

## **The Resources Stand**

**Strategies and programmes to optimize existing resources and create new ways of funding your learning region development**

**Funding Strategies**

**Social Capital Devt schemes**

**Service Learning**

**Optimising resources**

**Creating New resources**

**Profiting from Diversity**

'When the future was an extension of the present, it was reasonable to assume that what worked today would also work next year. That assumption must now be tossed out. The world is not in a stable state. We are seeing change that not only accelerates ever faster but is also discontinuous. Such change lacks continuity and follows no logical sequence.'

Handy – the empty raincoat

The shared assumptions of much of the 20th century will not prove adequate to meet the challenges of the 21st. We need both a new mind-set and a new dispensation, if Lifelong Learning is to become a reality for all.

Ball action agenda

**In a city, the needs of families, or indeed individual citizens, do not occur in the neat and tidy parcels which local government has set up to deal with them. Everyone has personal, psychological, health, learning, housing, and a range of other needs. In particular, those trapped in the bottom layers of society suffer greatly from the fragmented system of benefits, education and other support services available. The notion of full service, client-centred cradle to grave focus, which concentrates on empowerment as much as on care, is said in the USA to cut truancy and raise achievement by streamlining services to young people.**

**Full Service Care system**

Buying hardware and software, wiring schools with fibre optics and training typewriter-generation teachers to use the new equipment are all expensive. Yet in the long run, technology can produce savings. The total cost of the new foreign language courses in Westfield Washington will be about \$2,000, a fraction of what it would cost to hire teachers locally. While no amount of techno-wizardry is going to do away with the need for high-quality books, teachers and schools, educators are beginning to see technology's potential to transform and improve teaching and learning

Westfield

Service Credit

. 'A scheme to 'pay' volunteers who take part in charitable work is to be launched next spring. Instead of cash, they will be paid in time. If they spend an hour taking a grandmother to hospital, they will be entitled to an hour of another volunteer's time. In the 'service credit' programme in the USA, participants earn one 'time dollar' for each hour spent helping someone else. A simple computer programme records every dollar earned and spent and volunteers receive regular statements. Several companies have agreed that time dollars can be exchanged for goods. Credit accounts can also be used as a form of old-age insurance. People do voluntary work now to qualify for help when they become infirm. Time dollars can also be traded for such services as meals-on-wheels, house cleaning, nursing care, neighbourhood security patrols and computer training work. In Chicago, teenagers who agree to mentor' younger pupils can 'cash in' their dollars on computer software

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.

1,1 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
1.1.1	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 City or Region)					
1.1.2	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					
1.1.3	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)					

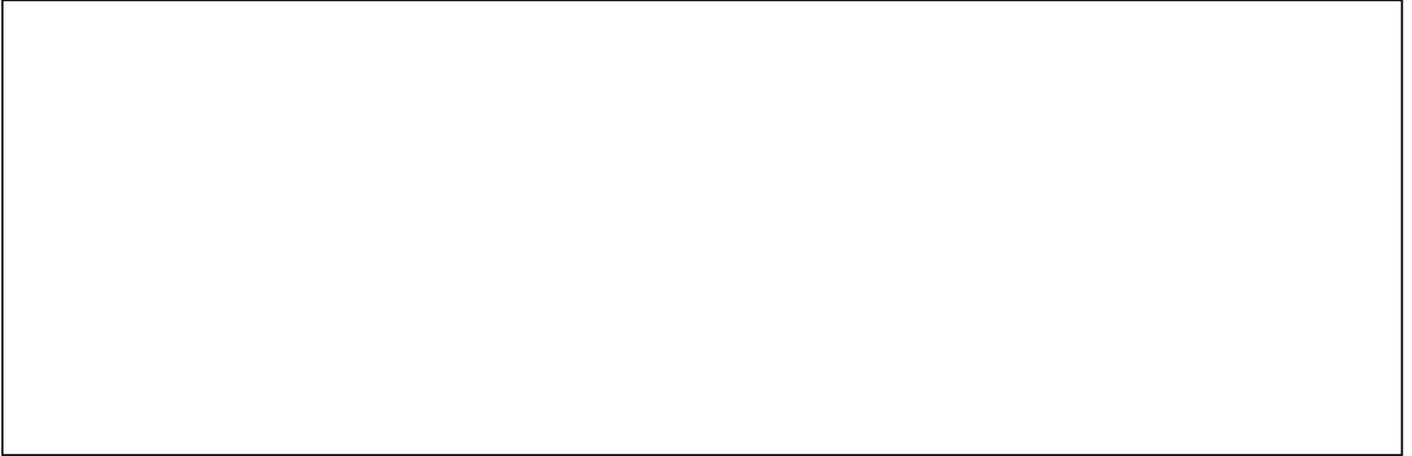
## 1.2 regional resources

1.2.1	In your view, does the adoption of the Learning City/Region concept require the local authority to :					
1.2.1.1	allocate more resources to learning organisations and activities?					
1.2.1.2	conserve resources via efficiency improvements?					
1.2.1.3	find imaginative resource solutions to current problems?					
1.2.1.4	to have a fresh look at budgets and how they are allocated across departments?					
1.2.1.5	to have a fresh look at where resources come from and how new resources can be found?					

## 1.3 Regional initiatives

1.3.1	In which of the following is the authority making active efforts to release new financial and human resources					
1.3.1.1	Increasing Local Taxes					
1.3.1.2	Partnerships sharing resources between organisations					
1.3.1.3	Combining budgets (eg Full service)					
1.3.1.4	Increasing volunteering in the community					
1.3.1.5	Business and industry involvement					
1.3.1.6	Organisations (eg schools) tapping into the human resource pool of local communities					
1.3.1.7	National and European projects					
1.3.1.8	Regional Funds					
1.3.1.9	Increasing international cooperation between companies and educational organisations					
1.3.1.10	Using international links as potential resources					

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

A large, empty rectangular box with a thin black border, intended for users to enter their comments regarding finance and resources in the Learning city/region.