



WiSaR

**REGIONAL ECONOMY ORIENTED
STRATEGIES FOR LIFELONG
LEARNING**

Material paper in the scope of WiSaR project

Delphi

Panel

Round Table

Regional Economy-oriented Strategies for Lifelong
Learning

Material Paper

DELPHI

PANEL

ROUND TABLE



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DELPHI METHOD

LETTER TO THE PARTICIPANTS OF THE RESEARCH

Subject: Invitation to participate in the survey: **"Regional economy-oriented strategies for Lifelong Learning"**

Dear Sir / Madame

The _____(Institute) has participated in the European project WISAR: "Regional economy-oriented strategies for lifelong learning".

A few words about WISAR project:

Through this project actions it has developed a strategy paper for "Regional Economy-oriented Lifelong Learning", which includes:

- The European guidelines and national policy for Lifelong Learning.
- The characteristics of the local economy, strengths and weaknesses and main axes of development in the region of Thessaly.
- The quality and quantity of human resources in the region, as well as the providers of education and training.
- The way in which regional LLL strategy attuned to the regional development strategy
- The development of an informal network of lifelong learning,

In the immediate future by applying the Delphi method, through two rounds of questionnaires, we would like to finalize the strategy document that has been developed, with a view to match the needs of the labor market, with courses and skills provided by education and training providers.

How you are invited to participate

You have been selected among the people we consider as an expert in your field. Your opinion is valuable in formulating the regional strategy for LLL and therefore we kindly invite you to participate in this research. Your participation in this research contributes to produce a series of views that covers market trends at regional level as regards the demand for specific skills and qualifications and how they are or may be covered by the formal and informal education system.

You will be required to contribute by answering two questionnaires (please find the 1st questionnaire attached as ANNEX II). It will take you no more than 15 minutes to answer the whole questionnaire.

Please complete the attached questionnaire and send it by fax at _____ or
via e-mail to _____ within next five days and no later than

The second questionnaire will be sent to you soon after the processing the results of all questionnaires gathered from the 1st phase and will contain less questions as it will only require clarifications that may be considered as necessary regarding the 1st phase.

In any case we consider your answers as a valuable contribution to the updating of the regional strategy developed!

For any further clarification or additional information, please do not hesitate to contact with us. Thank you in advance for your cooperation and your time.

Yours sincerely

Please find enclosed:

- ✓ ANEX I : Project Description
- ✓ ANEX II : 1st Questionnaire

Delphi Method – Questionnaire form 1 - Round 1

Regional Economy-oriented Learning Strategies for Lifelong Learning market – Round 1	
Name and surname of the expert:	
Place of work:	
Position in a company:	
Self-assessment of knowledge and competences:	
Please choose one answer:	
I'm a specialist in this field	<input type="checkbox"/>
I'm a competent person in this field	<input type="checkbox"/>
I have a general knowledge in this field	<input type="checkbox"/>
I know the basic problems of this field	<input type="checkbox"/>
I don't have any knowledge in this field	<input type="checkbox"/>

What do you think are the key development priorities in the Region:

a) Primary sector:

Weaknesses	
Threats	
Strengths	
Potentials	

b) Secondary sector:

Weaknesses	
Threats	
Strengths	
Potentials	

c) Tertiary sector:

Weaknesses	
Threats	
Strengths	
Potentials	

Which specific skills do you think would be in the next 20 years the most demanded in the area of:

a) Primary sector:

.....

.....

.....

b) Secondary sector:

.....

.....

.....

c) Tertiary sector:

.....

.....

.....

Please indicate the strengths and potentials of the region in the following fields:		
	Strengths	Potentials
Labour Market		
Education and Training		
Regional geography and culture		
Other		
What do you consider as the major educational needs for:		
Unemployed	1. 2. 3.	
Newcomers	1. 2. 3.	
Employees/workers with low qualifications	1. 2. 3.	

Older workers	1. 2. 3.
Other remarks / comments:	

Thank you for your contribution!

