage the participation of citizens in devising its environmental policy?						
10.6	Does the Local Authority encourage the participation of citizens in the implementation of its environmental policy eg waterwatch, treewatch, birdwatch etc						
10.7	Does the authority inform the public on environmental matters through any of the following						
10.7.1	Leafllets						
10.7.2	Call centres						
10.7.3	On-line information						
10.7.4	Exhibitions						
10.7.5	Regular Meetings in Community Centres						
10.7.6	clean-up days						
10.7.7	Other (please say)						
10.8	Are Environmental matters included in the curriculum of the following:						
10.8.1	Adult Vocational education Organisations						
10.8.2	Schools						
10.8.3	Universities						
10.8.4	Other (please state)						
10.9	Has the authority developed an environmental education package for educational and community organisations.						
10.10	Has the authority inserted any national/international standards into its environmental policy						
10.11	Has the authority produced indicators to assess environmental quality						
10.12	Are any of the following sustainability principles included in the City/Region's Learning and/or environmental development policy						
10.12.1	The Natural Step – conservation of non-renewable resources						
10.12.2	The moral element to recognise the needs of our fellow human beings in United Nations Declaration of Human Rights						
10.12.3	The Global bio-diversity strategy – conservation of bio-diversity						
10.12.4	The goal of development rather than growth						
10.12.5	The Principle of Appropriate Scale – a counterweight to the economics of scale						
10.12.6	Acting upon the connectedness of all things						
10.12.7	Increasing renewable resources						
10.12.8	Minimising waste						
10.12.9	Recognising the importance of, and increasing participation in, cultural activities						
10.12.10	Enabling citizens to recognise the value of the aesthetic						

10.13 If you have any comments for discussion about environment and sustainability please insert them in the box below

Thank you for completing this audit tool. We hope that it has been useful for you in your journey towards becoming a true learning city/region. We appreciate that this is a process that will take years to complete and that you may wish to refer back to many of the ideas and concepts included within. If we can help in this process please let us know. The contact name is given below.

There is also an organisation – PASCAL – which specialises in helping regional authorities. See www.obs.pascal.com .

You will also benefit greatly from the learning materials to be found at www.longlearn.org.uk/materials.html.

For further reading try ‘Learning Cities, learning regions, learning communities’ and ‘Lifelong Learning in Action’ both available from http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth/

For further information on this and other audits contact norman.longworth@losmasos.com or m.osborne@educ.gla.ac.uk

We have also attached a number of annexes which should be of use for stimulating discussion among your staff and your citizens

A LEARNER'S CHARTER

GOOD FOOD, GOOD HEALTH AND GOOD LEARNING ARE INTERDEPENDENT PARTS OF THE HUMAN BIO-SYSTEM

AS A CITIZEN YOU HAVE THE RIGHT TO LEARN AND TO DEVELOP YOUR OWN FULL POTENTIAL THROUGHOUT LIFE

YOUR RIGHT TO LEARNING EXISTS IRRESPECTIVE OF YOUR RELIGION, ETHNIC BACKGROUND, AGE, NATIONALITY OR GENDER

AS A CUSTOMER FOR LEARNING YOUR NEEDS TAKE FIRST PRIORITY

AS FAR AS POSSIBLE, LEARNING WILL BE PROVIDED FOR YOU WHERE, WHEN AND HOW YOU DESIRE IT

THE VALUE OF LEARNING WILL BE ACTIVELY PROMOTED AND ENCOURAGED THROUGHOUT YOUR LIFETIME

YOUR INDIVIDUAL LEARNING STYLE WILL BE RECOGNISED AND CATERED FOR

WHETHER OR NOT YOU HAVE LEARNING DIFFICULTIES YOU HAVE THE RIGHT TO RECEIVE EXPERT HELP WITHIN SOPHISTICATED SUPPORT AND GUIDANCE SYSTEMS AT ALL TIMES

