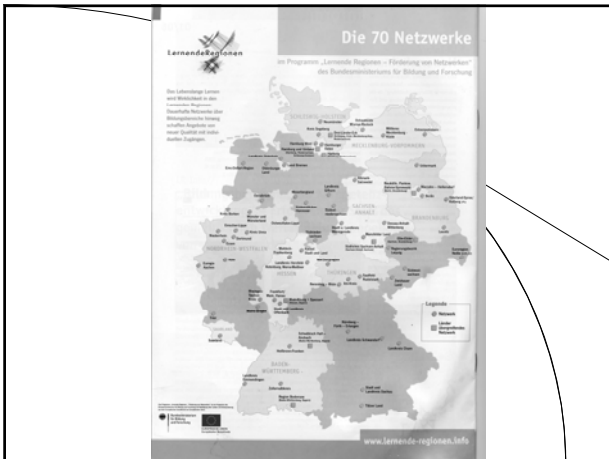


LEARNING REGIONS –SOCIAL AND COMMUNITY DEVELOPMENT IN LEARNING REGIONS

Learning Regions and what then? A German implementation-prozess-story

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Chairperson Learning Regions Germany Association



Lisbon 2000

- "The Union must become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better Jobs and greater social cohesion"



EU-Memorandum on Lifelong Learning 2002

- Europe should be the world leader in terms of the quality of its education and training Systems
- including "basic skills, active citizenship, personal fulfilment and social inclusion".



We cannot forget the wider societal-economic context

- creating European societal frameworks (EU policies)
 - social dialogue and civil dialogue
- inter-organisational cooperation/learning regions/
learning networks
 - learning society - social capital
- projecting the learning organisation model onto
the societal screen

<CEDEFOP-Position>

"Glocalisation": Think global – act local

- Specific needs and profiles in the region and direct supply: specific problem solutions and demand orientated customized supply
- Innovation and productivity for the institutions/ companies in direct cooperation within the region (networking and synergy)
- Transparency (databanks, internet portals)
- Marketing factor for the region

Germanwide initiative called Learning Region

- Making Lifelong Learning feasible is the common target of the Federal Government, the states and the European Union. The point is to create the structural conditions for an open access to the learning worlds of tomorrow
- In 2001, the Federal Ministry of Education and Research (BMBWF) launched the programme "Learning Regions - Providing Support for Networks" in close co-operation with the states, and co-financed by the European Social Fund.
- 75 exemplary regional networks develop a tailored supply of guidance, learning, and further education services thus contributing to improving employability, strengthening small and medium-sized enterprises and promoting regional development.
- creation of long-lasting partnerships, supported and financed by their users, private and public institutions, and companies
- regional cooperation: the players complement each other and benefit from the advantages

Goal of Learning Regions

- boost motivation and foster independent learning ability, and
- achieve both qualitative and quantitative improvements which will lead, not least, to a greater degree of user orientation.
- increase flexible transition between the different education and training sectors
- to interlock general, political and vocational education and training to a greater degree
- to reinforce cooperation between education policy, employment policy, labour market policy

Regional Network Participants

regional education institutions, particularly from the labour market
> *co-financing for bridge-projects to the labour-market*
schools and institutions of higher education, policy-makers, churches
> *co-financing for platforms for political processes, pilots for new qualifications*



Regional Network Participants

- Companies (especially SMEs), chambers of trade and industry, trade-unions, commercial providers
- *co-financing for creating databanks, SME-trainings, pilots for new qualifications*
- Self-organised groups of learners, representatives of consumer protection organizations, teachers and in-company instructors, lecturers
- *>co-financing through admission charge*



Regional Network Participants

- Cultural and socio-cultural institutions (libraries, museums, colleges)
- Democratic citizenship groups (young people, senior citizens, women, sports and the environment)
- *co-financing through other sources (communities, counties etc.)*



4 Main Aspects

- Orientation in guidance
- New Learning Worlds and learning places
- Interlocking and permeability of educational domains
- Integration of SME-Qualification programmes



Orientation in guidance

- initial and orientation counselling and further education consulting
- improving the transparency of educational offers as well as developing and networking bundled offers for information, consulting and consulting services
- specific questions:
 - Ways to carry our consulting
 - Possibilities, targets and feedback loops within the consulting process: role of “blended consulting”
 - Considering informal learning
 - Qualification/competence profiles for further education consultants
 - How can the interface management with other educational domains, the business community and civil life be improved in consulting

Orientation in guidance results in summary

- increasing qualification requirements and demand for flexibility of qualifications for holistic lifelong education process
- “career management skills” (including self-guidance and self-organisation)
- increasing need for flexible and mobile learning related to all lifestyles and target-groups
- access to counselling services
- “life-accompanying” counselling service
- quality standards, quality-management systems, equal training standards

