



Never Stop Asking – The Age of LifeLong Learning

DAY 1

THE LEARNING ORGANISATION AND THE FACILITATION OF LIFELONG LEARNING: A SOCIAL SOFTWARE APPROACH.

The fluctuating, unpredictable, innovative and dynamic environment that learning organisations face today means that they must redefine the way in which they perceive the concept of adaptability. Continuous evolving developments surrounding the progression of flexible organisational forms, ICT, learning technology and social software are presenting creative channels of continuous development to current and future learning organisations that if utilised pedagogically, strategically and made to coincide with organisational objectives could lever an organisation the competitive edge it requires over its market competitors.

This paper examines the re-identification of the learning organisation and its place within today's emergent socio-technological society. Adopting a predominately viewpoint and theoretical stance, this paper focuses upon the potential role and use of social software in the context of agile organisations. Fundamental questions addressed include: can social software assist with the transformation of individual learning towards collective learning? Is the utilisation of social software an effective approach towards sustaining learning within a learning organisation and can social software engender the lifelong learning of an organisation and its organisational members? These particular avenues of learning are ones that have yet to be sufficiently explored within the learning organisation literature.

This paper posits that current and future learning organisations must look differently due to the reality that more organisations will become virtual. This paper further advocates that organisations must focus upon the learning aspects of technology instead of the underlying technology itself. The paper also explores and suggests avenues for further research regarding the subject of the learning organisation and learning technology, from both a theoretical and empirical perspective.

Keywords: Learning organisation, Lifelong learning, ICT, Learning technology, Social software.

Gavin J Baxter
School of Computing,
University of Paisley,
High Street,
Paisley
UK, PA1 2BE.
Telephone: + 44 (0)141 848 3328
Fax: + 44(0)141 848 3542
E-mail: gavin.baxter@paisley.ac.uk

MOBILE LEARNING IN 2008

Dissemination of an EU funded project investigating the use of mobile technologies in European education. Research findings on current practice in mobile learning worldwide today with examples of mobile learning in educational administration; in academic education; in art galleries and

museums.

In addition research findings on the role of mobile learning in European education today will be given.

Desmond Keegan
EU Projects Manager, Ericsson Education
Global Service Delivery Center Ireland
Adelphi Centre, Dun Laoghaire, Co. Dublin, Ireland
Tel: +353 1 236 2606
Mobile: +353 87 2475 660

LIFELONG LEARNING AND MOBILITY IN EUROPE: THE ROLE OF QUALIFICATIONS FRAMEWORKS

The policy emphasis on Lifelong Learning in Europe is explained by the rapid and profound changes that demand continuous updating of competences; demographic changes that are leading to chronic skills shortages; and the challenge of economic survival in the face of global competition. The single European market was designed to promote competition in the region so that European enterprises would become more efficient and to offer access to larger markets for products and labour. Whilst labour mobility has been greatly facilitated, particularly with the enlargement of the Union, it is still too limited to resolve the problems of local skills shortages.

National qualifications can impede labour mobility so recent policy efforts have focused on bringing these closer together under the umbrella of a European Qualifications Framework. This paper will trace policy initiatives behind the EQF and explore its scope for increasing the zones of mutual trust that enable qualifications to be recognised in other countries. The paper draws upon the author's practical involvement in developing the European system for transfer of credits in vocational training and in helping align the Lithuanian national qualifications framework with the EQF.

Address for correspondence:

Toulouse Business School
Groupe ESC Toulouse
20 Boulevard Lascrosses BP7010
31068 TOULOUSE Cedex 7
France

Email: j.winterton@esc-toulouse.fr

Tel: +33-561-29-48-41

Mob: +33-684-28-84-64

THE WORKPLACE AS LEARNING OPPORTUNITY

Organizations, profit and social-profit alike, face one big challenge today : "How to create sustainable performance in a very unpredictable, rapidly changing and complex environment". Globalization, technical revolutions, the explosion of information and the democratization of access to information, extremely short life cycles for products, rapidly changing customer expectations, economic instability, social and societal expectations, scares resources, the need for sustainable development, ... make that the 'reason for business success today' is the reason for failure tomorrow.

For years now we say that the 'core competency' for organizations in such an environment is "LEARNING". "Learning and changing faster, as only competitive advantage" (De Geus). You can literally buy everything, except "the capacity of organizations and individuals to learn".

