



Adult Education and Regional Development

**“Investing in the future –
Building Learning Cities and Learning Regions in Europe”**

Dr. Maike Koops, European Commission, DG EAC, B3

Education in Europe

What are the issues?



- Demographic change – **ageing societies**
- Increased **global competition**
- Slow **growth** and structural **unemployment**

LLL in Europe 2020:



Europe 2020 strategy for **smart, sustainable and inclusive growth**

...acknowledges the role of lifelong learning and skills development as key elements in response to:

- the current economic **crisis**
- the **wider economic and social strategy** of the EU



**Policy: Europe 2020 – Youth on the Move,
Agenda for New Skills and Jobs, Poverty
platform**

**Updated strategic framework for
European co-operation in Education
and Training
(ET2020)**

**Lifelong
learning +
mobility**

**Quality and
efficiency**

**Equity +
social
cohesion**

**Creativity+
innovation**

5 Europe 2020 headline targets (translated into national targets)



- 75 % **employment** rate
- 3% GDP investment in **R&D**
- **Climate/energy** targets
- Less than 10% early school leavers & at least 40% tertiary attainment (or equivalent)
- 20 million less people at **risk of poverty**

Europe 2020: 7 flagship initiatives



Smart Growth	Sustainable Growth	Inclusive Growth
<p>Innovation « <i>Innovation Union</i> »</p>	<p>Climate, energy and mobility « <i>Resource efficient Europe</i> »</p>	<p>Employment and skills « <i>An agenda for new skills and jobs</i> »</p>
<p>Education « <i>Youth on the move</i> »</p>	<p>Competitiveness « <i>An industrial policy for the globalisation era</i> »</p>	<p>Fighting poverty « <i>European platform against poverty</i> »</p>
<p>Digital society « <i>A digital agenda for Europe</i> »</p>		

2 flagship initiatives in the area of education and training

Contribution of education and training to Europe 2020



- Implementation of the „Agenda for New Skills and Jobs“
- Implementation of the „Strategic Framework for European Cooperation in Education and Training (ET 2020)“:
 - Action at EU and national level (including regional and local)
 - 10 Integrated Guidelines (8 and 9 address LLL and education & training)
 - *Open Method of Cooperation* (common objectives, learning from each other, development of European instruments)
 - Involving all relevant stakeholders



LLL in Europe 2020: integrated guidelines for reform in MS

8. Developing a **skilled workforce** responding to labour market needs, **promoting lifelong learning**
9. Improving the performance of **education and training** systems at all levels and increasing participation in tertiary education.

Challenges requiring urgent implementation of LLL approach



- Meeting future skills needs – re-skilling about 76 million low-skilled adults
- Providing the knowledge base for growth - by 2020 35% of all jobs will require high-level qualifications
- Preparing for a longer working life - from 2013 the EU's working population will start to shrink
- Tackling growing disparities – integration of socially disadvantaged groups and migrants

Lifelong learning: persisting challenges



- Competences development across lifetime – **low participation of adults and equity gap**
- Supporting **learning in all life contexts** (workplace and civil society)
- **Segmentation of learning sectors** (in particular between VET and HE; formal and non-formal sector)
- Effective **financing** arrangements (shared responsibility)
- **Stakeholder coordination, and partnerships**

LLL in Europe 2020: concrete actions



“Agenda for **new skills and Jobs**”:

- Better functioning of EU labour markets & flexicurity: strengthening its LLL pillar
- Right skills for today’ s and tomorrow’ s jobs
- Improving the quality of work and working conditions
- Creating jobs

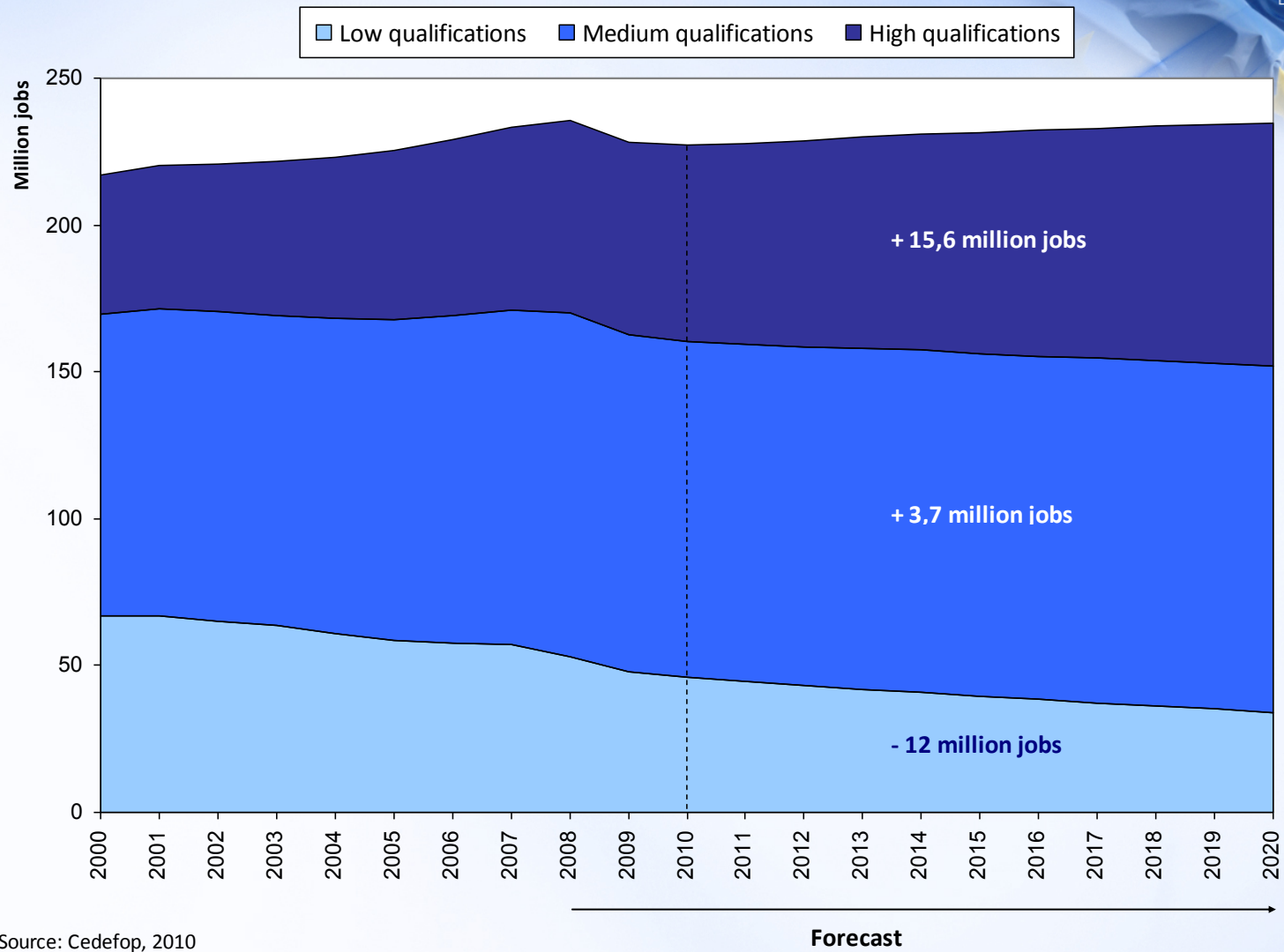
Why do we need more HE for Adults?



- Increasingly rapid technological change, globalisation,
- decreasing job tenure periods and
- demographic trends

**need to provide adults with possibilities
to take their skills 'one step up' high in the political agenda.**

- By 2020 the share of highly-qualified jobs in Europe will increase to about 35% from only 29% in 2010.
- The share of jobs requiring low qualifications will decrease from 20% to less than 15% in the same period.



Source: Cedefop, 2010

Higher Education Adult Learning



- ✧ 1991: **Memorandum** on Higher Education
- ✧ 1997: Preamble of the **Amsterdam Treaty**
- ✧ 2001: **Communication / Memorandum: 'Making a European area of lifelong learning a reality'**
- ✧ 2004: **Lisbon Agenda Group**
- ✧ 2006 / 2007: **Bologna** process since 1999

Why do we need regional cooperation in Lifelong Learning? What works at regional level?



- **Awareness raising**: improvement of exchange processes between providers and users, advertising for Lifelong Learning, development of trademarks
- **Transparency** / guidance-systems
- **Sustainable structures and organisations for Lifelong Learning** in cooperation with other policy sectors (social, health, employment, culture, justice).
- **Regional solutions for supporting transitions between educational phases**, recognition of informal learning, improvement of the permeability between educational sectors

What needs to be done at regional level for LLL?



- Integrated **governance** for LLL (overcoming sectoral approaches)
- Improving regional **monitoring** of education and training
- Implementation of lifelong **guidance**
- Improving the **interlocking and permeability** of education and training systems at regional level
- Regions as "**transmission belts**" for **Quality developments** at national and European level
- **Financing** Lifelong Learning in **regional partnerships**
- Ensuring **full SME participation** within regional learning partnerships

Lifelong learning: the EU concept



Features of a coherent and comprehensive LLL approach

- Equipping *all citizens* with competences from early age and enable lifelong updating (“from cradle to grave”)
- Linking sectors and all forms of learning (flexible pathways, outcomes-based approach, no dead-ends)
- Coherent set of priorities, evidence-based, equal access
- Implementation at national/regional/local level in partnership with stakeholders

Economic AND social dimension!

EUROlocal Conference/Workshop

Murten, 27 October 2011

Activating European Regions

Doru HOBJILA,
Unit C4, Secretariat of the
EDUC Commission for Education, Youth, Culture and Research
Committee of the Regions

EUROPEAN UNION

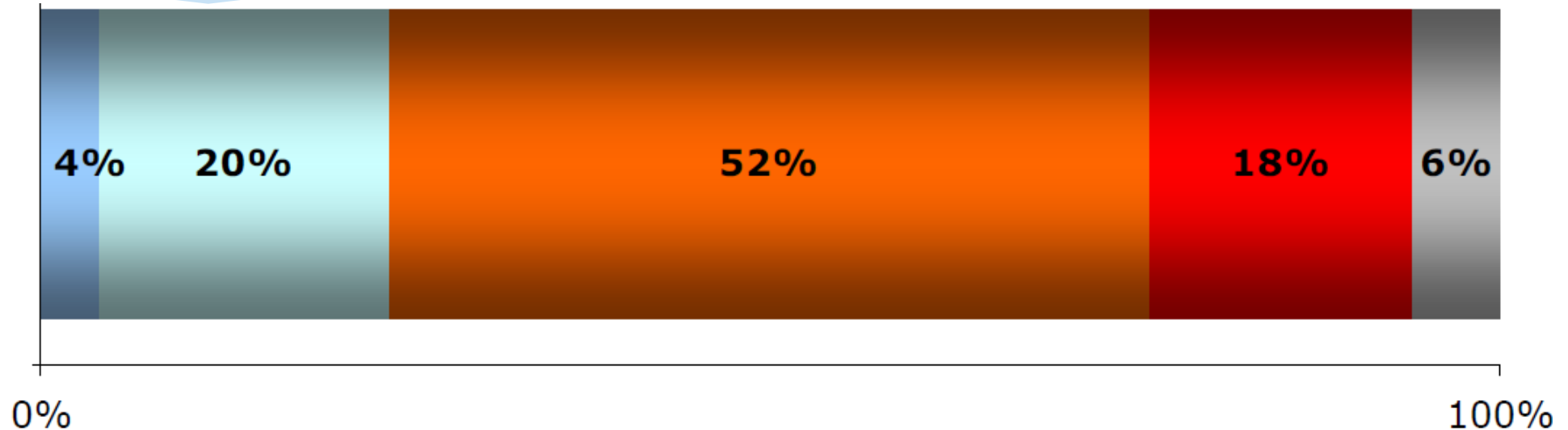


Комитет на регионите
Comité de las Regiones
Výbor regionů
Regionsudvalget
Ausschuss der Regionen
Regioonide Komitee
Επιτροπή των Περιφερειών
Committee of the Regions
Comité des Régions
Coiste na Réigiún
Comitato delle regioni
Régionu komiteja
Regionų komitetas
Régiók Bizottsága
Kumitat tar-Réġjuni
Comité van de Regio's
Komitet Regionów
Comité das Regiões
Comitetul Regiunilor
Výbor regiónov
Odbor regij
Alueiden komitea
Regionkommittén



▶ Eurobarometer survey results (2008-2009)

24% of respondents are aware of the CoR



Did you know
the CoR represents
regional/local public authorities
(...) when deciding EU policies?

- Yes, and you were very familiar with it
- Yes, but you were not really familiar with it
- No, you did not know that at all
- Never heard about the Committee of the Regions
- DK

▶ *Activating European Regions*

- CoR – introduction
- Past opinions concerning education and training
- Future development – issues and strategies
- *Your experiences*

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Committee of the Regions





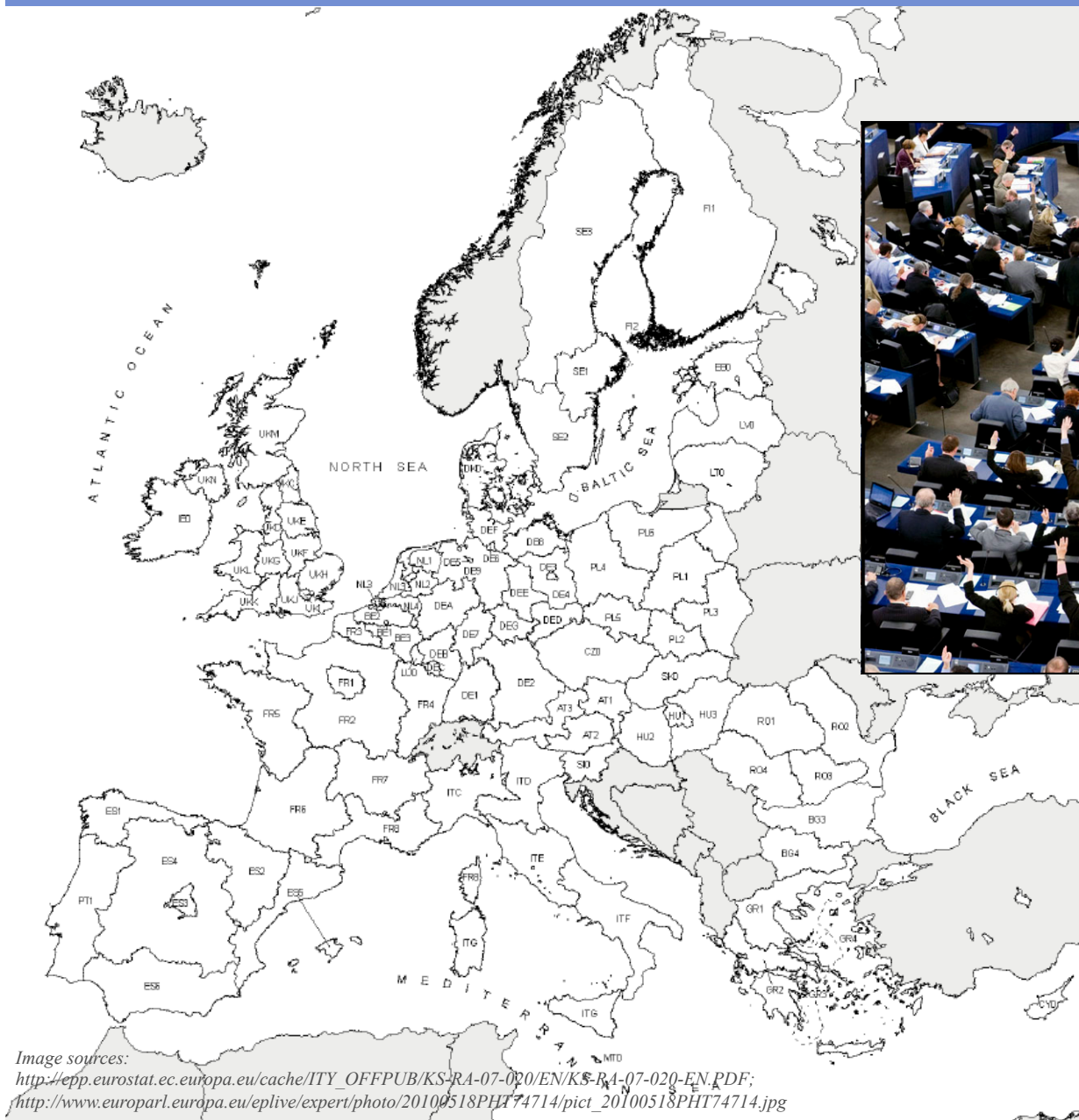
EUROPEAN UNION



Committee of the Regions



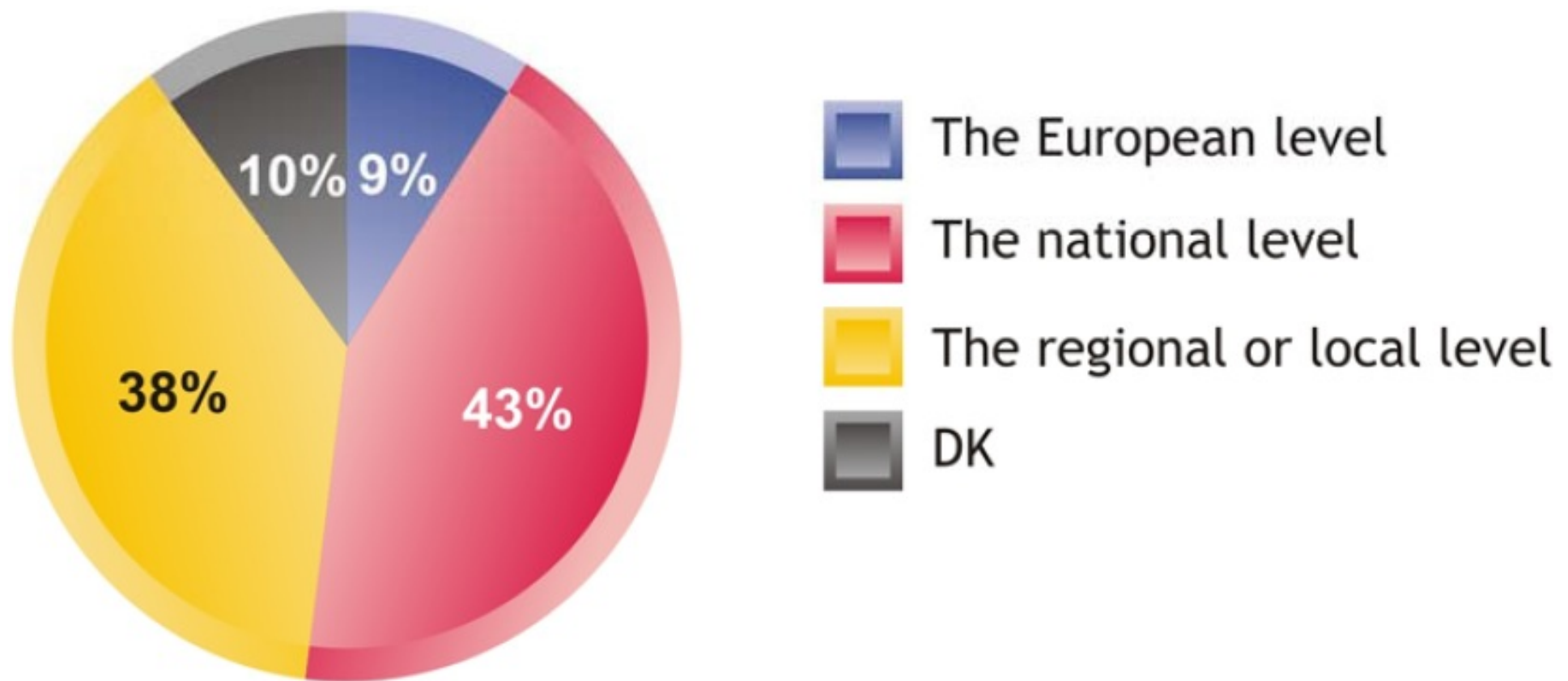
► Implementing EU legislation



About 70% of EU legislation is implemented at local/regional level

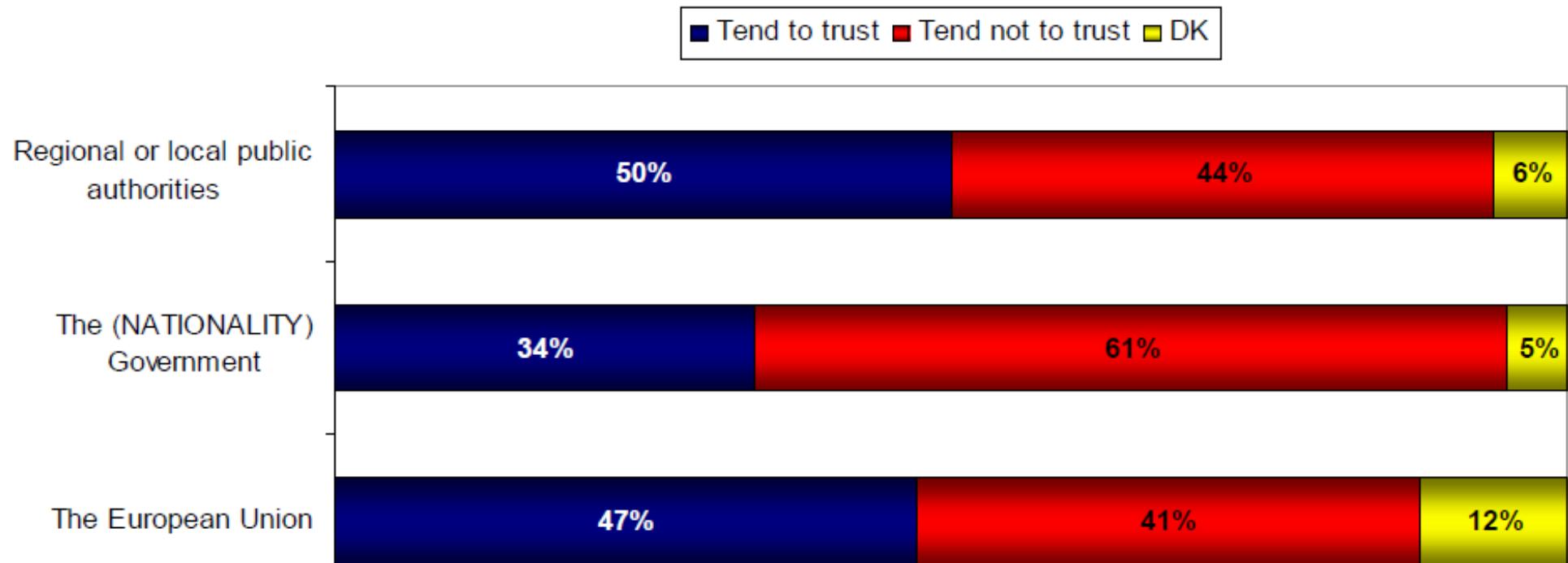
▶ Eurobarometer survey results (2008-2009)

Which of the public authority levels has the most impact on citizens' living conditions?



▶ Eurobarometer survey results (2008-2009)

50% of respondents tend to trust regional/local authorities



▶ The EU Committee of the Regions

Political assembly of the European Union
representing local and regional government



EU legislation



Europe
closer to citizens
Subsidiarity



Meeting place

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Committee of the Regions

▶ The CoR and EU decision-making

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Committee of the Regions

CONSULTATION



European Commission

PROPOSAL



European Parliament

CODECISION



Council of the EU

DECISION



European Economic & Social Committee

CONSULTATION





Committee of the Regions: The Commissions





Committee of the Regions: The Commissions

- ✓ COTER - Territorial Cohesion Policy
- ✓ ECOS - Commission for Economic and Social Policy
- ✓ **EDUC - Education, Youth, Culture and Research**
- ✓ ENVE - Environment, Climate Change and Energy
- ✓ CIVEX - Citizenship, Governance, Institutional and External Affairs
- ✓ NAT - Natural Resources



► Some CoR opinions related to education and training

European Quality Charter for Mobility

2006

An updated strategic framework for
European cooperation in Education & Training

2009

University-Business dialogue

2009

European cooperation in VET
to support the Europe 2020 Strategy

2010



► Some CoR opinions related to education and training

Europe 2020 flagship initiatives:

Agenda for new skills and jobs

2010

Youth on the Move

2010

Innovation Union

2010

Digital Agenda

2010



▶ European cooperation in VET to support Europe 2020



Rapporteur: **Robert Bright** (UK/PES),
Member of Newport City Council



Opinion adopted

1-2 December 2010: 87th PLENARY SESSION

OF THE COMMITTEE OF THE REGIONS



▶ CoR Opinion on European cooperation in VET (CdR 231/2010)

Huge potential to bridge worlds of education, training, work

Key messages:

➤ **VET dual role:**

- meet Europe's immediate and future skills needs;
- reduce social impact of and facilitate recovery from crisis.

➤ **Importance of access for and to all levels of society**

↳ role for LRAs in:

- ⇒ communication & dissemination
- ⇒ promoting equal rights and opportunities
- ⇒ quality assurance
- ⇒ sharing best practices

▶ University – Business Dialogue

Rapporteur: **Mohammad Masood** (UK/EPP),
Member of Bradford Council



“The Knowledge Triangle as means of increasing innovation capacity and improving employability of graduates”



Opinion adopted

3-4 December 2009: 82nd PLENARY SESSION

OF THE COMMITTEE OF THE REGIONS

▶ CoR Opinion on University–Business Dialogue (CdR 157/2009)

Highlights:

- Involvement of higher education institutions in the **regional development strategies;**
- Policy development and programme implementation should utilise existing **local democratically elected bodies;**
- Local and regional authorities **supporting cooperation** between business and universities, also as drivers of innovation in the regions.

▶ Agenda for new skills and jobs

Rapporteur: **Henk Kool** (NL/PES)
Alderman: member of the executive council
of the city of Den Haag



*“It is about bridging the gap between the world of education
and work”*



Opinion adopted

30 June-1 July 2011: 91st PLENARY SESSION

OF THE COMMITTEE OF THE REGIONS

▶ CoR Opinion on Agenda for new skills and jobs (CdR 401/2010)

- LRAs role in
 - promoting **growth and cohesion**;
 - coordinating **strategic partnerships**;
 - empowering local/regional partners to meet local/regional **employer needs**;
 - establishing a **framework** for tackling specific local/regional problems;

- Better use of and greater synergy between **EU funds**:
 - **place-based** approach (coordination and flexibility);
 - **multi-level governance**;
 - **result-based** actions (quantitative and qualitative monitoring).

▶ Youth on the move



Rapporteur: **Marc Schaefer** (LU/PES),
Member of Vianden Municipal Council



“The importance of youth mobility for forging a true European identity”

Opinion adopted

27-28 January 2011: 88th PLENARY SESSION

OF THE COMMITTEE OF THE REGIONS



CoR Opinion on Youth on the move (CdR 292/2010)

Key messages:

- **Education** at the heart of youth **mobility**;
- Ensure a **better match between skills and jobs**;
- Extend beyond 2013 & earmark more funds for **educational programmes** promoting mobility;
- mobility programmes accessible under **equal conditions** to all young people.

▶ Further information

❖ EDUC Commission on the CoR Website:

<http://www.cor.europa.eu>

❖ Contact: doru.hobjila@cor.europa.eu

▶ The future and further reflection...

Commission communication on *Modernising Higher Education*

Post-2013 programmes:

- *Education Europe*
- *Creative Europe*
- *Research and innovation*

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Committee of the Regions



▶ Regional development strategies – your views?