NOTICE:

- 1. All questions must be answered.*
- 2. Opinions from each expert will be collected within 2 rounds (2 questionnaires)*
- 3. The survey is anonymous*
- 4. Please send the filled in questionnaire form to: e-mail@address, deadline: dd.mm.yy.*

Delphi Method – Questionnaire form 2 - Round 2

Regional Economy-oriented Learning Strategies for Lifelong Learning market – Round 2					
Name and surname of the expert:					
Place of work:					
Position in a company:					
Feedback from the 1st round according to the questions:					
Please indicate the strengths and potentials of the region in the following fields:					
Answers:	Total no. of respondents: (X)	No. of responses accordingly to answers received	Your previous answer:	Your new answer (if you want to change a previous one):	Justification of the opinion different from the common tendency:
1.		(X)			
2.		(X)			
3. etc. (please add as many rows you need, depending on the no. of answers)		(X)			
What do you consider as the major educational needs for: unemployed, newcomers, employees/workers with low qualifications, older workers:					
Answers:	Total no. of respondents: (X)	No. of responses accordingly to answers received	Your previous answer:	Your new answer (if you want to change a previous one):	Justification of the opinion different from the common tendency:
1.		(X)			
2.		(X)			
3. etc. (please					

add as many rows you need, depending on the no. of answers)		(X)			
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Round 2 – questions:

The most demanded Specific skills in the area of PRIMARY SECTOR in the next 20 years (Feedback from the 1st round):	Please indicate (x) the most appropriate type of education for each skill			In case of Vocational Training please also indicate (x) the most appropriate method for each skill		
	Universities	Technological institutes	Vocational Training	E - Learning	In a classroom	On the job
The most demanded Specific skills in the area of SECONDARY SECTOR in the next 20 years (Feedback from the 1st round):	Please indicate (x) the most appropriate type of education for each skill			In case of Vocational Training please also indicate (x) the most appropriate method for each skill		
	Universities	Technological institutes	Vocational Training	E - Learning	In classroom	On the job

The most demanded Specific skills in the	Please indicate (x) the most appropriate type of education for each skill	In case of Vocational Training please also indicate (x) the most appropriate method for each skill
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area of TERTIARY SECTOR in the next 20 years (Feedback from the 1st round):	Universities	Technological institutes	Vocational Training	E - Learning	In classroom	On the job
Please indicate at least 3 motives you consider as necessary for employers or/ and employees in order to participate in training activities so they can update their knowledge and skills?						
Do you feel that initial and ongoing training in their existing form applied do meet current and future needs of the labor market? And how do you think should be designed in order to improve?						

Thank you for your contribution!

NOTICE:

1. All questions must be answered.
2. Opinions from each expert will be collected within 2 rounds (2 questionnaires)
3. The survey is anonymous
4. Please send the filled in questionnaire form to: e-mail@address, deadline: dd.mm.

PANEL METHOD

PANEL

Invitation letter – Exampel 1

_____ (organisation)

are pleased to invite you to

a Public Panel Discussion on

T I T L E

The panel discussion will be held on

_____ in the hall of _____

The round table will be organized within the framework of the which is a part of professional events organized by the The panel discussion is expected to start at 13.30 after the official part of the has ended.

Everyone interested in the topical subject of the binary system, higher education and contemporary partnership between knowledge and enterprise is invited to participate.

The panel discussion is organized by the It will be led by Mr / Mrs....., the president/expert/.... of the The following speakers will take part in the discussion:

- A, Director General of Directorate for,
- B, adviser,
- C, the President of the,
- D, the Mayor of.....,
- E, the Director of,
- F, the representative of company XY,
- G, the Director of School Centre and
- H, the Headmaster of.....

Discussion Schedule:

13.30–13.45 Welcome speeches

13.45–14.45 Panel Discussion

14.45–15.00 Cocktail

The cocktail will be an opportunity for one-to-one exchanges between the audience and the panelists on the presented topic. The journalists and the representatives of different media will also be present.

Panel Discussion Objectives:

The aim of this panel discussion is to learn whether or not our local environment supports the establishment of polytechnics. We are also interested in learning the opinions about the higher education binary system. In addition to this, we would like to express the support to the local environment, economy, enterprise and education in order to develop polytechnics.

Contact:

XY, tel.: 001 23 456, e-mail:

XY

Address

Place, date

Invitation to Co-operation in Public Panel Discussion

We are pleased to inform you that you have been proposed for the panelist in the public panel discussion on the following topic: *T I T L E*. The panel discussion will be held on in the hall of Please find enclosed detailed information about the foreseen discussion (invitation to the public).