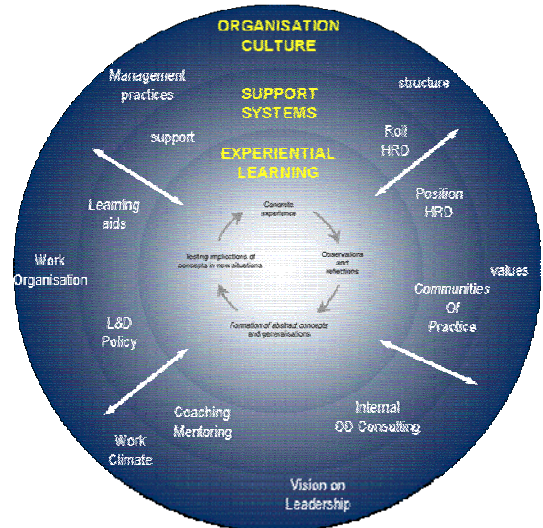
That awareness translated into notions like 'learning organization' to express the continuous need for 'change' at organizational level and 'LifeLong Learning' at individual level. The fundamental paradigm becomes "experiential" where learners build their own insights from 'processing' their own individual and collective experiences.

Learning is not (any more) about 'copying a successful past' but is about 'creating the future'.

This workshop is about how organizations can create the context in which this ongoing, experiential learning, where people look for 'new solutions' for new and old problems can thrive.

We look at 'levers for learning' in :

- The way organizations design formal learning and instruction
- The way they 'shape' their HRD role, policies and practices
- Organizational culture and managerial practices



This interactive workshop will use the experiences of the audience and create opportunity to share and discuss.

Organizational Learning & Development

Clement Leemans
 Bankstraat 27, 3000 Leuven, Belgium
 Tel : +32 16 23 91 23 / Cell : +32 497 91 93 63
www.movelearning.com

ENHANCING THE FLEXIBILITY OF DISTANCE EDUCATION THROUGH MOBILE LEARNING

The paper presents and discusses NKI (Norwegian Knowledge Institute) Distance Education basic philosophies of distance teaching and learning and their consequences for development of a learning environment supporting mobile distance learners. When developing system solutions for mobile learning, it was assumed that the students will have access to a desktop or laptop computer with an Internet connection. Thus, when students are mobile and wishing to study, the equipment and technologies they use will be in addition to they equipment use at home or at work. The solutions developed were also based on the absolute assumption that mobile learners are studying within the same group of students who do not have access to mobile technology. Thus, the design of the learning environment must efficiently cater for both situations and both types of students. The solutions were developed for PDAs.

The paper builds on experiences from four European Union (EU) supported projects on mobile learning: From e-learning to m-learning (2000-2003), Mobile learning – the next generation of learning (2003-2005), Incorporating mobile learning into mainstream education (2005-2007) and the ongoing project, The role of mobile learning in European education (2006-2008).

Professor Torstein Rekkedal, Hon. Ph.D., Cand. Paed.
 Director R & D
 NKI

torstein.rekkedal@nki.no
Address: N - Box 111, 1319 Bekkestua
Phone: +47 67588944
Fax: +47 67530500
NKI Homepage: <http://www.nki.no>
Personal Homepage: <http://home.nettskolen.nki.no/~torstein/>

PLACEHOLDER

Józefa Fawcett
Business Development Director, KnowledgeWorx Ltd
Lecturer (HRM, HRD, OD), University of Westminster, UK
Visiting Lecturer (Management), Birkbeck College, University of London, UK
ECLO Board Member

KnowledgeWorx Ltd – Creating Value From Knowledge
Phone: 0044-1603-749716
E-mail: info@kworx.com
Web: www.kworx.com
Blog: <http://kworx.blogspot.com>

FROM LEARNING TO EARNING

Presentation Budapest conference
.....About talent development in organisations
.....About the way management and employees benefit from learning

- 1 The concept of a corporate university
 - definition.
 - characteristics.
 - stages in the evolution(4 generations)
- 2 Motives for the choice of a corporate university in a company.
3. ECUANET(European Corporate Universities and Academies Network): the project
 - research in 21 companies, universities ,organisations in 5 countries in the way they organise the learning of their employees;
 - the use of a benchmark approach: using external standards to focus on internal reality;
 - national and international networks;
 - action research methodology;
- 4 Research findings: debate on dilemma's and paradoxes.
The outcomes of the research are presented in a number of dilemma's and paradoxes.
There will be a discussion with the participants about the outcomes in relation to their experiences with the management of learning in organisations they know.
- 5 The "ideal" architecture of a corporate university.
 - looking at connections – prevention of alienation
 - thinking in chains
 - the essence of learning
 - resistance to learning
- 6 Conclusions

