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# **Some Strategies in Building Learning Communities and Regions**

**Notes on Discussions in Germany, Canada,  
Sweden and Hong Kong**

**June-September 2010**

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## Foreword

These notes are based on discussions we had in the period June to September 2010 in Germany, Canada, Sweden, and Hong Kong on lifelong learning and building learning communities during a trip around the world. In documenting these discussions, we envisage Australian learning communities as the primary audience. However, some points are also relevant to PASCAL (Placement Management, Social Capital and Learning Regions) International Observatory programs: PIE (PASAL International Exchanges) and PURE (PASCAL Universities and Regional Engagement).

In addition, we have added some themes from the PASCAL conference in Östersund that we participated in on 22-24 June 2010. The theme of this conference was "Heritage Learning, Social Cohesion and Regional Development", with much of the conference focused on the role of museums and galleries for arenas for lifelong learning. This pointed to the important role that cultural institutions can have in promoting learning throughout life, and in supporting social inclusion agendas.

Our discussions in Germany were focused on the lessons and outcomes of the major Learning Regions Networks program that was funded by the German Government with a substantial budget between 2001 and 2008. An evaluation study was undertaken throughout this period so that valuable information is available from this German experience on good practice in using a bottom-up network approach to fostering lifelong learning opportunities and supporting the objectives of knowledge societies and their economies. The new German program: Learning on Place, illustrates another approach to promoting learning throughout life with a stronger role for municipal authorities and with a focus on cooperation by all education players. The important role of private foundations in this program brings in a 'big society' theme which will be of interest in terms of outcomes.

Discussions in the British Columbia province of Canada (Vancouver and Victoria) were focused on experiences in several learning communities in a context with more similarity to the situation of Australian learning communities. Our discussion with Jarrett Laughlin from the Canadian Council on Learning gave a broader Canadian perspective to these discussions. We have concluded these notes with some general comments on the implications of these discussions for the development of Australian learning communities.

We would like to thank the various people we met in the countries visited who contributed their time generously in these discussions and who provided information we were able to follow up on. Much is to be gained from international exchanges of experience in the critical and difficult task of providing lifelong opportunities for all and building inclusive communities where these opportunities are widely available.

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# 1. Germany

During a stay of one month in Munich, we arranged discussions on aspects of learning community development in Germany. These discussions involved:

- Dr Jutta Thinesse-Demel, Chair – Board of the Association Learning Regions Germany<sup>1</sup>
- Dr Andrea Reupold, a member of the research team that evaluated the Learning Regions Network Program funded by the German Government<sup>2</sup>
- Rolf Prudent, Manager of the Bad Tölz Learning Region<sup>3</sup>

The German Government funded the Learning Regions Promotion of Networks Program between 2001 to 2008, with support from the European Union (EU) Social Fund. Some 80 regions were funded with a substantial budget on a phasing-out funding basis. With the conclusion of the program in 2008, a new program titled Learning on Place has been funded by the German Government, commencing in 2009. This program has a focus on public and private partnership in supporting good educational management in cities and rural communities. In this way, by involving private foundations as partners, the program has some links with the current debate on private sector roles in the 'big society'.

The learning regions program was subject to a careful evaluation throughout the duration of the program by a team led by Professor Rudolf Tippelt of the Ludwig-Maximilian University (LMU), Munich. This study led to a substantial report that is available in German only. We had access to an English summary of the report which provides useful information on the study without having the comprehensive detail and overview of the full report.

As Professor Tippelt was out of Munich at the time of our visit, we met a member of the evaluation team, Dr Andrea Reupold, to discuss the study. Dr Reupold, also of LMU, has links to Australia and is currently involved in an international research study on transitions coordinated by Melbourne University.

## Background and Objectives

The Learning Regions Promotion of Networks Program was funded as a contribution to the European Union development objectives arising from the Lisbon Conference of 2001. It was accordingly aimed at the development of networks to support the transition to a knowledge society. Because of these

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<sup>1</sup> Met on 21 July 2010

<sup>2</sup> Met on 27 July 2010

<sup>3</sup> Met on 28 July 2010

broad socio-economic objectives, Networks often had a significant number of members, 35% of the Networks having between 40-99 members, while 8% had over 100 members. This range of participation made communication, building social capital, and coordination of effort key issues for the Networks.

The Program illustrated an ambitious bottom-up approach to socio-economic development with the Program influenced by American research in the period by scholars such as Senge on learning organizations. This approach meant that there was considerable diversity in the outcomes from individual Networks. At the time of our visit, we were told that some 40 of the 80 networks had ceased operating after government funding ended. While no longer operating as formal Networks, there were often benefits passed on to their communities in other forms, including the new Learning on Place Program and the programs of state and municipal education authorities.

The significance of this approach largely lies in the role of Networks as an organising principle for community and regional development through the impact on such aspects as building a shared vision, enhancing supporting attitudes, integrating strands of development; and, in the long term, contributing to building a learning culture.

## **Outcomes and Results**

It was evident from our discussions that the program had mixed results as might have been expected from the bottom-up philosophy program with a diversity of approaches. In this context, the success factors identified in the evaluation report assume particular significance.

The Summary Evaluation Report discussed the results of the program in terms of the following:

- a. Innovation in Networks
- b. Interlocking the Sectors of Education and Facilitating Transitions
- c. Quality Assurance
- d. Marketing Education
- e. Educational Counseling
- f. New Learning Worlds

The evaluation summary showed that the Program encouraged a good deal of innovation in areas such as fostering improved transition between sectors of education (interlocking of the sectors of education), marketing education, the use of e-learning, and facilitating education in "new learning worlds". In some cases, the Program served as a trigger for innovation in regional education development and promoting new products for the region as well as influencing state and municipal roles in education.

## **Success Factors**

Success factors identified in the Evaluation Summary involved a spectrum of

factors including good management practice, effective communication, and strategies that built social, cultural, education, and economic capital. When well executed, the Network led to synergy and productivity outcomes that clearly brought benefits to all stakeholders. A point of some interest in the Evaluation Summary was the comment on a regional approach that geographic closeness accelerated exchanges so that “a correlation between societal, cultural and economic development becomes clear and meaningful on a regional basis” (Gylling, p.6).

Network identity which involved the identification of the Network partners with the Network and its goals was seen as a key success factor. Fostering mutual trust and building social capital was obviously central to the Network concept. While there was progress in many Networks, the Evaluation Summary also pointed to difficulties in balancing cooperation and competition and the varying commitments to Networks by members and sectors so that the intensity of cooperation varied between Networks and partners.

Not surprisingly, leadership, sound communications and effective management in such areas as undertaking a regional demand analysis at the beginning were seen as important.

A useful summary of success factors and benefits in sustaining Networks was provided by Professor Deiter Gnahn of the German Institute for Adult Education, which was included in *Inform*, the magazine of the German Learning Regions (January 2010, p. 7). These factors were seen as:

1. Learning Networks were generally created out of a concrete problem (e.g. high unemployment, problems in the further education market), and oriented towards enhancing the problem solving capability of the network and improving the situation.
2. The success of Learning Region Networks is highly dependent on personal and institutional considerations. Personal and institutional hostilities and competition are often barriers.
3. Learning Networks are especially successful when they are interlocked with other policy fields. Integrated in the larger connection (reducing unemployment, strengthening regional economic capacity) gives Networks legitimacy and promotes access to scarce resources.
4. Learning Networks are most effective when they open up new opportunities for cooperation leading to synergy and productivity benefits.
5. Learning Networks generally improve the conditions of the regional education market, (e.g. through greater transparency) as supply and demand become more tailored to meet market needs, and more concrete and specific.

6. Learning Networks often have a pioneering and innovation role in leading to guidelines for regional development that complement existing measures.

This is a useful summary that reflects much of the experience documented in the Evaluation Report Summary. It would be useful to compare these guidelines with the conclusions emerging from the PASCAL study of the regional engagement role of Universities (PURE). Successful Learning Networks, such as the Bad Tölz Network which is discussed below, demonstrate what can be achieved in a bottom-up approach to regional development driven by leadership, high regard for local conditions, and sound management.

### **Benefits of Networking**

The Evaluation Summary identified three direct benefits of networking:

1. A change in the attitudes of participants towards networking.
2. A knowledge transfer took place between institutions.
3. An increase in competence of the individual institutions.

These benefits are central to achieving clear synergies from network development. The benefits may also be seen as learning processes so that the Networks function as learning organizations with benefits that enhance the performance and productivity of network members while also building a culture that supports further development of the community or region.

Achieving each of these benefits involved addressing various barriers, such as competition pressures, that impeded achieving the benefits. The guidelines enunciated by Professor Gnahn which are cited above, elaborate some of the benefits. In addition, the Learning Networks have also brought benefits in some cases through their impact on state and municipal roles in education and community development.

### **Impact on State and Municipal Education Development**

The January 2010 issue of *Inform*, the magazine of the Learning Regions, cites a number of examples where the Program has influenced initiatives taken by state and municipal authorities. These are examples of the ripple effects that often accompany successful innovations that are also likely to be evident in the new Learning on Place Program.