Representatives of different institutions on the national and local level, research and scientific institutions have also been invited to co-operate.

Your participation in this panel discussion is of great importance since your prominent position as a manager of an institution and your membership in expert commissions in the field give you an insight into Your active participation in the panel discussion will show your institution is interested in the inclusion of the, in addition to this, the panel discussion will be recorded. After its conclusion the panelists will be interviewed by the local media journalists.

We look forward to your co-operation with us.

Best regards,

PANEL

Questions - Examples

Working title of the panel discussion

Polytechnic: the new partnership between knowledge and enterprise

Round table questions will be formed in the following way

- What are polytechnics and its advantages; how are they defined in the national documents/NQR/EQR?
- How useful are polytechnics for the national development?
- What is the importance of polytechnics for individual regions?
- What kind of companies, institutions, public bodies can be involved in future sustainability of project in your region?
- How will you use the tangible project outputs in your region?
- How can project results influence lifelong learning in your region?
- What kind of influence will have the developed strategy on region and lifelong learning activities?

ROUND TABLE - METHOD

ROUND TABLE

Invitation letter

Subject: Invitation for Round Table discussion in the scope of the project
„Regional Economy-oriented Learning Strategies for Lifelong Learning“

Dear madam/ sir,

Up to 75% of entrepreneurial success is achieved by knowledge advantage. At the same time fewer than 15% of enterprises are able to judge the „return to education“ of training measures.

It is a logical consequence of these facts that representative groups of economy and education in the broadest sense should join forces in order to keep closer watch on the demand situation and the mechanisms of economical and educational landscapes. The aim is to adjust an optimal qualification system, to which all social groups are allowed to access and participate in.

For this reason we would like to invite you Mr./Mrs. _____(name) as an expert of economy/education to discuss these questions in the frame of the round table and to initiate regional strategies for lifelong learning in the region.

The round table has been developed and piloted in the frame of the EU project “WiSaR”. It is performed as a two hours discussion round, which is structured into two main parts:

1st part: Presentation of future scenarios concerning to „Skilled workers of the 21st century“

2nd part: Analysis of the frame conditions to near the presented future scenarios

For this reason the method of “Ishikawa-Diagram” or “Cause-Effect-Diagram” is applied, which collects the „expert knowledge“ of the participants by means of a special form of brainstorming. It provides a “snap shot” of collective knowledge and, ideally, it helps to reach consensus on the causes of a certain condition.

We would be very pleased, if you share your knowledge and we will welcome you to this round table.

For organisational reasons we want to ask you to announce your participation via _____(contact adress) at the latest _____(date).

Thank you very much!

Round table

Short description

1. WISAR Round table

Round tables are instruments which provide a platform for debate on the topic of „human resources – advancement of qualification – lifelong learning“ and the discussion of measures related to education and employment. In this context the idea is to make causal analyses and develop solution scenarios which form the basis for a sustainable development of LLL. The exchange of know-how between educators and people in business helps to identify new creative potential with regard to lifelong learning, which may be used to act beyond the limits of existing programs, to supplement these programs or to open up new ways. For this purpose the Ishikawa Method – also called „Cause-and-Effect Diagram“ – is applied. The idea is that by collecting group knowledge all influencing factors the team can conceive can be covered. The Ishikawa-Diagram collects the „expert knowledge“ of the participants by means of a special form of brainstorming. It provides a “snap shot” of collective knowledge and it helps to reach consensus on the causes of a certain condition.

2. Procedure of Round table Using the Ishikawa Model

Step 1: Definition of the problem

When drawing an Ishikawa Diagram one always starts by formulating a problem/condition to be avoided.

Step 2: Substantiating the 8M's

The 8M's must be „translated“ for the situation at hand.

Step 3: Identifying potential causes

In this step the team searches for the main causes and sub-causes belonging to each category. All causes mentioned by the team are entered in the diagram

Step 4: Setting priorities

In order to identify the main causes among the usually big number of potential causes, they can be classified A = strong impact on effect, B = medium impact on effect, C = small impact on effect.

Step 5: Checking the causes

In this step the A-causes that are assumed to be most significant are checked for correctness, drawing upon the available information and experience.