Rudolph G.Bolsius

Senior Project Manager KPC Groep
Postbus 482

5201 AL 's-Hertogenbosch
0031 (0)73 6247323
r.bolsius@kpcgroep.nl

INTERGRATING M-LEARNING WITHIN LIFE LONG LEARNING EXPERIENCES

M-learning as a new form of mobilizing learning contents are of great value to the valorisation of the knowledge communities. New ways of learning demand new pedagogical designs, integrating different learning scenarios from face to face learning, to e-learning platforms and m-learning devices. All these learning experiences should be integrated and able to accommodate users and providers. In this article the authors will explain there pilot experience integrating face-to-face, e-learning and m-learning experiences int a single education course.

Ana Dias
Manager of the e-Learning Centre
University of TecMinho
Portugal
anadias@tecminho.uminho.pt

PLANNING AND DEVELOPING MAJOR CONTRIBUTIONS TO A CITY'S REGENERATION PROGRAMME - THE HEALTH ACADEMY STORY

I am happy to offer a session based on a progress report on the development of the Health Academy in Manchester first described at last year's workshop as one strand of the Central Manchester Children's Hospital Trust Regeneration programme. The whole programme is progressing very well, but the academy is making impressive waves in the wider context of the programme of Academies in England. The session would be a practitioner based case study, part presentation, part interaction, it would have a brief historiacI intro for those with no prior knowledge then a thematic approach to the big issues facing a school, community, education service, health service and city in transformation all attempting to score the golden goal of social and economic development. I'll also look at our attempts at assessing the impact on the young people's attitudes, beliefs and behaviours in relation to their personal health and our plans for them to act as change agents within their families and local communities. I'll use a few Power point slides and provide handouts.

Let me know if you want me to make this input. I'd also be happy to see this as a strand through the nest few years if your colleagues think there's any merit in this. the academy will open in September 2009.

David Settle
176 Ashfield Road, Bispham, Blackpool, FY2 0BX
+44 7973 223382
david@qualityservicematters.com

THE ROLE OF ENTREPRENEURSHIP EDUCATION

My involvement during the last 2 decades in the topic of Entrepreneurship Education has brought me to the conviction that it is the key element to guarantee the transformation of learning into earning.

We at ISEMI define "Entrepreneurship" as a state of mind rather than the physical act of establishing a new business. This state of mind implies the willingness and dedication to take control of one's destiny, a state of continuous optimism and dedication to life long learning.

Entrepreneurs know that what is relevant and right today most probably not be so tomorrow. Therefore, they have to be on the watch out for new information, technologies, connections, ways of doing business etc.

Entrepreneurs are natural life long learners. They are aware of the fact that they formal education

provides them with just a small part of the knowledge which they require in order to succeed in their venture.

It is, therefore, of primordial importance that schools include entrepreneurship education as part of their LLL curriculum.

Prof. Liora Katzenstein
President
ISEMI – Entrepreneurship Israel
P.O BOX 39163
Ramat Aviv
Tel-Aviv, 61391 Israel
Tel: Int'l + 972-3-642-4422
Fax: Int'l + 972-3-641-0707
Mobile: Int'l + 972-544-583-546
E-mail: liora@isemi.org
Website: www.isemi.org

MLEARNING @ CORVINUS UNIVERSITY OF BUDAPEST

The Department of Information Systems at the Corvinus University of Budapest has a leader position in Hungary in introducing mobile learning into the mainstream education. The first developments have started five years ago and since then the department participates continuously in European research consortiums, dealing with various segments of mobile learning. After several years of collecting expertise, developing trial content and methodology for mobilized course delivery, this distribution channel became mature enough to support learning activities of the students of Corvinus University in the academic year 2006-2007. Starting from the spring semester more than 3000 students can reach and use mobilized learning content with their mobile devices.

At the end of the spring semester 2007 mobile Learning technology supports the following student activities:

Adaptive self assessment. An ontology based tool helps students to discover their gaps in their factual knowledge, when they prepare for an exam.

Tailored on-line course contents for mobile phones (lecture notes, lecture and seminar summaries, glossaries)

Enabling to download all course contents to their mobile devices

Using mobile-forums, an on-line, real time feedback is provided for the teachers during the lectures. Students can ask their questions, indicate their difficulties, problems with their mobile phones.

Gábor KISMIHÓK
PhD student /PhD hallgató

Corvinus University of Budapest, Department of Information Systems /
Budapesti Corvinus Egyetem, Információrendszerek Tanszék
Fovam ter 13-15
1093 Budapest,
Hungary

<http://informatika.uni-corvinus.hu>
Phone: +3614827414

WHAT IS A LEARNING ORGANISATION IN AN EMERGENT WORLD?