Lernende Region Bodensee

- biggest Learning Region in Germany
- 2 „länder”: Baden-Württemberg and Bavaria
- 3 counties
- title of the LR: Lernsee



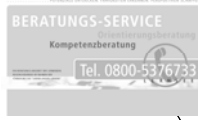
Activities



Lernsee-portale with databank



9 sub-projects



Competence-counselling



Lernservice-network

New Learning Worlds and learning places

- To discuss new didactic approaches and processes of imparting knowledge as well as new forms of learning
- to extent „learning places“
- new didactic approaches to support learning processes at „new“ learning places
- E-learning like blended learning

New Learning Worlds and learning places results in summary

- successful implementation of lifelong learning for all
- New learning and teaching arrangements are created by taking into account individual abilities and inclinations
- New places for learning like private homes, workplace, day centres, self study centres, open air
- „blended learning“ approaches must be developed
- Self-study centres as innovative infra-structure elements
- coaches for new learning worlds on regional level

Examples: "Fluxus": Lower Saxony and Zollernalb: Baden-Württemberg

- **Fluxus: Media Bus with different offers and compendia:**
 - „fantastic construction site“: courses to enhance artistic and mechanical skills
 - „nursery school: blended learning for teachers, educators, children concerning III
- **Zollernalb: propagation of WBT and Blended Learning**
 - In-company-further-training
 - Strengthening the citizen's online competencies



Interlocking and permeability of educational domains

- transition from school to working life
- certification of informal learning
- modularization of learning contents
- flow of information between responsible bodies in different domains
- building networks among different providers and procedures of recognition

Interlocking and permeability of educational domains results in summary

- facilitation of access to existing educational domains
- enhancing the structural intermeshing of educational domains and institutions
- opening up new paths to further qualification and new learning processes
- identifying and testing further concepts of modularised learning instruments
- recognising of informal learning success as contribution for enhancement of employability
- a need for specific educational services for people working at the interface between educational domains
- user-orientated arrangements of educational services

Example: Bildungsnetz Berlin: Education Network for gender-oriented education and employment

- Scientific-technical education during all phases of life and education, in particular for girls and women:
 - project days for girls on the subject of solar technology
 - courses for boys introducing jobs in the field of care and education
 - school-orientated services by qualifying unemployed female teachers



Example: SME-Concept Health Sector

- LR Tölzer Land: ISARSANA 2005
- Health Festival 2005 with topics
 - Medicine and nature-cure
 - Tourism, rehabilitation and cure-systems
 - Nutrition
 - Sports, fitness, wellness
 - Family-health-care
 - Architecture and health





- Courage for Future
 - Edutainment
 - Pleasure for Education
 - Education as advantage of location
- | | |
|-------------|--------|
| Only 1 day: | |
| Visitors: | |
| 1998: | 7.000 |
| 1999: | 17.000 |
| 2002: | 25.000 |
| 2004: | 30.000 |
| 2006: | 34.000 |

Integration of SME- Qualification programmes

- strategies to intensify integration of SMEs into regional educational networks
- questions around possibilities to determine the demand for further education
- Which measures are accepted by SMEs
- Which kind of internal forms of learning or emphasize informal learning processes or learning arrangements are linked to the work place

Integration of SME-Qualification programmes results in summary

- possibilities of networking with service-providers
- immediate usefulness of Ill inside and outside the work place + usefulness of Ill of a regional educational network must be explained to the SMEs
- In-company initial and further training activities in self-organised and self-guided learner-groups (e.g. in context of blended learning)
- cooperation with external education-providers to get tailor-made holistic services
- assisting and training would-be entrepreneurs as a way of building up contacts with SMEs

Personnel College

- **Qualification of SME:**
- **Enterprise consultancy light:**
 - **Personal College:**
 - Market- and marketing-strategies
 - Guide-concepts and -methods
 - Client-orientation
 - Team-orientation employer-employees
 - Quality-dimension of companies
- Interviewing and needs-analysis
- 5 half-day-workshops with director and personal-staff-director of 8-12 companies
- 4 seminar offers for max. 3 employees per company
- Result-transfer into companies
- 4-month-course, actually: €1.100 (support through LR)



Learning Communities

- The offer has to be:
- Enterprise-consultancy light
- Publicly funded
- In short local distance
- Congruent to daily work and practice-orientated
- Organisation/duration/time/content in cooperation with community and regional administrations
- 5 different communities of one regional district
- For the whole community administration