How to:

↪ Facilitate and enhance mobility?

↪ Enhance input from HE into regional development strategies

↪ Ensure sufficient resources?

EUROlocal
connecting the dots...

connecting
the dots...



Background

- Eurolocal project - European activities on the local and regional dimensions of Lifelong Learning - regions & cities
- the project aims to *'help create and reinforce Learning Regions throughout Europe'* and *'expand peoples' vision to help a Region achieve its potential'* (Longworth 2010)

Funding & Partners



Funded by EU – KA4 Lifelong Learning Programme Transversal dissemination Project

- the University of Glasgow,
- Learning Regions Deutschland (LRD),
- University of Pecs, Hungary
- Universitas Bari, Italy
- Associate partner - SVEB



Eurolocal Partner Aims – 2009 - 11

- a) To gather all knowledge tools, materials, reports, strategies, recommendations, projects etc on learning regions in Europe, from 27 EU states**
- b) To create a sophisticated interactive and dynamic web facility to store the information and to stimulate feedback,**
- c) To test the materials and tools in appropriate organisations,**
- d) To market the learning region concept and the existence of the facility to all European regions.**

Purpose of EUROlocal - DISSEMINATION

- The dissemination of the website knowledgebase on learning cities & regions throughout Europe
- The sharing and encouraging of others to access, utilise and contribute to the data, tools, indicators, reports, videos, projects, recommendations, plans, strategies, learning materials – the developing of a wealth of potentially invaluable knowledge for all EU regions.

Workpackages (14)

- ***Website***, storehouse for audits, tools testing, learning materials, data base, reports
- ***Strategies*** for dissemination, quality assurance, exploitation and management
- ***Final Seminar*** here in Switzerland October 2011
- ***Recommendations*** for Learning Region Policy to EU

EUROlocal Domains (18 focus areas)

Learning Region projects

- Descriptions of European, National or Regional projects which foster the development of lifelong learning regions

Learning Region Research

- Research and Development projects that create new knowledge and tools for the development of Learning Regions.

Learning Region Tools

- Developmental Tools for people or organisations that can be used to increase awareness of lifelong learning regions and initiate action to help them grow

Active Citizenship/Community

- Local, national and international initiatives that help mobilise people and communities to volunteer and contribute their talents, skills, experience and knowledge for the development of their own communities

Learning Region Finance Approaches

- Innovative ways of financing the development of lifelong learning cities and regions and/or initiatives within them

Domains...



Learning Regions Festivals

- past Learning Festivals and other recognition events that create an increase in awareness of lifelong learning regions and regional development

Learning Region Associations

- International, National and Regional Associations and groups with the mission to help the development of learning cities and regions

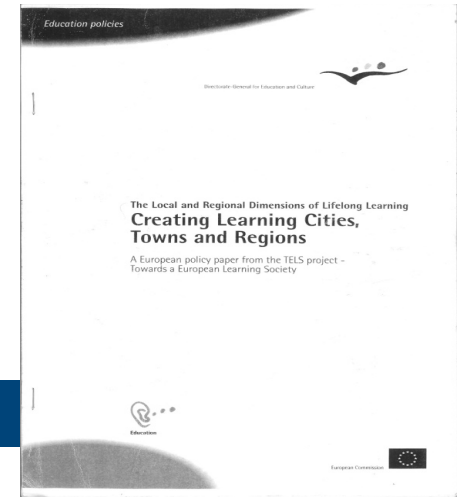
Employability and Skills

- learning initiatives to improve the development of economic resources, awareness and capital within a learning region

Learning Organisations

- Examples of good practice demonstrating the ways in which regional authorities and their stakeholders are transforming themselves into learning organisations within the context of a learning region. Also the city as a learning organisation.

Domains...



Learning Region Reports

- International, National or Regional reports on lifelong learning region development

Learning Region Audits

- Simple or more complex questionnaires collecting data on a variety of lifelong learning region topics. In addition, audits that also act as tools for further learning by local authorities and their stakeholders e.g. stakeholder audits

Culture and Heritage

- Examples of good practice that demonstrate how museums, libraries, archives, heritage and culture are being used to help create a lifelong learning region

Learning Region Networks

- Networks with a mission to improve lifelong learning region knowledge, awareness and performance

Learning Materials

- Self-Learning or group course materials designed to assist in course development and/or to raise awareness of lifelong learning concepts at all levels

Domains.

International Cooperation

- **Projects and initiatives that increase international cooperation, raise awareness of diversity and promote tolerance and understanding.**

Learning Region Charters

- **Charters and Declarations that express intention, commitments, rights or responsibilities of organisations, people or local authorities**

Learning Region Strategies

- **Written strategies describing the procedures and actions that will help transform a region into a learning region.**

Stakeholder Involvement/Partnerships

- **Examples of good practice which demonstrate how a stakeholder can make a contribution to the creation of a learning region. Includes partnerships between stakeholders.**

WP2 – Website & WP3 – Data collection

<http://eurolocal.info/>

**INTERACTIVE LEARNING REGIONS
KNOWLEDGE BASE**
interactive – Web2 technology

Target Audiences

- **Decision-makers and advisors in Local and Regional Government**
- **Advisors in National Government**
- **Researchers and management in universities**
- **Professionals in local and regional government**
- **Heads of stakeholder organisations**
- **Heads and members of national/international associations**
- **Relevant Project leaders**
- **Local/Regional Development Agencies**

Partners responsibilities



- UK - covering Nordic and Baltic Countries, Ireland, UK and EC (with J Stenvall)
- LRD/DE covering Germany, France, Benelux and Iberia (with A Correia)
- IT - covering Southern Europe (Greece, Cyprus, Italy, Malta, Slovenia)
- covering Eastern Europe (Romania, Bulgaria, Czech Republic, Hungary, Poland, Slovakia,)

WP1 - Audit

Development and consultation process

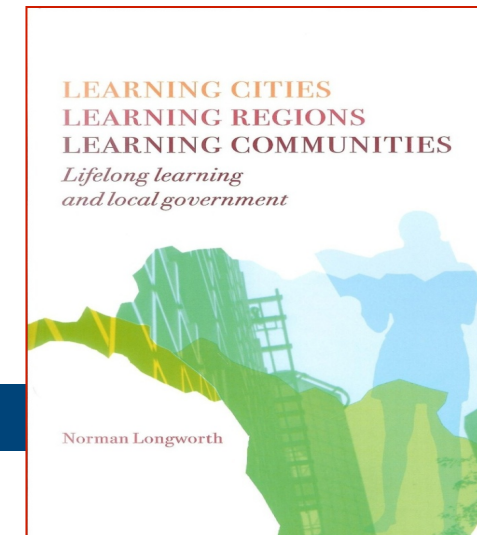
- applied in local and regional authorities
- European network organisations, such as the Committee of the Regions, Eurocities, EAEA, EARLALL, CEDEFOP
- national organisations such as the UK and Finnish Learning Cities networks,
- available on the project website
- *two-way* dialogue tools
- Translations in HU, IT and DE

WP4 - Tools testing

Tools such as

- Learning Cities Audit tool developed in TELS,
- the Stakeholder Audits in INDICATORS
- learning city needs tool in LILARA.
- tools cover a wide range of topics and organisations
- Testing in VET institutions, universities, SME's, Schools, Local authorities and Adult Education

WP5 - Learning materials



Learning Materials available for sampling

- LILLIPUT Learning Materials – cut-down versions without objectives and guidelines
- Long Learn Active Learning Materials – cut-down versions - no objectives or guidelines (Links to the Book ‘ Learning Cities, Learning Regions, Learning Communities: Lifelong Learning and Local Government’)
- Miscellaneous Exercises
- Tools for stakeholder organisations to develop learning regions for themselves

WP9 - Data Base

Contacts at European level in all member states

- names, key contact points, addresses, email addresses, web sites of people and organisations with connections to learning city or region development (e.g. academics, regional developers and organisers, educators etc)
- short passage on the organisation's responsibility and aims
- sources used - European organisations such as the Committee of the Regions, Eurocities, CEDEFOP, National Learning City, Region Associations, internet, relevant data of the Commission

WPs10,11,12,13 - Reports and Plans

- **Country Reports (development and accountability) from 4 partners**
- **Management plan (UK) WP10**
- **Quality assurance plan (DE) WP11**
- **Dissemination plan (HU) – WP12**
- **Exploitation plan (IT) – WP13**

WP9 - Final Seminar

**‘Investing in the Future: Building Learning
Cities and Regions in Europe’**

***An International Conference/Workshop from
the EUROlocal storehouse on Learning
Cities and Regions***

27-29 October 2011, Centre Lowenberg, Murten, Switzerland

WP 8 - Recommendations for EU Policy

- **Stakeholders- we want to hear from you!**
- **Day 3 – 29th Oct.**
- **session 5 at 10.15am**
- **Links to discussions re educational policy post 2013**

How to contact us

Website - <http://eurolocal.info/>

Need more info? See Lynette Jordan

University of Glasgow

lynette.jordan@glasgow.ac.uk

- 0141 330 1801

EUROlocal Dimensions

Publications and projects

LEARNING REGION
PROJECTS

LEARNING REGION
RESEARCH & D

LEARNING REGION
REPORTS

LEARNING REGION
TOOLS

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LEARNING REGION
FINANCING

LEARNING REGION
DEV'T STRATEGIES

ACTIVE CITIZENSHIP /
COMMUNITY

EMPLOYABILITY AND
SKILLS DEVELOPMENT

COMMUNICATION &
CONSULTATION

HERITAGE AND
CULTURE

EUROlocal
INTERACTIVE
LEARNING
REGIONS
KNOWLEDGE
BASE
www.eurolocal.info

LEARNING
MATERIALS

LEARNING REGION
CHARTERS

LEARNING REGION
AUDITS

LEARNING REGION
FESTIVALS

LEARNING REGION
NETWORKS

LEARNING REGION
ASSOCIATIONS

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LEARNING
ORGANISATIONS

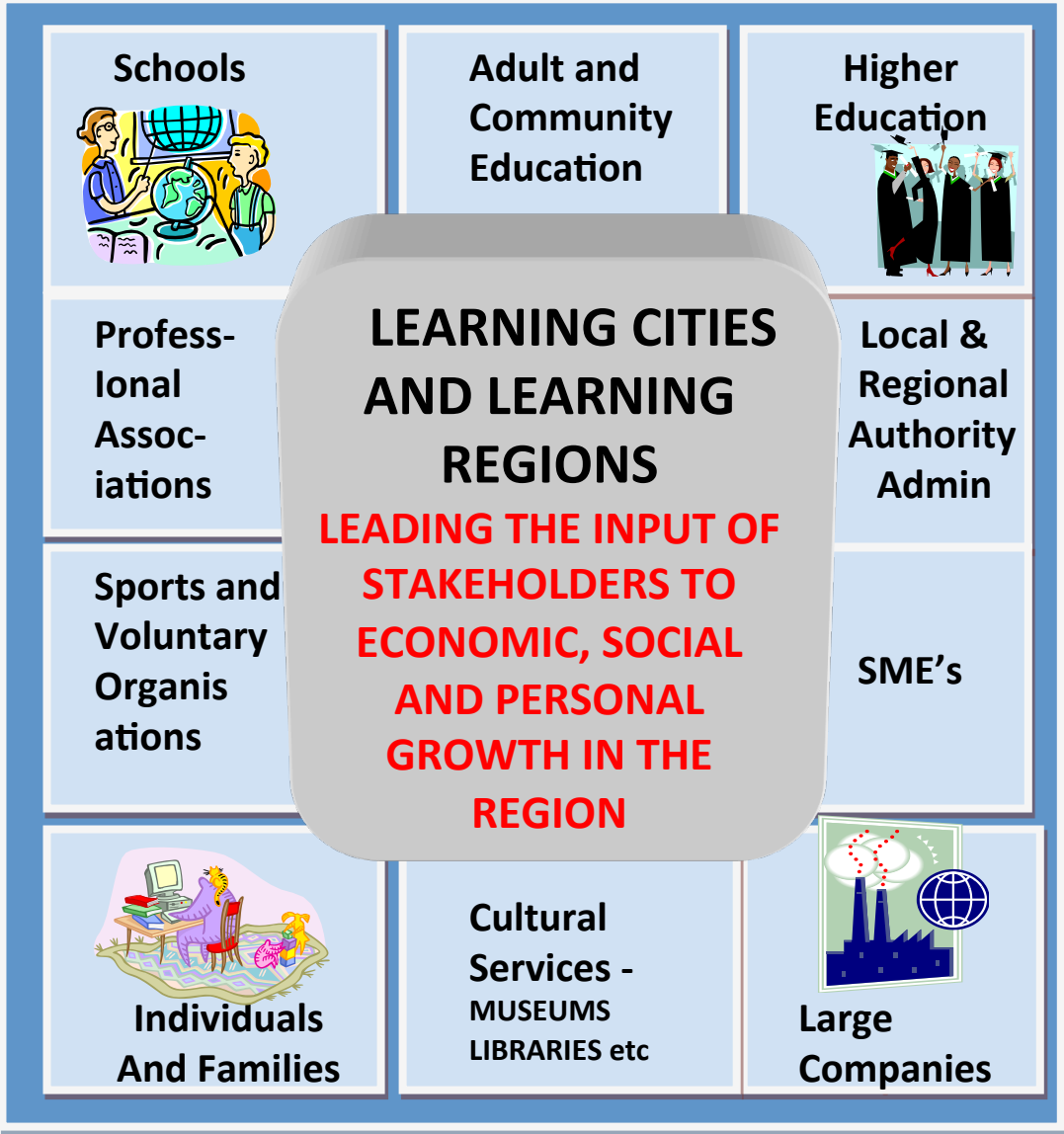
STAKEHOLDER
INVOLVEMENT/PARTNERSHIPS
SCHOOLS HEI
CULTURAL ORGS
LOCAL AUTH ADULT EDUC
PRIVATE SECTOR
COMMUNITY ORGS OTHERS

INTERNATIONAL
COOPERATION

STAKEHOLDERS DEVELOPMENT INITIATIVES

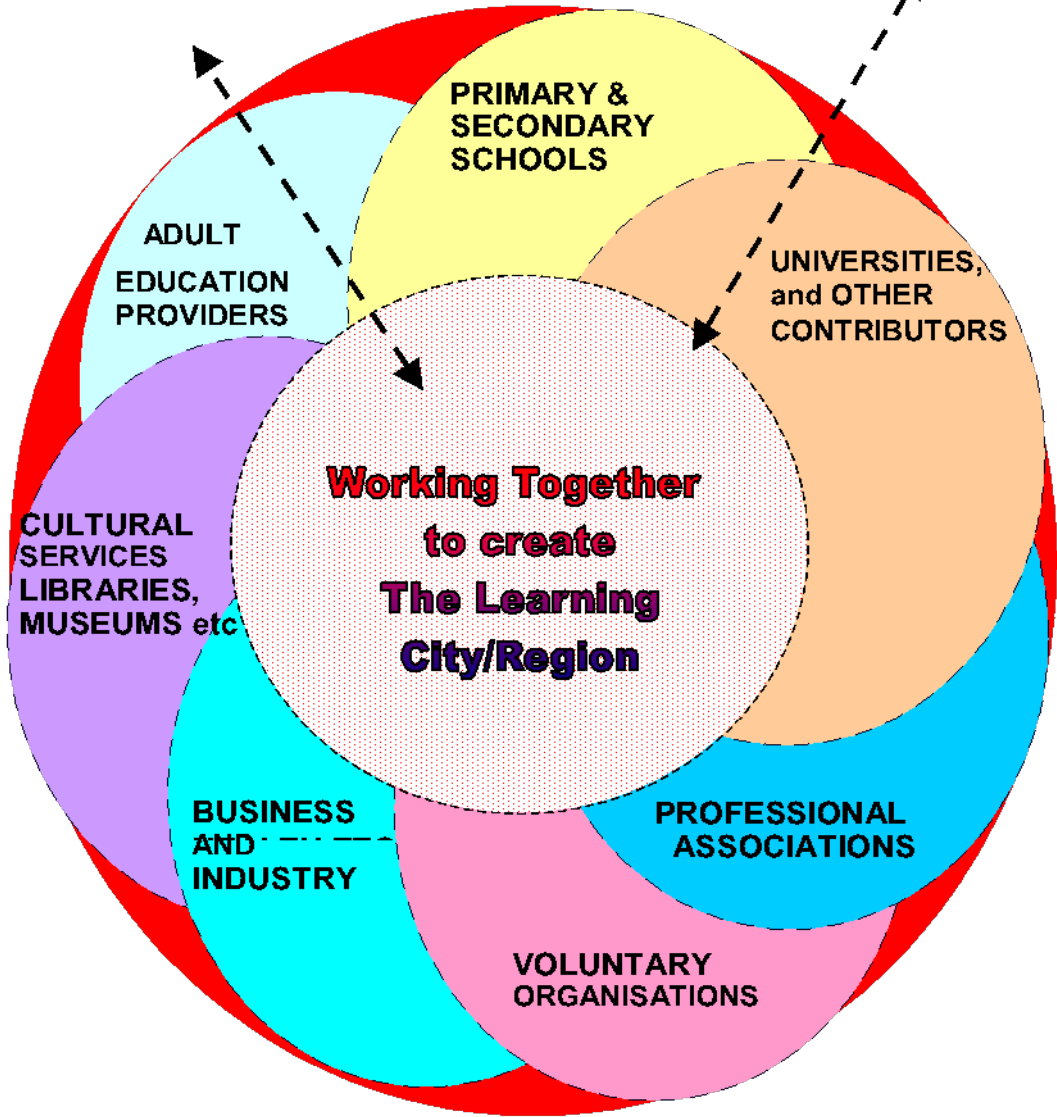
**We believe that the stakeholders in a region
have a huge contribution to make to learning
region development**





**NATIONAL LINKS
TO GOVERNMENT,
OTHER COMMUNITIES**

**INTERNATIONAL
LINKS TO OTHER
COMMUNITIES**



EDUCATION STAKEHOLDERS

Let's look at some of the potentials in a City

**Environmental
Potential**

**Heritage
Potential**

**Stakeholder
Potential**

**Cultural
Potential**

**Intellectual
Potential**

**Human
Potential**

**Community
Potential**

**Social
Potential**

**Geography
Potential**

**Economic
Potential**

**Each one of these,
and more, offers
the potential of
capital growth in
a learning city**

**Challenge 3 –
SUCCESSFUL REGIONS have to be**

SMART

CREATIVE

ADAPTIVE

IMAGINATIVE

DIVERSE

INNOVATIVE

OUTWARD-LOOKING

IF THEY WANT TO BE PROSPEROUS



A Learning Region

Will have the energy, the knowledge, the tools, and the strategies to put learning for all at the heart of its future



**Group 1 - Adult5 and Higher Education –
room B502**

**Group 2 – Schools and Communities – Room
B503**

**Group 3 – The Local and Regional Authority –
Room B504**

**Group 4 – Cultural Organisations (Museums,
Libraries, Galleries – Public Spaces – Room
B505**

Group 5 – The Private Sector – Room 212

What? How?



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EUROlocal



The Public Sector and Learning Regions

Prof. Dr. Rudolf Tippelt, University of Munich (LMU)

28. October 2011, Centre Loewenberg, Murten Switzerland

Prof. Dr. Rudolf Tippelt

Department of Pedagogy



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MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN

**1****Learning Regions and Public Networking****2****Analytical Framework****3****Example: Drop Out****4****Cooperation and Networking****5****Partnership: Public and Industrial Networks**



1

Learning Regions and Public Networking

2

3

4

5

Germany and its Learning Regions



Das Lebenslange Lernen wird Wirklichkeit in den Lernenden Regionen: Dauerhafte Netzwerke über Bildungsbereiche hinweg schaffen Angebote von neuer Qualität mit individuellen Zugängen.





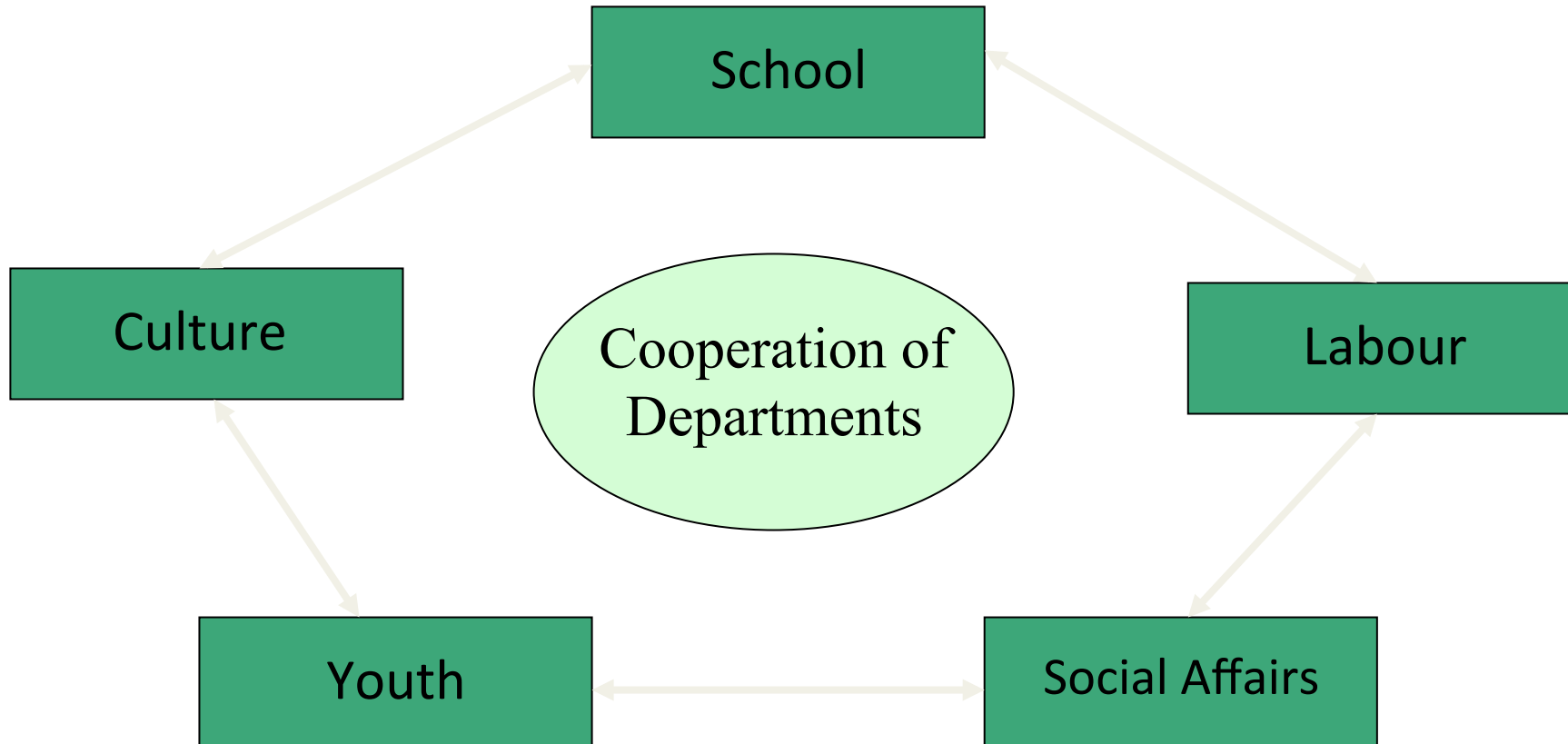
Kindergartens, Schools, Highschools, Universities, Adult Education Centres, all institutes –commercial, non-commercial, religious, etc. – that offer education

Cultural and Socio-cultural Organisations

Companies, Chambers, Trade Unions, Organisations for the Promotion of Regional Economic Development

Teachers & Learners, Students

Organisations for Educational Counselling, Youth Welfare Departments, Job Centre, further administrative institutions





Quantitative Surveys

Aim at: Obtaining an overview of the different topic areas

Qualitative Case Studies

Aim at: Embeddedness of quantitative data, Preconditions for success/failure, reasons for changes, etc.