#### **State Initiatives**

The existence of the Learning Regions Network Program influenced a number of states to take initiatives that drew on the concepts and activities of learning regions within their jurisdictions. Examples cited in *Inform* include the following:

- **HESSENCAMPUS – Lifelong Learning** was an initiative taken by Hessen that involved cooperation between five Learning Regions within the state.
- **Lower Saxony** founded a Lower Saxony Institute for Infants Education and Development based on the networking principles being implemented in the state.
- **Berlin-Brandenburg** innovated in education counseling in establishing a network of Learning Shops.
- **Schleswig-Holstein** promoted a state-wide network of twelve further education alliances with federal, state and EU funding. The alliances function as regional networks to foster information and knowledge flows, and promote cooperation. They meet in a federal-state working group set up by the Ministry of Economy in which the Learning Regions in the state also participate.

In these examples, applications of networking principles in related fields extended the benefits from the Program.

### **Municipal Initiatives**

- **Lippe, in North-Rhine Westphalia** has established five learning centres with links to the Learning Region Lippe and Hertford. These centres offer innovative approaches to lifelong learning for a range of target groups and are supported by the municipalities of Lippe and Hertford. This support continued after the ending of the federal Learning Region Program.
- **Nuremburg** has collaborated with the Learning Region Nuremburg-Furth in a number of ways. These include provision for lifelong learning through the learning centre South (Sudpunkt). This initiative has included funding from the state of Bavaria and the EU. Nuremburg is one of the five Bavarian locations to be funded under the new Learning on Place Program so that these initiatives will continue.
- **Neisse** is being developed as a coherent Learning Region arising from the activities of the innovative tri-national PONTES Learning Region which connects adjacent areas of Germany, Czech Republic, and Poland. This development has led to a comprehensive portfolio of educational services which will be carried over to the new administrative district of Görlitz.
- **Cologne** provides an example where the Learning Region promotes a valuable interface between the educational system of the city and a wider range of stakeholders linked to the Learning Region. In these ways, the Learning Region has provided important infrastructure benefits for Cologne's education system.



The March 2007 issue of *Inform* provides further examples in the Bodensee region and Tölzer Land where the Learning Region initiative has stimulated developments in municipalities, e.g. in the development of adult learning centres and libraries in various parts of the Bodensee region. These examples make the important point that the outcomes of the Learning Regions Program reside not only in the activities and sustainability of individual networks but also, and perhaps more importantly, in the stimulus to initiatives taken by the states and municipalities which apply networking and cooperation principles in extending provision for lifelong learning. This impact includes the influence on the new federal Learning on Place Program.

## **Participation**

The evaluation summary provides comment on participation by the various sectors in the networks. Some examples where:

- Further education institutions were generally active partners despite competition barriers;
- Participation by companies was variable with a low interest in many networks, however in some networks companies were active and contributed much, especially when they saw the benefit of gaining and retaining new employees. Their participation is important in the sustainability of networks;
- Schools were generally involved but usually did not play a central role;
- Participation by local government councils was also variable, but with councils playing a central role in networks where they did participate. A danger was seen of municipal bodies playing too dominant a role in a Network.

## **Network Typology**

The evaluation team developed a Network typology with product/process and centralised/decentralised dimensions. Five positions were identified within the typology as ideal types. As the evaluation study was undertaken before the discontinuance of government funding, the subsequent relationship of sustainability of Networks after the cessation of funding in terms of typology positions would be a subject of considerable interest.

## **Achieving Sustainability**

The Learning Region Network Program aimed from the beginning at the Networks achieving sustainability without government funding. Funding was provided on a decreasing basis, with full funding in the initial year, to encourage exploration of alternative funding sources. While about half the Networks folded without continuing government funding, Bad Tölz provides a good example of a Network that has remained sustainable.

## **Bad Tölz Learning Region**

We followed up our discussions in Munich by visiting the Bad Tölz Learning Region (south of Munich) to meet the Manager of this Network: Rolf Prudent, and his wife Romina Viaden-Prudent who is also active in the Network. Bad Tölz was identified in our discussions as a successful Network that had demonstrated sustainability after the period of government funding.

Both Rolf Prudent and his wife are former journalists with Rolf formerly serving as Managing Editor of a business journal. They were seen as bringing expertise in communication combined with sound management and marketing practices in the development of this Learning Region. This expertise in communication was recognized by the Ministry of Education and Research which gave Prudent the leadership role in communication practices for the whole program. This role included the conduct of relevant conferences to pass on good practice in communication and marketing. The attention given by Prudent to effective communications and business planning is evident in the success of the Learning Festival conducted by Bad Tölz every second year. The Festival is promoted throughout southern Germany and has attracted 38,000 participants in a single day. Please see Attachment A for the LearnFest 2010 program themes.

Prudent said that the Bad Tölz Learning Region operated in a dual way with commercial projects that brought in revenue and community oriented non-profit activities. This duality was reflected in organizational and financial arrangements. The Learning Festival and Family Compacts, which provided a database for families were examples of community oriented projects. Prudent aimed at high visibility for all projects. The Learning Region had a legal status with strong representation on its Board. Activities such as the Learning Festival were often sponsored by major companies, e.g. Audi.

The Bad Tölz Landkreis was focused around three towns so that community resources in each of these towns are drawn on in furthering the objectives of the Learning Region. Communication and marketing had been a priority from the beginning, giving the initiative a high visibility in the Region. Prudent said that transparency and communication were very important in providing the glue to bind a Network. The transparency objective influenced their approach to outcomes with precision in outcomes (data on outcomes and benefits) seen as important.

Prudent said that lifelong learning messages furthered the interests of companies in attracting and retaining young people so that there was common interest in supporting the Learning Region initiative. This was a theme we heard elsewhere in discussions in Germany with changes in the attitudes and values of young people meaning that companies now needed to give more attention to attracting and retaining young workers. Employment for life was no longer a given in Germany, a situation with important implications for education and training.

The important company role in this initiative was reflected in the ownership of the non-profit company that coordinates activities (LRTZ Gmbl in Bad Tölz)

with shareholders including well-known companies in the region, as well as other project partners. Local companies support the Learning Festival in various ways.

Projects undertaken by Bad Tölz have included:

- A vocational guidance entrepreneurship activity for young people;
- The conduct of a Health & Wellbeing Festival;
- A transition management initiative involving all education sectors;
- The conduct of future-oriented Forums in the Benediktbeuern Monastery, e.g. social and economic challenges for guidance and care organizations;
- A Sustainability Declaration was adopted by local organizations and alliances covering economic, environmental, energy sustainability resulting from the Benediktbeuern Forums;
- The development of a career guidance manual covering school to work transition which is available as a free e-book;
- The conduct of a parent survey on information and service needs of families<sup>4</sup>.

The Bad Tölz Learning Festival provides a vehicle to focus community attention on emerging themes and issues, e.g. bionics has been brought into the Festival as a major theme with a video on bionics that can be downloaded by the community in advance of the Festival. The Festival is supported by a 32-page program that directs community attention to highlights. The success of the Festival is reflected in the high participation which attracted 38,000 in a single day. The 2008 Learning Festival was a winner in a Federal Government competition on "Germany – Land of Ideas".

In initiatives such as these, the Bad Tölz Learning Region has demonstrated its relevance and value to the Bad Tölz region, and so achieved a basis for sustainability.

The care given to communication, regional identity, and sound management are key factors in its sustainability, while the broad approach adopted that ranges across social, cultural, educational, and economic development illustrates the value of holistic and integrated strategies of this nature. In these ways, the Learning Region initiative is assisting Bad Tölz in making the transition to a knowledge society and economy.

### **Learning on Place**

With the ending of the Learning Regions Network Program, the German Government is now funding a new Program titled Learning on Place which commenced in November 2009. Forty projects are being funded across Germany in cities and counties with participation in all states over a three

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<sup>4</sup> Family support initiatives have been a feature of the Bad Tölz Learning Region in collaboration with relevant foundations and organizations.

year period with the option of an extension for two years. Please see Attachment B for these locations.

The Program is directed at public and private partnership to support good educational management in cities and counties. Twenty-six foundations are involved in a National Foundation Network to support the Program while individual foundations support each of the forty projects.

The important role of Foundations in bringing a private sector partnership role conveys somewhat of a 'big society' flavour to this initiative which is both less ambitious and more highly structured than the former Learning Regions Networks initiative. The twenty-six foundations in a national advisory body provide advice on directions for the Program.

Efficiency and coordination are important themes with a key objective being to shift responsibility to the municipalities. In discussion we were told that new issues such as demographic change with an ageing population had arisen since 2001 that now needed to be addressed systematically so that more coherent and coordinated arrangements for education are developed in the participating cities and counties.

The Program thus aims to foster coherent, integrated systems for lifelong learning, supported by the Federal Ministry of Education and Research (BMBF) and the Foundation Network. The Program is important in testing a public/private partnership approach to fostering lifelong learning in communities.

Objectives of the program include:

- Increasing school participation;
- Strengthening employability;
- Meeting labour supply requirements;
- Improving the transparency of education;
- Improving the transitions between different phases of education;
- Improving educational access;
- Strengthening democratic culture;
- Managing demographic change.

This mix of educational, social, labour market, economic and cultural objectives will be oriented to the needs and conditions of particular cities and counties so that place management will be an important theme.

Each of the participating communities has identified particular objectives, e.g. the four Bavarian communities being funded include these objectives as examples of initiatives to be taken.

#### **Lindau**

- An educational counseling centre will be set up with a network of support throughout the county;

- An early detection system for the regional training market will be developed;
- A new department of education and regional development is envisaged;
- The project will be supported by the Peter Dornier Foundation, the Lake Constance Foundation, and the Foundation Lindau Citizens and will build on lessons from the Bodensee Learning Region.

