

Adult and Community Education Organisations

A Stakeholder Audit **(EUROlocal Version)**

A tool to enable adult and community education organisations to analyse and respond to a changing educational world in which lifelong learning is predominant and cities and regions are in the process of becoming ‘Learning Cities’ and ‘Learning Regions’

‘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. 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 all sectors of a local community are ‘stakeholders’ in the construction of a mutually advantageous and interactive learning city, town or region that will deliver prosperity, social stability and the personal well-being of its citizens. The implications for Adult and Community Education organisations are far-reaching and important. The vast increase in demand for learning throughout life from people of all ages will put great strain on this sector, and the changes demanded in methodology and approach to cope with a wider range of learner will impose challenges to management, staff and students. Additionally Adult Education has much to offer to the budding Learning Region.

A Stakeholder Audit Tool?

An audit itself is not simply a questionnaire. It is a carefully-worded instrument to engage the stakeholder in debate with itself about its own future as a quality learning organisation, and its relationship to others in the city/region and beyond. Institutions 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 created for vocational education and training institutions therefore has four purposes, all of which are connected with meeting these criteria in a learning region:

- It will enable them to measure their performance as ‘learning organisations’ within a learning region.
- It will explore all the parameters which enable a modern Adult Education Institution to address the vast number of changing needs and demands of a 21st century lifelong learning society.
- It will examine the role of the college in the construction of a learning region to which it can contribute and from which it can benefit.
- It will act as a basis for comparisons with VET Institutions in other regions

The Testing Phase

Please note that this is a tool and not just a questionnaire. Its purpose is to stimulate thinking, debate and a determination to take action. Further it is linked to the development of the Learning City and the role of the institution in contributing to its construction. Whichever way you may wish to use it, we believe that you will benefit. Initially we wish to prove the tool and we appreciate your assistance in helping us to do this. More than that, we are soliciting your experience and expertise to help us improve it for the benefit of those organisations who might use it in the future.

Thank-you for your assistance

0 This section is included to enable the audit to be tested.

0.1.Institution name	
0.2.Address	
0.3.Telephone	
0.4.Email	
0.5.Type of institution (please tick)	
0.5.1.	☐ Local Authority/state Adult Education organisation
0.5.2.	☐ Private Adult Education organisation
0.5.3.	☐ Company Ault Education Organisation
0.5.4.	☐ Other (please state)
0.6.No of students	
0.7.No teaching staff	
0.8.No of administrative staff	

0.9. Before we start we would like to know what you understand by the concept of a 'Learning City or Learning region? Could you please give us a brief description?

0.10. Date when audit was completed...../...../.....

1. YOUR ORGANISATION AND A LIFELONG LEARNING STRATEGY

Among other things, Learning Cities and Regions provide a framework within which a 21st century knowledge age is activated through the application of lifelong learning concepts and principles. Educational institutions play a crucial part in this process, and this will demand inspired leadership. They become 'Learning Organisations'. In this part of the audit we explore together the extent to which your institution is already a learning organisation and is led as such.

1.0. Developing a strategy for lifelong learning

1.0.1 In your opinion, how much truth is there in the following quotations?

1= In every respect 2= A lot 3= average, 4 = not much 5 = none at all

		1	2	3	4	5
1.0.1	<i>Nations and communities have pinned their hopes on Adult Education as a means of getting more people into learning and of breaking down the long-standing resistance to a learning culture. It is the advance guard in the fight against complacency and ignorance. But of course the task is not as simple as it sounds. Providing more courses, improving access and reaching out into the community are only the first steps. Much more needs to be done to turn education and training into lifelong learning in the Adult Education institutions themselves (Australian National Training Agency)</i>					
1.0.2	<i>Modern learners are becoming more discerning. They want to know what the commitment of the provider is to them and what support they can expect from it. They respond more positively in the knowledge that the institution has a clear set of responsibilities and values to support their learning. (Longworth – Making lifelong learning work)</i>					

1.1. Does your institution formally call itself a Lifelong Learning Institution?

☐ Yes ☐ No ☐ In plan

Comments.....
.....

1.2. If yes does it have a published lifelong learning strategy ?

☐ Yes ☐ No ☐ In plan

Comments.....

1.3. Is there a person in sole charge of Lifelong Learning development in the institution?

☐ Yes ☐ No ☐ In plan

Comments.....

1.4. If yes does that person have a separate budget?

☐ Yes ☐ No ☐ In plan

Comments.....

