

Training made in Germany
Blended Learning - Splendid Solutions

Learning Regions – networks for lifelong learning
a programme by the Federal Ministry of Education and Research

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Overview

1. The future of continuing education - two scenario's
2. The challenges nowadays in Germany
3. Structural innovations through networking
4. Some solutions developed by the networks within the Learning regions and the project management agency at the DLR

The future of continuing education - Scenario 1

Robert, a craftsman in the year 2020

Robert's situation:

- He is a plumber with a focus on heating engineering
- He is the owner of a small enterprise
- Technology and international competition are changing rapidly
- His customers are more critical (in matter of pollution and health) and are asking for integrated solutions.

His answer:

Improving productivity through permanent education

⇒ for example a course on presentation techniques

But:

How to find the right course?

The future of continuing education - Scenario 1

Robert, a craftsman in the year 2020

Robert decides to go into the “**L-helpdesk**”.

- They are everywhere, simple to reach
- open access for everybody
- face-to-face advice, hotline (number “LLL”), internet
- recognisable, with a strong brand which stands for approved quality
- independent advice, strictly focused on the customer

The “L-helpdesk” **offers** to Robert:

- integrated information about *all* suitable courses (subjects and schedules, conditions for admission, learning and training forms, certification of providers, fee and training assistance, “learning account”, “personal file” for recognising informal competence
- advisers, who have profound knowledge about the providers of education in the “L-association” thoroughly and who are networkers

The future of continuing education - Scenario 1

Robert, a craftsman in the year 2020

Result:

- Robert finds the right course on presentation techniques (which fits perfectly)
- Additionally, the L-helpdesk is placing an apprentice in Robert's enterprise (networking is their job)

The future of continuing education - Scenario 2

Mrs. Meier on the way to her new work

Mrs. Meier is 38 years old and lives together with her three children in the West of Hamburg (an economically weaker part). She is divorced since a few years, now she is living on a small salary as a cleaner and gets income support. Reading and writing are difficult for her. She avoids writing, if it is possible.

During her shopping she recently got a hint for the new **basic education centre**. Her neighbour knows it already. Together, they take a look and decide to attend a course.

In former times Mrs. Meier was often tired and in the evening she always watched television. Today she spends more time with her neighbour, sometimes for learning, sometimes for talking.

At the library, they have the possibility to borrow a notebook, which they use to study new subjects. Mrs. Meier has fun working with the computer and she is getting better in it. "Couldn't I find a new job with this?", she thinks by herself and decides to approach the adviser of the basic education centre....

The challenges nowadays

- Lack of transparency in continuing education
- There are roundabout 30.000 legally independent firms in Germany dealing with continuing education
- They stand side by side - run by the public and private sector, non-profit and commercial organisations, employers' and public institutions.
- Difficulties for the customers to take the right decision – with the risk of mismatching
- Lack of opportunities of transfer between different sectors of the education system
- Unequal opportunities
- Participation in continuing education is stagnating
- Participation in continuing education is directly related to the level of the highest school and vocational qualifications as well as to professional status and position
- cross-cutting competencies: The policy for permanent education touches general education, employment and labour market policies, economic development policy and other policies in order to promote people's skills and employability.

Responsible are the German states, the Federal government and the European Union

Structural innovations through networking

"Lifelong Learning for All"

The action and framework programme by the Federal Ministry of Education and Research

The **central themes** are:

- Increasing individual responsibility and self-direction by learners
- Reducing inequality of opportunities
- Encouraging cooperation between providers of programmes/courses and participants
- Strengthening relations between all sectors of the education system.