### **Kaufbeuren**

- There will be a special focus on transitions between sectors building on the work of existing bodies such as the Integration Forum and the City Youth Council;
- Educational guidance will be strengthened;
- Family learning and responding to demographic change will be priorities;
- The project will be supported by the Community Foundation of Kaufbeuren, the Hans Seidel Foundation, and the Bavarian Savings Bank Foundation.

### **Landkreis Mühldorf am Inn**

- To increase participation of citizens in lifelong learning will be a priority thereby increasing regional human capital;
- A holistic approach to education will be adopted with strong coordination between sectors;
- The Mühldorf Education Network will be extended;
- The Roland Berger Foundation and a composite of local foundations will support the initiative.

### **Munich**

- The initiative will develop responses to current structural changes in the environment set by families, including the increasing variety of life forms, a deterioration of the socio-economic situation and the labour market, and the segmentation of population groups.
- Initiatives will be built into a city-wide strategy;
- Neighbourhood based education will be strengthened;
- A Munich conference on education will be established;
- Holistic education management will be progressed;
- Social diversity will be addressed through a strengthening of integration/diversity management;
- The initiative will be supported by the Eberhard von Kuenheim Foundation of BMW AG.

### **Nuremberg**

- A coherent overall approach to urban education in the city will be developed;
- The Education Conference and Board of Education will be brought together in Education for the City of Nuremberg;
- Current human rights development will be extended;
- Integration/diversity management will be extended with cultural mainstreaming;

- The initiative will be supported by the Sparkasse Nurnberg for the City of Nurnberg, and the Foundation Nuremberg – A City of Peace and Human Rights.

Similar objectives may be seen for other participating communities in the summaries available on the Program website.

The Learning on Place initiative will provide models for place management in building coherent arrangements to foster lifelong learning, while also addressing major challenges posed by social and economic change, such as the examples given above. Whether some cities might be attracted to the PASCAL PIE program might be worth addressing.

### **General Comment on Germany**

The German experience in building learning communities and regions is of interest in illustrating the outcomes of a bottom-up networking approach to fostering lifelong learning and facilitating the transition of communities to a knowledge society and economy. While the results have been mixed, with a significant number of networks discontinuing with the cessation of government funding, a good deal has been learned about success factors with this approach. We have illustrated these in our comments on the approach adopted by the Bad Tölz region. Leadership, communication and good management are critical in achieving the benefits of synergy and enhanced productivity from a networking approach that builds social and human capital in communities and regions.

An important benefit resides in the influence of this strategy on state and municipal approaches to education and learning in building partnerships to address key policy issues such as youth transition and unemployment. There would be value in a federal system such as Germany, Australia, and Canada in state governments building on initiatives taken by Learning Networks along the lines of the examples given in these notes. Networking the networks in order to address important policy issues brings together the benefits from local and regional partnerships and the policy thrusts of government in responding to key challenges. Whether such a guided network strategy is likely to be more effective than the typical top-down approach of government policy merits examination and research.

The German networking strategy differs to the approach of most Australian learning communities where networks are usually built up over time from initiatives taken by an existing stakeholder, such as a local government council. The Hume Global Learning Village, the Brimbank Learning Strategy and Action Plan, and the Melton learning community in Victoria, Learning NQ in Far North Queensland illustrate this approach as well as learning communities in Marion, Salisbury, and Elizabeth in South Australia.

Having a base in an established stakeholder, such as a local government council, can offer much in terms of sustainability although the impact may be more restricted than the larger and more diverse German Learning Networks.

While the German Network approach raises questions of sustainability when government money ceases, the broad comprehensive nature of most networks points to the potential benefits to be achieved in integrating educational, social, cultural and economic development. Australian learning communities will benefit from more involvement by business and cultural institutions in working towards holistic approaches to social, educational cultural, and economic development. How to achieve this is a key challenge for these communities in moving forward.

While universities were generally not leading players in the German program, there are lessons from the PASCAL PURE program on the university role in fostering social and human capital and building networks across regions in supporting a broad approach to regional development. Much could be gained from consideration of the lessons emerging from the German Learning Region Network Program and PURE.

There is further value in the German experience with the new Learning on Place Program with its focus on public/private partnerships and leadership from responsible administrative bodies. The role of private foundations both in advising general directions and in supporting individual projects brings a touch of a 'big society' approach and would seem to be topical in contributing to the current international debate on the roles of public and private organizations in the provision of services such as education.

Overall, the German experience in building learning communities and regions based on the Learning Region Networks and Learning on Place Programs holds considerable interest as a laboratory for testing approaches to lifelong learning in communities and regions.

In addition to these initiatives, the Bertelsmann Stiftung (Foundation) will follow up its work on the ELLI (European Lifelong Learning Indicators) as a composite learning index for Europe<sup>5</sup> by releasing in October 2010 regional estimates of lifelong learning within Germany. Germany was only a little above average performer in the ELLI 2010 assessments for Europe so that the regional estimates will add to the information emerging from the evaluation study of the Learning Region Networks Program.

While we found the English summary of the evaluation report useful in supporting discussions, the value of the evaluation study resides in the main report which is available in German only. Consideration might be given to ways in which key sections of the report might be available in English to support further analysis and discussion of the outcomes and implications of this Program.

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<sup>5</sup> We discuss ELLI (European Lifelong Learning Indicators) Index in our notes on discussions with the Canadian Council on Learning as the ELLI was derived from the work of the Council in developing the Composite Learning Index for Canada.

## 2. Canada

Our discussions in Canada involved the Canadian Council on Learning and the Victoria and Vancouver learning communities during a month we spent on Vancouver Island. Our location on the Island meant that there was a British Columbia bias in our consultations, and we were only able to pick up indirectly developments in other parts of Canada. Our discussions in Canada involved:

- Jarrett Laughlin, Senior Research Analyst and Team Leader, Canadian Council on Learning (Ottawa)<sup>6</sup>
- Helen Hughes, formerly Councillor – Victoria City Council<sup>7</sup>
- Dr Ron Faris, Lifelong Learning & Learning Communities consultant<sup>8</sup>
- Stacey Huget, Project Director, Vancouver Learning City<sup>9</sup>
- Dr Shauna Butterwick, Adult Education Program, University of British Columbia<sup>10</sup>

As the Canadian Council on Learning has had a national mandate to promote lifelong learning in Canada, our discussion with Jarrett Laughlin gave context to the other discussions.

### **Canadian Council on Learning**

The Canadian Council on Learning was established by the Canadian Government in 2005, with a five-year funding mandate to promote learning throughout life within Canada. Following a change of government, the present Canadian Government announced that funding would cease in March 2010, the Council is currently seeking alternative funding sources to maintain some of its functions, including selling and exporting some of its products and services.

The Council is perhaps best known for the Composite Learning Index (CLI) it developed, based on a conceptual framework adapted from the four pillars of the UNESCO Delors report (learning to know, learning to do, living together, and learning to be). Assessments have been undertaken for communities across Canada using the Index in every year since 2006 so that a five-year database now exists (Canadian Council on Learning. 2010).

We were interested to learn that Victoria, the capital of British Columbia, was assessed as the top city in Canada on the 2010 CLI assessment and was further assessed as one of two communities (with Saskatoon) in having a high CLI score and a positive 5-year trend over the period 2006-2010. This gave context for our discussions with Helen Hughes and Ron Faris on the

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<sup>6</sup> Skype discussion on 2 September 2010

<sup>7</sup> Telephone discussion on 5 September 2020

<sup>8</sup> Telephone discussion on 5 September 2010

<sup>9</sup> Meeting 14 September 2010

<sup>10</sup> Meeting 13 September 2010



Victoria Learning City initiative. The 2010 CLI results are given in Attachment C of these notes.

In discussion of the Index, Jarrett Laughlin mentioned that the Index has now been exported to Europe with an assessment of performance by European countries in progressing lifelong learning undertaken for 2010 in a project funded and published by the German Bertelsmann Foundation. The results of the 2010 ELLI Index assessment are available online with a summary (p. 39), which we provide in Attachment D.

The ELLI assessments for European countries are not surprising in their results, they show the Nordic countries as the best performers (1: Denmark, 2: Sweden, 3: Finland), followed by the Netherlands. Similar results have been obtained from the OECD PISA assessments and from the Global Competitiveness Index, Consumer Health Index, and Corruption Index. Eastern European countries and Mediterranean countries are the poorest performers on the ELLI Index.

Laughlin advised us that the Bertelsmann Foundation will be following up the ELLI assessments by releasing regional assessments for Germany in October 2010, similar to the reporting by the Canadian Council on Learning on individual cities.

In addition to CLI and ELLI, our discussion with Laughlin focused on work undertaken by the Council on aboriginal learning and learning community initiatives across Canada. He said that little was known about the state of First Nation people in education when the Council was established in 2005. An Aboriginal Learning Knowledge Centre established at the University of Saskatchewan and the First Nations Adult and Higher Education Consortium had given a stimulus to developing the knowledge base and developing learning models relevant to Aboriginal people. This work had led to the First Nations Holistic Lifelong Learning Model (Attachment E).

The renewed interest in Aboriginal education and learning had resulted in a 2009 report on the state of Aboriginal Learning in Canada (Canadian Council on Learning. 2009). In addition, several holistic lifelong learning models for Aboriginal peoples had been developed and tested which involved the intertwining of Indigenous and Western knowledge traditions. This interaction is reflected in a tree image designed to illustrate the sources of an holistic approach to Aboriginal education and learning.