YOU WILL HAVE ACCESS TO MODERN RESOURCES FOR LEARNING WHEREVER THEY MAY BE

AS FAR AS POSSIBLE, YOU WILL BE GIVEN OWNERSHIP OF, AND CONTROL OVER, YOUR OWN LEARNING

WHATEVER LEARNING YOU CHOOSE TO DO WILL BE TREATED WITH RESPECT, RECOGNITION AND REWARD

The WILL (World Initiative on Lifelong Learning) Charter for Learning Cities

WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE FUTURE PROSPERITY, STABILITY AND WELL-BEING OF OUR CITIZENS.

We declare that we will invest in Lifelong Learning within our community by:

1. DEVELOPING PRODUCTIVE PARTNERSHIPS BETWEEN ALL SECTORS OF THE CITY FOR OPTIMISING AND SHARING RESOURCES, AND INCREASING LEARNING OPPORTUNITIES FOR ALL

2. DISCOVERING THE LEARNING REQUIREMENTS OF EVERY CITIZEN FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING

3. ENERGISING LEARNING PROVIDERS TO SUPPLY LEARNING GEARED TO THE NEEDS OF EACH LEARNER WHERE, WHEN, HOW AND BY WHOM IT IS REQUIRED, LIFELONG.

4. STIMULATING DEMAND FOR LEARNING THROUGH INNOVATIVE INFORMATION STRATEGIES, PROMOTIONAL EVENTS AND THE EFFECTIVE USE OF THE MEDIA

5. SUPPORTING THE SUPPLY OF LEARNING BY PROVIDING MODERN LEARNING GUIDANCE SERVICES AND ENABLING THE EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES

6. MOTIVATING ALL CITIZENS TO CONTRIBUTE THEIR OWN TALENTS, SKILLS, KNOWLEDGE AND ENERGY FOR ENVIRONMENTAL CARE, COMMUNITY ORGANISATIONS, SCHOOLS AND OTHER PEOPLE

7. PROMOTING WEALTH CREATION THROUGH ENTREPRENEUR DEVELOPMENT AND ASSISTANCE FOR PUBLIC AND PRIVATE SECTOR ORGANISATIONS TO BECOME LEARNING ORGANISATIONS

8. ACTIVATING OUTWARD-LOOKING PROGRAMMES TO ENABLE CITIZENS TO LEARN FROM OTHERS IN THEIR OWN, AND THE GLOBAL, COMMUNITY

9. COMBATTING EXCLUSION BY CREATIVE PROGRAMMES TO INVOLVE THE EXCLUDED IN LEARNING AND THE LIFE OF THE CITY

10. RECOGNISING THE PLEASURE OF LEARNING THROUGH EVENTS TO **CELEBRATE AND REWARD** LEARNING ACHIEVEMENT IN ORGANISATIONS, FAMILIES AND INDIVIDUALS

On behalf of the City of SEAL

Signed

Title.....

Further Information on WILL from Norman_longworth@csi.com

DO YOU HAVE A PERSONAL LEARNING PLAN?

A PERSONAL LEARNING PLAN CAN HELP YOU:

➤ **MEET THE FUTURE WITH CONFIDENCE**

➤ **UNDERSTAND YOUR LEARNING NEEDS**

➤ **DEVELOP YOUR OWN POTENTIAL**

➤ **GIVE A FOCUS TO YOUR LIFE AND LEARNING**

➤ **STRENGTHEN YOUR MIND**

➤ **IMPROVE YOUR CREATIVITY**

➤ **ENRICH YOUR SELF-RESPECT**

➤ **RELEASE YOUR EARNING POWER**

➤ **INSPIRE YOUR FAMILY**

WHY NOT DEVELOP ONE THIS WEEK?

