

Wealth Maker and Skills Development

Strategies and projects to improve employability, increase capital and improve the economic development of your city/region

Present and Future Skills

**Economic Devt Strategies, Studies and Surveys, Entrepreneurship Devt progs
Innovation, creativity, vision, Employability Strategies**

Exercise 1 Put a mark from 1 to 4 in the last column – 1= agree totally, 2= mostly agree, 3= partly agree, 4= disagree. Then discuss among the group your answers

1	<p>'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.'</p> <p><i>Charles Handy - the empty raincoat</i></p>	
2	<p>We are in the middle of a knowledge-based industrial revolution. The ability to absorb and adapt to fresh ideas and knowledge is the primary determinant of economic success for the individual, the enterprise and the community.' It is important that certain strategic groups are reached quickly and effectively. Managers, for example, are unlikely to support employees in their lifelong learning if they are not involved themselves</p> <p><i>Ibid Tom Cannon CEO Management Charter</i></p>	
3	<p>There is a very strong correlation between the economic health of a region and the learning health of its citizens. It is becoming clear that individuals who do not practice lifetime learning will not be employable - organisations and businesses which do not become learning organisations will not survive</p> <p><i>C Ball Kent Region of Learning</i></p>	
4	<p>To survive in the new millennium, cities must become learning organizations "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' Learning Cities - the global urban Observatory</p> <p><i>Jay Moore UNCHS</i></p>	
5	<p>Cities and towns in a globalised world cannot afford not to become learning cities and towns. It is a matter of prosperity, stability and the personal development of all citizens. Lifelong Learning covers all aspects of city life, including what happens in schools, universities, business and industry and local government offices.' ()</p> <p><i>The local and regional dimension of Lifelong Learning - Creating Learning Cities, Towns and Regions ed Longworth, DGEaC 2001</i></p>	
6	<p>It is now increasingly accepted that the cities that will succeed economically in the next century will have a diverse economy, strong links with knowledge-based organisations, a well-educated workforce and a commitment to expanding learning opportunities for all citizens.</p> <p><i>Chapman and Aspin Schools and the learning community pp416-7 handbook international handbook of ll pat 2 2001 kluwer academic publishers</i></p>	

Section 2: 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.

2.1 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
2.1.1	<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>					
2.1.2	<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>					
2.1.3	<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>					

2.2 Learning City/Region Socio-Economic policies. Here we explore how and how much the following are targets of your learning city/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

		1	2	3	4	5
2.2.1	To what extent are the following targets of your city/regional development policy					
2.2.1.1	New opportunities for employment in the short term?					
2.2.1.2	New opportunities for employment in the longer term?					
2.2.1.3	Attracting new business developments from outside the city/region?					
2.2.1.4	Improvement conditions for existing businesses in the city/region?					
2.2.1.5	Increase in the number of business start-ups in the city/region?					
2.2.1.6	Increase in the pool of skilled employees available to business in the city/region?					
2.2.1.7	Increase in the general employability of people in the city/region?					
2.2.1.8	Increase in the wealth of the city/region?					
2.2.1.9	Reducing unemployment in the city/region?					
2.2.1.10	Increase in the proportion of 16-19 year olds in education, work or training					
2.2.1.11	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					
2.2.1.12	An increase in graduates as a proportion of the workforce					
2.2.1.13	An increase in the proportion of people in employment undertaking training					
2.2.1.14	Increasing trade links with other cities/regions nationally?					
2.2.1.15	Increasing educational links with other cities/regions nationally					
2.2.1.16	Increasing trade links with other cities/regions internationally					
2.2.1.17	Increasing educational links with other citiesregions internationally?					
2.2.1.18	Additional targets – please use the boxes below					
2.2.1.19						
2.2.1.20						

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

		1	2	3	4	5
2.2.2	How much are the following included in your learning city/region policy?					
2.2.2.1	Regular surveys of skills needs for the city/region					
2.2.2.2	Special courses on the learning city/region in adult education colleges					
2.2.2.3	Encouragement of business and industry to invest in training					
2.2.2.4	Links between the development board and local industry to identify new business opportunities					
2.2.2.5	Entrepreneurial skills courses in schools					
2.2.2.6	Entrepreneurial courses in local adult education colleges					
2.2.2.7	City/region-wide database of learning opportunities					
2.2.2.8	Advertising promoting the benefits of lifelong learning in the city/region					
2.2.2.9	Lectures/sessions/seminars in schools about the learning city/region and its role in helping it happen					
2.2.2.10	Lectures/sessions/seminars in adult education colleges about the learning city/region, the knowledge economy and its role					
2.2.2.11	Encouragement of personal learning plans and learning audits for all employees (see annexe 2)					
2.2.2.12	Appointment of a person to manage the city/region's links with industry and other regions					
2.2.2.13	Special grants for new business start-ups					
2.2.2.14	Support for universities developing advanced courses for industrialists					
2.2.2.15	More schools/industry links					
2.2.2.16	Encouragement of business and industry to form links with educational organisations					
2.2.2.17	Other Initiatives (please let us know)					
2.2.2.18						
2.2.2.19						
2.2.2.20						

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

2.3 Skills development in the Learning city/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

(i)

		1	2	3	4	5
2.3.1	Where in the city/region are the following skills identified and formally developed as apart of the curriculum					
2.3.1.1	Learning to learn					
2.3.1.2	Informal communication					
2.3.1.3	Formal communication					
2.3.1.4	Inter personal skills					
2.3.1.5	Decision-making skills					
2.3.1.6	Personal management skills					
2.3.1.7	Enterprise skills					
2.3.1.8	Thinking					
2.3.1.9	Teamwork					
2.3.1.10	Critical judgement					
2.3.1.11	Information handling					
2.3.1.12	Self-understanding					
2.3.1.13	Forward Planning					
2.3.1.14	Time Management					
2.3.1.15	Negotiating					
2.3.1.16	Meditating					
2.3.1.17	Other skills – please list below other skills and competencies you feel to be important					
2.3.1.18						
2.3.1.19						
2.3.1.20						
2.3.1.21						

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

Thank you for completing these vital questions. How you use them to promote discussion and action is now up to you.