We also discussed the current state of community/city learning development in Canada. In addition to Victoria and Vancouver, there have been initiatives in Edmonton, Fort Erie, St John's and Whistler, although the current status is unclear. A search of the Council's website provides a capture of information on these initiatives: [www.cli-ica.ca/en/analysis/learning-communities.aspx](http://www.cli-ica.ca/en/analysis/learning-communities.aspx). The Council had sought to support these developments within the limits of its declining resources.

For example, the Council worked with Vancouver Learning City on the application of its Composite Learning Index to assess Vancouver's progress as a learning city. Laughlin thought it would be worth making contact with the Edmonton initiative. With the uncertain future of the Council, coordinating information on learning community development across Canada may be more difficult.

### **Vancouver Learning City**

The Vancouver Learning City had its origins in discussions initiated in 2002-2003 on lifelong learning and city development involving a coalition of interested organizations. Funding to support this initiative was then obtained from the former Federal National Literacy Office which supported the development and release of a strategy document in 2005. This awareness-raising phase of development led to a Proclamation signed by the Mayor of Vancouver in 2006 during the World Urban Forum, declaring Vancouver a learning city.

Although Federal Literacy funding is no longer obtained, the initiative has continued as a coalition of interested organization directed by a voluntary, informal Board which is referred to as the VLC Working Group.<sup>11</sup> There is considerable strength in this membership which has some of the characteristics of a German Learning Region Network, although without the broad membership spread and diversity, yet still buoyant as in the best of network developments. Somewhat surprisingly, the University of British Columbia is not represented and there are no cultural institutions represented on the Working Group. However, the Working Group is supported by some 60 organisations that have endorsed the goals of the initiative.

Mr Paul Whitney (City Librarian) and Ms Chris Kelly (former Superintendent of Schools) serve as Co-Chairs of the Working Group, providing expertise in two key areas. Ms Stacey Huget serves as part-time Project Director. Funding is now provided from a number of sources.

We had a very useful meeting with Huget in which she briefed us on the general directions of the initiative since 2006 when Vancouver was declared a learning city. An overview of objectives and the general approach is included as Attachment G: Vancouver Learning City – An Engaging Proposition.

Points of particular interest in this statement include:

- The driving purpose of the VLC is to build a culture of learning throughout the city;

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<sup>11</sup> These organisations include the Vancouver Public Library, Vancouver School District, Ministry of Education – Literacy Branch, Vancouver Economic Development Commission, Langara College, City of Vancouver, Vancouver Community College, Spratt-Shaw Community College, Simon Fraser University (Harbour Centre), Independent Consultants (5)

- The initiative is community driven and neighbourhood-based, sector-based, and interest-based;
- In 2010-2011, the focus is on “learning around issues of going concern”.

In addition to these thrusts, the Vancouver Learning City in 2007 partnered with the Canadian Council on Learning in the application of the Composite Learning Index referred to earlier.

The current focus on issues that are critical for the individual and social wellbeing involve:

- ~ *What does “community engagement” look like in the 21<sup>st</sup> century? What does it mean to be “engaged”?*
- ~ *How can we understand and advance through the complex issues of homelessness, environmental sustainability, neighbourhood vitality, and a creative knowledge-based society? Why should we care?*
- ~ *What can we learn from Vancouver’s past 125 years, and what will be do differently through our next 125?*

This focus on important issues for individuals and the community strikes a chord with recent discussion within the PASCAL Observatory and networks on ways in which Web2 technologies might be harnessed to promote dialogue between communities and countries on important issues such as these. The Vancouver issues list would most likely be of interest to communities and cities in other countries so that the potential would seem to exist to facilitate international exchanges of information, views and experience, possible linked to the PASCAL Program of International Exchanges (PIE).

The issues selected reflect in part four pillars chosen by Vancouver City Council to focus development efforts, these are:

- Homelessness and Social Housing,
- Strong Neighbourhoods,
- Environment,
- Creative Capital.

The creative capital element of the City Council fits well with the initial focus of the PIE program on cultural institutions and with the discussions during the recent PASCAL Conference at Östersund on heritage learning and the role of museums and other cultural institutions (please see Part 3 of these notes).

The neighbourhood theme in the learning city development is being addressed through initiatives focused on 9 of the 27 neighbourhoods in the city. This thrust is very relevant to the key objective of building a learning culture in the city. As in our recent report for Brimbank City Council, the more local the activity the better – “think global and act local”. Vancouver has experience in being able to animate neighbourhoods through learning around local issues. The unassailable credibility of local libraries came

through in our discussions.

Huget indicated that the initiative was progressing to a new phase of development. This is reflected in a *Mid Course Strategic Shift* which involves setting “more sharply focused strategies for 2010-2011 for goals and strategies previously enunciated”. The website for the Learning City initiative will be relaunched soon.

This is an area where learning communities in other countries engaged in similar exercises, such as the Hume Global Learning Village in Melbourne<sup>12</sup>, might share ideas on how such mid course strategic shifts are approached and carried through, perhaps facilitated by the PASCAL PIE initiative.

Overall, Vancouver demonstrates what can be achieved in a city through partnership building and networking at a modest cost in a careful strategic approach with long-term objectives clearly articulated. Building a culture of lifelong learning throughout the city will obviously take time<sup>13</sup>, but Vancouver is well on the way. The Vancouver model has a good deal of relevance for comparable Australian cities such as Brisbane and Adelaide.

### **Victoria Learning City**

We discussed the Victoria Learning City initiative with Mrs Helen Hughes (a former Councilor) and with Dr Ron Faris who was involved in the early development of the initiative. Hughes was the Council member with responsibility for the initiative during her period on the Council up to 2008. The origins of the initiative lay in the 2004 *Corporate Strategy Plan* of the Council which included a goal to promote Downtown Victoria as a place of learning. This led to a 2005 Declaration of Victoria as a “centre for global learning” and the establishment of a Task Force to development planning for the initiative. Both Hughes and Faris were members of the Task Force.

The July 2005 report of the Task Force enunciated a vision of a “learning commons” as a distributed network of agencies and institutions to promote the concept of a Victoria learning city and to build a Learning Precinct in Downtown Victoria. The emphasis on Downtown Victoria is deliberate as Victoria City Council shares responsibility for the whole city with thirteen other Councils which make coordination and joint effort difficult.

The Task Force report also envisaged an expansion of the Central Public Library to take on the role of lead agency in a “reinvention of the library as a

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<sup>12</sup> The Hume Global Learning Village was initiated in 2001 with strategic directions set in *Learning Together 1* (2004-2007), *Learning Together 2* (2007-2010), while the Advisory Board and Council are currently engaged in setting strategic directions for the next 3 or 4 years following extensive consultations with the community.

<sup>13</sup> The success of the Nordic countries approach to building a learning culture to support social and economic development is reflected in the indicators discussed above in these notes and summarised in Attachment C.

learning and information gateway for Victoria's residents and knowledge industries". A University of Victoria Downtown campus was also envisaged in the Learning Precinct for the city.

These aspirations have proved difficult to achieve in the conditions and constraints confronting their partners in the initiative. While a Learning Festival was conducted annually between 2006-2008, this initiative has now been discontinued.

In the time we had available in Victoria, we were not able to follow up fully on the status of Learning City initiative in the last two years. Victoria is a city with very significant learning and community resources, as the Canadian Council on Learning Composite Learning Index assessments have shown over the past five years, so that the opportunity exists for Victoria to be a leader in defining the characteristics of an 21<sup>st</sup> Century innovative learning city in which opportunities for learning throughout life are available for all.

### **The South Island Learning Community (SILC) Project**

Dr Ron Faris briefed us on the South Island Learning Community (SILC) Project conducted between 2005 and 2008 in Greater Victoria. This was a collaborative project involving three core partners funded by the Canadian Office of Learning Technologies and the then Human Resources Development Canada. The Project was directed at developing and testing a model for building community capacity to enhance adult literacy skills developed by an appropriate use of ICT. As First Nations people were a particular target of the Project, the model depended critically on building bridges between First Nations and non First Nations communities by creating pathways between formal and non-formal learning providers and the participating communities.

Canada, like Australia, had a mediocre performance in the OECD International Literacy assessments (OECD, 2000; ABS 2006) so that an innovation directed at testing a model that linked the role of ICT, harnessing the learning community strategy, and building a broad coalition of partners and stakeholders is potentially significant. While the role of ICT and adult literacy strategies has been tested in a number of Australian pilot projects, these have usually not had the additional dimension of linking to the learning community strategy and involving bridges between Aboriginal and non Aboriginal communities. This would seem to be a model with a good deal of relevance to enhancing the role and value of learning communities in addressing key policy issues such as adult literacy, and building bridges between Aboriginal and non Aboriginal communities in the development of lifelong learning opportunities.

Further information on this project is available from an article by Faris which is available online in the periodical *A Lire en Ligne* ([www.fcaf.net/alire](http://www.fcaf.net/alire)). Faris concluded that the project had a number of benefits including funding of further adult literacy programs by the Federal Government, the stimulus given to First Nations literacy initiatives, and valuable bridge-building between First Nations and non First Nations communities.

## **First Nations Holistic Lifelong Learning Model**

Both Jarrett Laughlin and Ron Faris mentioned the development of the First Nations Holistic Lifelong Model in our discussion as a significant initiative sponsored by the Canadian Council on Learning and its Aboriginal Learning Knowledge Centre at the University of Saskatchewan. This had included the initiative mentioned by Laughlin which had built a database on the state of First Nations education and learning.