The **main funding programmes** of the action programme :

- **Programme "Learning Regions - Providing Support for Networks" ⇒ core of the action programme**
- Programme "School – Economy / Working Life" as a coherent concept in all lectures (incl. orientation of working life)
- Programme "New Media in Education"
- Programme "Lifelong Learning"

Programme "Learning Regions - Providing Support for Networks"

- Launched 2001, in 2004 we support 71 Learning Regions
- two calls for proposals, no further applications possible
- Bottom-up approach (the regions develop their strategy, best adjustment to local conditions)
- Estimated funding for the selected regions until 2006: €65 million from the Federal Government and about €50 million from the European Social Fund (ESF).
- Initial financing and sustainability
 - over a 12-month planning phase 100%
 - declining funding in the implementation phase (during 2 years 80% and during additional 2 years 60% of the financial requirements) with growing financial contribution by the projects themselves
- Support is therefore provided for networks across education areas and providers at regional level which develop, test and implement, innovative measures in the area of lifelong learning on a long-term basis.
- In these networks, as many stakeholders as possible (including, for example, education institutions, companies, the social partners, youth offices, employment offices and sociocultural institutions) cooperate more closely, they are to become "Learning regions" as it were.

Structural innovations through networking

General goals of the Learning regions

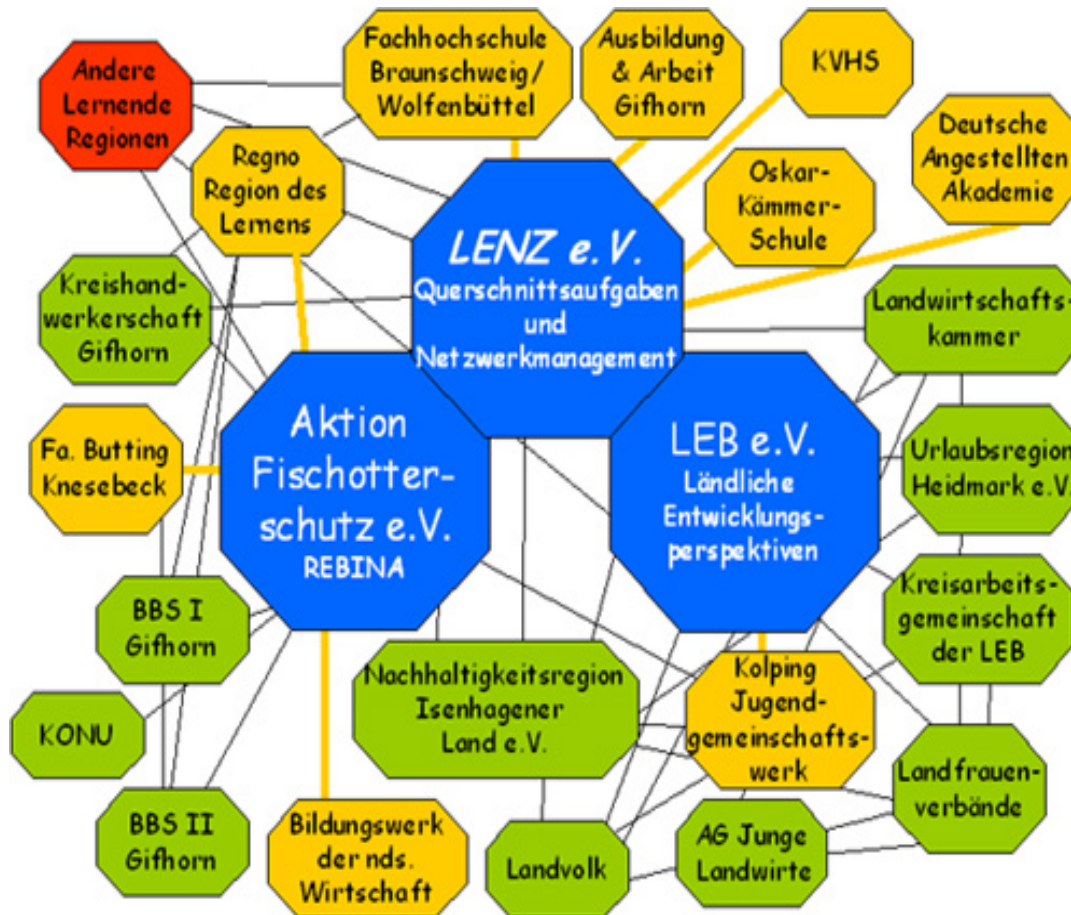
- improving opportunities for transfer between different sectors of the education system
- improving the links between general, political, cultural and vocational education as well as enhancing the cooperation between different policies
- increasing customer orientation and the transparency of course offerings, for example by the means of integrating information, counselling and placement and by providing new services,
- improving the quality and use of educational offerings, for example by the agreement of common quality criteria,
- developing and testing modules for the further training of staff, including methods of learning, advice and support for learners and network management,
- developing and testing methods for a joint certification of learning success,
- improving access to new information and communication technologies, promoting media skills and testing new learning arrangements.