CREATING THE LEARNING CITY - THE ROLE OF LOCAL GOVERNMENT

1. L eads a local Task Force or Steering Group to examine how Lifelong Learning can be implemented
2. O rganises the development and delivery of courses, seminars and workshops on Lifelong Learning to professionals and key implementers in local government and its Institutions
3. C ommissions studies and surveys to provide information on Lifelong Learning policies, progress and performance in all the city's institutions and workplaces
4. A ctivates a 'Learner's Charter' which sets out every citizen's entitlement to learning and the actions the city will take to fulfil its commitment
5. L egislates a full business strategy for the implementation of Lifelong Learning and measures and monitors its progress in all its institutions and workplaces
6. G enerates Lifelong Learning knowledge and action through proactive local and regional promotional campaigns and innovative marketing strategies
7. O rganises a programme of Learning Festivals and other events which stimulate people to take up learning.
8. V italises the public acceptance of learning as a desirable and pleasurable activity through promotional campaigns such as advertising, billboards, local radio, websites, mass distribution of leaflets etc
9. E ncourages Active Citizenship and the sharing of knowledge, expertise, values, skills and talents for the benefit of the whole community
10. R estructures the financing of Learning through integrated budgets, resource sharing, including human resource, and community involvement
11. N urtures people into learning through Personal Learning Plans, Guides, Mentoring, the development of Learning Counsellors and Learning Leaders
12. M otivates citizens through innovative recognition and reward systems and events to celebrate learning as an enjoyable and personally rewarding activity
13. E nlists the contribution of all stakeholders to contribute to the development of the town, city and region as a learning communities
14. N ourishes international co-operation between the city's institutions and workplaces and encourages the transfer of ideas, concepts and actions between them.
15. T ransforms the city into a prosperous and stable 'Learning Community' by removing all barriers to learning and releasing the full potential of all citizens and organisations.

From the Age of Education and Training to the era of Lifelong Learning in the Learning City/Region

Topic	Education and Training	Lifelong Learning	Action
The city as a Learning Organisation	Learning Providers, companies and cities supply education and training as a statutory duty to existing and committed learners	Nations, Cities, providers etc focus on the development of <i>all</i> their human and organisational potential for the 21st century. They become <i>Learning Organisations</i>	Carry out frequent surveys and studies. Find and satisfy customer needs for learning. Develop a city-wide lifelong learning strategy based on real need and good information
Decision-making, Breaking barriers to learning	Educational decision-making in city rooted in a 20 th century mass education and training paradigm	Decisions made on individual learning needs, demands and styles of all citizens of all ages and aptitudes	Find the barriers to learning and dismantle them. Develop and market a strategy based on lifelong and lifewide learning for all.
Joined up Local Government	Cities, Towns and Regions foster empire-building within separate and discrete departments	Cities etc encourage cooperation between departments	Invite all departments to submit plans for the development of lifelong learning in the local community of Japan
Support for Learning	Sparse mass educational support and back-up structures brought into service when problems arise	Sophisticated on-going support structures concentrating on needs and demands of each learner in the city no matter what age	Provide individual support including personal learning counsellors, community mentors, psychologists and early back-up,
Finding and using all resources	Educators as providers - sole distributors of information, knowledge and resource to learners	Educators as managers - of all the resources and expertise available in a city, town or region	Discover and use the talents, skills, expertise and knowledge within the community from all sources. In service training to empower educators to use this.
Giving ownership to the learner	Ownership of the need to learn and its content is with the educator	Learner, as customer, rules. As far as possible ownership of the need to learn and its content is given to individuals	Develop and use techniques and tools to help individuals of all ages understand their own learning needs and styles eg. audits and plps
Examinations as Learning Opportunities	Examinations used to separate successes from failures at specific times	Examinations as failure-free learning opportunities confirming progress and encouraging further learning	Influence development of innovative assessment tools embedded into personal learning programmes, and examined when the student feels ready
Skills-based curriculum	Education in city institutions is Knowledge and Information based - <u>what</u> to think	Learning in city institutions and the community is understanding, skills and values based - <u>how</u> to think	Redevelop content dominated curricula into personal skills-based learning programmes that expand the capacity of people to engage in learning
Joined-up Learning	Education is compartmentalised according to age, aptitude and purpose	Learning is Lifelong in concept and content, providing links vertically and horizontally between age groups in buildings open to the whole community	Open up learning to the whole community. Provide community-based facilities which encourage links between learning providers and people of all ages. Community schools, Lifelong Learning Centres etc
Access to learning	Courses developed and delivered by city learning providers on their own premises top-down	Learning made available where, when, how and from whom the learner wants it with the learner's consent bottom-up	Encourage providers to provide learning where people are - homes, schools, workplaces, pubs, stadia, church halls etc
Partnerships in the Learning City	Each sector of the city, town and region determines and bids for its own needs	Holistic – increases resources through cooperation between each sector of the community	Facilitate partnerships between sectors as an investment in new resources and knowledge

