

## Final Thoughts

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PENR3L



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**Sub-theme 1:1**

- Develop active partnerships based on local needs (7 greens)
- Change the governance of universities to bring in majority from outside to focus on Third Mission (5 greens 1 yellow)
- Develop a core curriculum of environmental sustainability for every region ( 6 greens)
- Develop a shared vision of a Learning City/Region (4 greens 1 yellow)
- Creating common strategies for full participation and engagement - The Martini Factor (4 greens)
- Real World Skills (4 greens 1 yellow)
- Teaching of Innovation and Creativity at a younger age (3 greens 1 yellow)
- Flexible accreditation (3 greens 3 yellows)

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**Sub-theme 1:1**

- Learning City of the year competition (12 reds)
- Develop new theoretical contributions on complex systems (5 reds)

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### Sub-theme 1:2 – 1:7

- Development and partnership involving all stakeholders (7 greens)
- Establish training rights for all workers within working hours (7 greens)
- Local knowledge for local needs (7 greens)
- Targeted programmes for socially excluded groups (7 greens)
- Bring learning to the learners (6 greens)
- Attracting inward investment combined with social development (2 greens 5 yellows)
- Support individual freelancing not only traditional employment (2 greens 5 yellows)
- Regional level flexibility to support leaning as an investment not a cost (social accounting) (3 greens 3 yellows)

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### Sub-theme 1:2 – 1:7

- State support services should actively engage with SMEs (13 reds)
- Personal audits as a mechanism to align individual and organisational goals (4 reds, 2 greens and 5 yellows)
- Develop non formal arenas between SMEs and other partners (4 reds)

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### Theme 2

- Developing environmentally habits and practices (8 greens)
- Whoever/whatever initiates a need becomes a stakeholder (8 greens, 2 yellows, 1 red)
- Local governments to develop indicators to measure social capital development (8 greens, 3 yellows, 2 red)
- Take account of demographics – involve older people (6 greens, 2 yellows)
- Develop mechanisms and structures to give voice to individuals and groups (6 greens, 2 yellows and 1 red)
- Continuous consultation mechanisms (6 greens and 3 yellows)
- Look closer at role of schools in forming social capital (5 greens, 4 yellows)
- Establish multi-channel consultation centres (5 greens, 1 yellow)
- Community service part of every curriculum (5 greens)

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## Theme 2

- Identify and cater for individual learning styles (4 reds)
- Create more family learning spaces (2 reds, 4 greens)

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## The Road from Barcelona



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## Events

- Kaunas – December 2007
- Limerick conference – 28-30 May 2008
  - *Learning Communities' Role in Regional Development and Re-generation*

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## Role of delegates from Barcelona

- Produce vignettes of your activities
- Argue the case for your proposals, and how they might be implemented
- Site – <http://www.penr3l.feek.pt.e.hu>

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## PASCAL services: knowledge-informed development

- An electronic resource for policy makers, community leaders, researchers;
  - Strategic regional level
  - Practical local level
  - Cross-national comparisons
- 'Hot Topics' (current analyses of significant issues);
- Database providing access to relevant resources;
- News service;
- Research and Consultancy services;
  - Helping regions identify and clarify their needs
  - How to meet these needs
  - Writing research briefings/position papers
  - How to finance activities
  - Access to tools
  - Knowledge brokers and knowledge advisers
- Conferences and publications (Melbourne 2004, Stirling 2005, Melbourne 2006, Pecs 2007, Limerick 2008, Folkstone 2008, Ostersund 2009, Vancouver 2009)
- <http://www.obs-pascal.com>

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