The organic and self-regenerative nature of First Nations learning is represented in the model by the graphic of a living tree (Attachment E). The tree illustrates the cycles of learning for an individual that draws on both First Nations and non-First Nations culture and traditions in a world of continual reformulation with interactive cycles. By linking spiritual and cultural, social, economic, and political “nurturing guides”, the model portrays a holistic approach for individual and collective well-being. There are implications in this for Australian learning communities that merit discussion and consideration in future development.

## **Other Learning Community Initiatives**

In addition to the learning community initiatives across Canada mentioned by Laughlin in our discussion, Faris also advised of a recent Sudbury project located in a mining centre in Ontario. This arose from an interest by the Francophone Literacy Association in literacy development in Francophone minorities outside Quebec. This could possibly be the forerunner of similar projects in other communities with Francophone minorities. He asked about learning community initiatives in France or other French-speaking countries. He said that while the Sudbury project had a literacy core, it also involved building on values systems through the learning strategies involved.

## **General Comment on Canada**

A recurring message from our discussions was that this was not a good time for lifelong learning and learning communities in terms of Federal and Provincial (British Columbia) funding, and the overall context of financial constraint. The loss of government funding by the Canadian Council on Learning compounds this situation. Nevertheless, interesting things are happening especially in the area of First Nations education and learning, and priority inquiries by the Canadian Council on Learning to corporations and foundations in terms of possible sponsorship.

This means that equity, social justice, and inclusion issues remain important in Canada, as they are in Australia. Both countries share a common interest in improving adult literacy especially for disadvantaged groups where low levels of literacy pose barriers to inclusion objectives and policies. Innovative programs such as the South Island Learning Community Project have much value in this context, and there would be benefits in sharing experience on innovations such as this.

### 3. Sweden: The PASCAL Conference

We participated in the PASCAL Conference held at Östersund, Sweden on 22-24 June 2010<sup>14</sup>. The theme of the conference was *Heritage Learning, Social Cohesions and Regional Development*. As the conference was held at the Jamtland County Museum (Jamtli), an open-air heritage museum, we were able to observe a little of the work of such museums (and with additional visits to other sites) which preserve and celebrate past rural life, and which contribute to the sense of identity and sense of cohesion of Swedish rural communities.

The theme of heritage learning was taken up most strongly at the conference in the sessions on the work of museums (including galleries). These sessions brought out the potential of museums as arenas for lifelong learning and as places for intercultural dialogue and for promoting social inclusion. These themes have been carried forward in several European Union funded projects which led to the following publications which were available at the conference:

- Bodo, S., Gibbs, K. & Sani, M. (Eds.). 2009. *Museums as Places for Intercultural Dialogue: Selected practices from Europe*
- Gibbs, K., Sani, M. & Thompson, J. (Eds.). 2007. *Lifelong Learning in Museums: A European Handbook*

Margherita Sani was involved in both projects and gave one of the keynote addresses at the conference which elaborated on themes developed in these publications.

A further keynote address on museums was given by Mark O'Neill, Director of Arts and Museums, Culture and Sport, Glasgow, which added to the themes in Sani's address by outlining a vision of the social justice role of museums based on development in Glasgow.

In his paper, O'Neill distinguished roles and types of museums as:

- Elite,
- Welfare,
- Social justice.

The elite museum is the traditional role with its focus on its collections and with one-way communications with visitors. O'Neill saw the welfare model as deriving from the elite approach with some "bolts-on" additions. In this approach, education becomes important along with the outreach activities.

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<sup>14</sup> PASCAL is an international observatory and research network with origins in the work of OECD and with a focus on place management, social capital and learning regions. Information on PASCAL and its programs is available at [www.pascalobservatory.org](http://www.pascalobservatory.org)

Glasgow's museums have progressed through these stages of development with a current orientation towards social justice, although vestiges of the elite and welfare models remain.

In his remarks, O'Neill compared the welfare and social justice approaches. While the welfare model is engaged with people, the social justice approach is strategically integrated with other strategies that make for social justice in the community. Glasgow faces major social challenges with 30% of the community living in poverty, and 25% having major literacy and numeracy problems.

In this context, Glasgow has sought to reinvent its museums in an approach that combines social and aesthetic values. The museums have now become visitor-centred institutions, and story-telling museums, rather than collections focused. Experiential learning is to the fore, with an orientation to the most interesting stories about the most interesting objects. Initiatives have included an art discovery centre.

In our travels in British Columbia, we observed Museums that are applying principles similar to those enunciated by O'Neill and Sani. These included, in particular, the Museum of Anthropology (MOA) of the University of British Columbia, and the Royal British Columbia Museum in Victoria. Both museums have excellent presentations and stories that convey Canada's First Nations' peoples lives and culture. At MOA, a splendid exhibition titled "Border Zones: New Art across Cultures" which presented art interpretations and intercultural exchanges across cultures was not without implications for addressing cultural diversity in communities such as Australian cities and non-urban environments.

The website for this exhibition, [www.borderzones.ca](http://www.borderzones.ca) explores the ideas and concepts of this exhibition in a range of contexts and reviews. These include ways in which borders embed, divide, overlap, explore and blend in new developments. The Curator, Karen Duffek, wrote in a blog from Berlin about rebuilding walls in terms of the experience there in recent years. Much of this is about concepts such as zones of encounter that are relevant to building cohesion and identity in diverse communities such as those that exist in Australian.

Some of these ideas were captured in the online notes for the exhibition:

*In this exhibition, twelve artists look at the idea of borders, not only as lines that divide, but also as spaces of encounters and exchange, protection and exclusion, migration and memory. These are uncertain spaces where our understanding of identity and place may be strengthened or transformed – and where new narratives are being created as cultural and geographical borders diverge and collide.*

A further point of interest for learning communities from the PASCAL conference resides in presentations on the European Union-funded EUROlocal project. This project is directed at building an interactive website that will



provide access to a comprehensive knowledge-base on learning regions and communities. While the website is not yet operational it should be shortly available and will have considerable value in providing ready access to a wide range of mainly EU funded projects. Attachment E provides an overview of the EUROlocal Dimensions.

### **Perspectives on Learning Cities and Regions**

The latest PASCAL publication on learning cities and regions was released at the conference. Titled *Perspectives on Learning Cities and Regions*, and edited by Longworth and Osborne (2010), this document incorporated papers from a number of PASCAL conferences held during 2008 and 2009. This publication is arranged in three parts:

- I. Economic aspects of learning cities and regions;
- II. Social and community aspects of learning cities; and
- III. Networking, intelligence and resource aspects of learning cities and regions.

The papers in this publication cover a wide range of learning city/regional development and provide examples from initiatives around the world. A useful paper by Dr Thinesse-Demel covers the interesting subject of learning region development in Germany. Our subsequent meeting with Dr Thinesse-Demel is discussed previously in this paper, and where we explored the new "Learning on Place" initiative. Other examples of country experience included promoting lifelong learning in Croatia, while Kaunas in Lithuania provided a good example of innovation in a city across sectors and partners.

## 4. Hong Kong

While traveling to Sweden, we had a meeting in Hong Kong with Professor Rupert MacLean, Director of the Centre for Lifelong Learning Research and Development (CLLRD), and Professor of International Education in the Hong Kong Institute of Education.

Professor MacLean was formerly Director of the UNESCO UNEVOC Centre in Bonn and brings a broad knowledge of educational development across many countries. His Hong Kong appointment is recent so that the Centre is still at a fairly early stage of development following its establishment in 2009.

The Centre has a role to conduct research, teaching and professional development globally with particular reference to the Asia Pacific region, Hong Kong, and mainland China. The Centre includes The Hong Kong (HKIEd) Elder Academy with a mandate to provide programs for older learners. Some research funding has been obtained for two major studies involving:

- An international project on transition in education;
- A project on education for sustainable development for a green economy.

The location of this Centre in Hong Kong with its focus on lifelong learning research provides opportunities to develop relationships with PASCAL in areas of common interest. How this might be done merits consideration.

There is another Centre for Research in Lifelong Learning in Hong Kong which was established within SPACE (School of Professional and Continuing Education) in Hong Kong University. This is run by the former Director of SPACE, Emeritus Professor Enoch Young who has wide contacts in adult education across East Asia and links to the East Asian Forum for Adult Education. While we were not able to meet Professor Young in the time available, we met Dr Benjamin Chan, Deputy Director of the Open University of Hong Kong's LiSPACE Centre, who formerly worked for SPACE at the Hong Kong University. Following this meeting, papers on PASCAL were passed to Professor Young and a number of his colleagues.

Hong Kong provides a valuable conduit for developing relations with East Asian countries, including China, on lifelong learning issues. Bodies such as Adult Learning Australia could benefit much from such relationships.

## 5. General Comments

Our discussions and observations in Germany, Canada, and Sweden revealed a number of different approaches to building learning communities and regions. The situation in Germany reflected European Union policy and recognition of lifelong learning so that German Government funding of the Learning Regions Networks and Learning on Place Program was in accord with EU policy and strategic directions as in the Lisbon Strategy for European development and action. This provided a framework for innovations in local communities and regions.

On the other hand, Canada is more akin to Australia where government funding is not available, except for specific projects reflecting government priorities. This situation is likely to be exacerbated with the ending of government funding for the Canadian Council on Learning, although the Council has supported some valuable initiatives and directions, including in the area of Aboriginal education, during its five years of government-funded life. The similarities between the Canadian and Australian situations, including the broad lines of historical development, suggest that much would be gained through fostering exchanges between Canadian and Australian learning communities.

