

Chapter 19

Lessons from the Emotivate Project for Increasing Take-Up of Big Society and Responsible Capitalism Initiatives

Jonathan Bishop

Centre for Research into Online Communities and E-Learning Systems, European Parliament, Belgium

ABSTRACT

Cooperation and respect for different opinions have been considered prime didactic goals in environmental projects which encourage citizen participation (Tsevreini, 2011). Through the realisation of the UK Government's Big Society project, families, individuals, charities, and communities can come together to solve problems through galvanising, catalysing, prompting, encouraging, and agitating for community engagement and social renewal (Cameron, 2009). Environmental activism has long been touted as a necessary addition to the education system (Sanera & Shaw, 1999), and this chapter shows how the Big Society was made a reality before Conservative Party Leader David Cameron first presented it. However, as it usual in British politics, despite being in keeping with the aspirations of the other parties, partisanism is holding it back. For instance the Labour Party believes in "joining the forces of cooperation with competition" yet opposes the Big Society using superficial reasoning. Equally, the Co-operative Party, which is affiliated to Labour, appear more interested in attacking the Conservatives past record on cooperativism than engaging with them to further the cooperative movement. On its own, this shows that the Big Society, where people take action outside of government is needed, especially when one considers that Labour Governments rarely get anti-statist cooperative measures through without the support of other parties, such as the Conservatives in the case of the Cooperative Trust Schools in England. The Big Society therefore needs to be market-led on the basis of responsible capitalism rather than government-led such as via state socialist or state capitalism.

DOI: 10.4018/978-1-4666-2122-0.ch019

THE ROLE OF INTELLECTUAL CAPITAL AND KNOWLEDGE MANAGEMENT

Continuing with the premise set forth in the abstract, by stopping tying the hands of the organisations that want to take part in improving community taking the initiative to change it, the government can do more than it could by taking a leading role. As this chapter shows, with only financial support from government, a lot can be achieved by those outside of it using responsible capitalism and community cooperativism. When one gets away from the tribal party politics and focussed on the didactic then anything is possible.

The Emotivate Project aimed to improve the social cohesion between the communities of Treforest and Llantwit Fardre, as stated in the grant applications. These included, that we set out to educate young people about the arts and make a visible contribution to the community by improving the local environment and to encourage the use of electronic learning methods. We also aimed to improve cultural, economic and environmental development of the local communities as well as increase the social cohesion between the local communities. Furthermore, we set out to engage with local community members and encourage participation in improving the local environment and the local community as well as engage with socially excluded people within the community including young offenders and people on probation.

Intellectual capital is intellectual material, such as knowledge, information, intellectual property, and experience, which can be put to use to create wealth (Stewart, 1997). Intellectual assets are things such as written documents, software, musical compositions and so forth, which are created by humans and can be exploited by an undertaking to achieve their objects (Davis & Harrison, 2001). The actors in the project consisted of the Managing Director taking on the role of 'Internal Affairs Manager', the Company Secretary tak-

ing on the role of 'Project Manager' and one of the Non-Executive Directors taking on the role of 'External Affairs Manager'. Actors that were brought in included the learning 'Instructors' and 'Facilitators' and of course the beneficiaries of the project, the 'Learners'. The systems used in the project included 'Accounting', 'Booking', 'Project Management' and 'Learning Management'. Tools used by the young people included Moodle run on PCs in an extended school, and the instruments associated with painting. The landscapers used the obvious tools for planting, and it was generally the case that all persons in the project used email for communication.

BACKGROUND

The Emotivate Project was conceived by the author after walking through an underpass that had the tile-work either smashed or burden off, and was frequented by youths who acted anti-socially. This project, envisaged as a way to bring together aspects of environmental, social and educational change. The project therefore aimed to demonstrate the strategic implementation of sustainable development through a unique blended learning model, or 'bLearning' model, which was designed for enabling young people to design and paint a mural using knowledge gained through e-learning. This was achieved through applying the Learn, Create, Communicate model and P4 and the tangible realisation of the mural (illustrated in Figure 1).

It also aimed to give the directors the chance to develop credibility in the business community as 'responsible capitalists' and 'community co-operators', through providing the opportunity to gain a strong and demonstrable management track record of personal achievement. This was achieved with them gaining fellowships in the Royal Society of Arts and BCS – The Chartered Institute for IT and/or becoming parliamentary candidates within the year. Since the murals were installed

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