1.5 The Institution as a Learning Organisation

1.5.1 How important are the sentiments expressed in the following statement to the institution's present and future development

1= in every respect 2= a lot, 3= average, 4= a little, 5= not at all

		1	2	3	4	5
1.5.1	Successful modern companies respond to the real world in which they find themselves. They become 'Learning Organisations' reacting to the demands of the marketplace and the need to stay flexible, adaptable and responsive to rapid change. Learning providers too will need to become 'Learning Organisations' in the same way. (Longworth and Davies – Lifelong Learning)					

1.6 Learning Organisations are mostly associated with industry in order to operate in the most efficient way. But they can be relevant to public sector organisations as well, including adult education. The following are generally acknowledged to be its main characteristics. **Please put a mark from 1 to 5 in column A reflecting the extent to which you believe it is relevant to the future development of the institution and in column B reflecting the extent to which you believe the institution practices these ideas internally. (You may wish to ask 3 different types of people to complete this audit viz a) a senior administrator b) a lecturer and c) a student.**

Scoring: 1 = very relevant for me/implements all this in full

2 = mostly relevant for me/ mostly implements this

3 = Partly relevant for me/has a strategy for implementation but not evident in practise

4 = Little relevance for me/makes a token effort every now and then

5 = Not relevant for me/has made no effort

Topic	Description	A	B
1. Management / Leadership	All staff of the institution are consulted frequently and fully		
	All students are consulted frequently and fully		
2. Decision-making	Decisions are made and acted upon at the most appropriate point in each department		
3. Feedback	Feedback on all matters is welcomed, acted upon and always replied to		
4. Grievance Channels	There is a sophisticated confidential system of airing grievances with no come-back to the complainant		
5. Contribution to policy-	Every staff member is encouraged to contribute to policy-making. Suggestions always replied to.		
6 Role of Students	Students are encouraged to participate in policy-making		
7. Continuous Improvement	All staff members have continuous improvement programmes and an implementation plan for these		
8	All Students have personal development plans and a plan for implementation		
9. Learning Support	Sophisticated personal support structures (eg Learning Counsellors, mentors) exist to ensure that every staff member can be directed towards learning relevant to his/her own needs		
10	Similar Personal learning support structures exist for every student		
11. Use of Technology	Full use is made of new learning technologies		
12. Displays of learning values	Prominent displays in all departments and building of the value of learning and personal development		
13. Time off for Activities	At least 10% of working time can be taken off for learning and community contribution by staff		
14. Personal development	Personal skills development courses available for all as and when required		
15 Learning Targets	Everyone has a personal daily, weekly and monthly Learning target		

16. Ownership	Every student has ownership of his/her own learning		
17. Quality	Every staff member has been on a quality improvement course and constantly improves performance		
18. Mission	Everyone has a hand in defining the mission of each department and has the mission statement		
19. Strategies	Everyone in the institution knows, and acts upon, its strategy for the present and the next five years.		
20. Information-giving	Every effort is made in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities		
21. Community Contribution	Encourages and supports every person to contribute to the community around the college		
22. Organisational Culture	Every staff member feels to be a part of it and is eager to contribute to its success		
23. Helping minorities	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality		

1.7 If you wish to add a comment here for discussion about the institute as a learning organisation, please use the box below to express your thoughts and/or opinions or more information.

2. Learning Cities and Regions

Here we try to give a few ideas about a learning city or region and ask if you think it would be important for your institution if it had a strategy for declaring itself as such

2.1. The following are some of the objectives of becoming a learning city. Please give a mark from 1 to 5 on how important you believe it is for your institution in the longer term.

1= crucial, there will be huge benefits for the institution if this is successfully implemented

2= very relevant, there will be many benefits for the institution if this is successfully implemented

3= important, there will be some benefits for the institution if this is successfully implemented

4= not important for us, there may be a benefit but it isn't obvious

5= not at all relevant to this institution

	A Learning City will	1	2	3	4	5
2.1.1	Invest in the future through economic growth based on lifelong learning as a key component					
2.1.2	Invest in the future by encouraging social cohesion through lifelong learning					
2.1.3	Produce an environmental development plan based on active participation by the community in environmental protection					
2.1.4	Mobilise the whole community to contribute its talents, knowledge, skills and experience to its future development through active citizenship and volunteering					
2.1.5	Invest in the future through cultural growth based on an understanding of heritage and cultural pursuits					
2.1.6	Encourage all its stakeholder organisations in schools, adult education, universities and business and industry to participate in Learning City development					
2.1.7	Build robust communities using schools as a central point					
2.1.8	Encourage international links with other cities and regions for economic and social development					
2.1.9	Develop tools to audit and monitor learning city development in all its stakeholder organisations					
2.1.10	Communicate the learning city message to all its citizens using all the media at its disposal and a variety of distribution points					
2.1.11	Develop a learning charter which outlines its responsibilities to all its citizens					
2.1.12	Help organise learning festivals and other celebration events in which its stakeholder organisations can promote their achievements and objectives					
2.1.13	Provide guidelines to all its stakeholder organisations on how to become a more effective learning organisation					
2.1.14	Capitalise on, and celebrate diversity as an investment, valuable for economic , human and intellectual growth					
2.1.15	Invest in the use of learning technologies in its stakeholder organisations					

2.1.16	Consult with its citizens in their vision of the city's future					
2.1.17	Annually research the skills and competences needed for future development					
2.1.18	Encourage innovation and creativity in all its institutions					
2.1.19	Facilitate partnerships between all its institutions that will provide benefits for all participants					
2.1.20	Foster civic pride and a sense of belonging to a vibrant, interesting and go-ahead city in all its citizens					

3. THE ORGANISATION AND ITS ROLE IN THE WIDER WORLD

Modern Adult Education Institutions don't exist in a vacuum. They are a vital and vigorous part of a local and regional dynamic of learning provision across the board. They may, or may not, be a part of a formally expressed 'Learning City' but they have the potential to influence the many ways in which learning takes place there. These questions can be used as discussion points to explore the institution's relationship to the outside world and the ways it can influence, and be influenced by, it.