Looking across our meetings, observations and research, in Germany, Canada and Sweden, suggests the following general comments as points that may be of interest in learning community and lifelong learning development in Australia.

1. A network approach to building learning communities and regions, when well managed, can be a stimulus to considerable innovation, but attention needs to be given to sustainability factors including a sense of identity and commitment in network members.
2. Other key sustainability factors include transparency, and sound communications in the activities of the network, and a focus on issues that are important for the community.
3. Holistic approaches that integrate educational, social, cultural and economic development are likely to be most effective and have the greatest impact. A good example is emerging in Canadian work on a Holistic Model for First Nation Development.
4. Linking networks can be an effective way to address major policy issues with the potential to bring together the benefits of local initiatives, commitment, policy guidance and perspectives of governments. There are some good German examples that build on initiatives taken under the German Learning Networks Program. Australian states with networks of learning communities could build on this approach in addressing relevant policy issues.

5. There is potential in associating private foundations with action to foster lifelong learning in communities as is happening in the German Learning on Place Program.
6. Networks are likely to be the most sustainable when they have a base in an agency with relevant powers and authority. In Australia, local government councils can fulfill this role in partnership with relevant agencies such as Departments of Education, and Community Services. It will be of interest to observe the extent to which the new German Learning on Place Program is able to build on lessons from the German Learning Regions Networks Program.
7. Museums, libraries and galleries can have an important role as arenas for lifelong learning and as places for intercultural dialogue, engagement, and advancing social inclusion. Good examples exist in Europe in places such as Glasgow, a number of Italian cities and in some Canadian museums in British Columbia.
8. Australian learning communities can extend their impact by involving museums and other cultural institutions more than has occurred to date. A useful activity would be to develop a joint social justice charter and strategy which would include Indigenous peoples, immigrants, refugees, as well as disengaged youth, including young people in rural and regional isolation.
9. The PASCAL PIE program should take steps to harness Web2 technologies in fostering dialogue between learning communities in various parts of the world with a focus on issues that are important for participating communities.
10. Australian and Canadian learning communities have much in common and face similar issues and constraints. There would be much value in finding ways to promote an ongoing dialogue and an exchange of information and experience, including participation at relevant conferences and meetings.
11. There are lessons from the evaluation Report on German Learning Regions relevant to the roles of Universities in regional development and the PASCAL PURE Program. It would be useful to find ways to share this experience in working towards a new generation of inclusive and innovative learning regions.
12. Champions have been important in the initiation of learning communities with a consequent need to enlarge a network of champions to provide collective leadership and sustainability, embedded in relevant policies and strategies.

The strong performance of the Nordic countries on the Index of European Lifelong Learning Indicators (ELLI), as well as on the OECD PISA (Programme

for International Student Assessment) results and other international assessments such as the Global Competitive Index<sup>15</sup>, reflects the learning culture which has been built up in these countries over a substantial period of time (Kearns & Papadopoulos. 2001). Building a similar learning culture throughout Australian society will also require time, a shared vision, appropriate policies, and much partnership development. However, the role of modern learning technologies when well used in strategic ways can accelerate this process, while learning community initiatives can contribute much.

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<sup>15</sup> Sweden was also the top performer on the Euro-Creativity Index developed by Richard Florida and colleagues in a 2004 study funded by the Alfred P. Sloan Foundation which concluded that “Sweden was the top performer on this Index outperforming all European countries and the United States as well”. This study involved the following ranking: 1. Sweden, 2. U.S.A, 3. Finland, 4. Netherlands. (Florida & Tingali. 2004).

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## Attachment A: Bad Tölz LearnFest 2010 Program Themes

**LERNFEST 2010**

12. Juni 2010  
Kloster Benediktbeuern  
Eintritt frei!

Erlebt. Erlernt. Erinnert.

>> Innovative Regionen brauchen regen Austausch und immer wieder neue Impulse. Dafür bietet das Lernfest die besten Gelegenheiten – für alle Bevölkerungs- und Altersgruppen. Hier können sie ausprobieren, wie viel die Region und ihre Aktiven drauf haben. Das fördert auch die Verbundenheit mit dem Lebens- und Wirtschaftsraum Oberland. <<

### DIE THEMEN

- 1 LERNFEST-UNI**  
Zukunftweisende Naturwissenschaften und Technik entdecken und erleben.
- 2 WIRTSCHAFT**  
Mit Unternehmergeist Zukunft sichern – durch nachhaltiges Wirtschaften und Nachwuchsförderung.
- 3 FAMILIE**  
Familienfreundliche Lebens- und Arbeitsumfelder gestalten.
- 4 KINDER + JUGEND**  
Die Entwicklungs-, Ausbildungs- und Berufschancen junger Menschen in der Region erhöhen.
- 5 BIOMEILE**  
Regionale und biologische Produkte und Dienstleistungen für gesunden Lebensstil fördern.
- 6 LEBENSWERTE**  
Kultur und Tradition für die Zukunft nutzen.
- 7 GESUNDHEITSGARTEN**  
Aus der Natur Ruhe und Kraft schöpfen.

*Innovative Regions need active exchanges and ever new impulses. This Learning Fair is offered for all population groups and ages. Here they can test how much the region and its assets have available. This also calls for solidarity with the living and economic Oberland.*

- 1. Uni Learning Fair** (Science and technology to discover and experience)
- 2. Economy** (Securing entrepreneurial future through sustainable management)
- 3. Family** (Family life – working and shaping environments)
- 4. Children & Youth** (Incremental development of education and job opportunities)
- 5. Biomeile** (Bio products and services for demanding, healthy lifestyles)
- 6. Liveability** (Life values and cultural traditions for future use)
- 7. Health Services** (Natural tranquility and harnessing strength)

## Attachment B: German Learning on Place Participating Municipalities and Counties



*Einzelvorhaben* = Individual Projects  
*Verbundvorhaben* = Collaborative Projects



# Attachment C: Canadian Composite Learning Index Results 2010

## The 2010 Composite Learning Index

### 2010 CLI SCORES FOR MAJOR CANADIAN CITIES

TABLE 3: CLI SCORES AND EPPY TRENDS FOR MAJOR CANADIAN CITIES, 2010

	2010 CLI Score	EPPY trend (06-10)	2010 Pillar Scores and Trends							
			Learning to KNOW	EPPY trend (06-10)	Learning to DO	EPPY trend (06-10)	Learning to LIVE	EPPY trend (06-10)	Learning to BE	EPPY trend (06-10)
<b>CANADA</b>	<b>75</b>	<b>+0.3</b>	<b>5.0</b>	<b>-0.0</b>	<b>6.1</b>	<b>+0.3</b>	<b>4.7</b>	<b>-0.1</b>	<b>5.1</b>	<b>0.0</b>
Abbotsford (BC)	75	-0.6	5.3	-0.2	5.9	-0.2	4.8	+0.2	5.0	-0.1
Barrie (ON)	79	+0.5	5.3	+0.1	6.3	+0.3	5.4	0.0	5.6	0.0
Brampton (ON)	80	1.4	6.0	+0.1	6.7	+0.4	5.3	+0.3	5.4	0.0
Calgary (AB)	88	-0.9	6.0	-0.1	7.2	+0.4	5.7	-0.1	6.8	-0.1
Charlottetown (PEI)	75	2.2	3.2	+0.1	6.7	+0.5	4.3	-0.3	5.1	+0.1
Edmonton (AB)	83	-0.2	5.8	-0.1*	7.4	+0.2*	5.8	+0.2	5.6	-0.1
Fredericton (NB)	78	2.9	3.3	-0.1	6.6	+0.6	5.3	-0.4	5.5	+0.4
Gatineau (QC)	79	-0.6*	4.8	-0.1	7.0	+0.8	4.7	-0.5	5.4	-0.2*
Guelph (ON)	83	1.0	5.2	+0.1	7.3	+0.5	5.6	-0.1*	5.9	0.0
Halifax (NS)	83	1.0	4.1	-0.1*	6.8	+0.1	4.9	-0.3	6.5	+0.2
Hamilton (ON)	81	+0.2	5.2	+0.1	6.7	+0.4	5.5	-0.1	5.6	-0.1
Kelowna (BC)	79	1.4	5.1	+0.1	5.4	-0.1*	5.7	+0.2	5.9	+0.2
Kingston (ON)	78	+0.1	4.9	+0.1	7.3	+0.4	4.8	-0.1*	4.8	-0.2
Kitchener (ON)	82	+0.8	5.6	+0.2	6.8	+0.4	5.4	-0.1	5.9	0.0
Laval (QC)	71	1.7	5.2	-0.1	6.0	+0.4	4.6	+0.1	4.1	+0.2
London (ON)	81	1.0	5.5	+0.1	7.2	+0.5	5.7	-0.1	5.4	0.0*
Longueuil (QC)	71	+0.3	5.3	+0.1	6.1	+0.5	4.6	0.0	4.1	-0.1
Mississauga (ON)	80	1.3	6.0	+0.1	6.9	+0.5	5.3	+0.3	5.4	0.0
Moncton (NB)	71	-0.2	2.9	-0.1*	5.8	+0.4	5.2	-0.3	4.4	-0.2
Montréal (QC)	70	+0.5	5.3	-0.3	6.0	+0.4	4.5	+0.1	4.0	0.0
Oshawa (ON)	80	1.1	5.3	-0.1	6.4	+0.3	5.9	+0.3	5.5	+0.1
Ottawa (ON)	87	-1.3	6.2	+0.1	7.6	+0.7	5.0	-0.5	6.5	-0.2
Québec (QC)	74	1.7	5.0	-0.2	6.5	+0.8	4.8	-0.3	4.6	+0.2
Regina (SA)	84	+0.2	4.0	0.0	6.1	-0.1	5.8	-0.2	6.9	+0.1
Saguenay (QC)	63	-1.3	4.3	-0.1	4.7	+0.1	2.8	-0.4	3.8	-0.2
Saint John (NB)	72	2.3	3.1	0.0	6.8	+0.7	4.5	-0.2	4.3	0.0*
Saskatoon (SA)	90	1.5	4.5	-0.1	6.9	-0.2	7.1	0.0*	7.4	+0.4
Sherbrooke (QC)	67	1.1	4.8	0.0	4.6	+0.2	4.1	-0.2	4.2	+0.2
St. Catharines (ON)	80	+0.1	5.0	0.0	6.7	+0.4	5.4	-0.1	5.7	-0.1
St. John's (NL)	80	3.5	4.7	+0.1	6.3	+0.5	5.0	0.0	5.9	+0.4
Sudbury (ON)	72	+0.5	4.8	+0.2	5.8	+0.2	3.8	-0.3	4.9	0.0
Thunder Bay (ON)	77	+0.2	5.0	+0.1	6.2	+0.2	5.1	0.0	5.2	-0.1
Toronto (ON)	81	1.3	6.1	+0.1	6.9	+0.5	5.6	+0.3	5.4	0.0
Trois-Rivières (QC)	65	-0.1	4.6	0.0	4.4	0.0	3.5	-0.2	4.2	0.0*
Vancouver (BC)	77	-0.1	6.1	0.0	6.5	0.0*	4.7	+0.1	5.1	0.0
Victoria (BC)	95	2.7	6.2	+0.1	7.6	+0.4	7.0	+0.1	7.6	+0.4
Windsor (ON)	79	+0.4	5.6	+0.2	6.9	+0.4	5.6	-0.1	5.0	-0.1
Winnipeg (MB)	81	+0.3	4.4	-0.2	7.0	+0.3	6.1	+0.1	5.5	-0.1
<b>CITY AVERAGE</b>	<b>79</b>	<b>+0.6</b>	<b>5.5</b>	<b>0.0</b>	<b>6.7</b>	<b>+0.4</b>	<b>5.2</b>	<b>0.0</b>	<b>5.3</b>	<b>0.0</b>