Expert Meetings

Aim at: Verification of results and further exploration



Circle for Innovation in Further Education strategy for organizing lifelong learning 2008

- Strengthening motivation and responsibility
- Extending acknowledgement and acceptance of lifelong learning
- Facilitating the interchangeability of elements of the education program – Fostering Change Management
- Securing transparency and quality and expanding consulting
- Improving social and cultural integration through education
- Learning between the generations: Using the potentials
- Promoting learning in the civil society
- Extending learning in enterprises - Combining high-tech and further education
- Learning in the region – regional monitoring
- Learning without boundaries



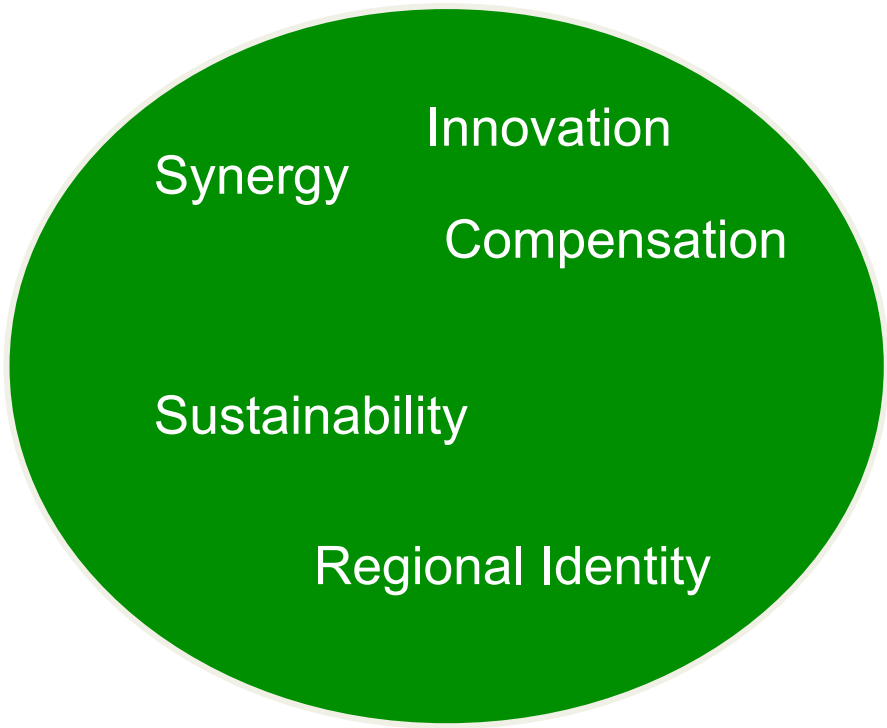
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Learning Regions: Networking of Institutions (Interorganisational Transfermanagement)



Vertikal Cooperation
of Actors

Horizontal
Cooperation of
Actors



Horizontal
Networks of
Actors

Vertikal Networks of
Actors



1

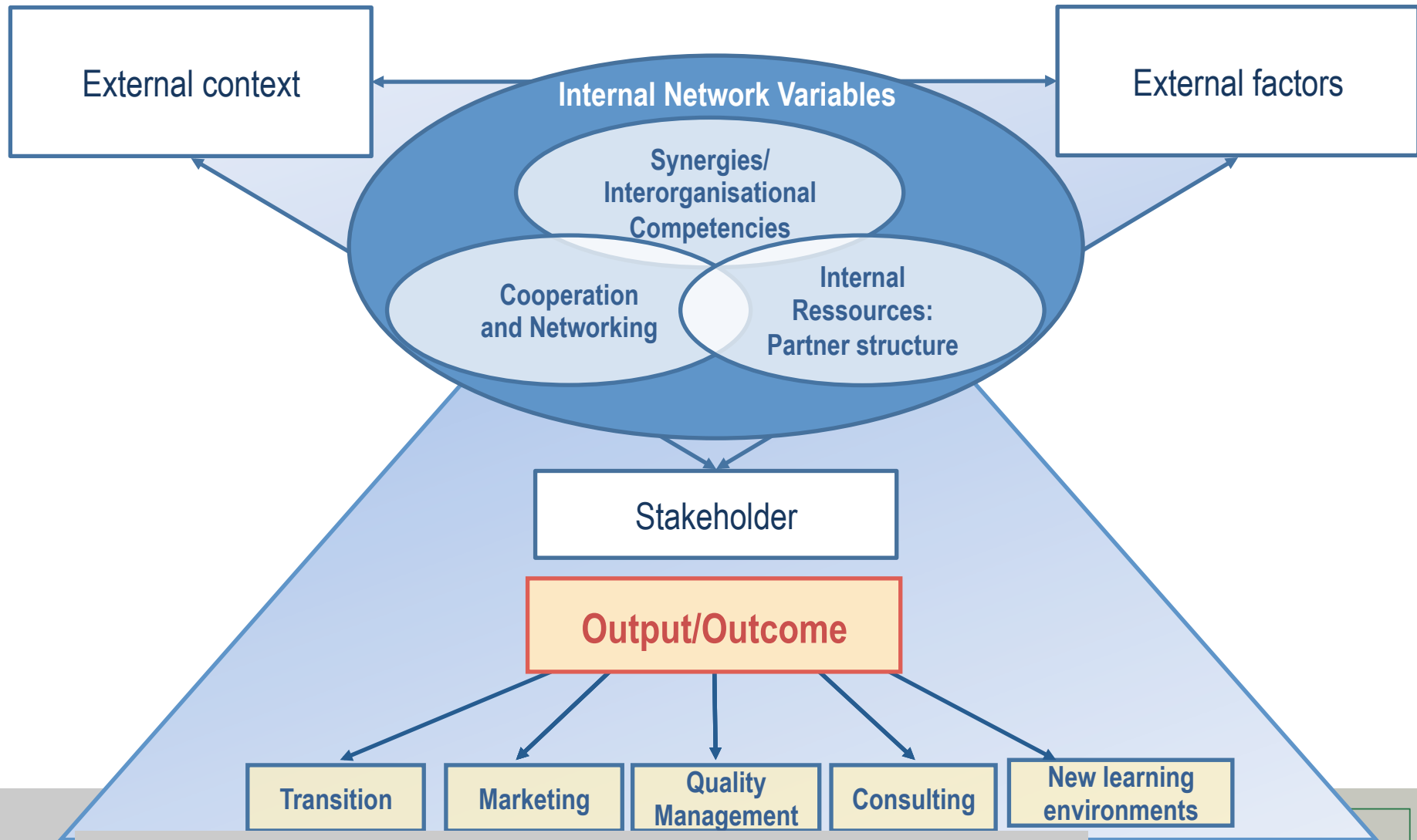
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Analytical Framework

3

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5





1

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Example: Drop Out

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5

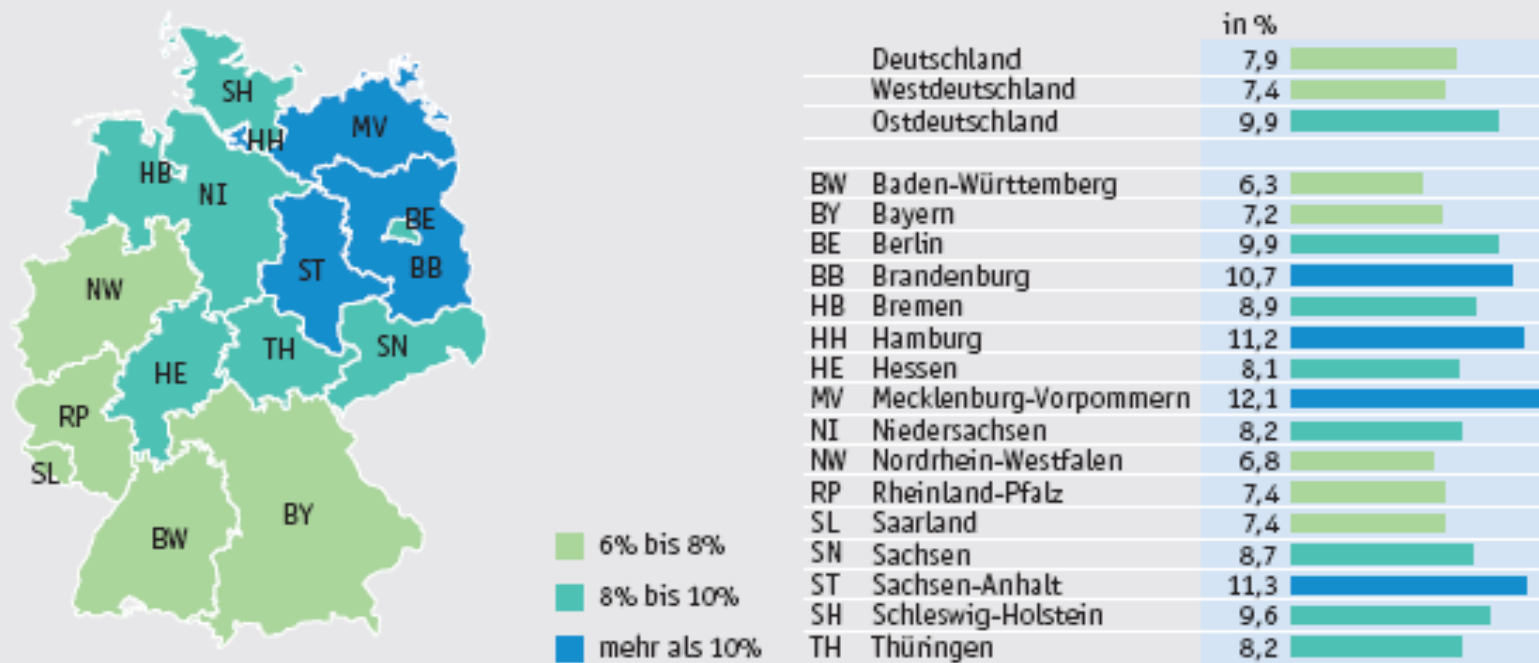
Example:

Dropout in the educational system

School/graduation drop out rates (youngsters without any school certificate)



Abb. D7-2: Abgängerinnen und Abgänger ohne Hauptschulabschluss aus allgemeinbildenden Schulen 2006 nach Ländern (in % der 15- bis unter 17-Jährigen)



Quelle: Statistische Ämter des Bundes und der Länder, Schulstatistik 2006/07; Bevölkerungsstatistik

Source: Bildungsbericht 2008, p. 87



Retakes

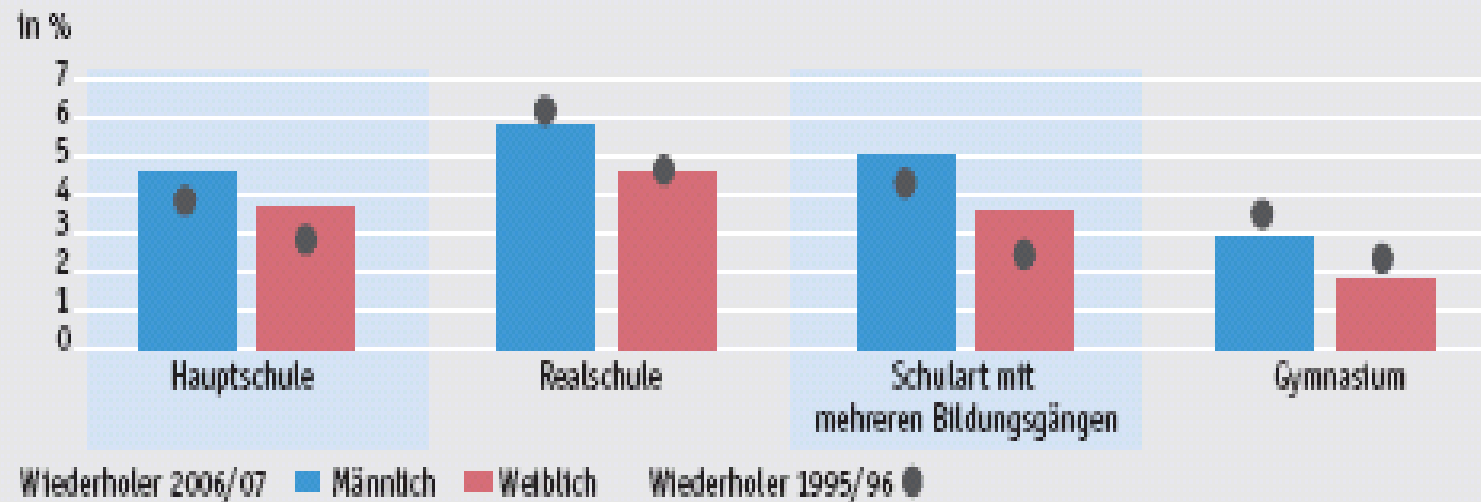
One of three pupils has delays in their school careers
(Bildungsbericht 2008)

234.000 pupils retake 2006/2007 the class
(between Primary and Secondary School II)
= 2,7% (Bildungsbericht 2008)

„Hard“ Dropouts without SCE

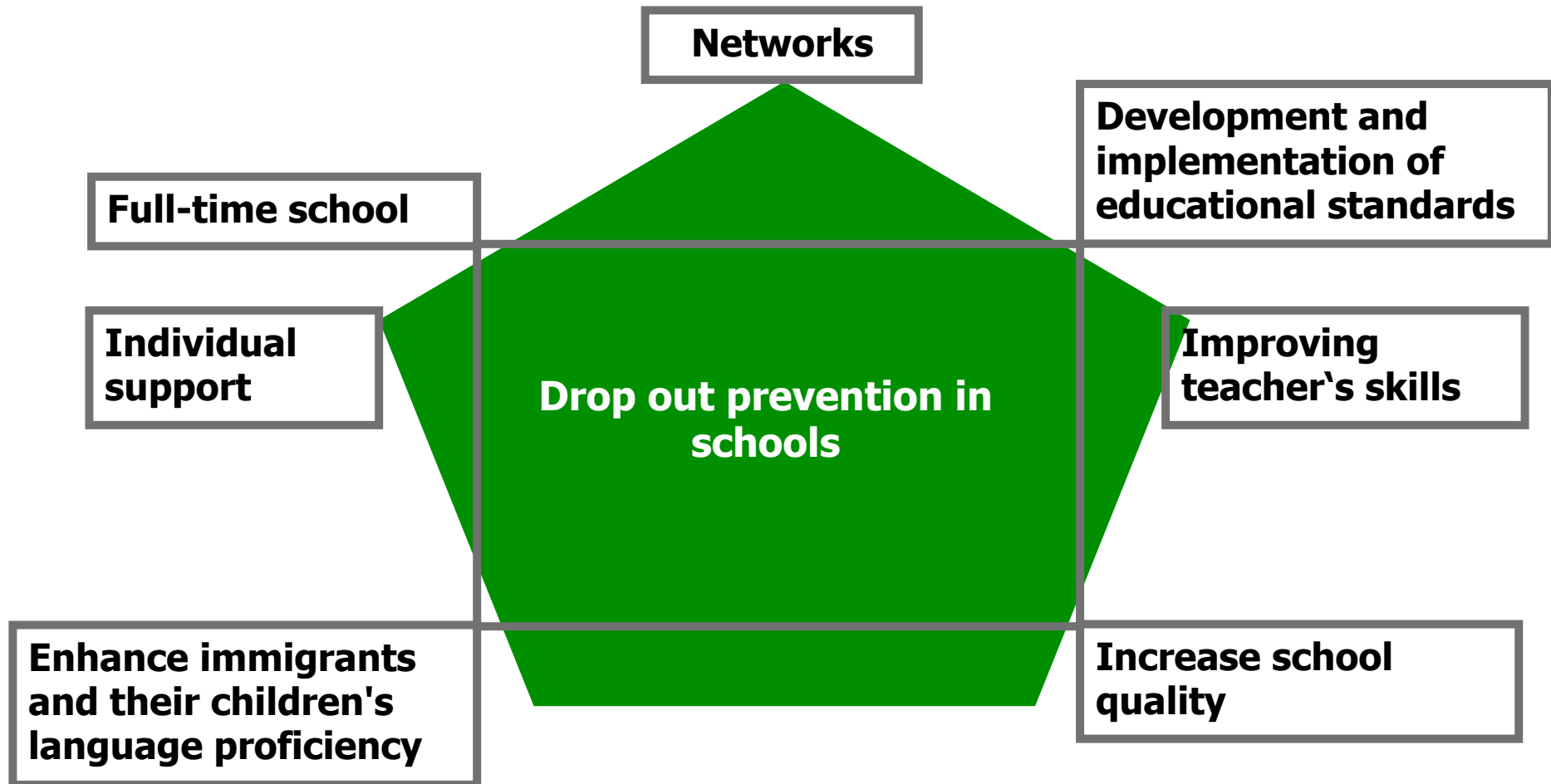
76.000 Pupils (8%) between 15 to 17 years of
age are 2006 without any School Certificate
(ohne Hauptschulabschluss)
(Bildungsbericht 2008)

Abb. D2-2: Entwicklung der Wiederholerquoten zwischen 1995/96 und 2006/07 nach Schularten* und Geschlecht (in %)



* Bundesweite Angaben zur Wiederholerzahl an Integrierten Gesamtschulen liegen erst ab dem Schuljahr 2004/05 vor.
Quelle: Statistische Ämter des Bundes und der Länder, Schulstatistik 1995/96 und 2006/07

Source: Autorengruppe Bildungsberichterstattung 2008, p. 70



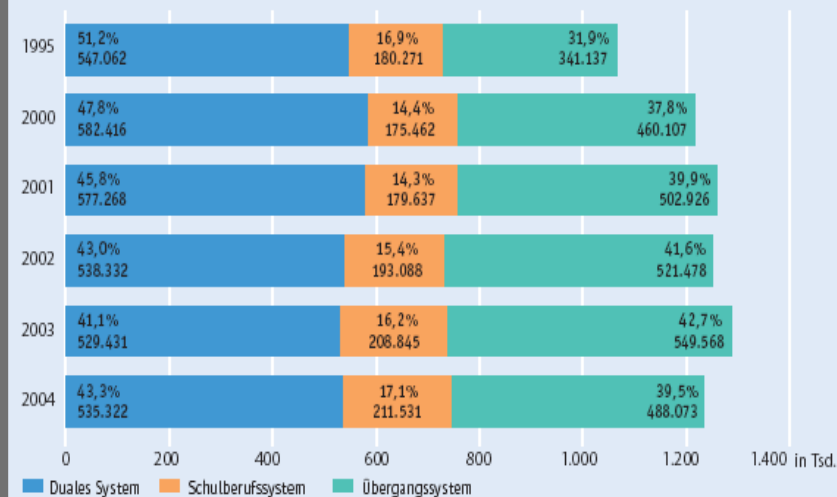


3 Subsystems:

(1) Dual System, (2) Vocational Schooling System (3) Transition System (Parallel)

Difficult transition between school – vocational training – job -> better cooperation between educational system and labor market mismatch

Abb. E1-1: Verteilung der Neuzugänge auf die drei Sektoren des beruflichen Ausbildungssystems 1995 und 2000 bis 2004



Erläuterungen vgl. Tab. E1-1A
Quelle: Statistische Ämter des Bundes und der Länder, eigene Berechnungen und Schätzungen auf Basis der Schulstatistik; Bundesagentur für Arbeit, eigene Berechnungen

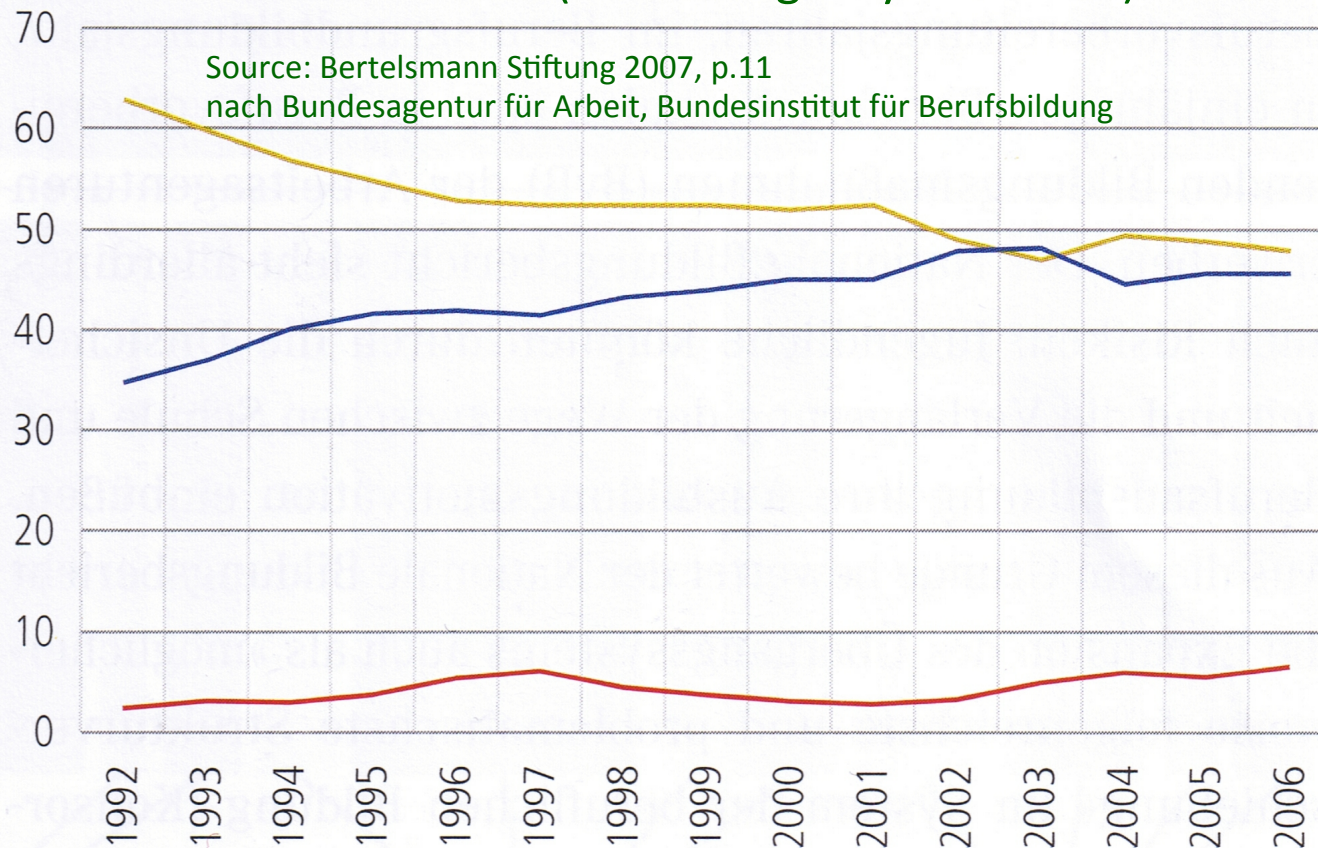
Strengthening the Dual System !!

Vocational schooling system grows marginally

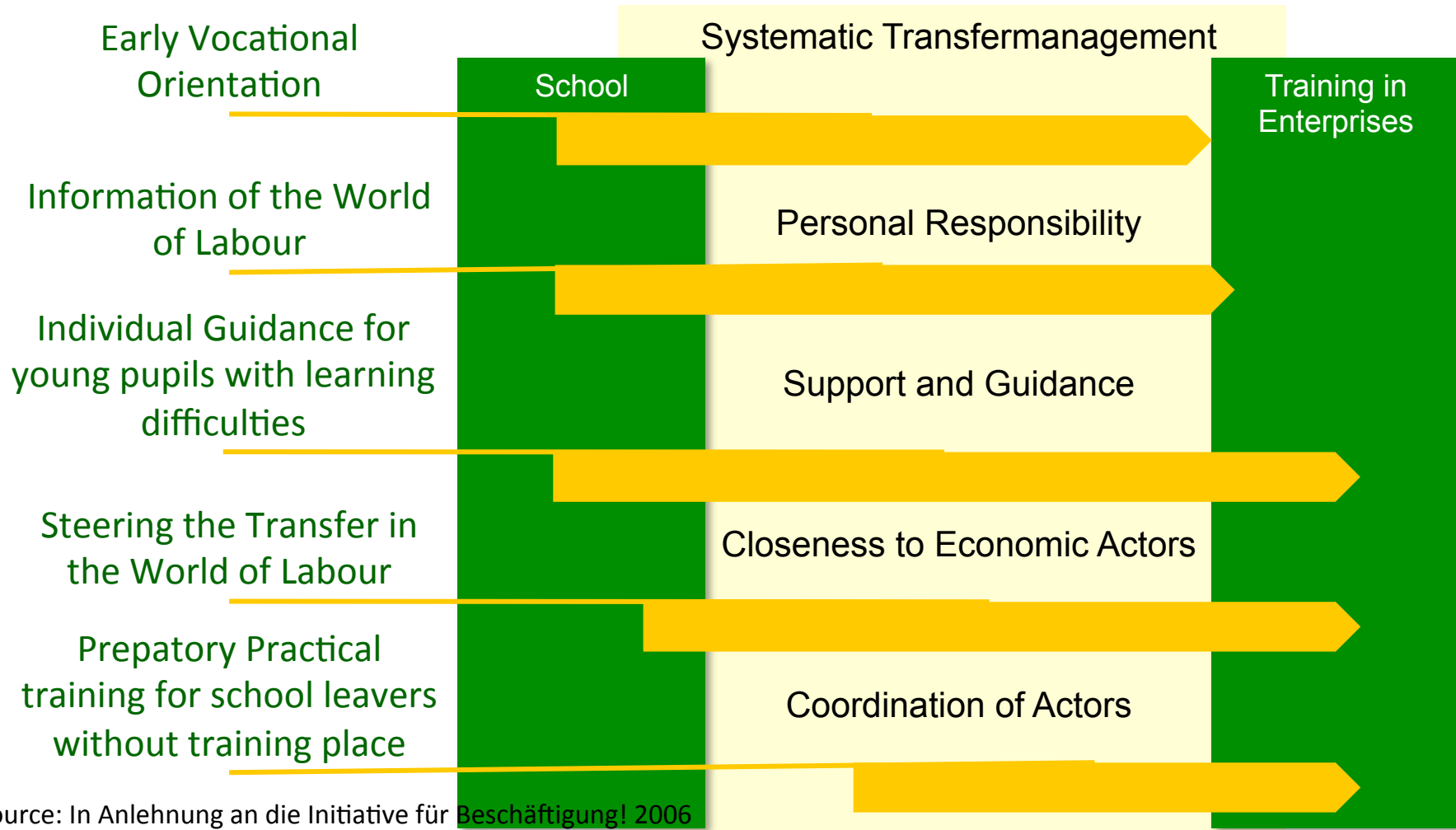
Source: Konsortium Bildungsberichterstattung 2006



Applicants registered at the Bundesagentur für Arbeit (Federal Agency of Labour) in %



- Vocational Training (Dual System and School System)
- Alternative Transfersystem (preparation courses, practica, Basic Training ...)
- Not in transfer, unemployed





Preserve the quality
of instructors

Problem-based,
project-oriented
Learning

**Transition management in
Vocational training**

Modul-based
curricula

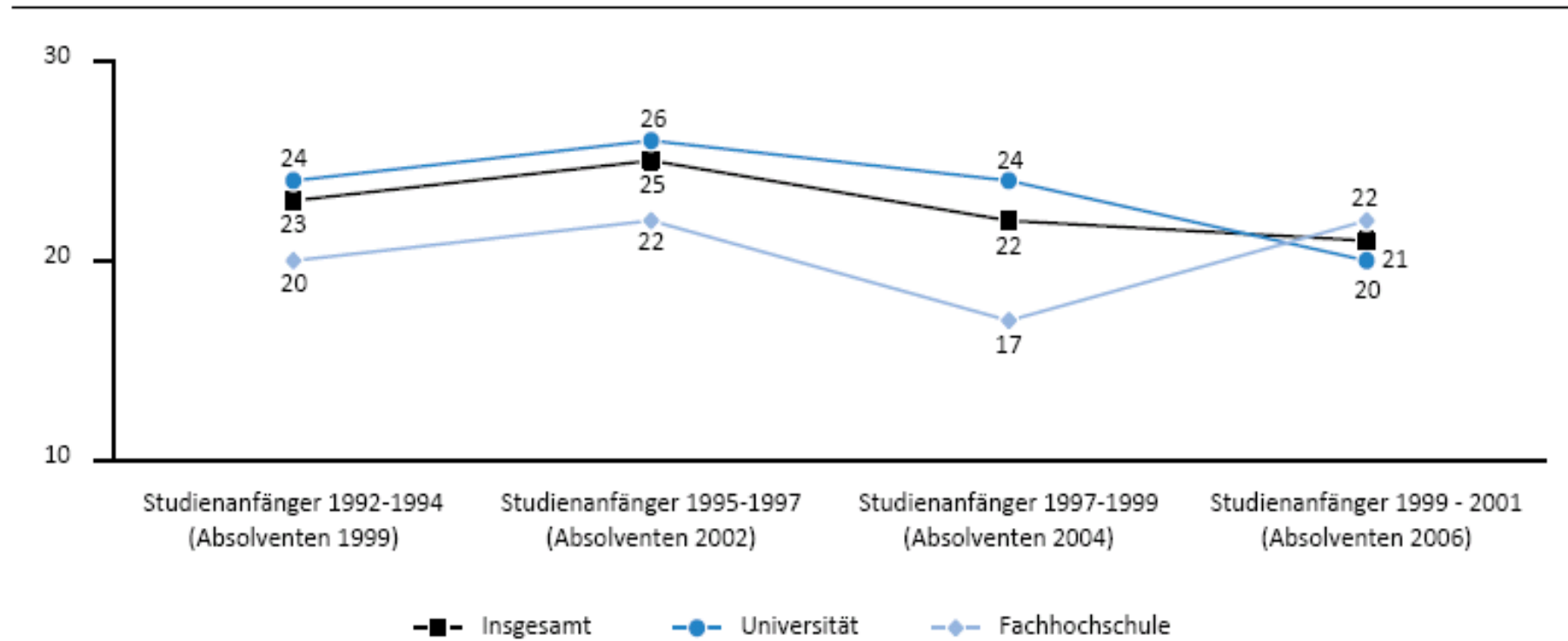
Intensifying access
tests and educational
counselling



2

Entwicklung der Studienabbruchquote für Universitäten und Fachhochschulen

Angaben in %



HIS -Studienabbruchuntersuchung 2008



- **Definite educational standards (curricula/training regulations)**
- **Different educational alternatives (theoretical orientation but also practical orientation)**
- **Avoiding overstrain and under challenging (regional networking)**
- **Opportunities to “correct” school, professional, and academic careers (counselling)**
- **„second chances“ for „drop-outs“**
- **Individualized pedagogical reference (teaching and learning)**