Step 6: Finding problem solutions

The Cause-and-Effect Diagram being agreed upon and completed, action plans are now developed on the basis of the identified main causes and sub-causes.

Step 7: End and/or outcome scenarios of the Round table

- 1.) Definition of problem and required solutions are concluded in the course of the Round table.
- 2.) Discussion of topics was initiated at the beginning of the Round table and continued in a series of discussions with the same group set-up.
- 3.) The group agrees upon solution scenarios and arranges an additional Round table session to take place at a later date in order to check the correctness and effect of the implemented solutions.

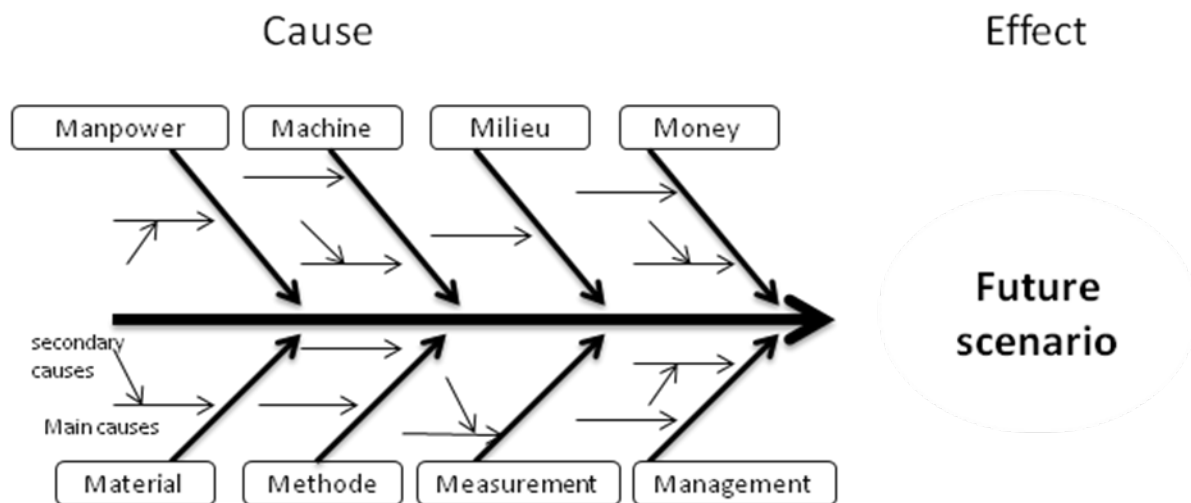
3. Advantages of Method

One of the main advantages of the Ishikawa principle is its participatory and solution-oriented approach. This method provides a good basis for group discussion and allows the problems to be seen from multiple angles. As far as its organizational feasibility is concerned, the method is easy to learn and easy to apply.

Round table

Graphics model of Ishikawa

The Cause-and-Effect Diagram is also called Ishikawa Diagram after its inventor or Fishbone Diagram because of its shape. It serves to identify the various factors influencing a process. This diagram can be compared to a mind map, where the main branches representing causes are predefined as either the 6Ms - Machine, Manpower, Management, Milieu, Methods, Material – or the 8Ms (see below).



Manpower

Manpower stands for the following question: To what extent do the people involved, i.e. staff, colleagues, superiors, stakeholders (interest groups), staff families, anybody and everybody, have an effect on what is going on? Every one might have some influence. Everything that defines one as a person serves as a cause: one's education, level of experience, well-being, motivation, know-how, to name but a few of the factors.

Management

Management stands for the following: To what degree do superiors and their leadership styles, organizational structure, official or unofficial courses of action, wrong decisions etc. have an impact?

Method

Methods are ways of doing things, i.e. processes undertaken in order to fulfil a task. Such methods might be inadequate for the task at hand, or adequate methods might be applied inadequately.

Machine

Machines are potential causes for problems as well. They might be not powerful enough, defective, poorly maintained, obsolete or missing.

Material

Material is something that physically exists. It is being used or worked upon by somebody. Is it in perfect condition? If not, do the existing defects lie within an acceptable tolerance range?

Milieu

Milieu comprises all outside influences working on the system under observation: press reports, weather, legislation, competitors, workforce agreements, arrangements, to name but a few.



Education and Culture DG

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