\* EPPY trend does not meet the statistical threshold for reliability and should be used with caution.


Notes:

- 1 EPPY = estimated points per year. This trend value is calculated using the CLI and pillar scores from the last five years.
- 2 Due to the different measurement scales for the CLI and its pillars, a trend value of +0.5 EPPY, for example, is more significant for the pillars scores than for the CLI score.

**EXPLORE FIVE YEARS OF CLI RESULTS ON CCL'S NEW SITE**

The Composite Learning Index is all about results. And to better represent a half-decade's worth of results, CCL has completely redesigned the CLI's website. In addition to a more user-friendly interface, the new site ([www.cli-ica.ca](http://www.cli-ica.ca)) features:

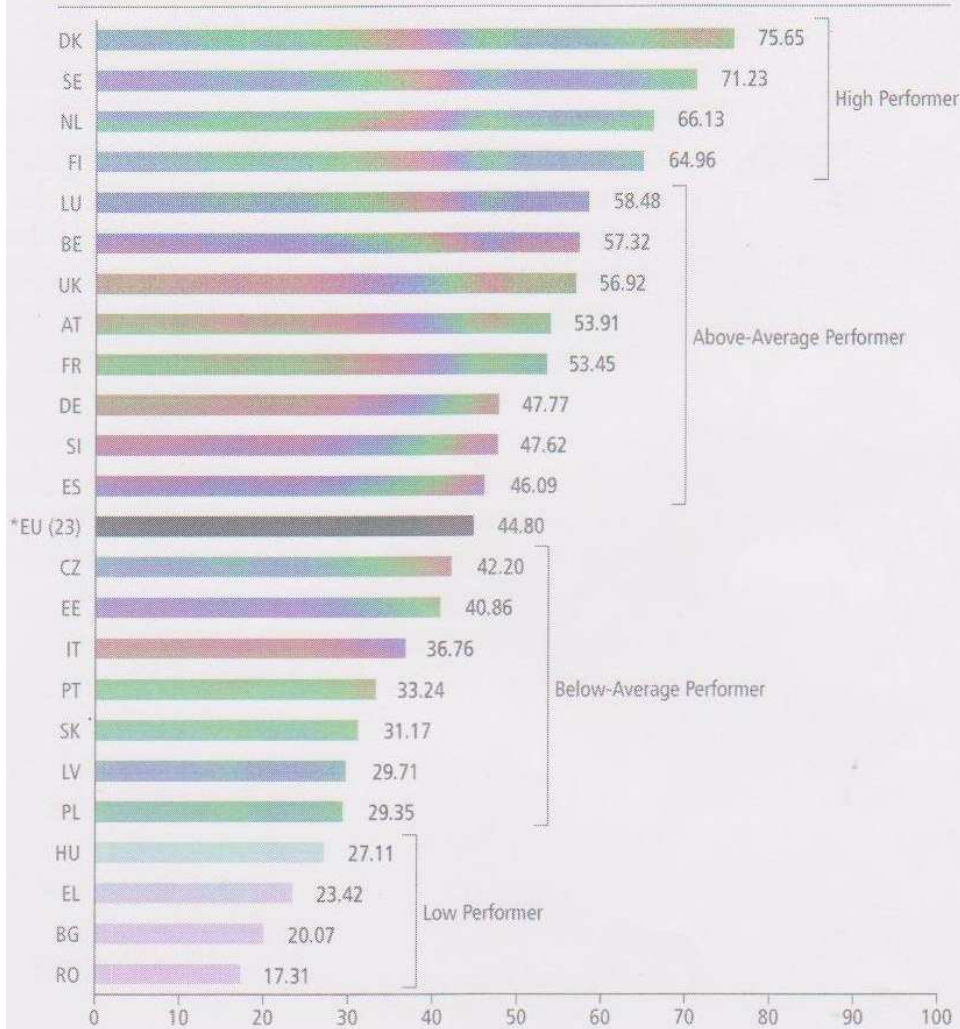
- interactive CLI map with 5 years worth of scores and trends;
- a new, intuitive navigation and improved user experience;
- advanced mapping features to view your Community CLI Profile;
- interactive charts of the most recent CLI data.



## Attachment D: ELLI (European Lifelong Learning Indicators) Index Results 2010

### 4. ELLI Index Results and Findings - The Learning Climate in EU Member States

Figure 5: ELLI Index

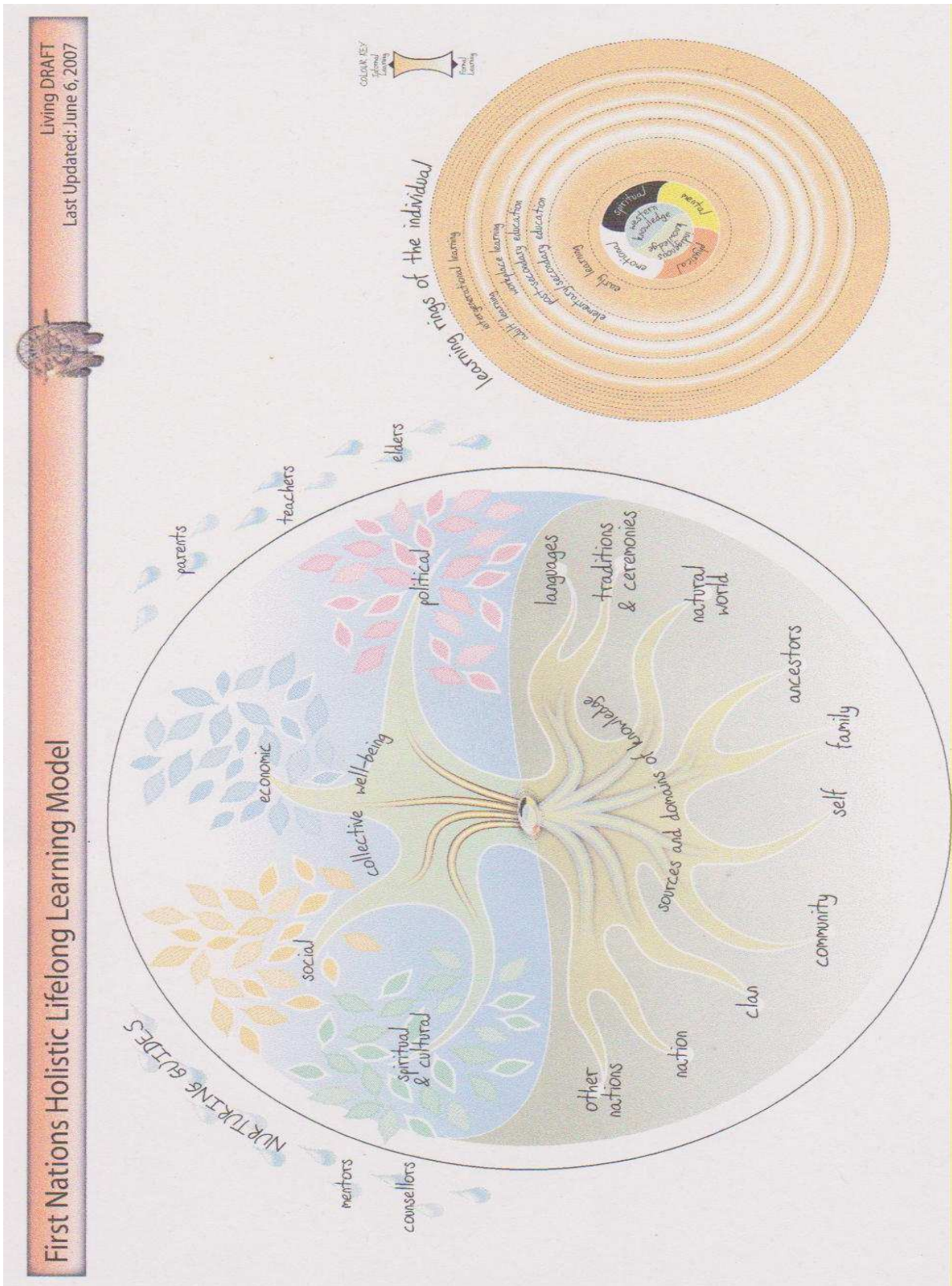


\*The original dataset includes the EU 27 countries. Due to the lack of data, Ireland, Cyprus, Lithuania and Malta were excluded from the dataset.