- Remedial (additional) education for weak learners
- Vocational counselling, school psychology, social work in schools
- Off-curricula activities (associations, youth welfare service, youth social work)
- Continuous feedback on school and learning performance (not only grades)
- Intensive, selective teacher education, educating the educators
- Further education for pedagogical personnel
- Positive image of a learning culture



1

2

3

4

5

Cooperation and Networking



External context

Internal Network Variables

External factors

Synergies/
Interorganisational

**Cooperation
and
networking**

Internal
Actor
Structure

Stakeholder

Output/Outcome

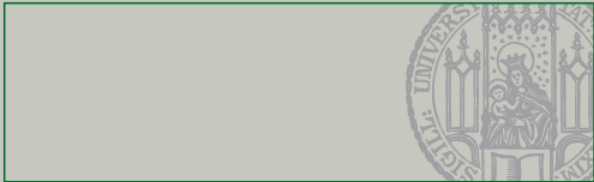
Transition

Marketing

Quality
Management

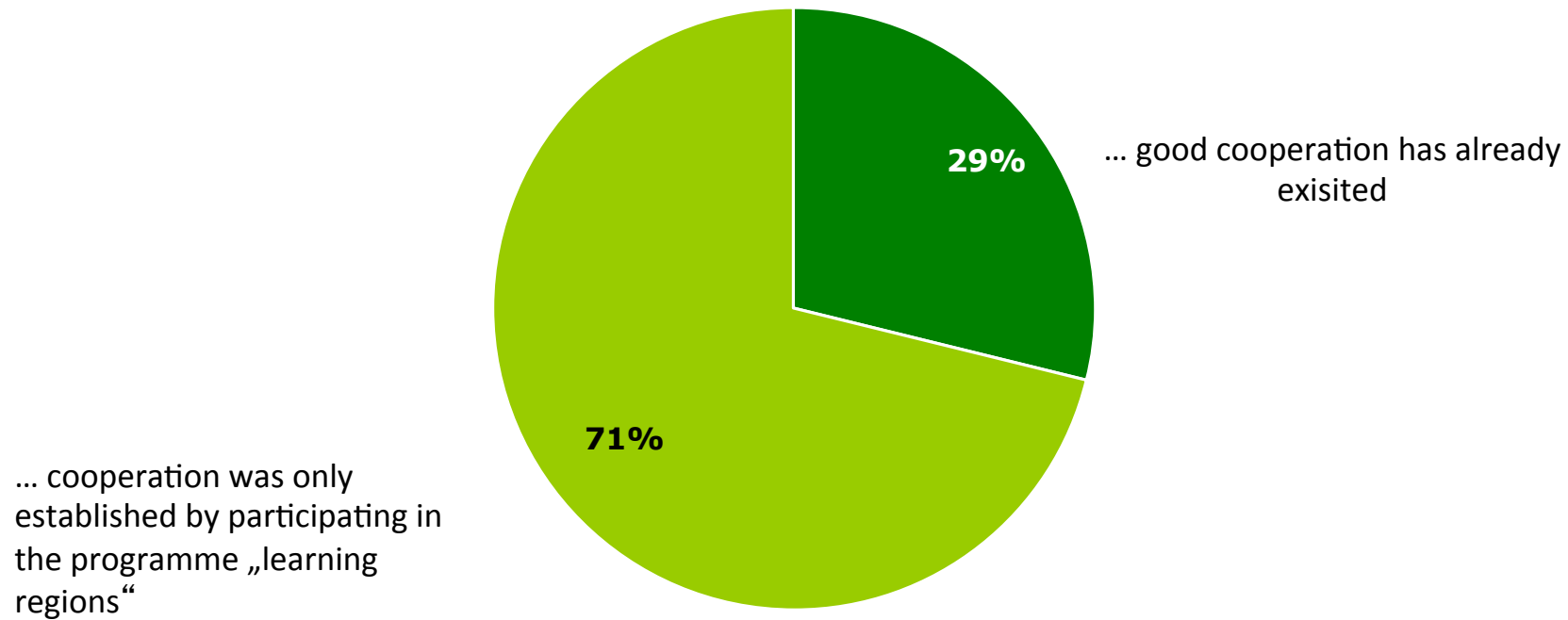
Consulting

New learning
environments



n = 52 Networkmanagers

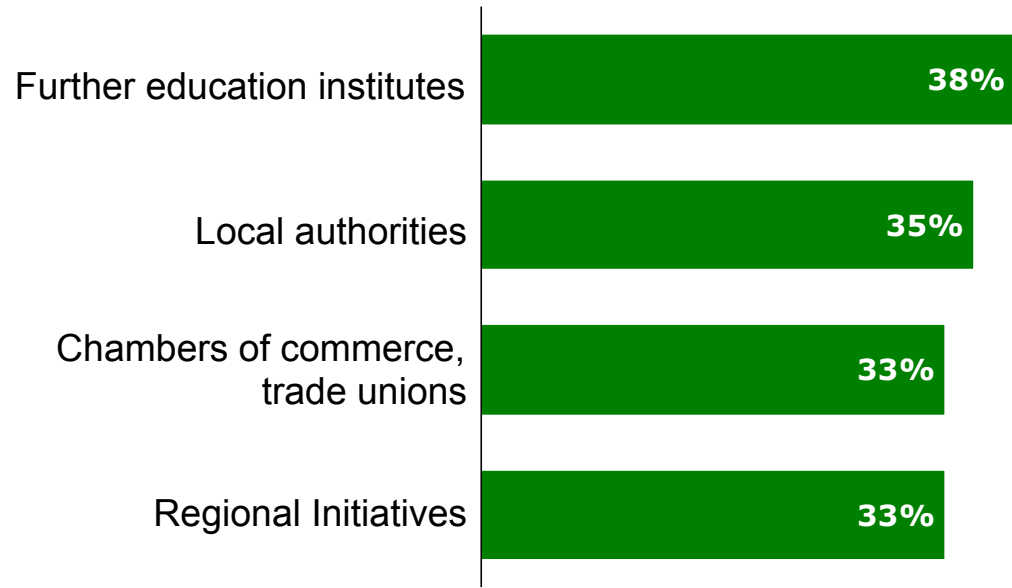
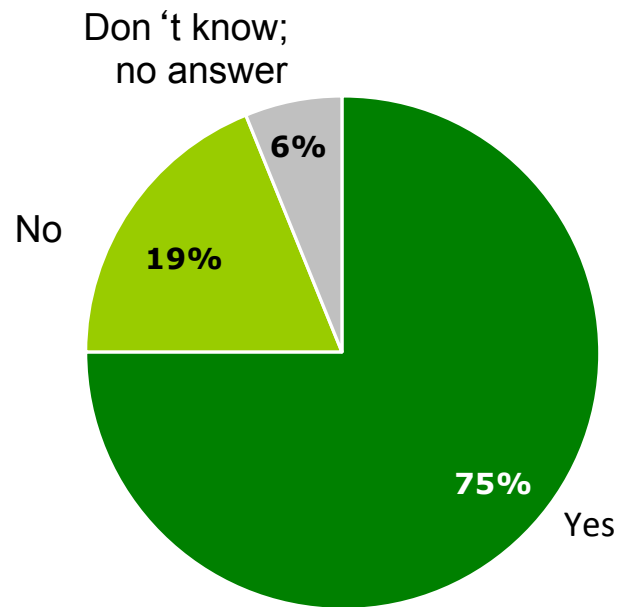
Between the majority of the network partners ...



N = 52 Networkmanagers

... more connections to network partners than the average partner has?

Who are these partners? (more than one answer was possible)





External context

Internal Network Variables

External factors

Synergies/
Interorganisational
Comp

Cooperat
and Netw

**Internal Resources:
Partner
Structure**

Stakeholder

Output/Outcome

Transition

Marketing

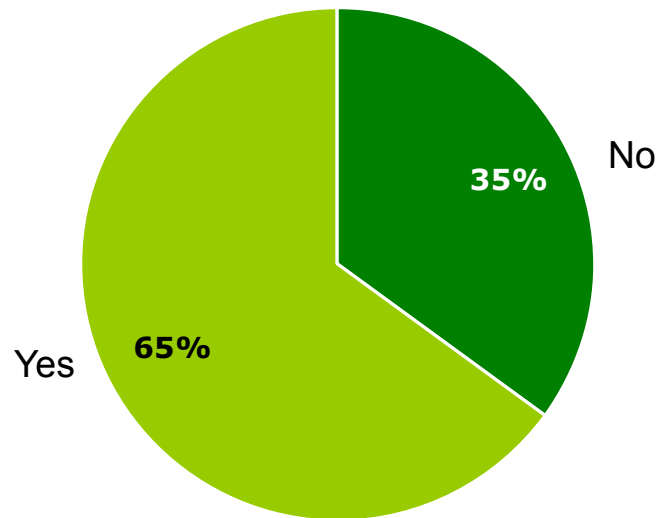
Quality
Managemen

Consulting

New learning
environments

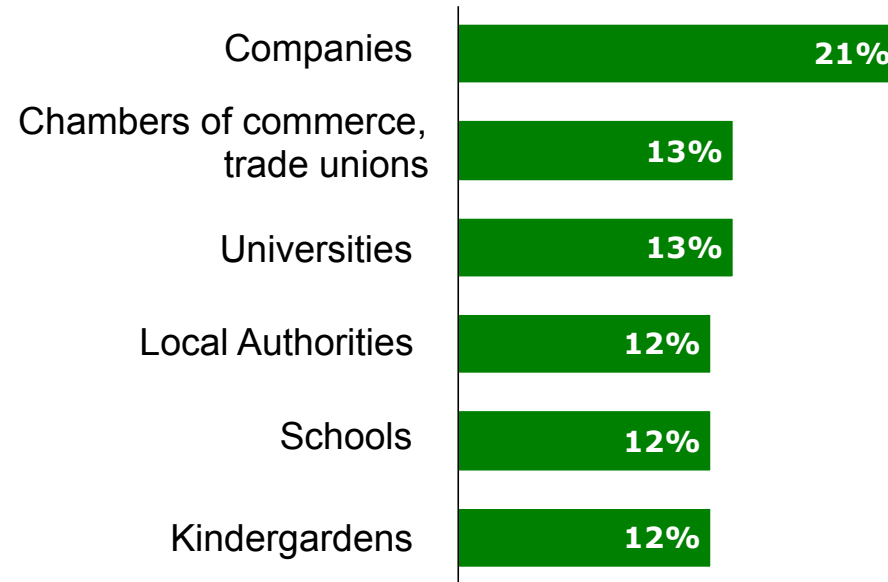
n = 52 Networkmanagers

Are all important partners represented in the network?



Who should be represented more intensely?

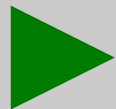
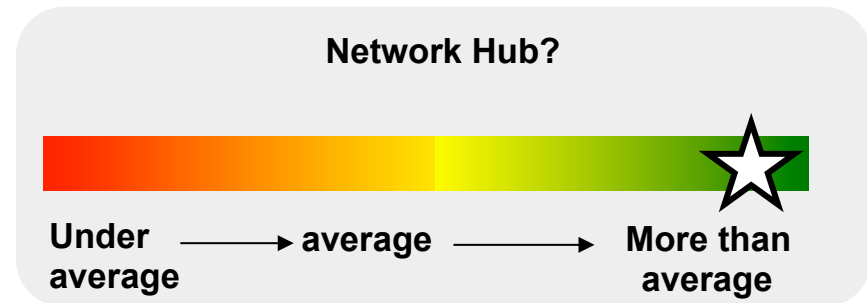
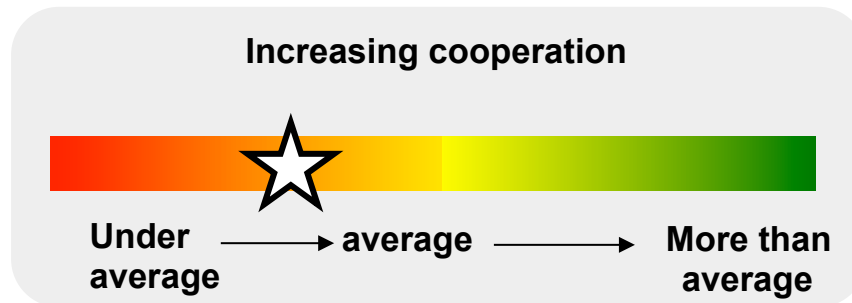
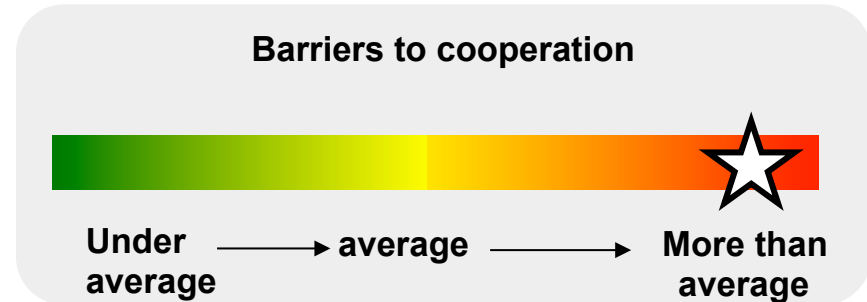
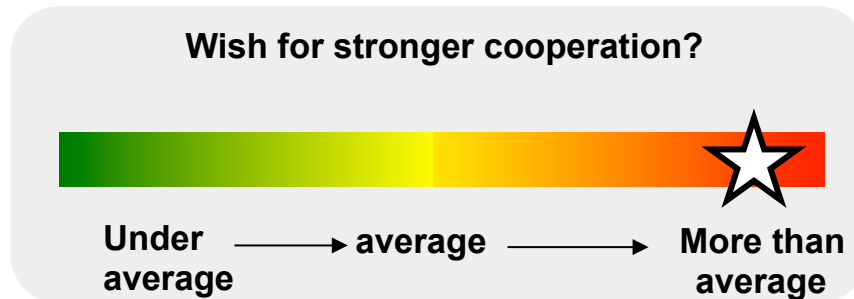
(more than one answer was possible)



Cooperation profile of local authorities



n = 52 Networkmanagers



The cooperation with local authorities did increase but the lack of interest on the side of the authorities is still a core barrier. An intensified cooperation with local authorities is a main goal of the networks.

In essence: Integration started, cooperation has not yet reached its full potential!



Barriers for Cooperation

- too dominant within the network
- low budgets of local authorities (oftentimes only verbal support)
- very high investments in terms of time and energy in convincing and explaining LR purposes
- **Barriers within the organisational structure, culture and administration**

**Local
authorities**



Barriers for Cooperation

Overcoming the Barriers

Local
authorities

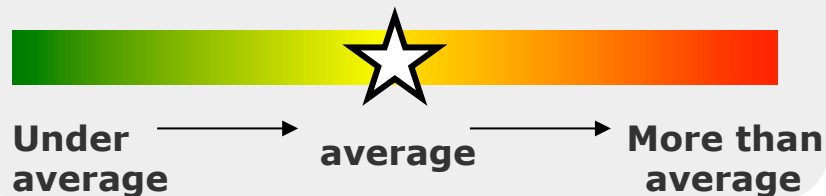
Benefits for the network

- „Door opener“ - effect
- Financial support of the network or single projects
- **Support of sustainable structures in learning regions**

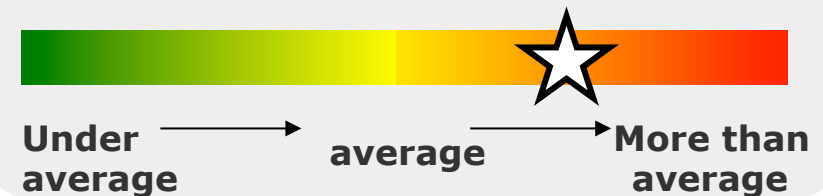


n = 52 Networkmanagers, 2006

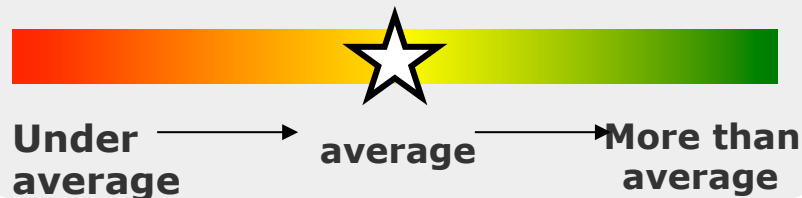
Wish for stronger cooperation?



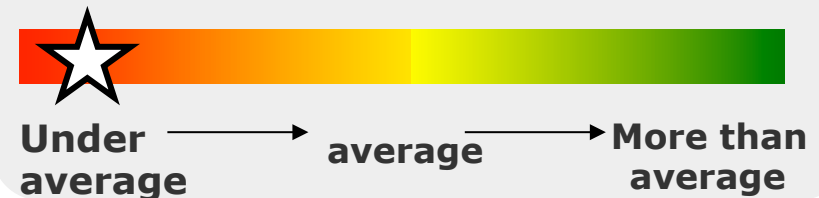
Barriers to cooperation



Increasing cooperation



Network Hub?



Schools are mostly part of the networks but they are rarely network hubs. In spite of the sometimes as protracted criticised decision making processes the networks often wish a stronger cooperation with schools.

In essence: : Integration is mostly successful, the process of integration is sometimes difficult.



1

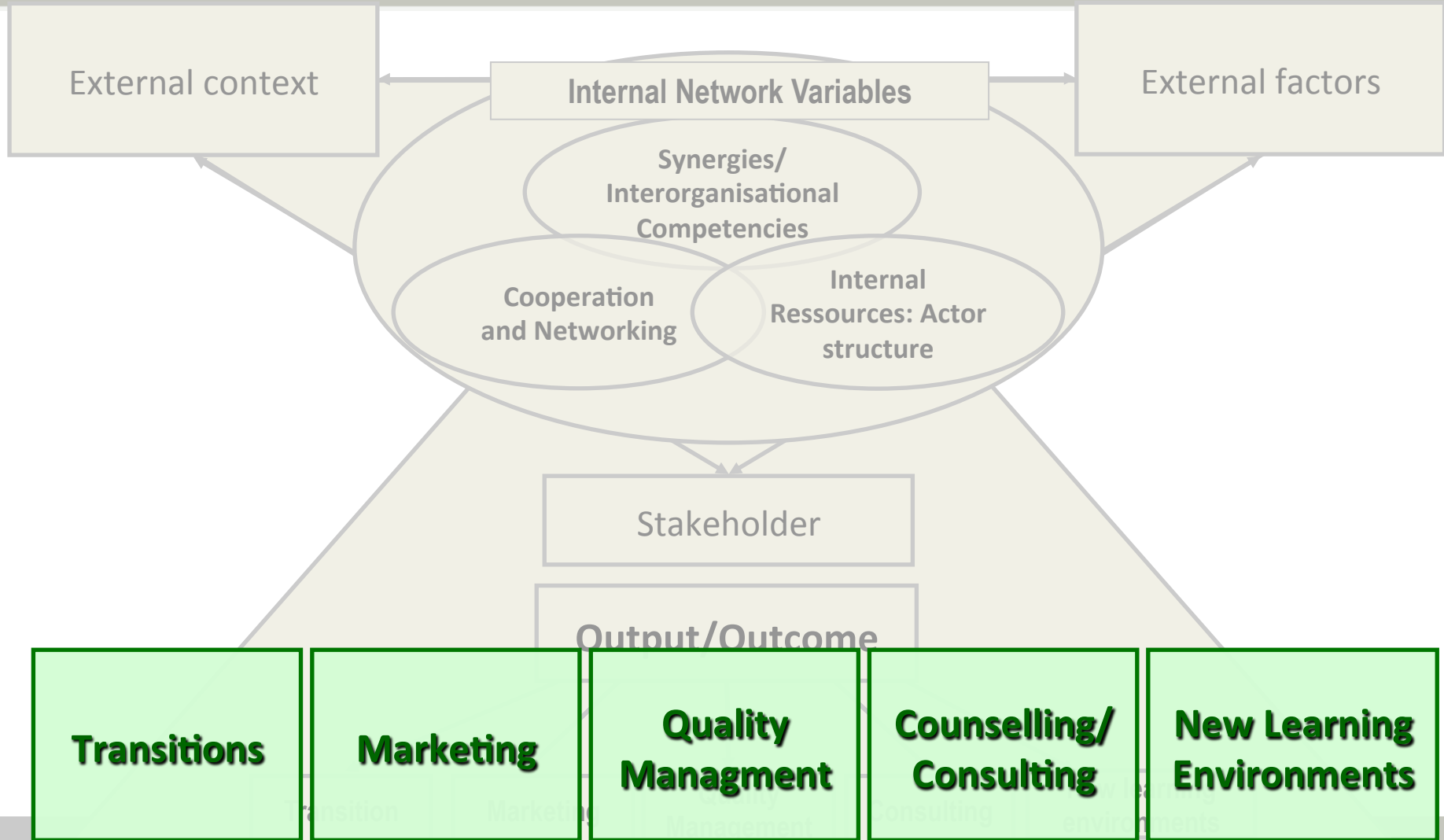
2

3

4

5

Partnership: and Public Industrial Fields





Educational Marketing

Offers

- 96% of all network managers say their network has activities in Educational Marketing (Rank 1)
- A broad variety of activities (z.B. Homepage, learning festivals, concepts for small projects)
- Create experiences that people will remember, that offer potential for personal identification

Success Factors

- Oriented on the vision of the region (concepts need to be closely connected to regional traditions)
- Good cooperation with local press
- Clear marketingstrategy (place/distribution-, product-, publicrelation/communication-, pricepolicy)
- Presentable successes of the network

Core Barrier

Missing overall marketing strategy of the network; diffuse image of the learning region



Educational Counselling

Offers

- 94% of all network managers say they offer consulting/counselling services (Rang 2)
- Counselling on further education, learning, accreditation of informal/nonformal learning, orientation,
- face-to-face, online, by databanks, via email, Chat or streetwork

Success factors

- Create counselling offers that suit the local peoples needs
- Positive atmosphere in the institution (open access)
- Specific professional skills (background knowledge about the target group)
- Neutral interest offer in favor of the customer

Core Barrier

Deficits in cooperation among educational/ counselling organisations (competitiveness, self-interest, employee fluctuation)



Analysis of regional demands,
integrated visions and aims of
educational and industrial
cooperation partners

Combination and concentration of
Regional resources

Development of social cohesion,
exchange of experience,
creating confidence

Public and private partnerships for
problem solving (higher and further
education, school development,
vocational training)

Leadership-competence: developing
partnerships

Network-construction Openness
towards new partners

**Strong commitment of the community
ensures sustainability**

LMU

LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN



*Thank you
for your attention!*

Prof. Dr. Rudolf Tippelt

Department of Pedagogy

LMU

LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN

THE PRIVATE SECTOR AND LEARNING REGIONS

Paolo Federighi

Florence University and Earlall



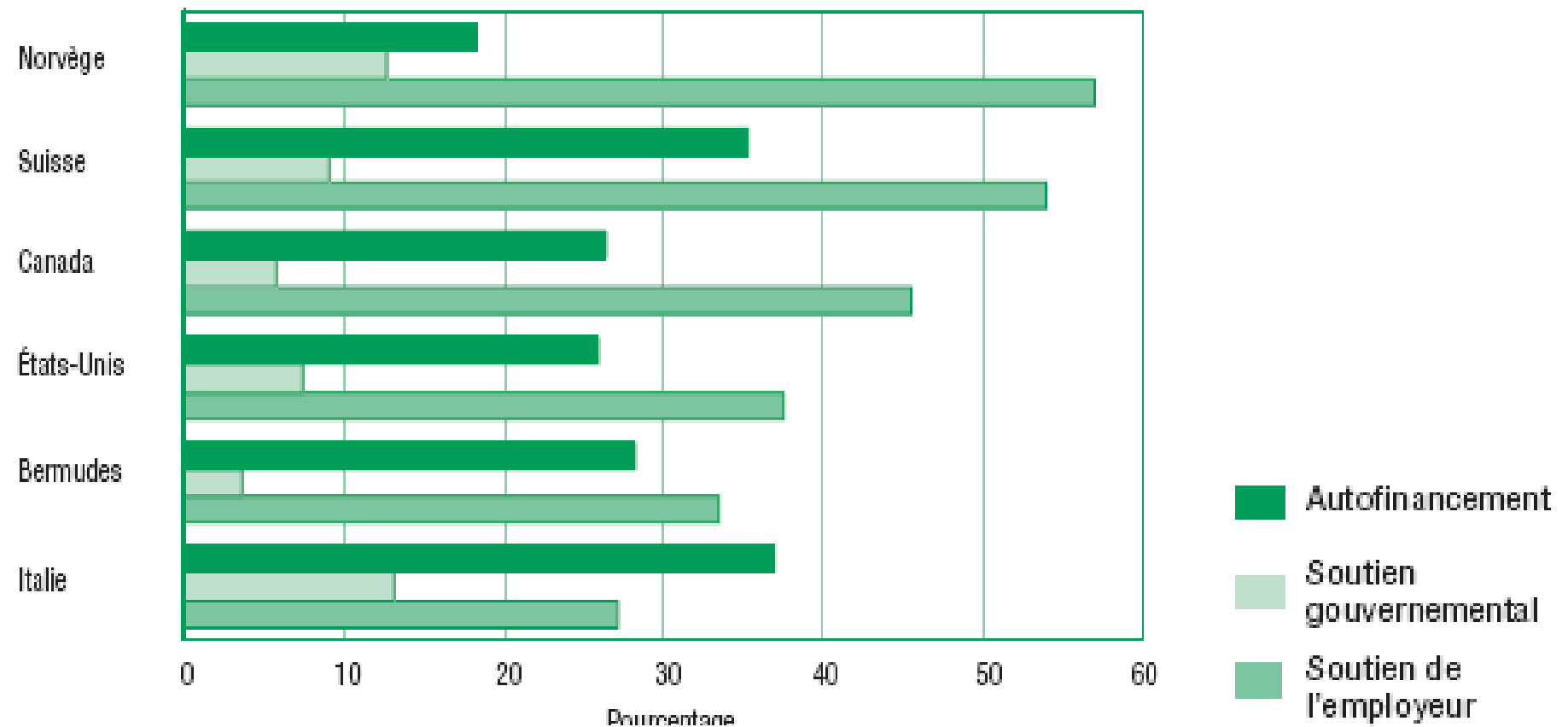
1. Private basic role

1.1. **Buyers** of learning opportunities
(enterprises and households)

1.2. **Providers**
(private organisations)

Sources de soutien financier à l'éducation et à la formation des adultes

A. Pourcentage des hommes participant à l'éducation et à la formation des adultes qui reçoivent un soutien financier de diverses sources, population de 16 à 65 ans, 2003