The 71 networks within the Learning regions



A closer look into a Learning region: Who are the stakeholders?

For example: “LENZ” - a network in a rural district in the state of Lower Saxony with a focus on sustainable development (stage at the beginning in 2002)



blue:

- LENZ e.V. (project management association, ~incorporated society)
- key players in the field of environmental protection and rural development

yellow (stakeholders with a financial contribution):

- school
- university of applied science
- academies
- local adult education centre
- church institution
- craftsman association

green:

- chamber of agriculture
- associations for rural and touristic development
- associations of (woman) farmers

Integrating information and counselling for lifelong learning



For example: the **learning service network Bodensee**

“Lernende Region Bodensee” (Baden-Württemberg): at the border of Switzerland, Austria and two German states. Focus on advising, new learning locations, certification model for informal qualifications (“Pass”); 300 stakeholders

Features of the so called “L-points”:

- close to the place of residence of the citizens
- providers are certified (“L-label for approved quality”)
- special trained advisers who give independent advice and information at a glance
- they offer general information, placement, coaching and information about the network
- own regional database (border crossing)
- support for certification of final qualifications

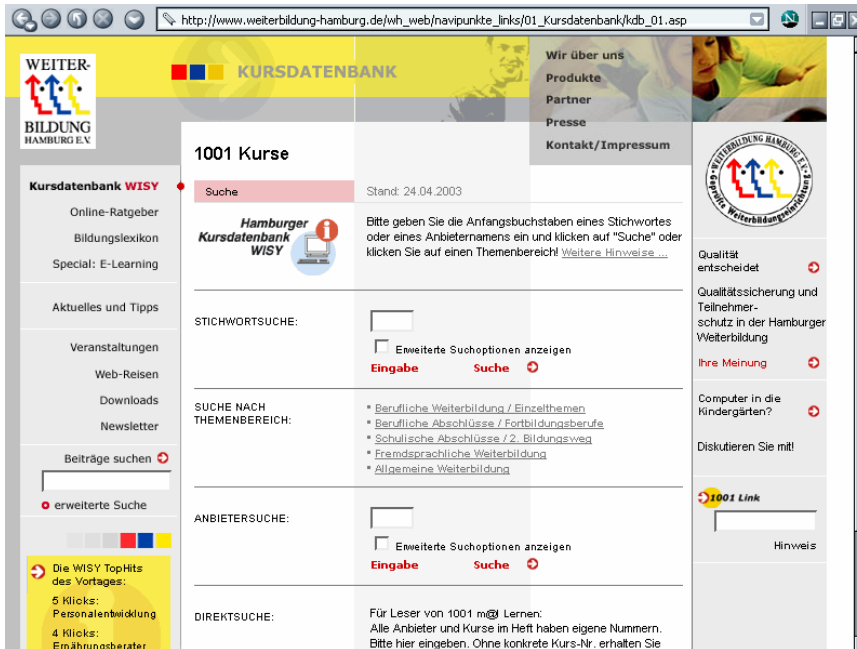
Integrating information and counselling for lifelong learning

For example: the **course-database WISY**

“Lernende Metropolregion Hamburg”: focus on publicity, “first-shop” information (e.g. hotline), quality assurance; states crossing region, 3,5 million inhabitants; more than 200 stakeholders;

Some **features** of WISY:

- More than 15.000 courses in general, political, cultural and vocational education
- printed version is available twice a year (magazine)
- independent, face-to-face advice
- know-how in development and structure of databases
- pacemaker for standardisation and improvement for databases in Germany (there are more than 80 databases)



The screenshot shows the homepage of the WISY course database. The main header features the logo for 'WEITERBILDUNG HAMBURG E.V.' and 'KURSDATENBANK'. A navigation menu on the right includes links for 'Wir über uns', 'Produkte', 'Partner', 'Presse', and 'Kontakt/Impressum'. The central content area displays '1001 Kurse' and a search bar. Below the search bar, there are sections for 'STICHWORTSUCHE', 'SUCHE NACH THEMENBEREICH', 'ANBIETERSUCHE', and 'DIREKTSUCHE'. The left sidebar contains various navigation options like 'Online-Ratgeber', 'Bildungslexikon', and 'Special: E-Learning'. The bottom left corner highlights 'Die WISY TopHits des Vortages' with categories like '5 Klicks: Personalentwicklung' and '4 Klicks: Ernährungsberater'.

Publicity for lifelong learning



for example:

the learners day (“learning festival”)

“Lernende Region Tölzer Land” (Bavaria): with a focus on senior citizens, the transition for school and family life to work, marketing

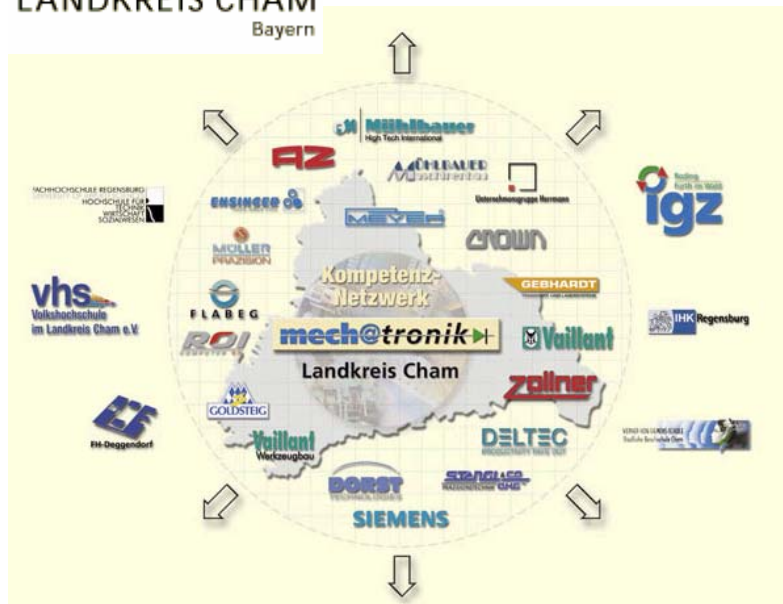
Some **features** of the festival:

- more than 25.000 visitors in 2002
- more than 90 exhibitors in 2002
- support by well-known testimonials
- elaborated business and organisation plan
- part of the global marketing approach of the network

Closer cooperation between education providers and participants

mech@tronik

Beste Aussichten
LANDKREIS CHAM
Bayern

for example:
modular “mechatronics” learning plan (“MoMeL”)

“Lernende Region Cham” (Bavaria): focus on the transition school to work and the development of new learning locations

Some **features** of MoMeL:

- support of the regional economy
- coordination by the local adult education centre
- development of an e-learning software and platform for initial and further vocational training

Promoting new cultures of teaching and learning



Appolonius.de *Kre finde den Kreis, de*

- Aktuell**
 - Nachrichten
 - Veranstaltungen
 - VHS-Datenbank
- Netzwerk**
 - Konzeptionen
 - Kernpartner
 - Kompetenzpartner
- Forschung**
 - Befragungen
 - Projekte
- Materialien**
 - Webkatalog
 - Dokumentation
 - Pressematerial

TV1: Initiierung und Qualifizierung neuer Lernorte
 Im Vordergrund steht die Entwicklung und Umsetzung eines Qualitätsmanagements sowie die Zertifizierung von Lernorten in der Region. Als zweiter Schwerpunkt wird die Wohnung - speziell in den Plattenbausiedlung - als neuer Lernort aufgeschlossen und entwickelt. [mehr dazu ...](#)