Actual main topics of learning regions in Germany

- Change management – organisational guidance, instruments for guidance
- Learning centres, curricula, courses, certification
- Permeability between relevant stages (from the cradle to the grave):
Transmission from school to employment
- Education marketing: improvement of exchange processes between suppliers and prospective users, creation of trademarks
- SME as relevant partners and addressees for training and qualification



Brandnew initiative of the BMBF (federal education ministry): Regions of Learning – Learning Regions

Communities as network-actors:

- network-mobility of regional actors
- innovative power of the region
- potential of resources
- demand – general developing policy
- chance – general problem-solving („holistic government“)
- convergence of concepts/problem solving
- sustainability as big challenge

**Focus on issues, themes and topics of
Barcelona workshop I**

- 1. Social and community characteristics of a LR:**
- community-projects tackle and include all kinds of social and community factors in terms of learning
 - Push for communities to transform into LR is given by bridging permeability
 - Responsible for strategies in that respect are the LR themselves and their experiences in the past
 - By integrating the part of LR into the local policy-making process community cohesion and social inclusion can be created
 - Community as LR means to generate resources through vertical and horizontal synergy-effects

**Focus on issues, themes and topics of
Barcelona workshop II**

- 2. Creating a culture of learning in learning cities/communities**
- „Learning is everywhere“
 - Learning meets people on their active places
 - Personal learning development as a snow-ball-system (start by the qualification of peer-groups and multipliers)
 - a culture of learning means to create mixed round-tables (vertically and horizontally)

**Focus on issues, themes and topics of
Barcelona workshop III**

- 3. Stakeholders and their roles in learning cities/communities**
- All relevant positions in a given community are integrated as major stakeholders
 - Social and community challenges are on the spot
 - Learning providers are an official part of the city council
 - qualification - qualification - qualification of cultural service organisations

Focus on issues, themes and topics of Barcelona workshop IV

4. Active citizenship, volunteering and international dimension

- active citizenship is only given by intensifying the complex of volunteering as an integral part for learning and social community cohesion
- bottom-up (volunteering) meets top-down (community as active LR)
- local acting and global thinking are closely linked to each other
- best practice-examples on a local base create simulation and reproduction on a local, regional, national and international level

Focus on issues, themes and topics of Barcelona workshop V

5. Celebration, leisure and culture

- Learning festivals demonstrate LR as powerful instruments for the whole community
- It should include all kinds of groups involved in learning in the society
- Responsible for organising learning celebrations are the LR-positions in the community
- Universities and adult education institutions are important stakeholders and providers of qualification and training
- Museums and libraries are the guardians of our past, present and future; therefore they hold the prerequisites of a better understanding of the world and are an integral factor of the LR

Next step: German Learning Region Association

- Founded July 2007
- Aims: lobbying, promoting, distributing, maintaining, exchanging the results of Learning Regions
- Goal: sustainability on a long-term base
- Members: all LR in Germany and organisations involved in LLL
- Supporters: federal ministry for education and research, managing head-organisation of LR in Germany
- International context: participation in intern: conferences, EU-applications, cooperation with intern: networks like Pascal



**The European/World-Wide Learning Region model:
Regional and Sectoral LLL Networks**

Regional networking on the basis of transsectoral partnerships, particularly in education and labour policy must become a new focus in learning and employability strategies all over Europe.



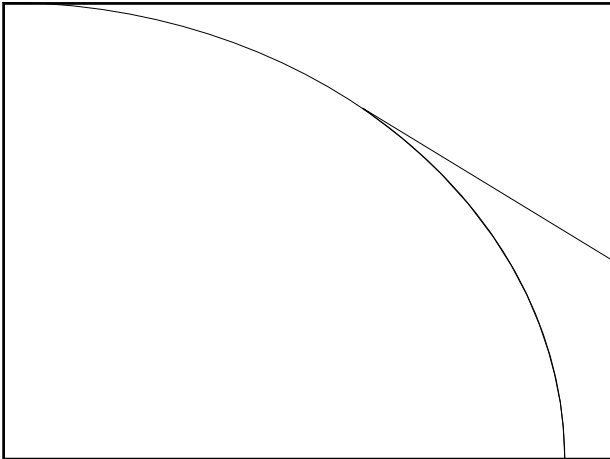
European and world wide perspectives for learning regions

- Enforce the regional educational and employment development
- Enlarge the interregional cooperation, networking and mobility in life long learning
- Transparency on regional and interregional information about learning regions
- Support of interregional and intercontinental networking by the growing importance of regions worldwide
- Environmental education and rural development
- Education for rural, local, regional transformation
- LR are the stakeholders for local and regional development

Thank you for your attendance



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Look behind the Curtain – „Badies“

High administrative duties	Executive board: Lack of balance between experience and innovation	Numerous changes of the contact persons	Federal „cut“ after 5 years
Distrust, envy, panic towards Learning Regions	At first: top down against bottom up	Inter- and regional competition	„Try and error“: Quick solutions implement failings

KADDachau as Partner on European level: Example Leonardo project

An integral approach to professional training by creating an innovative space for lifelong learning through the generation of collaborative environments under the conceptual umbrella of the "Learning Region".