1.1. Buyers

Facts

- 5 over 6 are private buyers
- 2 over 3 are entrepreneurs

Consequences

Employed people (or relatives of) can be trained

Non active and unemployed people much less

1.2. Providers: some basic characteristics

Economical goals

- Profit
- Non profit dependent
- Non profit independent

Organisational dimension

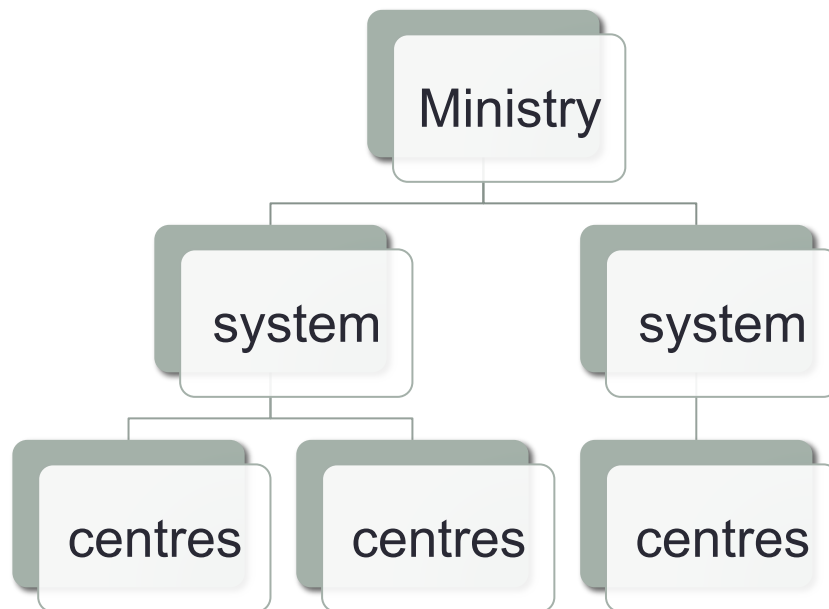
- Local/regional
- National
- Global

Specialisation

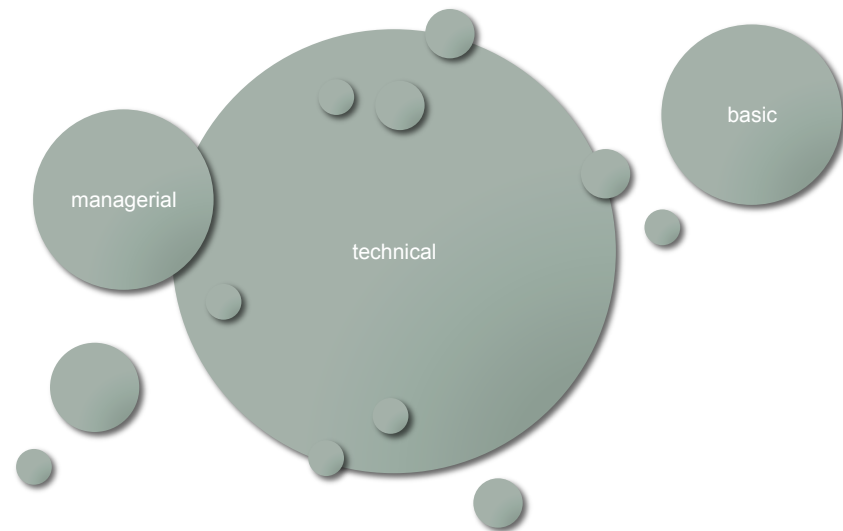
- Basic or advanced education
- Managerial
- Technical

2. A new structural model

From just State driven system



To some systems and diversified markets (x target, object and costs)



3. Functions of Regional Policies

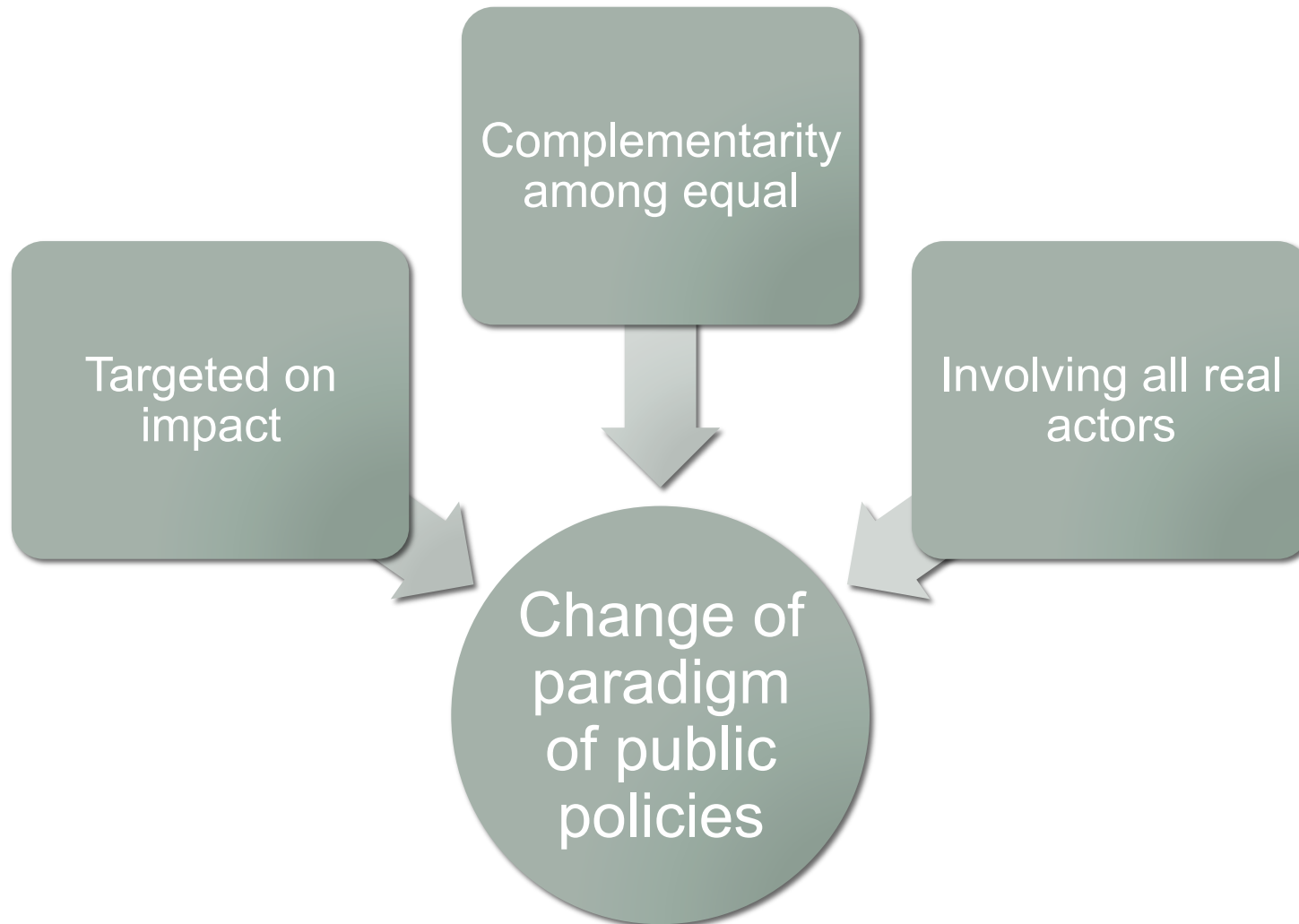
Correction and regulation of individual demand through different stimulus

Correction and regulation of supply through different stimulus

Direct provision of public supply (compensation)

Synergies among public and private sector

4. Synergies



5. Youth policies as exemplar field

Youth are group of **population largely involved in public policies**

- Important results during the last 100 years

The current political model is unable to avoid the fact that European youth:

- **Enter too late into the Labour Market**
- **Spend too much time within the school system according to the learning outcomes**
- **Are more and more poor**

6. The detention strategy

- Better trained youth have better chance to have a decent job even during the crisis
- But no better PISA results despite reform of curricula
- And NEET are increasing even when Drop-out ratio decrease

Less Drop-outs

Drop-outs from education and training (%)

Region	2009	2008
Baden-Württemberg	9,5	10,1
Rest of Spain	31,2	31,9
Bsque Country	12,6	14,1
Centre (IT)	13,5	14,5
Südösterreich	7,1	8,2
Norra Sverige	11,6	12,3
Wales	17,6	18,4

Source: OSA Project Indicators

More NEET

Youth neither in school nor working (18-24). %

Region	2009	2008
Baden-Württemberg	9,4	8,5
Northeast (Spain)	16	12,2
Basque Country⁵	9,9	
Centre (IT)	16,4	14,9
Südösterreich	10,5	7,9
Norra Sverige	15,2	12,5
Wales	19,5	16,6

Source: OSA Project Indicators



6. The detention strategy

The aims are significant for the youth population
and for the European strategy too?

Employment rate

Employment rate aged 15 and 24, 2009, by sex

OSA PROJECT REGIONS/EMPLOYMENT RATE	MEN	WOMEN
Baden-Württemberg	90,7	92,9
Basque Country	65,7	71,6
Tuscany	83,6	80,4
Steiermark	90,0	90,1
Mellersta Norrland	s.d.	s.d.
Wales	78,2	82,7
TOTAL analyzed regions	87,5	89,8

Source: OSA Project Indicators

Unemployment rate

Evolution rates of unemployment from 15 to 24 years

OSA PROJECT REGIONS	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
Baden-Württemberg	8,3	6,6	6,8	8,8	11,0	9,6	7,4	5,4	3,7	5,7	5,1
Basque Country	31,5	19,2	17,1	20,8	19,1	24,5	23,4	22,2	21,3	25,6	29,0
Tuscany	17,8	14,4	13,7	15,4	16,7	16,0	15,0	16,2	16,9	16,9	20,9
Steiermark	10,0	6,8	8,2	7,5	8,3	7,3	5,9	5,8	6,3	6,3	5,3
Jämtlands länd	33,6	26,0	21,1	17,2	19,7	17,6	12,8	14,2	13,7	9,7	16,0
Wales	19,9	15,9	14,5	13,7	13,7	11,8	13,1	14,0	14,3	15,7	16,8

Source: OSA Project Indicators



7.1. blended model (duale)

7.2. embedded learning and workplace learning

Giving youth the chance to have a job experience, a task for entrepreneurs and for the public sector

8. Power and proximity

Regional governments can do that –in a frame of multilevel governance- because:

- Legislative and financial power
- Proximity to local labour market and relation with market of education



Learning Regions and Learning on Place

Dr. Jutta Thinesse-Demel

LRD

Association Learning Regions Germany

70 German Learning Regions

Lernende Regionen



Das Lebenslange Lernen wird Wirklichkeit in den Lernenden Regionen: Dauerhafte Netzwerke über Bildungsbereiche hinweg schaffen Angebote von neuer Qualität mit individuellen Zugängen.

Die 70 Netzwerke

im Programm „Lernende Regionen – Förderung von Netzwerken“ des Bundesministeriums für Bildung und Forschung



Das Programm „Lernende Regionen – Förderung von Netzwerken“ ist ein Programm des Bundesministeriums für Bildung und Forschung mit Beteiligung aller Länder und Kooperationspartnern aus dem Europäischen Sozialfonds der Europäischen Union.





Goals 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
- interlock general, political and vocational education and training to a greater degree
- reinforce cooperation between education policy, employment policy, labour market policy



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 out 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



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





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

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
- Zollernalb: propagation of WB and Blended Learning
 - In-company-further-training
 - Strengthening the citizen’s online competencies



Interlocking and permeability of educational domains

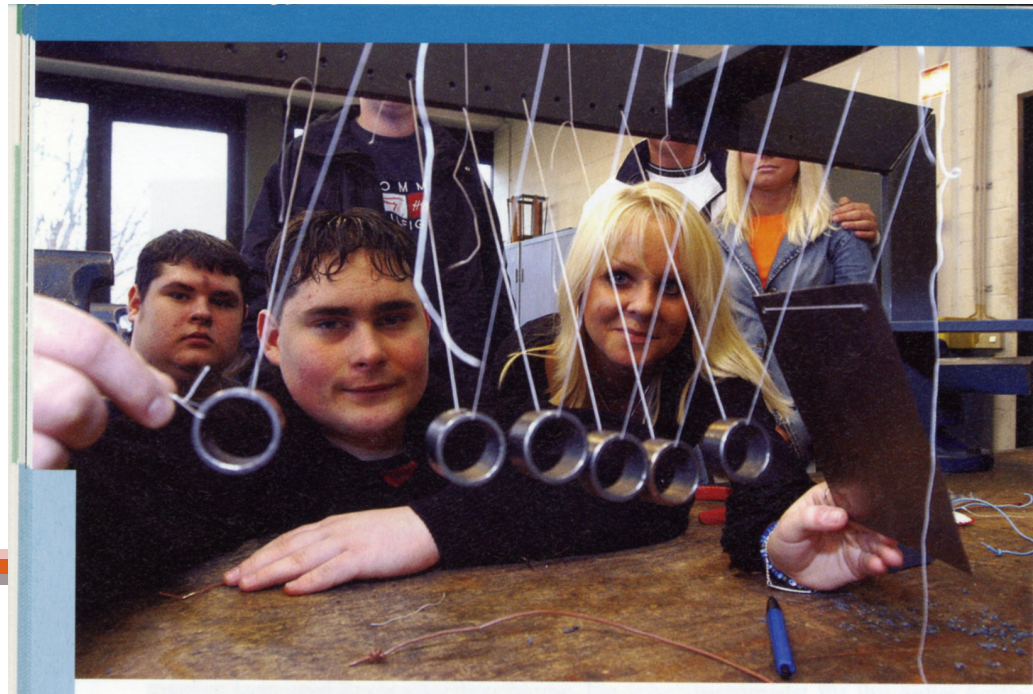


- transition from school to working life
- certification of informal learning
- modularization of learning contents
- flow of information between responsible bodies in different domains
- building networks among different providers and procedures of recognition

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





- 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

2008: 35.000

2010: 35.000



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

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)



Started in Learning Regions: 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





Program Idea of Learning on Place

- **5-year-programme in prosecution of Learning Regions (8-year-programme)**
- **Communities build up a coherent management structure for education and learning , specifically at non-formal level**
- **Common initiative of the federal ministry for education and research (BMBF) and German foundations**
- **Financed by a split of BMBF and esf + foundations : expertise and knowledge („godparenthood“) – but no money-support**
- **Models should be developed which are transferable into other regions and cities – also those who are not involved into this programme**

Specific core areas

- Transitions in all aspects
- Learning workshops
- Low-levelled guidance-system, e.g. for job-orientation
- Intercultural diversity
- Interface diagrams of all learning activities
- Bundling of all diverse systems of learning in one structure
- Challenge: cooperation of all community-institutions





40 participating regions

40 Lernende Kommunen in Deutschland			
Bundesland / Anzahl	Lernende Kommune	Bundesland / Anzahl	Lernende Kommune
BADEN-WÜRTTEMBERG / 3	Stadt Freiburg im Breisgau Stadt Mannheim Rems-Murr-Kreis	NORDRHEIN-WESTFALEN / 8	StädteRegion Aachen Kreis Borken Stadt Duisburg Stadt Essen Stadt Herne Stadt Köln Kreis Lippe Kreis Recklinghausen
BAYERN / 5	Stadt Kaufbeuren Landkreis Lindau (Bodensee) Landkreis Mühldorf am Inn Landeshauptstadt München Stadt Nürnberg	RHEINLAND-PFALZ / 2	Stadt Speyer Stadt Trier
BRANDENBURG / 2	Landkreis Barnim Landkreis Elbe-Elster	SAARLAND / 1	Regionalverband Saarbrücken
BREMEN / 1	Freie Hansestadt Bremen	SACHSEN / 3	Landeshauptstadt Dresden Landkreis Görlitz Stadt Leipzig
HAMBURG / 1	Freie und Hansestadt Hamburg	SACHSEN-ANHALT / 1	Stadt Dessau-Roßlau
HESSEN / 3	Stadt Frankfurt am Main Stadt Offenbach Rheingau-Taunus-Kreis	SCHLESWIG-HOLSTEIN / 1	Hansestadt Lübeck
MECKLENBURG-VORPOMMERN / 3	Landkreis Müritz Landkreis Ostvorpommern Landkreis Uecker-Randow	THÜRINGEN / 2	Stadt Erfurt Kyffhäuserkreis
NIEDERSACHSEN / 4	Landkreis Osnabrück Stadt Osnabrück Landkreis Sołtau-Fallingb.ostel Landkreis Stade		

Rudolf Tippelt:

The public sector and learning regions

- are actors from the public sector still dominant?
- public and private sector have to cooperate!
- role of local authorities?
- role of schools?
- strong commitment of the community ensures sustainability!

Paolo Federighi:

The private sector and learning regions

- start: private basic role
- Do we need a new structural model?
- synergies among public and private sector?
- example: youth policy
- do we need a legislative and financial power more related to the market of education?



Questions left?

Dr. Jutta Thinesse-Demel, chair of the board of LRD,

Email: jutta.thinesse-demel@lrd-ev.net

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr

**NUR FÜR
NEUGIERIGE!**

Lernfestival 2011



NUR FÜR NEUGIERIGE!

Only for the curious (people)!

www.lernfestival.ch

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr

**NUR FÜR
NEUGIERIGE!**

Who are we?

SVEB Swiss Federation for Adult Learning

Switzerland: Population: 8 Million

Federal Republic, 26 Cantons

4 linguistic regions, 4 national languages:

German, French, Italian (Romansh)

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr

**NUR FÜR
NEUGIERIGE!**

History

1996 first Lernfestival / only all 3 years

since 2009 every year / 2nd week of September

Money subsidised by BTT and a lot of voluntary work

Patronage UNESCO Switzerland and Forum WB

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr

**NUR FÜR
NEUGIERIGE!**

My main actor



Lernfestival
Festival de la formation
Festival della formazione
Festival da furmaziun

our mascot, called Knüddel
is used to promote a learning city or region!

www.lernfestival.ch

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr



The big BANG / or what is important

National Grand Opening
(Policy and Learning)

- Awards for Biographies and Projects

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr

**NUR FÜR
NEUGIERIGE!**

National Opening



Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr

**NUR FÜR
NEUGIERIGE!**

Lernfestival 2011: NUR FÜR NEUGIERIGE!

24 hours



Friday, September 9 to Saturday, September 10
5 pm to 5 pm

www.lernfestival.ch

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr

NUR FÜR
NEUGIERIGE!

Impressions of the Lernfestival 2011



www.lernfestival.ch

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr

NUR FÜR
NEUGIERIGE!

Impressions of the Lernfestival 2011

Romandie



Ticino



Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr



What happened?

27 Actions, 800 Events, 6000 visitors

Language, Literature, gardening, vocational trainings, museums, theater, wine tasting, bakeries, craft-works, gymnastics (80 +), technology, health, storytelling, sleep overs,

It depends on the organisator (coordinator)

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr



The concept

- 24 hours of learning (city, region, canton)
- coordination: person, network, institution
- location: inhouse, outside.....

- We provide
 - posters g / f / i (we print)
 - 24 hours flyer g / f / i
 - Toolkit (ideas, mediawork, sponsoring)
 - Promotion Material, Workshops
 - www.lernfestival.ch (calender)

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr



Task of the Coordinator

Organizing the event: 24 hours, (Politicians)

Making the own promotion, mediawork

Type in all the events on our national calendar

Dispense all the flyers and put up the posters

Make visible, where an event takes place

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr



**NUR FÜR
NEUGIERIGE!**

What makes learning visible?

- New medias (facebook, twitter)
- Flashmob „book-crossing“
- Special Action Day „ich lerne / sign in / picture contest
- all 3 years: Awards Best Learner, Best Project

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr

NUR FÜR
NEUGIERIGE!

Organized Activity: Bookcrossing Flashmob



Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr

NUR FÜR
NEUGIERIGE!

Organized Activity «ich lerne» / «I am learning»



www.lernfestival.ch

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr



My ideas for the next 4 years

making Learning visible all the year around with

- different campaigns (starting in January)
 - writing a national book
 - asking for handycraft
 -
- beginning of the Lernfestival: Action „ich lerne“ – sign in!

Lernfestival 2011

9./10. September 17.00 Uhr – 17.00 Uhr



Thank you

www.lernfestival.ch

Ruth Jermann

ruth.jermann@alice.ch

www.lernfestival.ch



EUROlocal
connecting the dots...



@
Uni. Versus
CSI

Roundtables on

QUALITY IN LEARNING

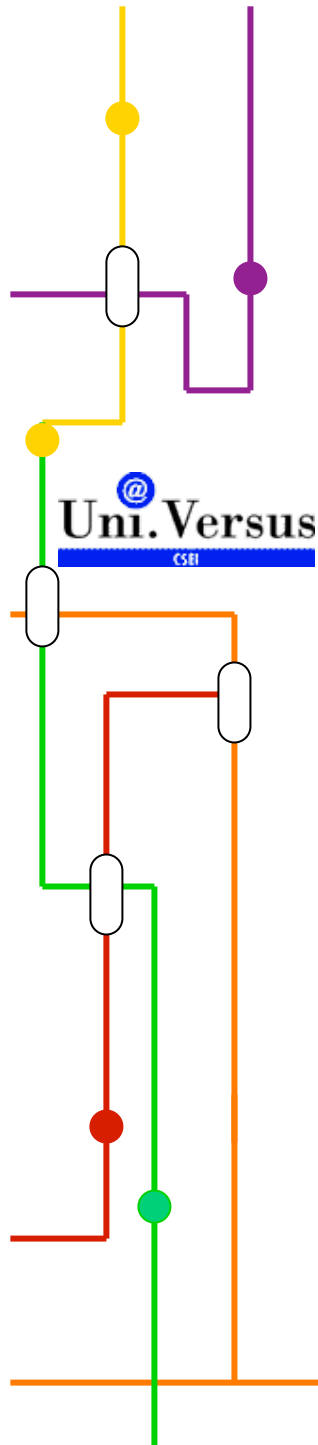
REGION

Murten, 28th October 2011

QUALITY MEANING :

Quality concepts apply to products and to services

- **...has many scales and characteristics**
- **...should be aimed to the needs of the customers**
- **...means meeting the product quality characteristics that are important to the customer**





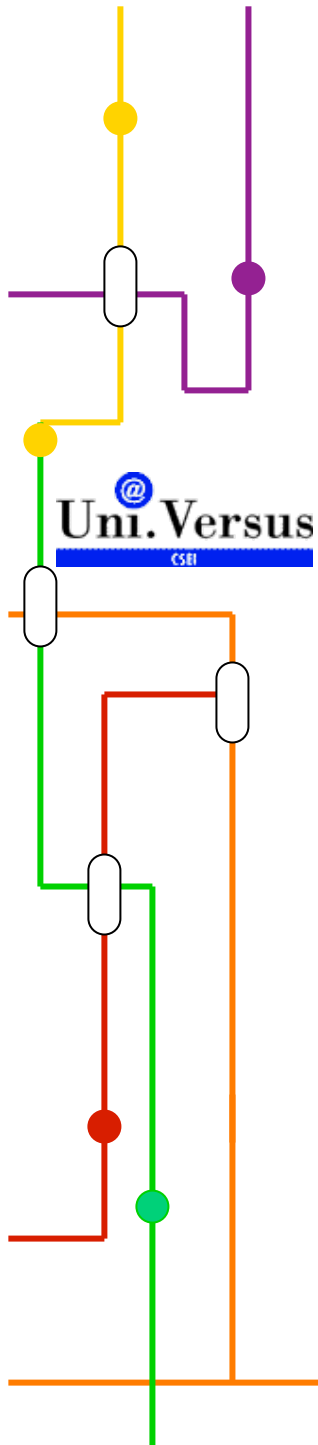
DEFINITIONS:

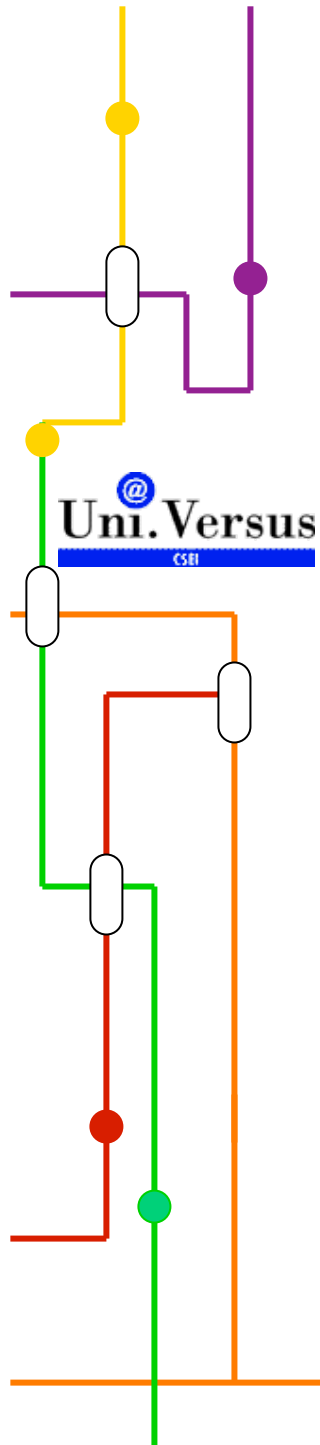
❖ **Quality is a conformance to requirements**
(P.Crosby)

❖ **Quality is the totality of features and characteristics of a product or services that bear on its ability to satisfy stated or implied needs** (ISO definition of quality)

Working definition:

Quality meats requirements



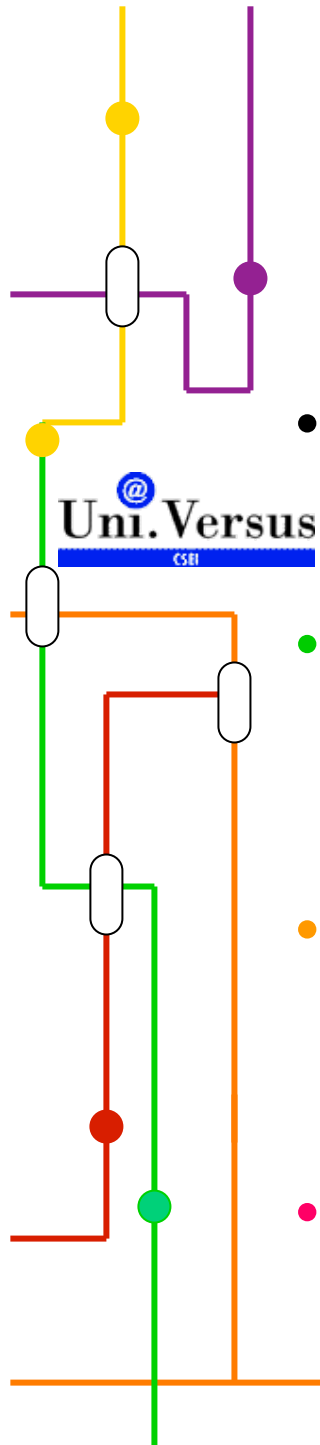


- The quality of products and processes is the **responsibility of everyone** who is involved with the creation or consumption of the products or services offered by an organization
- The TQM **process** capitalizes on the **involvement of management**, workforce, suppliers, and even customers, in order to meet or exceed customer expectations
- **Process management** : the ensemble of activities of planning and monitoring the performance of a process
- **Quality improvement is forever !**



our requirements: **MAIN AIMS**

- to build an inclusive society which offers equal opportunities for access to quality learning throughout life to all people>;
- to ensure that people's knowledge and skills match the changing demands of jobs and occupations, workplace organisation and working methods;
- to encourage and equip people to participate in all spheres of modern public life, creating a culture of learning by increasing learning opportunities, raising
- participation levels and stimulating demand for learning and, setting up mechanisms for quality assurance