	Active Learning	City Education providers deliver passive classroom based education based on tested memory development	Learning is an active, creative, exciting journey into the future involving learners in new experiences and developing positive values and attitudes.	Encourage active learning methods – brainstorming, data collection and analysis, creative discussion, case studies and simulations, visits etc to make learning fun, pleasurable and an expression of the most natural human instinct. Borrow from Industry
	Technology and Networks	Cities Towns and Regions provide inward-looking educational systems - to satisfy specified needs	Outward-looking systems - to open minds, encourage broader horizons, promote understanding of others and develop trading links	Twin with other learning cities. Use technology and networks to link people of all ages nationally and internationally to enhance understanding of other creeds, cultures and customs
	Focus on the Learner	Education content is based on the needs of organisations and nations to provide evidence of progress	Learning is based on the need to develop human potential, creativity and response to change and uncertainty in an unknown future	Influence curricula etc to develop Education for competence, flexibility, adaptability and versatility. Keep options and minds open. Develop more sophisticated indicators of progress.
	Promoting Employability	Educates and trains for employment and short term need	Promotes Learning for employability in the long-term	Carry out regular skills surveys leading well into the future. Cooperate with industry to determine needs
	Developing Indicators	Learning providers resistant to new ideas, approaches and procedures.	Learning providers are flexible with a clear view of the ways in which new approaches can benefit them and their students	Develop indicators allowing learning providers to measure and monitor their own progress and performance in becoming learning organisations.
	Continuous Improvement	Professionals and administrators attend educational courses according to need or desire. Occasional seminars in workplace	Every professional, administrator and student in the city has a continuous improvement plan for personal skill and knowledge development embedded into the management system	Encourage the development of written continuous improvement plans for all city staff and for all students. Extend these others in the community as desired
	Celebrating Learning	Citizens see Learning as a difficult chore and as received wisdom	Citizens see Learning as fun, participative and involving, and as perceived wisdom	Celebrate, reward and recognise learning frequently at all ages and stages of learning
	Learning and Culture	Cultural life of city kept separate from education life and facilities	Education and culture synonymous in a glorious mixture of Learning Opportunities from all parts of the community	Turn all community buildings - Libraries, museums, theatres, galleries, shopping malls etc – into new-look educational adventure playgrounds for everyone
	Active Citizenship	Education as a top-down exercise by city institutions staffed by professionals with little community involvement	The city as a hive of voluntary activity involving citizens in a large variety of supportive and interactive programmes which contribute to the growth of a Learning city.	Encourage active citizenship by individuals, families, organisations and communities through volunteering and commitment. Organise and channel all the available goodwill.
	Marketing Value of Learning	Education and training as a financial investment for cities, organisations and nations	Learning as a social, personal and financial investment in and by people for the benefit of nations, organisations, society in general and themselves	Market learning strongly as an investment - by a city in its citizens, by a workplace in its workforce, by learning providers in their students' future, by people in their own future worth and happiness

