

The LILARA Project

Learning Needs Audit SME's (English)

An Audit to increase awareness of the evolution of the city as a learning city and to determine the learning needs of all private sector companies and employees in the change process

An open letter to participants in SMEs

LILARA (Learning in Local and Regional Authorities) Audit

You can help make your city one of Europe's first 'Learning Cities' (Please note: Where we use the word 'cities' we also include towns, boroughs, and regions).

Why we are carrying out an Audit

Local and regional authorities throughout the world are transforming themselves into learning Cities and Learning Regions. China, Australia, Finland, South Korea, to name but a few from many, have already made great strides in this movement. They see it as a means of creating future prosperity and social stability by developing the full human potential of all citizens in a rapidly changing 21st century. It is also a major focus for cities and regions in Europe.

Although local and regional authorities are the drivers of this transformation process, they will need the help of all the stakeholders in the region to accomplish it. Business and industry is one of the most important of these.

A little more about your participation in LILARA

The LILARA project was carried out in six countries – Italy, France, Scotland, Hungary, Norway and Ireland. Its task was to improve knowledge and insights about learning cities and regions for the future. And so, in your city, we are request your views and ideas to help determine what learning needs your organisation and the people within it may have that will help to develop the city and the company. Once the learning needs are known, steps will be taken to find the necessary learning materials.

The LILARA Audit

The project has therefore developed an audit tool to gather your ideas, opinions and thoughts on the importance and desirability of creating your city as a learning city, your company as a learning company (essential for the future) and, of course, your potential role in making it happen. It will lead you to an understanding of what a learning region is and what may need to be done to create it, bearing in mind its cultural heritage. It asks what you think of our present performance and what you may need to learn in order to take the idea forward.

I hope you will be able to take the time to fill in the attached audit. It should take 30 minutes or so. The results will help not just ourselves but also its companies, schools, universities and everyone in the city. It is in two parts, both of which should be completed. There are no right or wrong answers, and it's OK to enter 'don't know' if you don't feel you have the necessary information or knowledge to answer particular questions. Every single response will enable us to understand more about how to transform the city into one that can meet the future with confidence and knowledge

NB Where we use the name city, it also includes regions, towns and other administrative entities.
Thank you for participating.

Chief Executive

AUDIT LILARA UK and IRELAND

1. Learning Needs Audit: Understanding

Section 1: Your view of a Learning City

1.1 Have you ever heard of the term Learning Region or Learning City(Yes/No)

1.2. In the box below please give your own description of what you understand by the term 'Learning City' as it may affect your company?

1.3 You may be aware that there is much activity on Learning *Cities around the world* and within Europe. We would like to know your view of the importance of the sentiments expressed below, taken from reports and other documents. In this exercise :

1= crucial to the future development of my *region*– should be given high priority

2= important enough to warrant the development of a *special strategy*

3= interesting but not important enough to warrant a special strategy development

4= not relevant to me or my company

	1	2	3	4
1.3.1 <i>The extent to which a city, its organisations and its people learn will be a measure of their ability to meet the challenges of the 21st century' (Learning Cities, Learning Regions, Learning Communities Longworth, 2006), .</i>				
1.3.2 <i>The knowledge society of the 21st century is discovering 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 organizations, learning cities and learning regions is not merely desirable, but essential to the survival of companies in the next century (.Ball – Action Agenda)</i>				

1.4. One definition of a Learning *Region* is as follows.

'A learning city, town, company 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'

Where do you think your *region* is at this moment in the fulfilment of this definition ? *Put a tick on the bottom row.*

1.4.1	1.4.2	1,4,3	1,4,4	1,4,5	1.4.6	1,4,7	1,4,8	1,4,9	143,10
0-10%	10-20%	20-30%-	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-100%

1.5 Your view of the value of a learning city

How relevant do you think the following statements are within your own region? In this exercise :

1= crucial to the future development of my *city* – should be given high priority

2= important enough to warrant the development of a strategy

3= interesting but not important enough to warrant a special strategy development

4= Not relevant to me or my *city*

	1	2	3	4
15.1. The future prosperity of my <i>city and my company</i> depends upon its ability to motivate its citizens and workforce that learning is a lifelong activity				
1.5.2. Future social stability in my <i>city and company</i> depends upon its ability to motivate its citizens and workforce that learning is a lifelong activity.				
1.5.3. <i>If my company</i> is not open and responsive to the changes <i>that are occurring in the wider world</i> , it will experience declining success, employment and security.				
1.5.4. The jobs of the future are not the jobs of the present - they will require, for example, much greater understanding, skill, adaptability, flexibility, creativity and awareness of diversity.				
1.5.5 <i>My city and my company</i> are responsible for creating a culture of learning <i>that will attract</i> all its citizens and its workforce <i>into continuous learning</i> .				
1.5.6 The concept of the Learning <i>City</i> is important to a <i>sustainable</i> future for my company				
1.5.7. All employees in <i>my company</i> should be aware of what a learning <i>city</i> is and the part they can play in its development.				

1.6. As we said in the introductory letter, this audit is a tool. It invites your feedback. At this stage you may wish to give an opinion about the desirability of your company's involvement in its development on the next page

1.7 Your view of the part your company might play in the construction of a learning city

In this part of the Audit we explore together the way in which you think that your *company* is already active in Learning *Region* development. Which of the following statements is true?