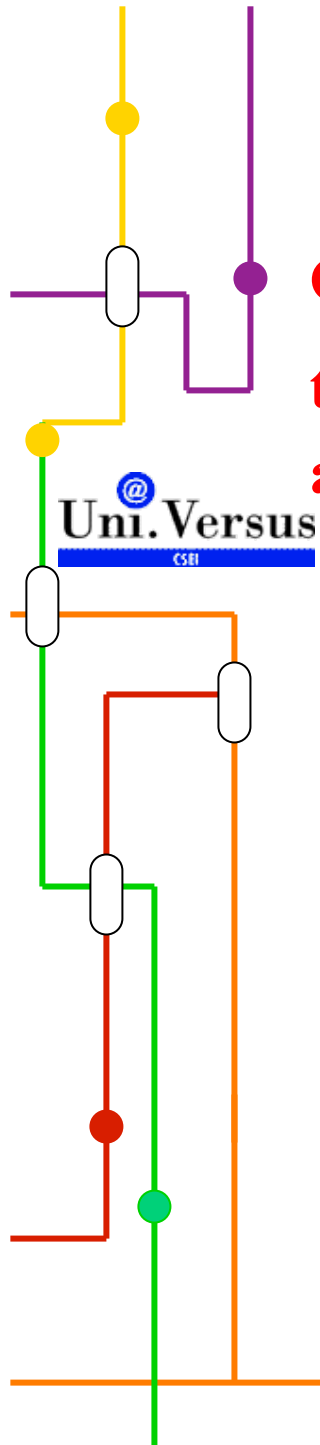
QUALITY INDICATORS OF LIFELONG LEARNING :
the fifteen quality indicators are contained in the four
areas :

Area A: Skills, Competencies and Attitudes

1. Literacy
2. Numeracy
3. New Skills in the Learning Society
4. Learning-to-Learn Skills
5. Active Citizenship Cultural and Social Skills

Area B: Access and Participation

6. Access to Lifelong Learning
7. Participation in Lifelong Learning



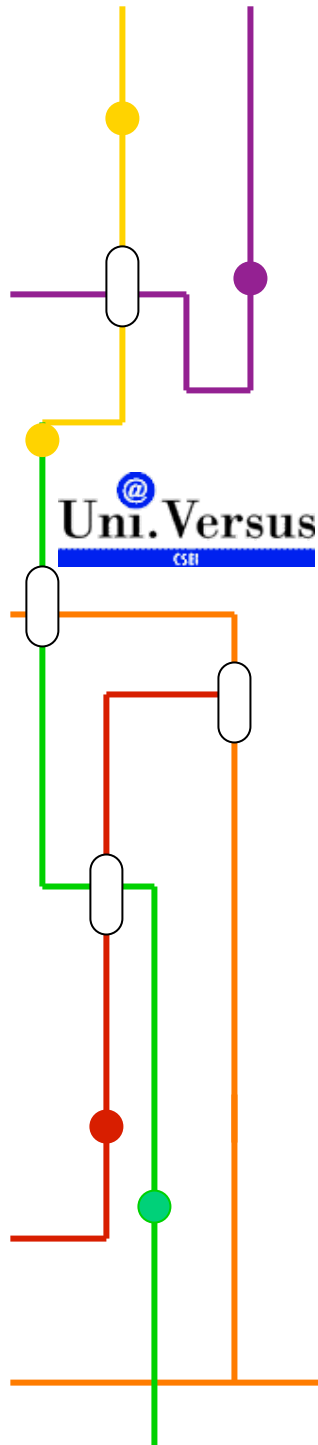


Area C: Resources for Lifelong Learning

- 8. Investment in Lifelong Learning
- 9. Educators and Training
- 10. ICT in Learning

Area D: Strategies and System Development

- 11. Strategies of Lifelong Learning
- 12. Coherence of Supply
- 13. Counselling and Guidance
- 14. Accreditation and Certification
- 15. Quality Assurance





United Nations
Educational, Scientific and
Cultural Organization



Building Learning Cities as a Strategy for Promoting Lifelong Learning

Jin Yang

28 October 2011

UNESCO Education Sector



Education Sector

Natural Sciences Sector

Social and Human Sciences Sector

Culture Sector

Communication and Information Sector

- 6 Category I institutes specialized on education
- A number of Category II centres

Regional offices, cluster and country offices



The Faure Report (1972) *Learning to Be: The World of Education Today and Tomorrow* put forward the learning society concept

- **Appealed to UNESCO Member States** to reorganise their educational structures on 2 basic premises:
 - All agencies become providers of education
 - All citizens be engaged in learning, taking full advantages of the opportunities provided by the learning society

“The school has its own role to play and will have to develop it even further. But it will be less and less in a position to claim the education functions in society as its special prerogative. All sectors—public administration, industry, communications, transport—must take part in promoting education. Local and national communities are in themselves eminently educative institutions.”

“...every individual must be in a position to keep learning throughout his life..”

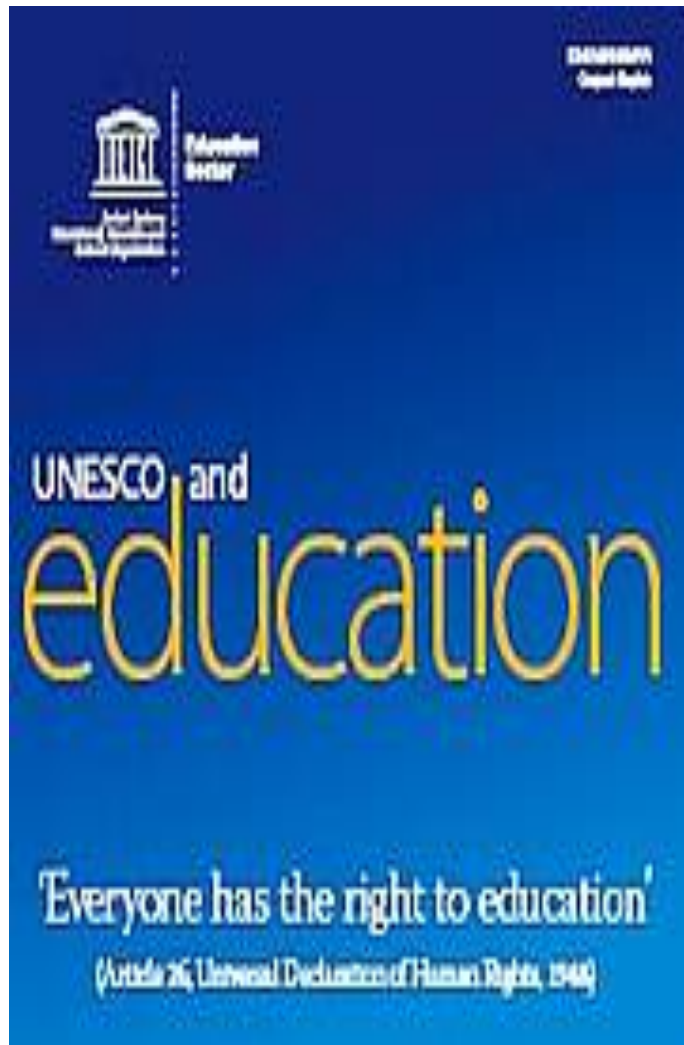


Delors: *Learning: The Treasure Within* (1996)

Four pillars of learning:

- **Learning to know**
 - **Learning to do**
 - **Learning to live together**
 - **Learning to be**
-
- **The concept of learning throughout life leads straight on to that of a learning society which offers many and varied opportunities of learning, both at school and in economic, social and cultural life**
 - **more collaboration and partnerships with families, industry and business, voluntary associations, people active in cultural life, etc**





UNESCO' s Education

Sector strategies:

- **Capacity-building**
- **Laboratory of ideas**
- **International catalyst**
- **Clearing house**
- **Standard-setting**

UIL's Mission



“UIL’ s mission is to see that all forms of education and learning formal, non- formal and informal – are recognized, valued and available for meeting the demands of individuals and communities throughout the world.”

By linking educational research, policy and practice in these areas, UIL makes a special contribution in enhancing access to learning, and improving the environment and quality of learning for all in all regions of the world.



Lifelong Learning

Strategic objective: Advancing lifelong learning for all through relevant policy and institutional frameworks

- ❖ Lifelong learning policy dialogues
- ❖ Research on synergies between formal, non-formal Learning
- ❖ Developing capacity building programmes
- ❖ Partnerships

Some basic assumptions

- The discourse of ‘lifelong learning’ as a ‘master concept for educational policies’ has been widely accepted;
- Some pragmatic approaches have been adopted to make the visionary discourse of lifelong learning ‘handle-able’;
- An example of these approaches is the building of a learning region/area;
- The concept of a learning region/area can apply at all levels of local government, the main focus tends to be on cities;

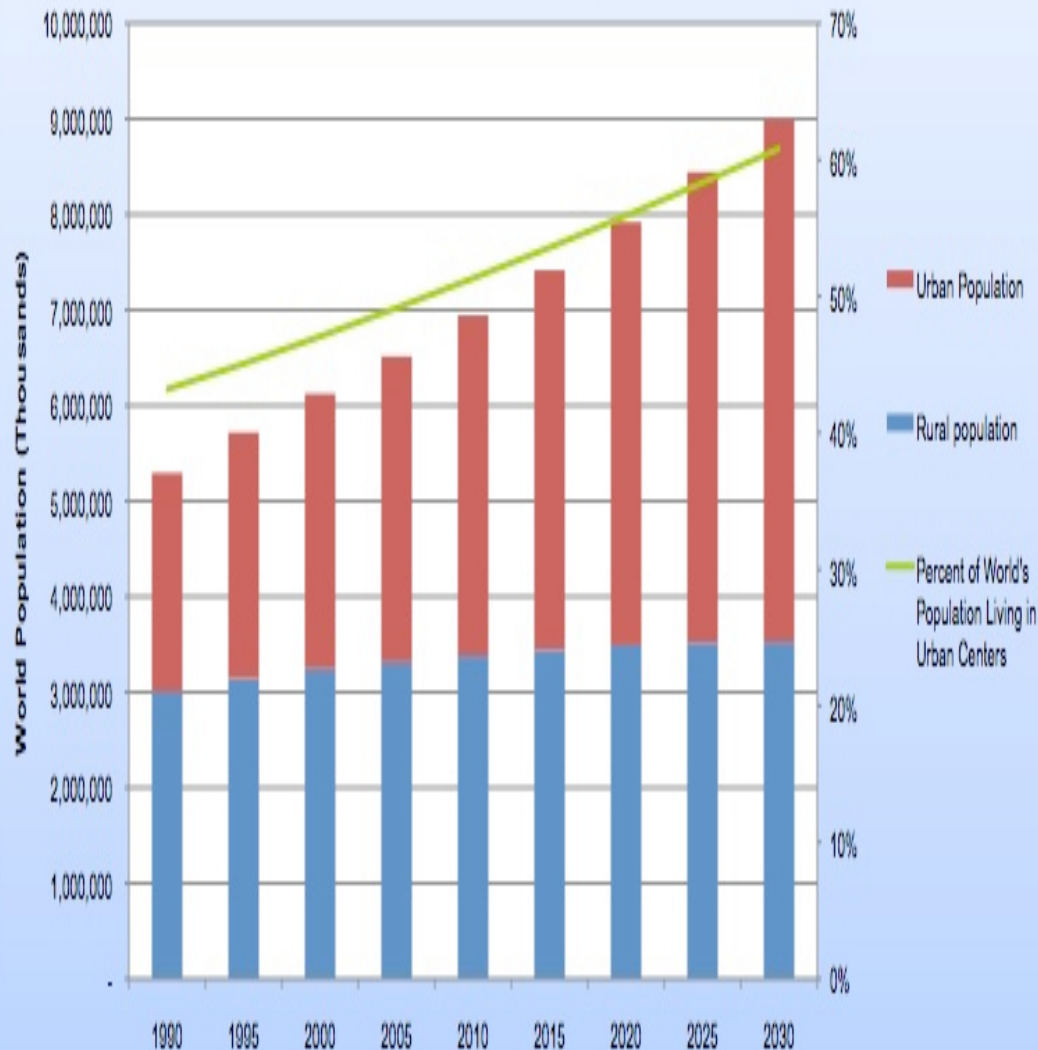


Why cities?

- Cities offer a more favourable setting to solve social and environmental problems;
- Cities generate jobs and income;
- Cities could deliver education, health care and other services more efficiently;
- Cities present opportunities for social mobilisation and women's empowerment;



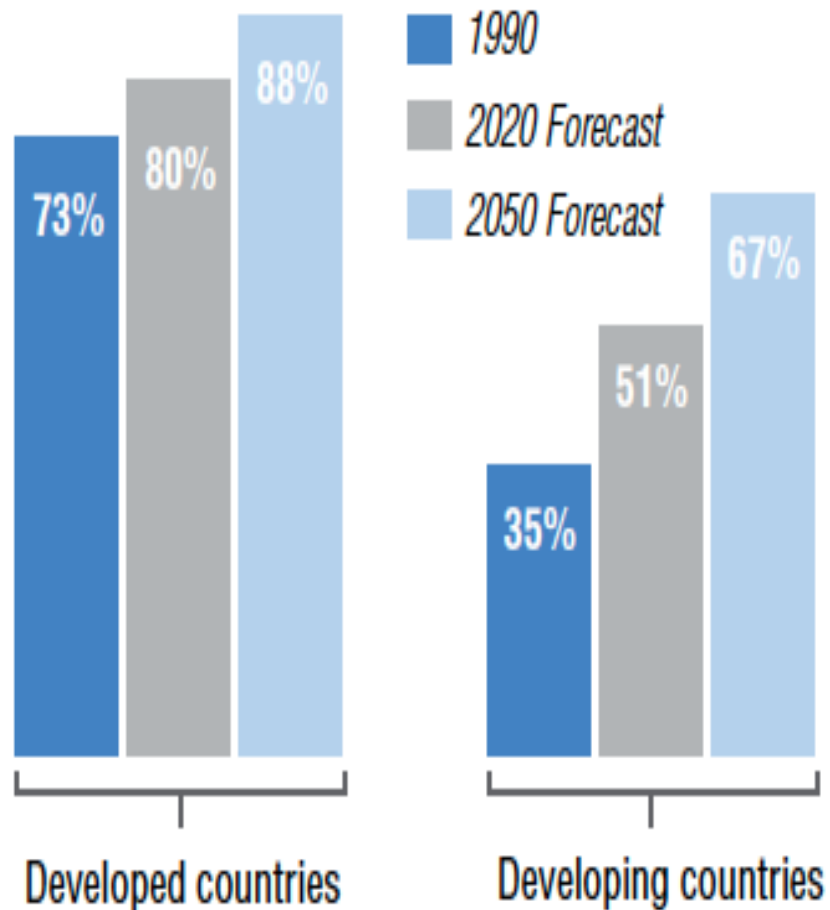
World Projected Population



Source: United Nations

- In 2008, for the first time in history, more than half of the world's population lived in towns and cities.
- Nearly all the population increases will be in urban areas in the developing countries.

Percentage of total population living in cities, 1990-2050 (forecast).



Source: IBM Institute for Business Value analysis of United Nations data.

- Urban population is going to jump from 3.4 billion in 2009 to almost 5 billion in 2030;
- Urban population growth will mostly concentrate in Africa and Asia.



- In the building of the learning society, the national government has a major role in setting the agenda and the vision.
- However, a nation is after all a sum of all its communities. A learning nation can only be built community by community.

Why learning?

- Cities with better-educated individuals have stronger economies;
- In term of social inclusion or exclusion and learning, lower educational levels are associated, with unemployment;
- Learning is critically important in a city's efforts to attract and retain skilled and diverse workers;
- Learning is crucial to improve the quality of life.
- Cities in a globalised world cannot afford not to become learning cities (Longworth, 2010).



- The European Union (EU) undertook concrete actions and in particular, implemented the European Lifelong Learning Initiative (ELLI) and the programme “Towards a European Learning Society” (TELS) .



Learning cities outside the EU

- **Canada:** In 2003, Victoria set a goal of being a “leading learning community” by 2020. Vancouver aims to be a Learning City. St. John’s and Edmonton have made efforts to become learning communities.
- **Australia:** Every state now has its own government inspired and funded learning cities association. In Victoria, for example, all municipalities of more than 5,000 people are expected to belong to this and to pursue learning city policies.



- **Japan:** In as early as 1979, the city of Kakegawa was declared the first Lifelong Learning City in Japan. Since then, the Japanese lifelong learning city project has been implemented as part of the policy for promoting lifelong learning by city/town/community units.
- **South Korea:** The *Lifelong Education Law* was enacted in 1999, which states that “government can designate and support selected municipalities, districts, and counties as lifelong learning cities”. In 2001, the first 3 cities were selected and announced as ‘Lifelong Learning Cities’. Up to 2008, a total of 76 local governments were designated as ‘Lifelong Learning Cities’.





- **South Africa:** In 2001, the Western Cape, one of the nine provinces in South Africa, started the 'Learning Cape' framework as one of the four key pillars for economic and social development.
- **China:** During 2002-2005, the city of Beijing participated in the EU funded PALLACE project. Since the national government has strived to build a learning society, many cities and communities have been mobilised to build learning cities and communities. In October 2011, more than 210 cities (districts and counties) in China organised the lifelong learning activities week, many of them have set up the goal for constructing learning cities.



- **Vietnam:** From 2005 to 2010, Vietnam implemented the first national scheme on building a learning society. At the moment, the national steering committee is in the process to develop the “National Scheme on Building a Learning Society in Vietnam (2011 – 2020)” which proposes an initiative to pilot the building of learning provinces, learning cities, learning districts and learning communities.



- Since the 1st Congress held in Barcelona in 1990, eleven International Congresses of Educating Cities have been held.
- By the end of 2010, the International Association of Educating Cities (IAEC) has a membership of 422 cities in 36 countries.





International Association of **Educating Cities**

Association Internationale des **Villes Éducatrices**

Asociación Internacional de **Ciudades Educadoras**

[How to join](#)

[FAQ](#)



[Intranet](#)

[español](#)

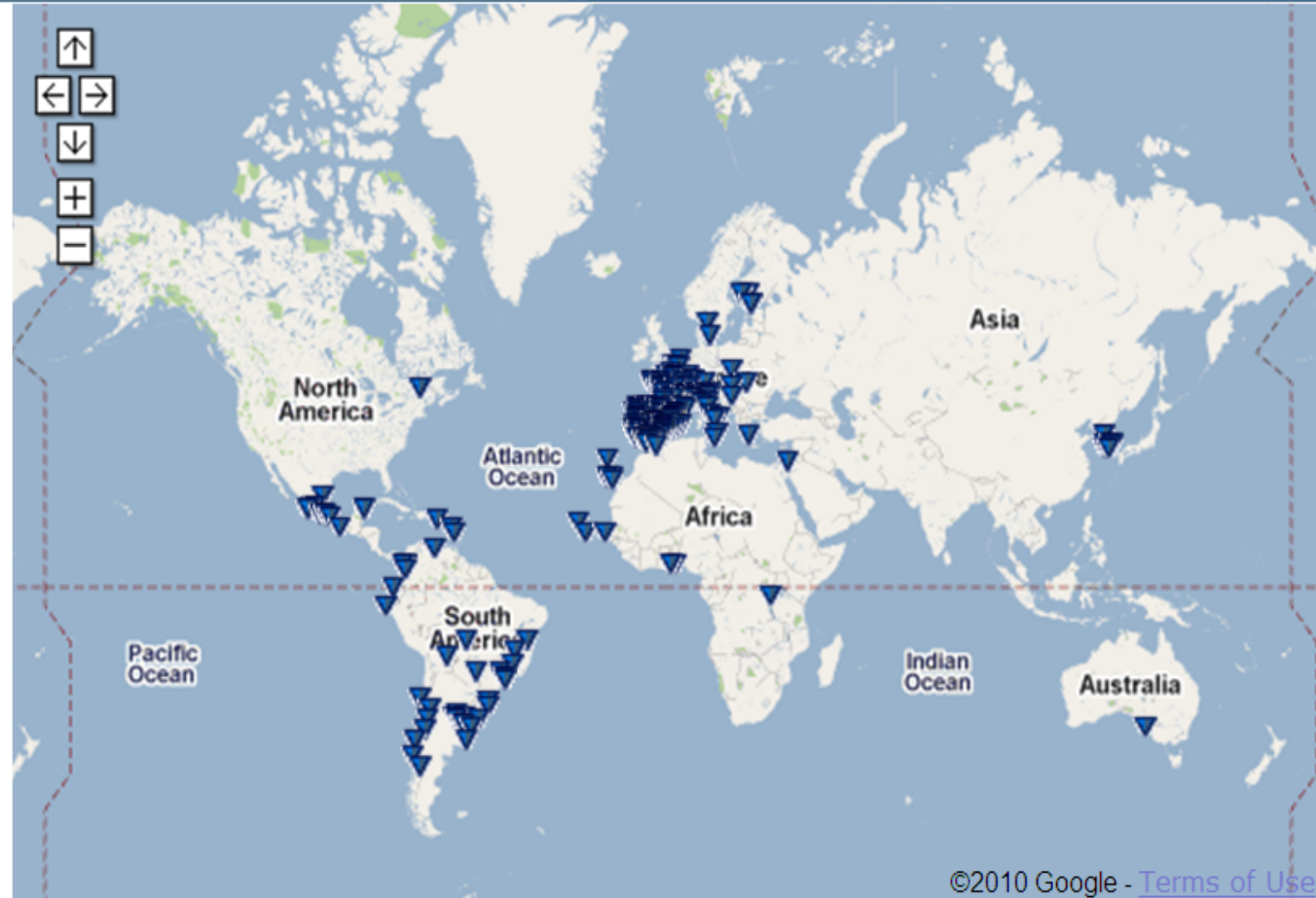
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09/11/2010

Members cities of the IAEC

- Educating City
- IAEC
- Charter
- Member Cities
- Organization
- Territorial Networks
- Thematic Networks
- Congresses
- Documents Databank
- Links



[Africa](#)

[America](#)

[Asia-Pacific](#)

[Europe](#)



Internet



15

- There are more than 1000 cities in the world have already become or are building Learning/Educating cities.
- This clearly shows that the building of Learning/Educating Cities has become a considerable world-wide phenomenon.



Developing learning cities networks

- At national level:
 - The UK Learning Cities Network (now Learning Communities Network) has a membership of about 80 cities and regions.
 - **Germany** implemented the national programme 'Learning Regions - Providing Support for Networks' which was launched in 2001, which supported some 70 regions,

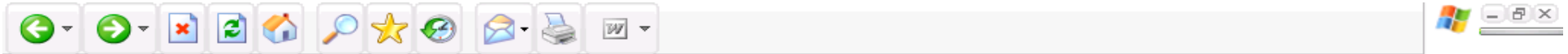


- At the regional level
 - PENR3L (PASCAL European Network for Lifelong Learning in Cities and Regions);
 - EUROlocal (European storehouse on the local and regional dimensions of lifelong learning).
 - The IAEC Asia-Pacific Regional Network

- At the international level
 - In 2002, the OECD helped the establishment of an international observatory on learning regions, place management, and social capital, coined as PASCAL.
 - the International Association of Educating Cities (IAEC)



➤ UNESCO Creative cities network



| guest (Read) ?

Topic Explorer

- Closed
 - Closed
 - Closed
 - Closed
 - The Creative Cities Network(0)**

[Site Map](#)

LOGIN

Username

Password

LOGIN

Language

-- Languages --

[Printer friendly version](#)

The Creative Cities Network

The Creative Cities Network connects cities who want to share experiences, ideas and best practices aiming at cultural, social and economic development. Cities may apply to be endorsed by the Network and join the programme to ensure their continued role as centres of excellence and to support other cities, particularly those in developing countries, in nurturing their own creative economy.

☆☆☆ 0 ☆☆☆

[open Topic](#)

ID: 24544

Date Added: 2004-12-08 2:15 pm
Date Modified: 2008-04-22 10:09 am

Read more:

- [What is the Creative Cities Network?](#)
- [Why cities?](#)
- [Why join the Network?](#)
- [Cities appointed to the Network](#)
- [How to apply](#)



© t. bear

May 2010

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23	24	25	26	27	28	29
30	31					

Participate

[E-mail this Page](#)

Tools

Editors of this Topic

UNESCO/UIIL new proposal:

Global Learning Cities Network



GLCN

www.globallearningcities.uil.unesco.org

Functions of GLCN

- Assess and recognise learning cities
- Research
- Publications
- Conferences and seminars
- Clearing house of successful practices
- Capacity development for learning city stakeholders
-



Immediate task: Establish an international consultative committee (Group)

- Draft the GLCN Constitution
- Develop the Charter of Global Learning Cities
- Design the framework of monitoring and assessing global learning cities – key indicators and the UNESCO Global Learning City Index
- Develop a communication strategy
-



The 1st Conference of Global Learning Cities Network

- In collaboration with international partners and the Municipal Government of Beijing:
- Mayors and senior governmental representatives and leading experts from 300 – 500 cities
- Beijing, Autumn 2013



Many thanks!

ji.yang@unesco.org





A Perspective on the Future Development of Learning Regions in Europe



EUROlocal Conference
Keynote 29 Oct 2011
Markku Markkula

IS THIS OUR EUROPEAN FUTURE?



OR DO WE HAVE ANOTHER OPTION?

LEARNIG REGIONS: WHY, WHAT, HOW



A Perspective on the Future Development of Learning Regions in Europe



- Mr. Markku Markkula works within Aalto University as the Advisor to Aalto Presidents, focusing on European affairs.
- His previous university assignments comprised heading the Centre for Continuing Education (1985-1991) and the Lifelong Learning Institute Dipoli (1992-1995, 2003-2008) of Helsinki University of Technology (TKK) as the Director.
- Mr. Markkula is a former member of the Finnish Parliament (1995-2003) with the membership roles in the Committee for Education, Science and Culture and the Committee for the Future.
- Markku Markkula is a member of the EU Committee of the Regions CoR (2010-2014).
- He is the Chairman of the EPP/CoR (European People's Party) Task Force on Europe 2020.
- His CoR role also includes being the rapporteur on “the Digital Agenda for Europe” and the rapporteur on “the role of local and regional authorities in achieving the targets of the Europe 2020 strategy”.

**EUROlocal Conference
Keynote 29 Oct 2011
Markku Markkula**

My Perspective on EUROlocal: Europe Is Facing a Problem – Your Contribution Is an Essential Element in Creating the Answer!

- In Europe we have written a lot documents with good theories and even proposals for action: If and when we have implemented some of those, the outcomes are mainly reports.
- EU and national governments have funded thousands of projects, maybe millions of projects: The most important outcome is that the awareness is higher. More and more people realize what should be done.
- So: **WE NEED FORERUNNERS AND PROTOTYPING.** We need more collaboration and sharing. Are we in EU ready to invest enough to achieve the desired outcomes?
- Conclusion: **EUROPE NEEDS TO CHANGE THE MINDSET.**

To me a Learning Region means commitment and passionate striving towards NEW WORKING CULTURE, i.e. Knowledge Sharing & Collaboration & Knowledge Co-creation:

EUROlocal



Sharing Learning Region Knowledge and Experience

CoR calls for the radical transformations that can be undertaken by pioneering regions and cities to focus on:

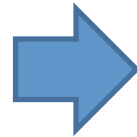
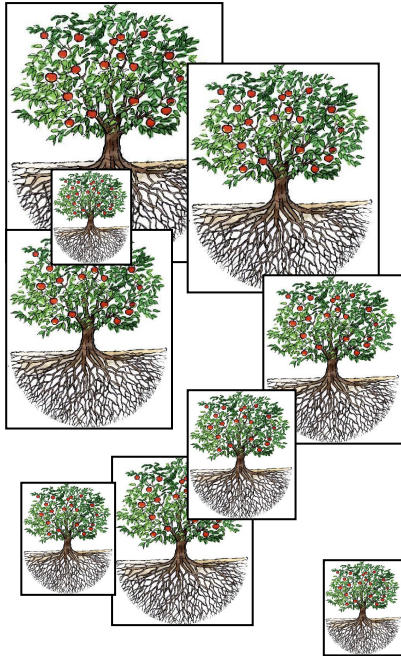
1. the ongoing fundamental shift in work culture towards orchestrated collaboration, knowledge-sharing and co-use of resources instead of separate work on industrial processes and separate small projects;
2. "Venture Garage Mindset";
3. "European culture of open innovation";
4. "people as the principal asset of our societies";

Need for Radical Transformation in Europe

- The changing role of regions and cities cannot be defined without stressing the overall European need of understanding the on-going paradigm shift. **The EU political leadership has stated the need for renewal of societal and industrial structures and processes.** Europe 2020 calls for radical transformation and societal innovations.
- For that we, in Europe, have much of the required high level research results and we have good systems to produce more. However, those are not in active use in political and business processes and governance. **The gap between latest research knowledge and the real life practice is huge.**
- For this we need the new **dynamic understanding of Regional Innovation Ecosystems and active use of Learning Regions concepts** where public, private and third sector learn to operate together with people in a new and creative mood.