TV2: Aufbau einer regionalen Kommunikations- und Lernplattform
 Der Aufbau einer regionalen Kommunikations- und Lernplattform unter Nutzung der neuen IuK-Technologien sichert Bildungsangebote transparent zu machen, zielgruppenspezifisch zu koordinieren und in der gesamten Region permanent verfügbar zu machen. [mehr dazu ...](#)

TV3: Innovative Lernarrangements im Sozialraum
 Über die Entwicklung und regionale Verankerung von speziellen Lernarrangements im Sozialraum sollen unter Berücksichtigung der lokalen, globalen und individuellen Dimension des Lernens neben den Lernaktiven vor allem bildungsferne Zielgruppen angesprochen werden.
 - Noch in der Konzeptionsphase! -

TV4: Regionale Partnerschaften und Lernbegleiter vor Ort
 Entscheidend für die Initiierung einer lernenden Region ist die aktive Beteiligung von möglichst vielen Menschen und die Übernahme von eigener Verantwortung. Regionale Partnerschaften und speziell dafür fortgebildete Lernbegleiter sollen zukünftig in der Region den Prozess der Befähigung zum eigenverantwortlichen Lernen positiv beeinflussen und konkret begleitend unterstützen.

for example:

“laboratory” for multimedia

“Appolonius! – Lernende Region Marzahn-Hellersdorf (Berlin)”: focus on new learning arrangements, especially for inhabitants of high rise building zones (“Platte”)

Some features:

- public private partnerships between schools, a centre for new media, an association for city-marketing and “cable Berlin”
- production of regional contents by students
- internet connection for council tenants (offered by the homeowners)

Transfrontier and european cooperation



BELOS - Bentheim - Emsland - Ostfriesland



Lernende Region Sonderjylland/Schleswig

participation of some Learning regions near the border and transfrontier cooperation (e.g. with Denmark, the Netherlands, Belgium, Luxembourg, France, Poland, Czech Republic)

participation of several Learning regions in the R3L-initiative by the European commission (*European Networks to promote the local and regional dimensions of lifelong learning*)

The programme “Learning regions – providing support for networks” is executed by the **Project Management Agency** of the Federal Ministry for Education and Research at the DLR (an in-house service provider of the German aerospace centre)

Main **tasks**:

- funding and administration of the projects (350 in 71 Learning regions)
- advising
- watching & benchmarking: looking for examples of good practice for structural innovations within the regions. Observing and analysing the successful practical examples
- consolidating & dissemination: exchange and spreading of experience and results

Some **instruments**:

- workshops and their proceedings
- internal and external public relations (focus on g2g and g2b communication)
- internet site with access for all partners

More information and access to all networks within the Learning regions you will find on <http://www.lernende-regionen.info>



The screenshot shows a web browser window with the URL http://217.69.234.77/dlr/3_bay.php. The page features a navigation menu with 'HOME', 'PROGRAMM', 'NETZWERKE', 'AKTUELLES', and 'QUERSCHNITTSTHEMEN'. On the left, there are sections for 'DAS PROGRAMM' and 'AKTUELL'. The main content area is titled 'Willkommen in Bayern' and includes a map of Germany with blue dots representing networks and blue squares representing cross-border networks. A legend indicates that blue dots represent 'Netzwerk' and blue squares represent 'länderübergreifendes Netzwerk'. To the right of the map, there are several links to specific learning regions, such as 'Herausbildung einer neuen Lernkultur im Landkreis Günzburg als we...', 'Kompetenz-Agentur-Dachau', 'Lernende Region Bodensee', 'Lernende Region Cham', 'Lernende Region Main-Kinzig+Spessart-Regionalentwicklung als Bi...', and 'Lernende Region Nürnberg-Fürth-Erlangen'. On the far right, there is a search bar and a list of German states, with 'Bayern' highlighted in orange.