	Yes	Partly	No	Don't know
1.7.1. The concept of the Learning <i>Organisation</i> has been a subject of discussion in my <i>company</i> .				
1.7.2. My <i>company</i> has been involved in talks with the local authority on learning city development				
1.7.3 My <i>company</i> has appointed a senior person with responsibility for learning city liaison				
1.7.4 My <i>company</i> has established partnerships with other stakeholders in the region				
1.7.5 Employees can take time off to become involved with learning strategies that benefit the company				
1.7.6 My <i>company</i> Inserts learning city topics into continuous development programmes for all employees.				
1.7.7 My <i>company</i> contributes to community projects in the region				
1.7.8 My <i>company</i> assists the local/regional authority with skills development for the future surveys				
1.7.9 My <i>company</i> provides job tasting schemes for local schoolchildren				
1.7.10 My <i>company</i> opens its own in-house learning facilities to other organisations				
1.7.11 My <i>company</i> seconds personnel to learning city development organisations				
1.7.12 My <i>company</i> organises learning city courses for its own employees				
1.7.13 My <i>company</i> displays posters about learning city development				
1.7.14 My <i>company</i> runs courses for staff on learning city development and how the company can help				
1.7.15 My <i>company</i> works with other companies to set up the learning region				
1.7.16 My <i>company</i> explores when to compete and when to collaborate for corporate gain				

2. Learning Needs Audit - Personal Details

Business and industry has a particular part to play in the development of your Learning Region. The next step is to ensure that you and others in your sector have the information needed in order to make a contribution. So the second part of the audit is a tool to help you assess your own learning needs. Based upon the results of your input and that of others, we will be able to identify seminars, courses and workshops that help satisfy your learning needs.

Below, therefore, we identify groups of issues that you may wish to know more about in your own learning development. We ask you to rate them in terms of high, medium and low importance for you. The comments section is there for you to add new topics, select part topics or simply make any comment you may wish to make.

Section 2.1 – Firstly, we need a few facts about yourself and your workplace. We ask this so that we can meet your eventual learning requirements and those of your colleagues.

Both your identity and the data will be kept confidential to the researchers on the project

2.1.1. Your Name

2.1.2. Area of responsibility

2.1.3. Email address

2.1.4. Internal telephone number

2.1.5. Age Band

25-35
36-50
51-65
Over 65

2.1.6. Gender

Male
Female

Section 2.2 Learning Needs Audit – Your potential personal learning needs

Each section represents themes and topics which describe the work of a Learning Region. We'd like to know which of these you would be interested in following up in courses, workshops or seminars. Please use the comment boxes to say why you are interested/not interested in any of the parts of each topic.

High: particularly relevant to you; Medium: generally relevant to you; Low: Very little relevance to you

	High	Medium	Low	Comments
2.2.1. Basic knowledge, understanding and awareness Issues: Nature and characteristics of a Learning City. Why it is necessary. How it is different. Agents of change. Implications for me, for my family, for my fellow citizens. My role and responsibility. Constructing a Learning Region. Examples of good practice.				
2.2.2. Organisational and planning issues: My area as a learning organisation. My role in strategy and policy development. Tools and techniques for improving performance. Continuous learning programmes. Quality management. Managing my learning. Developing leadership. Examples of good practice.				
2.2.3. Wealth creation issues: Employment and employability. Attracting industry and inward investment. Workplaces as learning organisations. Skills and competences for the future. The Learning City as an investment. Role of the regional development agency. Linking <i>regions</i> globally. Learning festivals. Marketing the area as a Learning City. Entrepreneurial education. Case studies.				
2.2.4. Social issues: Personal development tools and techniques. Learning incentives. Social inclusion. Developing Learning Communities and Learning Societies. Multiculturalism and diversity. Promoting tolerance and inter-ethnic communication. Work-life balance. Case studies of good practice.				
2.2.5. Educational issues: Creating a culture of learning. Teaching and learning differences. New skills-based curricula for a learning age. Continuous professional development for all. Learner ownership. New learning methods. Learning styles. Mentoring schemes. Counselling. Improving access to learning. Removing barriers. Celebrating, rewarding and recognising learning success. Non-traditional students. Evaluation.				
2.2.6. Resource and financial issues: Investing in lifelong learning. Full service budgeting schemes. Service credit. Partnerships for increasing resource. Tapping into community human, financial and physical resources. Case studies of good practice.				
2.2.7. Contribution and participation issues: Personal contribution to building a learning area/community. Active citizenship. Volunteering. Corporate social responsibility. Time-off social programmes. Mobilising the community. Case studies of good practice.				
2.2.8. Political and democracy issues: Learning and local politics. Consulting the people. Educating civic leaders. Civic education for all. Local and global responsibilities. Learning Region charters, participation and contribution. Learning Communities and Neighbourhoods. Communicating the learning message to all.				
2.2.9. Technology issues: Technology and the learning future. Smart cities. Wired Cities. Using the Internet and education technology tools for learning. Linking Learning Cities nationally and globally. Learning Region Networks. Distance learning and multimedia. Case studies of good practice.				
2.2.10. Stakeholder issues: Institutions as stakeholders - roles and responsibilities of schools, universities, adult colleges, business and industry, voluntary and community organisations. People as stakeholders, individuals and families, councillors, myself. Using previous learning experiences. Case studies				
2.2.11 Cultural Issues: Culture in the Learning Region. Local history. Role of museums, libraries, galleries etc. Street culture. Case studies of good practice. Citizen involvement				
2.2.12 Environmental Issues: Citizen involvement, Environmental Sustainability. Eco-diversity, Eco-awareness, reducing carbon emissions, Area regeneration, Rural and Urban Planning				