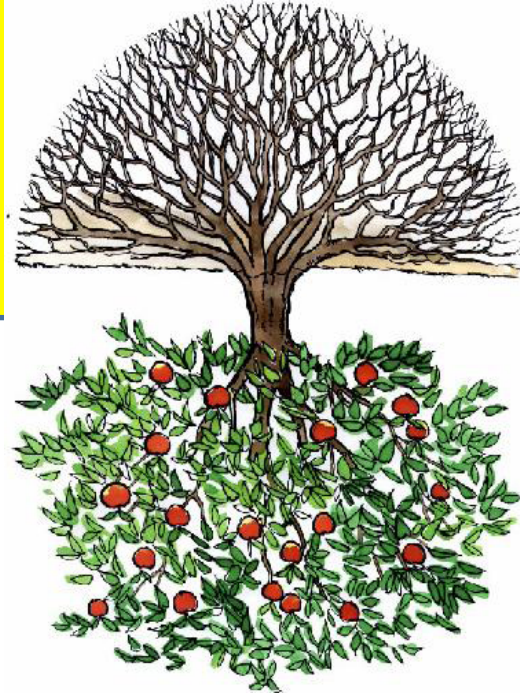
We Cannot Reach the Target by Incremental Small Steps

Today: Separate projects and silos

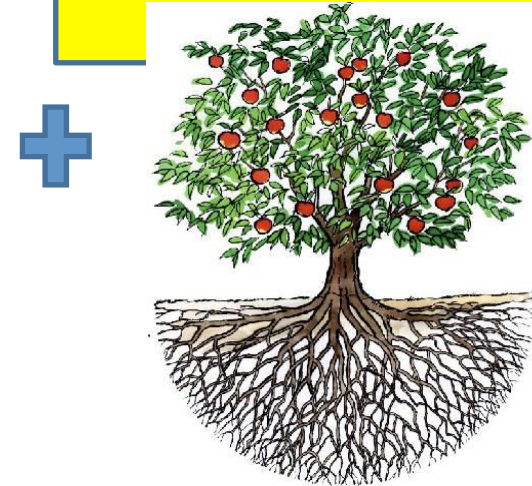


Inventing the future: Working and learning together

Gardening to enable uniqueness



Fruits of global pioneering to the use of all



The upside-down tree metaphor originates 1992 by Leif Edvinsson

We need to create "Joint Regional Innovation Ecosystems"

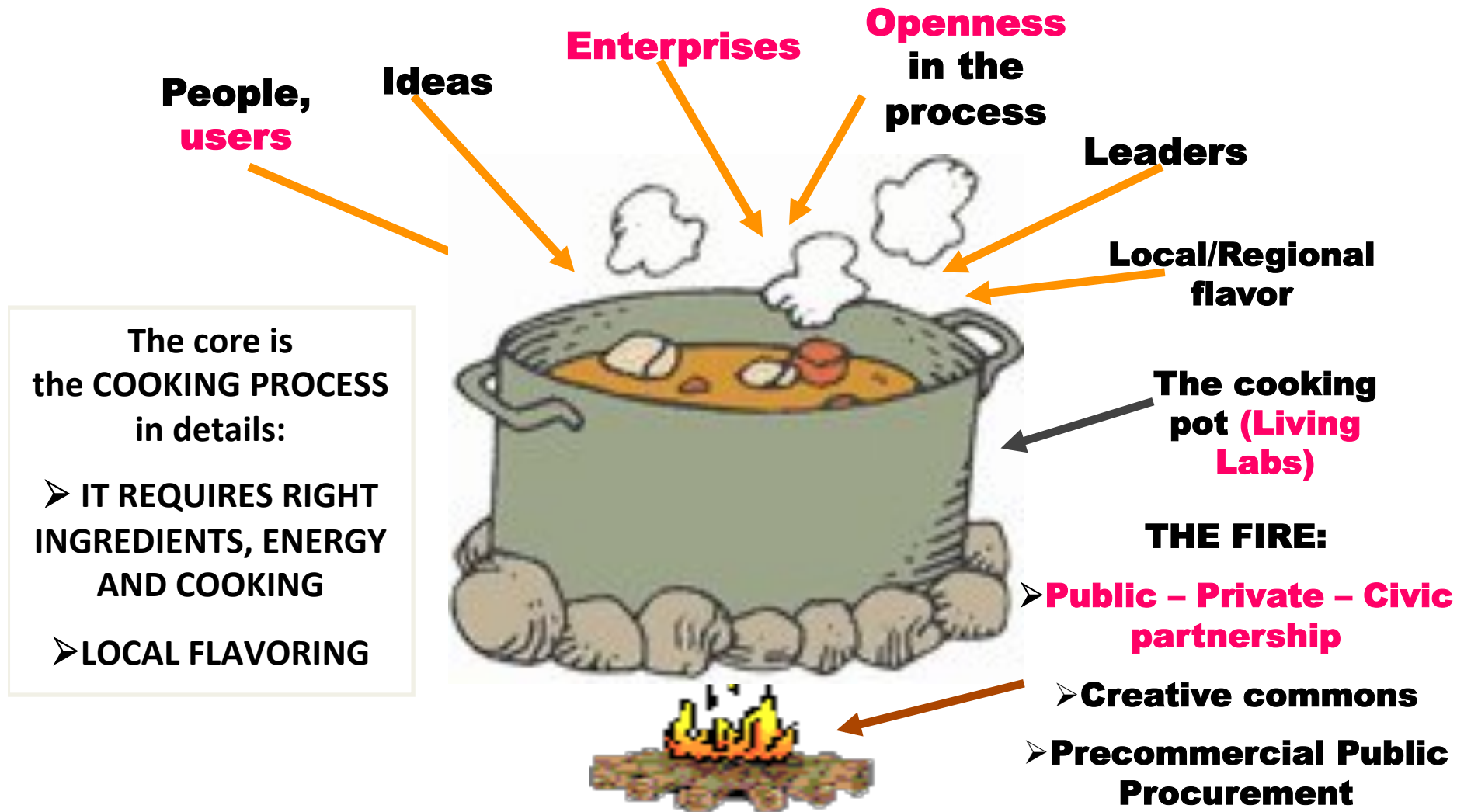
The picture is based on the results of the Aalto Camp for Societal Innovation 2011: Markku Markkula

Regions and Cities Are the Key Actors: Build More on the Process Nature of Transformation

All-permeating development activities should be targeted in the following critical success factors of the transformation process:

- **Network centric working culture** focusing especially on desired attitude and **mindset change**.
- Targeted **orchestration** of major transformation operations.
- Creating **new collaborative value creation methods**, processes and models.
- Planning and implementing the activities to **create regional innovation ecosystem architecture**.
- Making strategic choices to start potential breakthrough **mega-level initiatives focusing on joint-research topics** and by the help of them on societal innovations to create new solutions.

Learning Regions to Strengthen the Mental Basis of the European Innovation System



Based on Bror Salmelin
EU DG Info

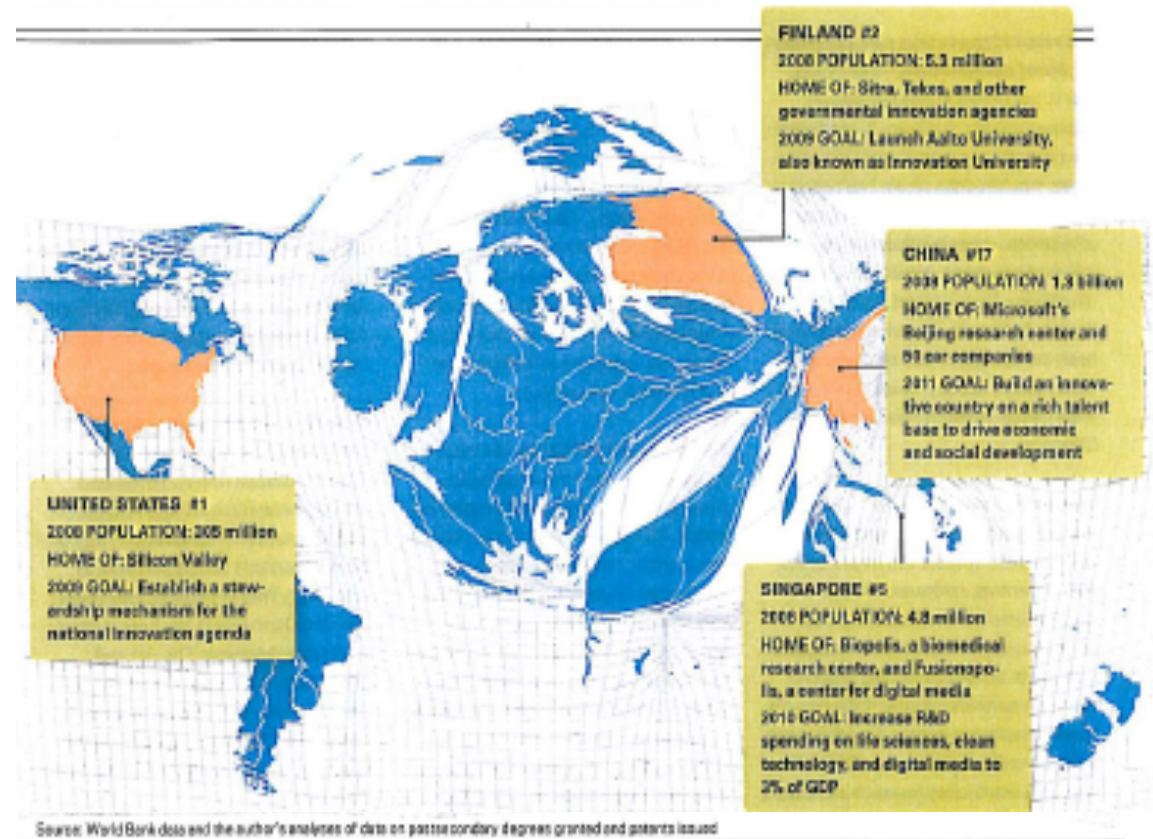
Harvard Business Review, March 2009:
Tapping the World's Innovation Hot Spots

"Several countries have developed end-to-end innovation systems combining stewardship mechanisms, funding bodies, research institutions, and structures for business and academic collaboration, all in support of an overall national strategy..."

"One of the best examples of Finland's large-scale, holistic approach to innovation is Aalto University..."

"Named for the legendary Finnish architect and designer but referred to locally as Innovation University..."

"Small countries like Finland are self-contained environments. The moment you land there, you meet relevant players and have the opportunity to set up important alliances. In a way, such an ecosystem is akin to the Japanese keiretsu, with its shared purpose, common managerial culture, and intricate web of financial connections..."



hbr.org | March 2009 | Harvard Business Review 118

My Message from 2003: Changing Business Processes Are Challenging National Policies

- **Knowledge is the main source of and accelerator for wealth creation,**
- **Dissemination and utilisation of best lifelong learning and competence development practices are basic factors for human capital,**
- **Innovations are the main drivers of competitiveness,**
- **Systematic use of information and communication technology makes the difference,**
- **New concepts to operate in global and turbulent marketplace are crucial,**
- **Development of virtual network partnerships and organisations is a critical success factor,**
- **A deep understanding of the methods and culture for the concept of Ba has to be implemented**

Markku Markkula concluding keynote at the UNESCO International Round Table Meeting, Helsinki 13.-14.1.2003, "Science, Technology and Innovation Policy – A Parliamentary Perspective"

What Now in 2011?

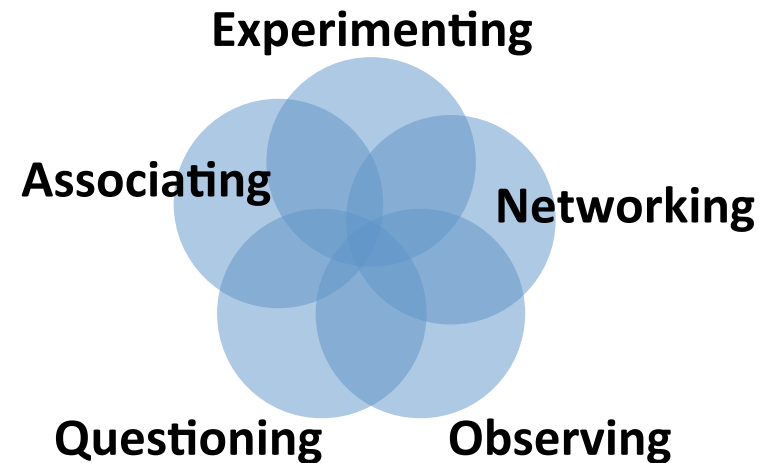
Five “Discovery Skills” of Innovators

Doing together:

- Questioning: break out of the status quo and consider new possibilities.
- Observing: detect small behavioral details that suggest new ways of doing things.
- Experimenting: try on new experiences and explore the world.
- Networking: gain radically different perspectives together with individuals from diverse backgrounds.

Thinking:

- Associating: cultivate new insights by the help of four patterns of doing together.



Dyer, J.H., Gregersen, H.B. & Christensen, C.M. (2009): The Innovator’s DNA. Harvard Business Review, 87:12.

UNESCO Message (in EUROlocal 28 Oct 2011):

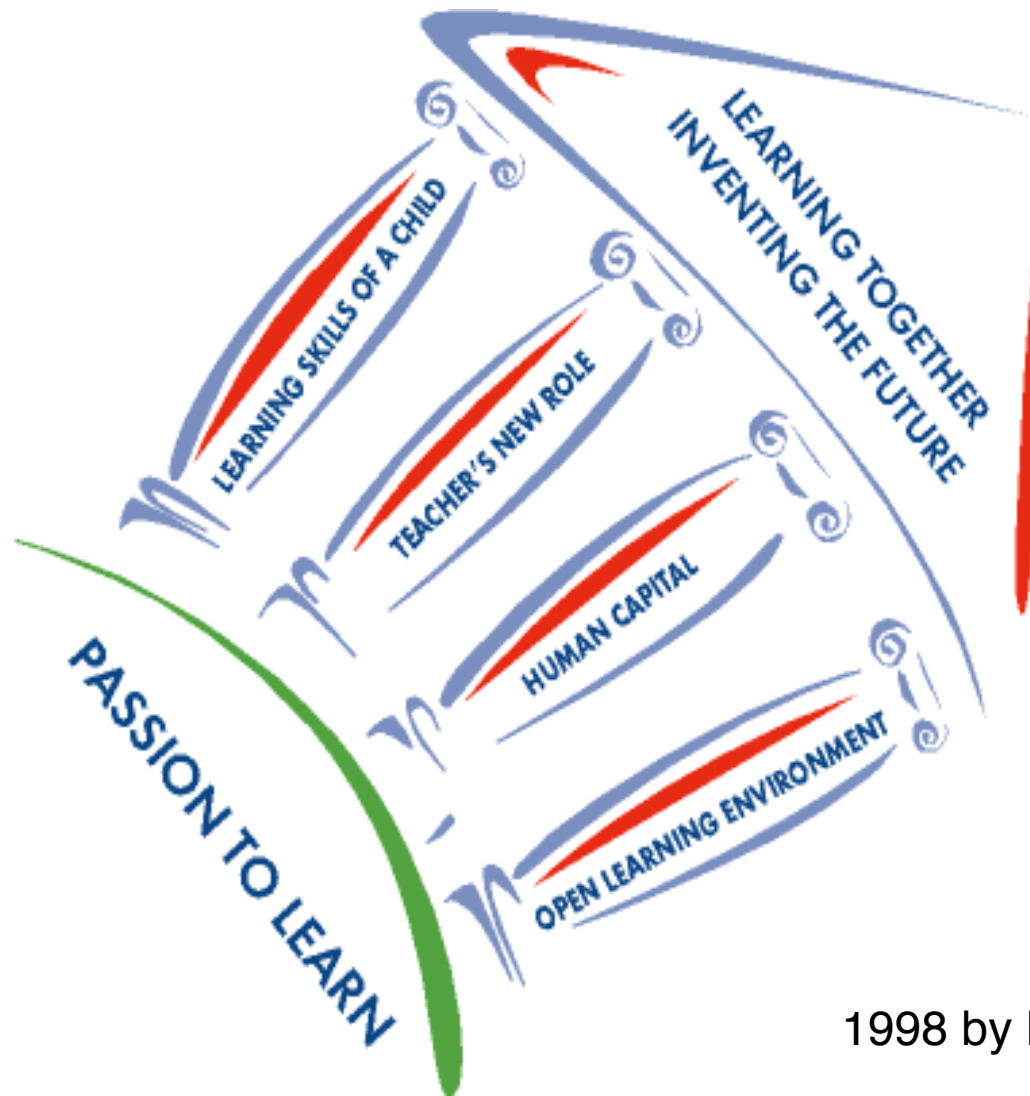
Take some of the key cornerstones from the high-level documentation:

- **The Faure Report 1972: Learning to Be = learning society concept**
- **The Delors Report 1996: Learning the Treasure Within**

UNESCO Institute of Lifelong Learning is considering its strategy:

- **Capacity-building → “handle-able” → learning cities → Global learning cities network**

Strategy for Lifelong Learning =
Defining the Strategy of Change



WHAT DOES
OUR NATIONAL
LIFELONG LEARNING
STRATEGY MEAN ?
“Joy of Learning”

Benchmarking good
lifelong learning practice
– a report of 128 pages
”Passion to Learn”

1998 by Markku Markkula & Riitta Suurla

Parliament of Finland Committee for the Future

- permanent status,
- 17 MPs,
- inventing the future,
- technology assessment,
- special focus in 1999-2003 among others:
 - regional development
 - the future of work,
 - knowledge management,
 - eEurope,
 - network democracy
 - innovativeness and innovations
- this is a good example of strong political commitment on the issues of future development, as well as the importance of learning at the highest political level



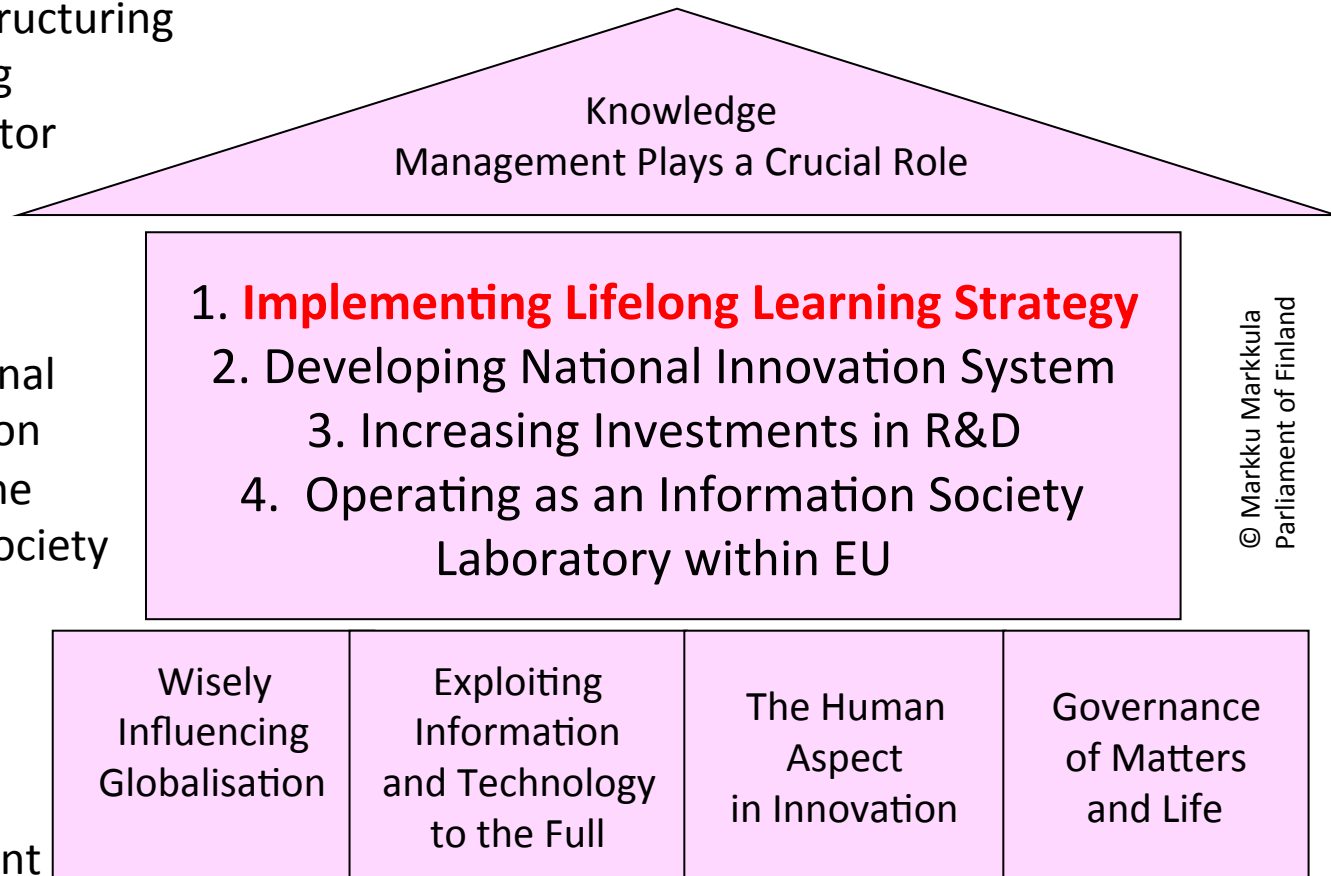
Parliament of Finland, Committee for the Future:
The Finnish Road to Success 1998

Committee for the Future is a permanent organ consisting of 17 Members of Parliament.

Need for Restructuring and Reshaping the Public Sector

Finnish National Action Plans on the Way to the Knowledge Society

Success Factors Defined by the Parliament



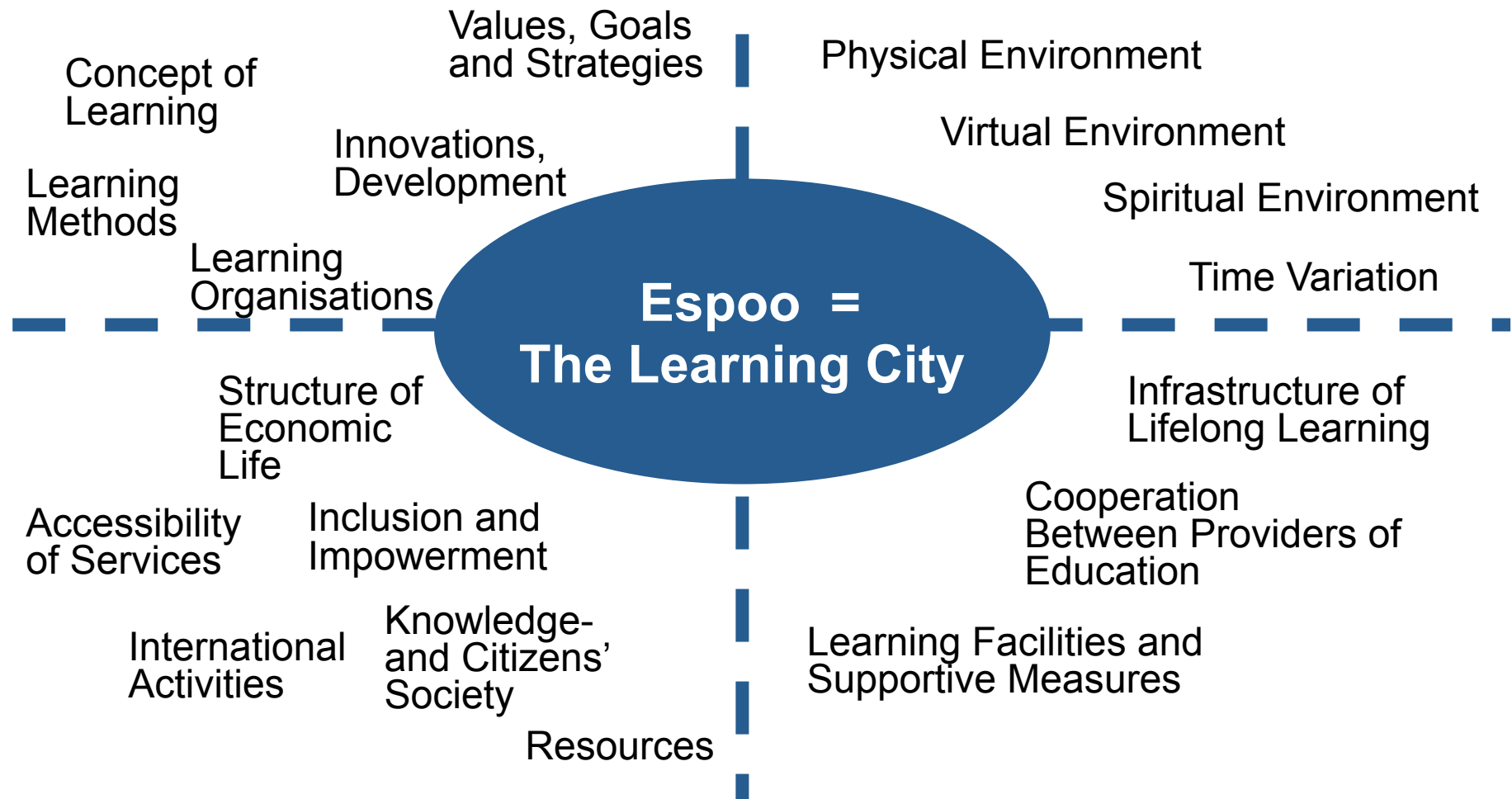
© Markku Markkula
Parliament of Finland

Finnish Way to Knowledge Society:

Regional Level = The Learning City

Culture of Learning

Learning Environments



Preconditions of Learning

Learning Services

Committee of the Regions: Time to Act

Based on the Committee of the Regions CoR opinion on “The role of local and regional authorities in achieving the targets of the Europe 2020 Strategy” the future developments of universities should take the following guidelines into account (I have chosen 7 key conclusions from the 15 page opinion):

1. draws attention to its firm commitment to its proposal to establish a "Territorial Pact of Regional and Local Authorities for the Europe 2020 Strategy" with the aim of ensuring multi-level ownership of the strategy. This proposal is supported by the European Parliament, European Commission and European Council Territorial Pacts should focus on a few tailor-made priorities which have a special value for the region concerned;
2. CoR recalls **the cohesion policy measures to be used to build regional innovation systems and territorial cooperation instruments;**

Committee of the Regions: Time to Act

3. CoR stresses that the true challenge for the EU, Member States and regions is to create the requisite synergies between different public and private sector funding instruments to allow the Europe 2020 strategy to be implemented, and urges stronger coordination between national, regional and local public budgets to enable regions and cities to make better use of the Structural Funds and other European Union programmes;
4. CoR stresses the importance of building regional innovation capacity on the basis of smart specialisation and complementarities in neighbouring regions;
5. CoR calls for **pioneering regions to form European consortiums integrating different capabilities to create ground-breaking societal innovations for Europe-wide use**. Through its various actors, each region can become a pioneer focusing on its own needs and strengths;

UNESCO's four learning dimensions



ELLI-Studies & Publications



ELLI-Index Europe



ELLI- Internet Platform



Regional ELLI-Index



ELLI - Learning Community Report

CoR Markkula 21 Feb 2011:

**This is excellent material and instruments.
This can lead to a real societal innovation.**



www.elli.org

SHARE

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English

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Home

Indicators

Info

About ELLI



Bertelsmann Stiftung

What is ELLI? (Includes circular diagram)

Making of ELLI and Team (Includes cartoon of a person on a tightrope)

Small map and list of indicators

Welcome to ELLI

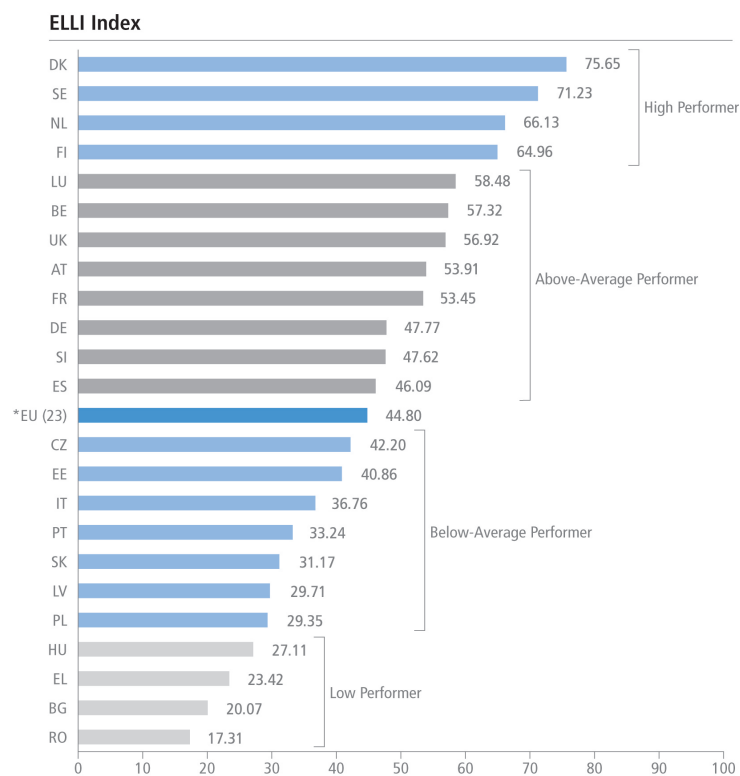
Explore the new online portal for "lifelong learning" in the European

What's new?