The objectives:

- To improve and adapt the learning through new technologies
- To generate a social and institutional environment of support for learning

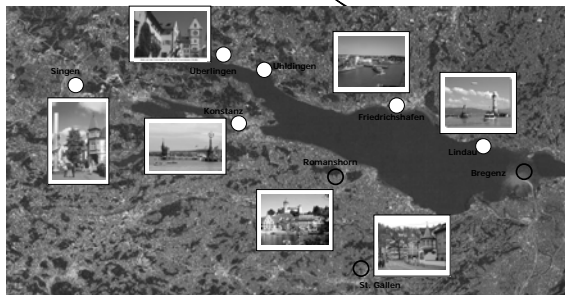


**Focus on issues, themes and topics of
Barcelona workshop VI**

**6. Environmental protection, climate change
and sustainability**
**LR in the city supports to sensibilise the
discussion for existing problems**



Die Region



School Network Region Bodensee Claude-Dornier-Schule Friedrichshafen

Aim: support- and accompanying system for bridging pupils and schools with the labour-market which is supported by several societal power

- ▶ Counselling for pupils, teachers, parents
- ▶ Seminars for job-orientation
- ▶ LernSee – education seal
- ▶ Construction of L-points at schools
- ▶ Learn-Networking

JugendBerufsLotsen im BVJ county Bodenseekreis

Support of pupils on their way to jobs

- ✓ competence analysis
- ✓ individual job planning
- ✓ job-orientation
- ✓ social training
- ✓ preparation of practica

Prevention and training for parents Bildungswerk Singen, bfz Lindau

Development of parent education for children of different ages

- ▶ „Happy children – happy parents“
Kurse für Eltern von 2 bis 8-jährigen Kindern
- ▶ Parent-driver licence
- ▶ „How can I embarrass a cactus?“
courses for parents of adolescent-agers
- ▶ Tripple-P offers
- ▶ Training of trainers

Education Lotse for young immigrants CJD Bodensee-Oberschwaben

Aim: promotion of professional and private promotion

- ▶ Support for orientation and access to the regional education-market
- ▶ Education offers on spot
- ▶ Development of gender-specific education offers
- ▶ Workshops in the IT-sector

Example: guidance, consulting and validation of formal and informal competencies

- **PROFILPASSPORT**
- Strengthening the learners' personal responsibility and self-management
- Motivating disadvantaged groups less involved in education
- Strengthening relations between all educational sectors
- Co-operation of educational providers and users
- User-orientation: Improving the quality, quantity, and structure of offers



Example: Kreativ: Mecklenburg-Western Pomerania

- New ways to labour and profession
- Promoting the creative learning of talented pupils by integrating innovative fields of the regional industry
- Learning in the country: specific educational contents at decetral learning locations



Example: Learning Neumünster: Schleswig-Holstein

- Learning with more fun for lifetime
- Education passport for disadvantages people to get a job
- Lernladen (learning shop) as central contact point for counselling and information in the network



Example Competence Agency Dachau (KAD)

- • “Perspektive Dachau”
- • “Pflegeintegration smodell (PIM)”
- • “Kompetenz 2007-Step out”
- • “Region Aktiv”
- • SME-Services



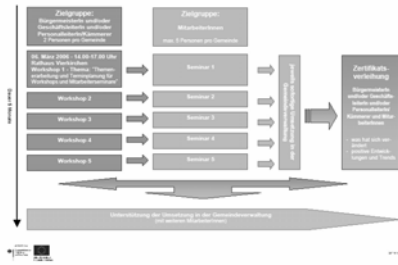
KAD - Die Agentur für Förderung von Bildung, Qualifikation und Kompetenzentwicklung für Bürger, Organisationen und Unternehmen in der Region Dachau.

Learning Communities

KOMPETENZAGENTUR DACHAU | VERGLEICHSLADEN FÜR FACHKRÄFTE

das Kolleg - Lernende Gemeinde

Großes Zertifikatssiegel zur Optimierung der Gemeindeverwaltung und Personalqualifizierung



Personnel Pool

- **Personal-Pool for SME**
(explicitly smaller companies):
 - French sharing system of personnel staff for several companies: one fully employed person works for several companies (to different times a day/ a week/within the year)
 - Flexibility and security for planning structures of SMEs and employees