3.0 How important are the sentiments expressed in the following quotation in the development of your institution's future strategy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

		1	2	3	4	5
3.0.1	Future economic and social prosperity depends on a large increase in the learning power of populations. Those Cities and Regions wanting to invest in the future will therefore transform themselves into Learning Cities and Regions, developing the potential of all who live there. The cooperation and contribution of their stakeholders in adult and vocational education, schools, companies and HEI is vital in that process. (Longworth – Learning Cities, Learning Regions)					

3.1 Contribution to Learning City Development

A European Commission definition of a Learning city, town or region is: *'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'*

	fully	mostly	partly	hardly	Not at all
3.1. 1 To what extent do you believe that the town or city in which the Institution is situated meets either of the definitions above					
3.1.2 To what extent do you believe that your Institution is an important stakeholder in the construction of a learning city in your own city					
3.1.3 To what extent do you believe that your institution is making a contribution to the construction of the learning city in your own city					

3.2. Institutional Actions

		Yes	No	In plan
3.2.1	Does your Strategic Plan outline a commitment to work with the Local Community			
3.2.2	Does your Strategic Plan outline a commitment to work with the Local Authority			
3.2.3	Has the institution ever been involved in any of the following types of cooperation with the local authority			
3.2.3.1	Assisting its development of a lifelong learning strategy			
3.2.3.2	Offering its premises and facilities for local authority organisations			
3.2.3.3	Taking leadership in the development of a lifelong learning city strategy			
3.2.3.4	Participating in the development of a Learning City strategy			
3.2.3.5	Stimulating an internal debate among staff on the contribution the institution can make			
3.2.3.6	Stimulating an internal debate among students on the contribution they can make			
3.2.3.7	Encouraging staff to participate in City lifelong learning projects			
3.2.3.8	Developing and delivering courses in Lifelong Learning for City staff			
3.2.3.9	Creating a Lifelong Learning Centre at the Institution for use by all			
3.2.3.10	Getting involved with joint lifelong learning projects with the city			
3.2.3.11	Carrying out lifelong learning studies for the city			
3.2.3.12	Representing the city at conferences and seminars			
3.2.3.13	Running a conference or seminar on lifelong learning on behalf of the city			

3.2.3.14	Offering accredited lifelong learning courses for city employees				
3.2.3.15	Delivering courses in community centres				
3.2.3.16	Involvement in City Regeneration Projects				
3.2.3.17	Other (please list any other collaboration in lifelong learning and/or learning city projects)				

3.2.4 If you wish to add a comment here for discussion about the role of the institute in learning city development, please use the box below to express your thoughts and/or opinions or more information.

3.3. Partnerships for mutual benefit

How important are the sentiments expressed in the following quotations to the development of your institution's present and future partnership policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

		1	2	3	4	5
3.3.1	Effectively operated lifelong learning partnerships with other organisations can create a win-win situation for all partners. They can help to attract new students to the institution, enhance awareness of the importance of lifelong learning and increase the physical and human resources available to each partner by sharing equipment, and the skills and knowledge of people and organisations. (NewTELS Adult Education Survey)					
3.3.2	Partnerships should be inclusive, strategic at a local level and with the aim of encouraging lifelong learning in their areas. They are important in building a lifelong learning culture from which learners, providers, employers and communities benefit. (Opportunity Scotland)					

3.3.3 How strong are the institution's links with other institutions and organisations 1= formal partnerships with joint projects, 2= formal partnerships, fairly frequent contact, 3= informal partnerships with occasional contact, 4= little contact 5= no links

	1	2	3	4	5
Local schools					
Local Higher Education establishment(s)					
Small companies					
Other Adult Education Colleges					
Professional Associations					
Chambers of Commerce					
The Media					
Community and Voluntary Organisations					
Local Government					
National Government					
International Adult Education organisations					
Other (please state)					

3.3.4 If you wish to add a comment here for discussion about partnerships, please use the box below to express your thoughts and/or opinions or more information.

THANK-YOU FOR COMPLETING THIS STAKEHOLDER AUDIT. WE APPRECIATE YOUR EFFORT AND YOUR FEEDBACK. WE HOPE THAT IT HAS STIMULATED SOME REFLECTION ON YOUR PERFORMANCE AND PROGRESS AS A LIFELONG LEARNING ORGANISATION, AND, MORE IMPORTANTLY AN ABUNDANCE OF IDEAS ON HOW YOUR INSTITUTION CAN HELP TO TRANSFORM YOUR OWN CITY AND REGION INTO A LEARNING CITY AND A LEARNING REGION

THE EUROLOCAL WEBSITE www.eurolocal.info CONTAINS A WEALTH OF FURTHER INFORMATION AND TOOLS ABOUT LEARNING CITIES AND REGIONS