"Making Lifelong Learning

Markku Markkula
CoR & Aalto University

ELLI Main Index -Summary of results



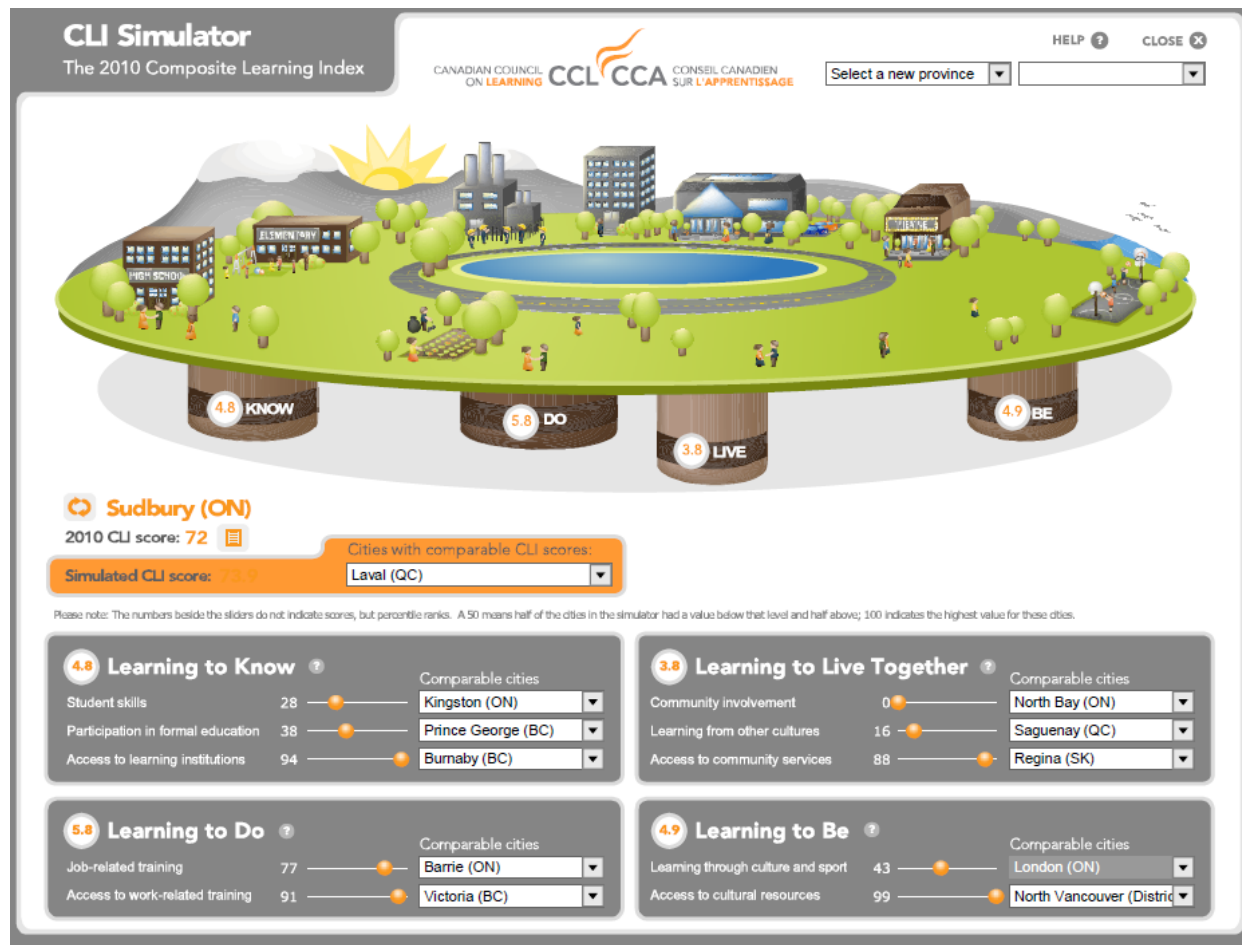
*The original dataset includes the EU 27 countries. Due to the lack of data, Ireland, Cyprus, Lithuania and Malta were excluded from the dataset.

Source: Bertelsmann Stiftung

BertelsmannStiftung

CoR Markkula February 2011:

- 1) **Rankings, as such, are not a good instrument. However, they help**
 - to make good questions,
 - in benchmarking & cooperation, and
 - the decision making.
- 2) **More focus on knowledge sharing, tacit knowledge, attitude towards learning, mindset.**
- 3) **The processes for changing the culture towards learning and working together are important → commitment to inventing the future.**



I just looked the data from Sudbury (Canada) which is an old mining region with Finnish history in northern Ontario. Could this be used in a joint learning process with our schools in new mining villages in northern Finland?

CoR Markkula:

More than interesting → integrating virtual world and social world with real life benchmarking and learning from and with the others.

*CoR –EPP strategy:
“For Europe to Become
a Global Pioneer, We
Need European
Pioneers”*



*Espoo 12.11.2010:
More
Collaboration
through Virtual
Working
Environments*



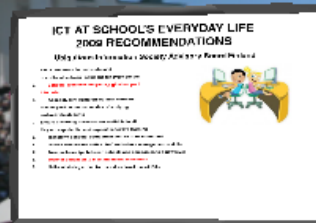
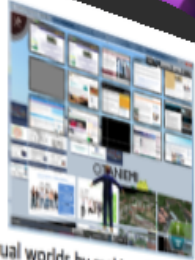
Adminotech and realXtend Open Source Platform for interconnected virtual worlds

What is realXtend?

- realXtend speeds up the development of the global standardized 3D internet of virtual worlds by making the best technology available to everyone, free of charge.
- The true value of the interconnected 3D worlds is in the applications, not the platform.

Environment hosted by Adminotech

- Easy content creation tools
- Customers own the rights of all their intellectual properties
- All content and every application can be moved in other servers
- Transparent scalability for customers
- Customers and users: Evocativi, Playsign, Nokia, Finpeda, Aalto Univ., CE



Open Source Platform www.realxtend.org

The true value of the interconnected 3D worlds is in the applications, not the platform.

Markku Markkula, CoR & Aalto



” *I have never enjoyed school as much as I have this past year in the IDBM program.*



Have a look at:
www.aaltodesignfactory.fi

Mindset

Expertise made fun

” *...at times it felt like we lived at Design Factory, but that's the best way to experience the true power and possibility of the building*



EU Calls for Transformation:
Europe needs pioneering regions, as pathfinders and rapid prototypes.
Helsinki Region has forerunner instruments in use:

- Aalto Design Factory
- Aalto Venture Garage
- Aalto Camp for Societal Innovation
- and many more ...

Intensive experiences

” *The ability to share knowledge is one of the most rewarding features.*



Markku Markkula
CoR & Aalto University

Sharing ideas

Aalto Camp for Societal Innovation ACSI

Integrating Real World & Virtual World



Regional Level

history

Voice

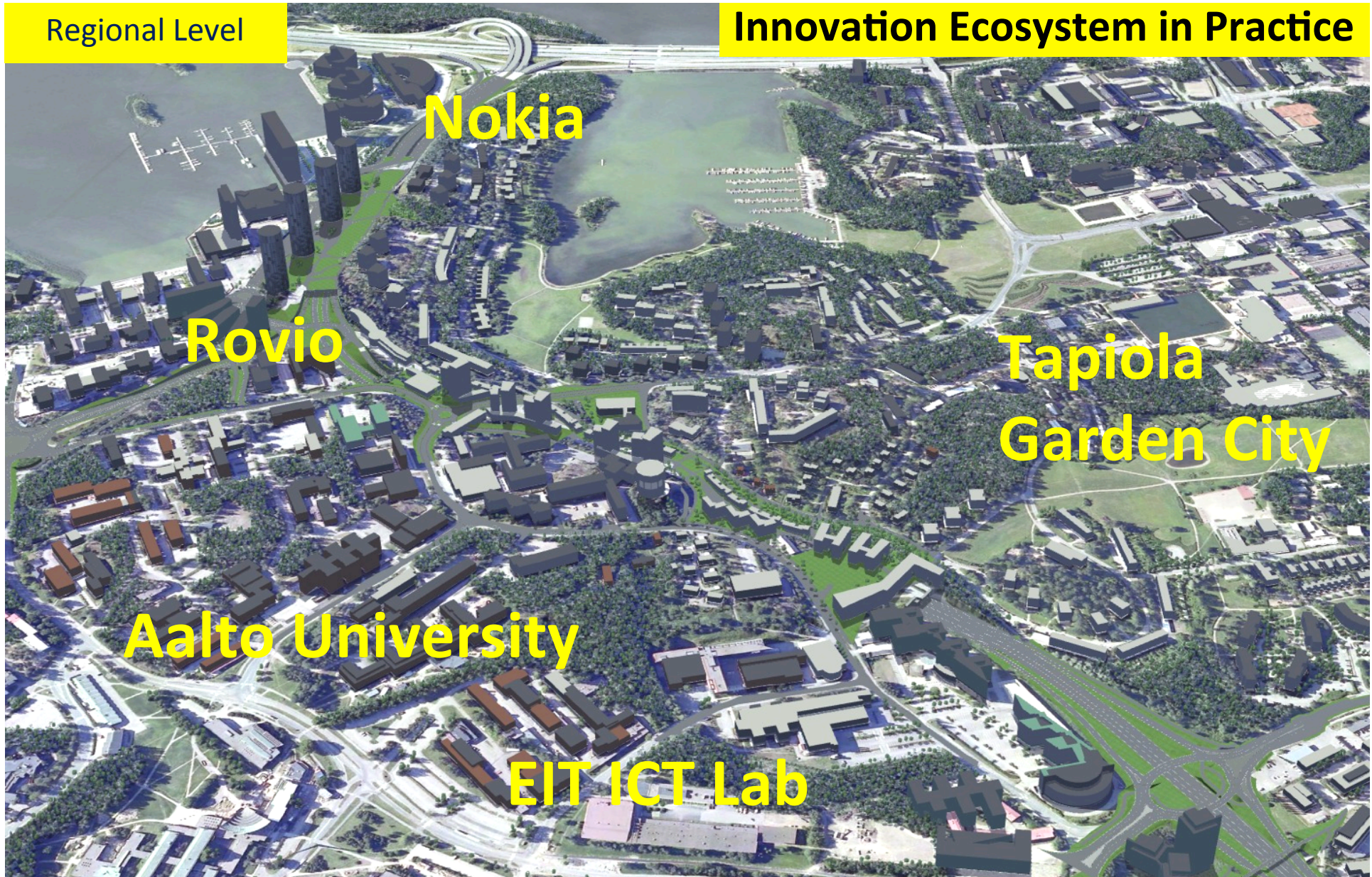


Public

INV

Regional Level

Innovation Ecosystem in Practice



Nokia

Rovio

Tapiola
Garden City

Aalto University

EIT ICT Lab

According to the plans, by 2020, there will be new investments of 4-5 billion €: metro, tunnel construction of ring road, other infra, housing, office and business buildings, public services, university buildings, sports and cultural facilities...







T3 case: professors, researchers, students, artists...
Canada, Netherlands, Germany, France, Sweden, Hong Kong, Finland



Regional Level

ACSI Working and Results in Social Media

The image shows a screenshot of a Wiki site titled 'aalto-city' on the Wikidot platform. The site's main heading is 'A space to seed your ideas in the New Aalto City Garden...'. Below this, a paragraph describes the urban transformation project in Espoo, Finland, scheduled for 2015, highlighting the regeneration of social and urban fabric between Otaniemi, Tapiola, and Keilaniemi. A second paragraph explains the site's purpose as a co-creation space for the Aalto City Community Garden. The right sidebar contains a list of navigation links such as 'Welcome page', 'What is a Wiki Site?', and 'Site members'. At the bottom, a map of the area is shown with a green box labeled 'From T3 to Aalto City' and a yellow box labeled 'Open Innovation House'. The browser's address bar shows 'site-name.wikidot.com' and various social media sharing options.

Return To Avatar

wiki dot site-name .wikidot.com Share on Edit History Join this site Explore »

aalto-city [Create account or Sign in](#)

example menu contact Search this site

A space to seed your ideas in the New Aalto City Garden...

With the arrival of Aalto University and of the subway by 2015, the eastern part of Espoo is going under an intense transformation process and should be seen as a unique opportunity to regenerate the social and urban fabric, between the campus area of Otaniemi, the residential area of Tapiola, and the business area of Keilaniemi.

Rather than using the technical term T3, this wiki space is an invitation to produce and share ideas, projects and opportunities to build together the Aalto City Community Garden... It's all about co-creation and enabling the civil society!

- [Welcome page](#)
- [What is a Wiki Site?](#)
- [How to edit pages?](#)
- [How to join this site?](#)
- [Site members](#)
- [Recent changes](#)
- [List all pages](#)
- [Page Tags](#)
- [Site Manager](#)

Page tags

aalto activities business
community

From T3 to Aalto City

Open Innovation House

Regional Level [kula, CoR & Aalto]

DOCUMENT THE LEARNING STORIES



A CONFERENCE TO ENJOY

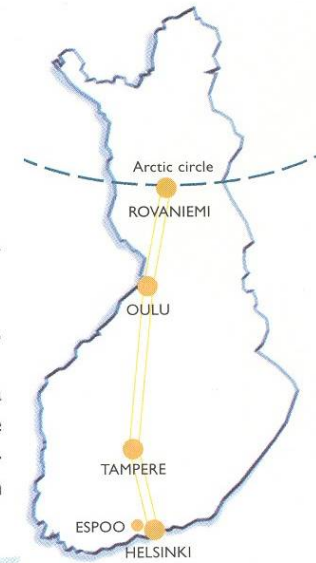
INTRODUCING THE WORLD'S FIRST LIFELONG LEARNING TRAIN

Wednesday will be a unique experience. Transporting conference members from Helsinki to the second part of the conference and the midsummer arctic festival at Rovaniemi will be the world's first lifelong learning train. Or in fact it will be a "learn" rather than a

translated into working lifelong learning projects valid for the rest of the century.

There will also be the world's first "train-storming" sessions, when, in and between our strands, we will produce the ideas which will trainstorm Europe into a

through genuine the way in Tampere the journey. All in five day.



"train" to demonstrate the real need to focus

This is a working day. Specially adapted carriage groups to discuss how the topics which

European Year of Lifelong Learning 1996

SCHEDULE

SUNDAY 16 JUNE	MONDAY 17 JUNE	TUESDAY 18 JUNE	WEDNESDAY 19 JUNE	THURSDAY 20 JUNE
10.00 Optional Tour: Nuukio Nature Trail	9.00 Theme 1 keynote plenary session 10.00 Coffee 10.30 Theme 1 focus sessions	9.00 Theme 3 keynote plenary session 10.00 Theme 3 focus sessions (parallel)	8.30 Departure from hotels for the "LEARN" Train 9.10 Depart for Rovaniemi Theme 3 & 4 strand sessions	10.00 Coffee 10.30 Theme 5 keynote plenary session 11.30 Theme 5 focus sessions (parallel)
16.00 Return to hotels 18.30 Opening Session Welcome and Introductory Keynote 19.30 Get-together reception	15.10 Theme 2 focus sessions (parallel) 16.15 Coffee 16.45 Theme 2 strand sessions (parallel) 17.45 Adjourn 19.00 Depart from hotels for Reception by Minister of Education (Heureka Science Centre)	in schools, educational institutions, companies and other organizations 18.00 Return to hotels 20.00 Conference banquet	board the train "ing": Action Projects 2000 19.30 Train arrives in Rovaniemi 21.30 Arctic Circle Midnight Sun Reception	12.30 Lunch 13.40 Theme 5 strand sessions (parallel)

World's 1st Internet Connected "Learn" 1996 Helsinki - Rovaniemi

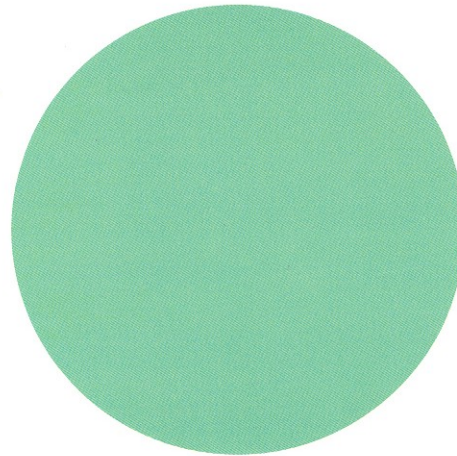


The "Learn"

Lifelong Learning Express



	Rover Carriage 1	Rover Carriage 2	ELLI Carriage	HUT Carriage	Tele Carriage	Apple Carriage	Espoo Carriage	Lapland Carriage	OPH Carriage	Dipoli Carriage
9.20 Depart from platform 9										
9.40-11.00 LEARN Sessions 1	Group A (Rover Carriage 1) Strand session Discussion issues: • Creating a climate of change • Skills invent • Changing val attitudes to wo • Role of comp learning comm	Group D (Rover Carriage 1) "Trainstorming" sessions: Action Project 2000	Group B (In your own Carriage) Team work: Making an asset of your potential: Developing your own Lifelong Learning Plan		Telecom Finland will provide access to e-mail and the World Wide Web (Carriage 5), making the "LEARN" the world's first Internet	Desktop videoconferencing by Apple Computer	Group E (In your own Carriage) Team work: Making an asset of your potential: Developing your own Lifelong Learning Plan	Exhibition and demonstrations • Mankkaa School • Lapland Travel Ltd • Freenet Finland • National Board of	Group C (OPH Carriage 10) Strand session (Local, Regional and National Government Discussion issues:	Group F (Dipoli Carriage 9) "Trainstorming" sessions: Action Project 2000
<h1>Apprendre à tout âge</h1>										
11.11-11.35 Stop in Tampere										
12.50-14.10 LEARN Sessions 2										age 9) ng" ion Project
14.20-15.40 LEARN Sessions 3										age 9) ng" ion Project
15.46-16.40										<ul style="list-style-type: none"> • Preparing schools for the Learning Century • Teacher training for the 21st century
	Stop in Oulu Refreshment break hosted by the City of Oulu. <i>Mr Jorma Seppänen, Chairman of the City Board, City of Oulu</i>									
	The final leg of the train ride will offer a more relaxed series of events, using the specially designed carriages for mixing, mingling, and learning. There will be cultural programme, entertainment by troubadour <i>Jan Steen</i> , a quartet from the <i>Dominante</i> choir and even dancing in Tele Carriage 5. The bar is open in Apple Carriage 6. Those who wish to continue working will have the opportunity to do so using the conference software and the Internet facilities on board the train, or engaging in project discussions in one of the conference coaches.									
19.30										...ions in Rovaniemi a Most Famous Person



AALTO ON TRACKS



Home Follow us About FAQ Partners Team Calendar Participants TBDx Pubs

Aalto on Tracks is taking around 100 people from the Aalto University community with a private train from Helsinki to Shanghai World Expo, China, on May 2010. That's near 10,000 kilometers and a week on tracks!

Our goals are to take Aalto University, Finland and Finnish education to the world. We want to unite Aalto people and create an unforgettable learning experience for around a hundred Aalto people and guests.


Follow us on the map and via iTalky!

A year after Aalto on Tracks

It's almost a year since we departed from Helsinki Railway station headed to

InnoSchool

Innovations in Architecture, Education, Playful Learning and Services
2107-2013



Future School Concept

- InnoServe
- InnoEdu
- InnoArch
- InnoPlay

PLOTS PARTNERS

- University of Helsinki
InnoEdu
Faculty of Behavioral Sciences, Center for Research on Teaching
- University of Eastern Finland
InnoPlay
Faculty of Education, Centre for Media Pedagogy
- Helsinki University of Technology
InnoArch - Future and Spaces for Learning
Department of Architecture
- InnoServe**
Department of Computer Science and Engineering, SimLab
- Aija Staflans
Helsinki University of Technology
Department of Architecture



AALTO UNIVERSITY STUDENTS HELSINKI – SHANGHAI 2010



Aalto on Tracks is taking around 100 people from the Aalto University community with a private train from Helsinki to Shanghai World Expo, China, on May 2010. That's over 10 000 kilometers and a week on tracks!

Our goals are to take Aalto University, Finland and Finnish education to the world. We want to unite Aalto people and create an unforgettable learning experience for around a hundred Aalto people and guests.

[Follow us on the map and via Talky!](#)

www.aaltontracks.com



[Tracks on Twitter](#)

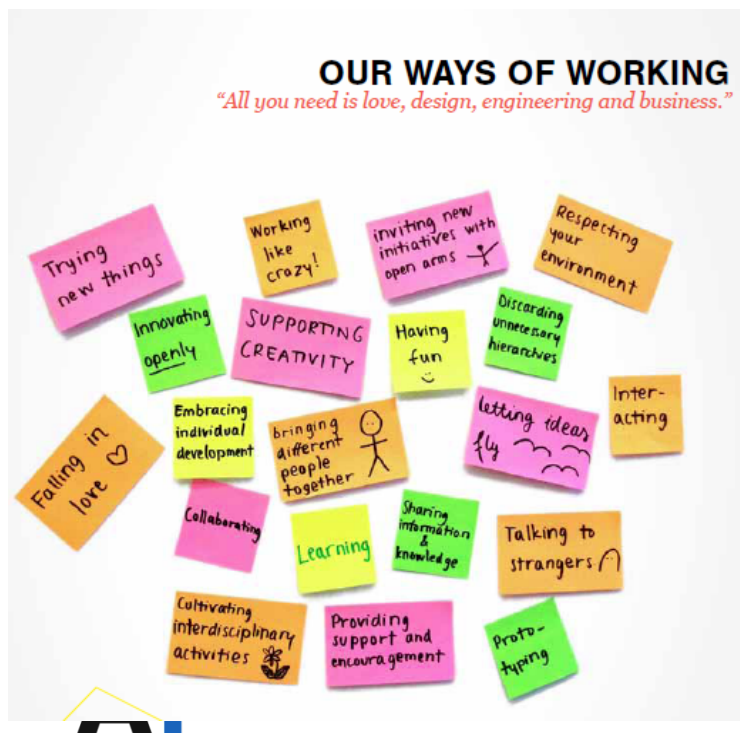
Tongji on Tracks is in Helsinki! Have a look at video of their arriving:
<http://www.youtube.com/user/aaltouniversity#22:57:16.05.11> from web

Markku Markkula
CoR & Aalto University

Aalto Design Factory & Aalto Tongji Design Factory

The Aalto President Tuula Teeri in her speech (Opening the Aalto Tongji Design Factory in Shanghai):

“In the Design Factory the students come first. ... Research and expertise are the most important sources of, and preconditions for, innovation. ... The diversity of innovation relies on a strong research base as well as other factors, such as a climate and ways of working that encourage innovation creativity and the ability to take risks.”



CoR 12 October 2011 Plenary:
THE ROLE OF LOCAL AND REGIONAL AUTHORITIES IN
ACHIEVING THE OBJECTIVES OF THE EUROPE 2020 STRATEGY

CoR

- identifies a particular need to **focus on key competences for the knowledge society, such as learning to learn**, languages and culture, entrepreneurial and innovation skills, interpersonal skills and the ability to fully exploit the potential of ICT;
 - calls for a **targeted learning process** integrating different levels of policy-making to coordinate the use of resources and strengthen the impact of activities. In order to **build joint capacity, Executive MBA-level programmes covering multi-level, strategic design processes**, should be developed for policy makers, senior civil servants, industrial managers and researchers. This type of training programme is needed at both European and regional level.
- + Regions of Knowledge, Living Labs, Smart Cities, Knowledge Triangle, Modernizing Triple Helix → Societal Innovations**

Summary: Mindset & Scalability

There is a **huge gap** between the latest research knowledge and real life practice. What do we need to do to fill it?

1. Change of the mental mindset: Cities and regions to become **Learning Cities and Learning Regions.**
2. **Lifelong learning** and the **full use of ICT** are cornerstones for this change of mindset towards entrepreneurship and innovation.
3. We need the dynamic understanding of **regional innovation ecosystems** where **public, private and third sector learn** to operate together. **Modernize Triple Helix.**
4. We need methodologies to mobilize public private partnerships and encourage especially people participations: **user-driven open innovation & living labs.**
5. We need to **speed up the change by scalability & implementation.**

Thank you very much
markku.markkula@aalto.fi

ota ensin zoom

sitten controls

lopuksi zoom out

EUROlocal
connecting the dots...

Be part of us

GARAGE

Tommi

The key issue is commitment and the key questions are “how to make the desired transformation to happen?”, and especially “what can I do?”, “how might we?”