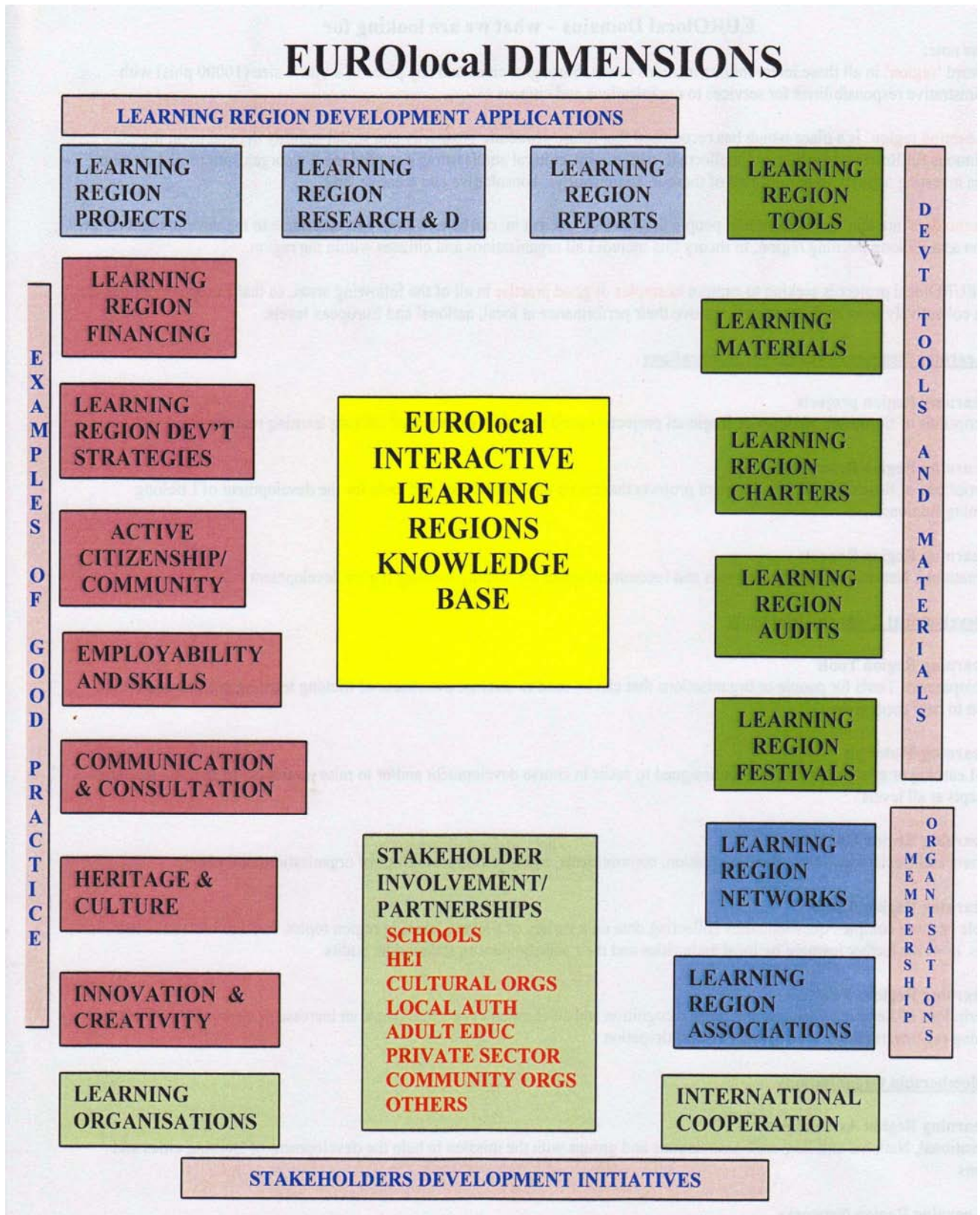
Source: Bertelsmann Stiftung

BertelsmannStiftung

# Attachment E: First Nations Holistic Lifelong Learning Model

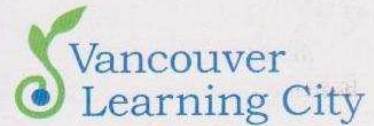


**Attachment F:  
EUROlocal Dimensions**



## Attachment G: Vancouver Learning City – An Engaging Proposition

### Vancouver Learning City: An Engaging Proposition



#### Who:

The Vancouver Learning City is a coalition of organizations and individuals working together to build a culture of learning throughout the city. A largely volunteer-based VLC Learning Network is spearheaded by a Working Group currently representing:

Vancouver Public Library	Vancouver Community College
Vancouver School District	City of Vancouver
Ministry of Education – Literacy Branch	Sprott-Shaw Community College
Vancouver Economic Development Commission	Simon Fraser University – Harbour Centre
Langara College	Independent Consultants (5)

#### What:

The driving purpose of the VLC is **to build a culture of learning throughout the city**. Specifically, it is to ensure our city offers and promotes the richest possible environment of learning opportunities in the broadest sense possible and to engage and animate the public around learning – in all the different forms and contexts that “learning” is relevant and compelling for them.

**We honour all learning:** regardless of context, level, discipline, or motivation – be it joy or personal fulfillment, community or family engagement, civic awareness, or employment.

**We are community-driven:** neighbourhood-based, sector-based, or interest-based. Everyone has the right to reap the value and promise of lifelong learning on their own terms.

**We are collaborative and synergistic:** a catalyst for dialogue, opportunity, and the ability to achieve more with less by working together.

#### Why:

For the people who live or work in or care about Vancouver, lifelong learning *matters*.

- ~ To tame and harness the overwhelming change all around us, we need *a creative, open-minded, and resourceful society*
- ~ In a potential period of uncertainty, shaken trust, and financial constraint, we need *hope and optimism for a better future*
- ~ Amidst the chorus of groups advocating for change, for greater individual and community well-being, we need *a unifying principle that enables us all to achieve our potential*

**Where:**

A culture of learning can show up everywhere in Vancouver:

- ~ Community awareness and engagement as citizens and neighbours
- ~ Confidence – both in our own abilities and in those of the broader community
- ~ Safety to trust *and* scrutinize our institutions
- ~ Economic systems that are innovative, productive, and rewarding
- ~ Meaningful employment and an appropriately-skilled workforce
- ~ Ability to live healthy and addiction-free lives
- ~ Opportunities for sport, recreation, and play
- ~ Capacity to end poverty and homelessness
- ~ Willingness to embrace diversity with dignity and without margins
- ~ Environmental stewardship
- ~ Safe neighbourhoods with compelling alternatives to crime
- ~ Fairer beginnings and a better world for *all* our children and youth
- ~ Engagement in curiosity, creativity, imagination, and artistic or cultural expression
- ~ Welcoming community to newcomers

**How:**

In 2010-11, the VLC is about **Learning Around Issues of “Going Concern”**.

**Spring and Fall  
“Engagements”...**

The VLC is engaging Vancouverites in “learning” around issues that are critical to our individual and social well-being.

- ~ *What does “community engagement” look like in the 21<sup>st</sup> century? What does it mean to be “engaged”?*
- ~ *How can we understand and advance through the complex issues of homelessness, environmental sustainability, neighbourhood vitality, and a creative knowledge-based society? Why should we care?*
- ~ *What can we learn from Vancouver’s past 125 years, and what will we do differently through our next 125?*

**Learning  
Benchmarks:  
Knowing, Believing,  
and Doing...**

The VLC is gathering up the indicators of a learning culture in Vancouver, filling in some gaps, and making sense of what we know:

- ~ *Where does Vancouver presently sit in terms of the Composite Learning Index, Vital Signs, and other measures of a robust learning culture?*
- ~ *In what ways do Vancouverites value and aspire to learning and what is it – however immeasurable – that we care about most?*
- ~ *Where are there gaps between where we are and where we want to be? What is keeping us from taking action to close these gaps?*

**Citywide Learning:  
Endorsements and  
Joint Ventures...**

The VLC is “locking arms” with and facilitating action among the people, neighbourhoods, industry, and civic leaders who believe *Vancouver loves to learn* – and are prepared to work together to make it so.