Ole Hinz

DAY 2

A MISSION POSSIBLE? **ETHICAL AND SUCCESSFUL BUSINESS FOR A SUSTAINABLE WORLD!**

Interactive conversation café with some input in between !

Method : The World café, theworldcafe.org with shifting tables with a host left there at each table...with crayons and notes and doodles and graffiti on the paper table cloths, graphic art and mind mapping on the wall

10 mins. Game : A systems thinking game - open floor

10 mins. Open in the whole : Some threads to share. Challenges, dilemmas and visions for the 21st century. A short input on crucial dilemmas in the business world if it is possible at all to offer a real deep and radical change in business to foster learning for sustainability.

30 mins.

Weaving 1. Nesting in a larger system.

Question 1. What systems am I personally interrelated with and nested in?

5 mins. game at the new tables...

30 mins.

Weaving 2. Is there such a thing as Eco-friendly and/or eco-driven economy?

Question 2. What are my personal and organizational passion driven thoughts to share and to take in this respect?

Agota Ruzsa,

Chair of Trustees of SoL-Hungary Foundation

ruzsa.agota@dialogos.hu,

Tel: 06 26389924 Cell: 06209685448

THE CHALLENGES OF LIFELONG LEARNING FOR THE SECOND PART OF A MANAGER'S PROFESSIONAL LIFE : REFLECTIONS ABOUT THE PRESENT CASE IN FRANCE

The first part of the session will be devoted to the presentation of the main features of the French context for the continuous education and professional training as well as the main present and future problems it has to face. It will point out the new issues and challenges stemming from the emerging but still very shy governmental lifelong learning policy.

Among the main challenges for lifelong learning, we will mention the impact of the lengthening of the work life with the postponement of the age for retirement, the need to care for the maintenance and the updating of the professional skills in the second half of the professional life, as well as the issue of the adequate pedagogical methods to implement learning oriented approaches for the employees in the second part of their career.

To illustrate this topic we will take the example of the middle level managers and the senior level executives. We will see the impact of these changes on their lifelong learning process and on the management education system. We will discuss the main challenges that these new developments will raise in the French context as well as the hurdles to be overcome for the real implementation of these new lifelong management and leadership learning policies within the French companies. The rules of the game will have to change not only at the level of the corporate HR policies but also for the main providers of management and leadership education.

Finally, we will propose an interactive second part of the session focusing on exchanges with delegates of other countries, who could introduce their national lifelong learning systems, as well as the emerging good practices of lifelong learning developed in their countries for the middle level managers and the senior level executives in the second part of their careers.

Daniel Belet
Professor
Groupe Sup de Co La Rochelle
102, rue de Coureilles
Les Minimes
17024 La Rochelle Cedex
France

LEARNING FROM LIFELONG LEARNING: A HISTORICAL PERSPECTIVE IN THE USA

In the quest for understanding and promoting lifelong learning for all, the purpose of this academic paper is to present a literature review of lifelong learning in the United States of America (USA). Specifically, the paper will address: (1) the emergence and meaning of the concept of lifelong learning in the USA, (2) the impact of globalization, technology, and demographic changes over the past twenty years on lifelong learning, and (3) characteristics of learning environments that promote lifelong learning. Implications at the individual, organizational, and societal levels will be discussed and a research agenda will be proposed.

Maria Cseh, Ph.D.
Associate Professor
Human and Organizational Learning (HOL)
HOL Doctoral Program Coordinator
The George Washington University
Graduate School of Education and Human Development
Department of Counseling/Human and Organizational Studies
2134 G Street, NW, Room 215
Washington, DC 20052
Tel: 1-202-994-8649/1-202-994-3410
Fax: 1-202-994-4928
E-mail: cseh@gwu.edu
Christina Cataldo
Doctoral Student
Graduate Research Assistant
Human and Organizational Learning Program
The George Washington University
Graduate School of Education and Human Development
Department of Counseling/Human and Organizational Studies
2134 G Street, NW, Room 219
Washington, DC 20052
E-mail: ccataldo@gwu.edu

NATIONS AS LEARNING ORGANISATIONS - THE CASE OF HUNGARY

Dr. Ulrich Schweiker, UPBA Ltd., Switzerland, will present some challenging thoughts on ...

Country and State Development: Leadership as a political power in the Middle Ages ... Monarchy ... Joint Venture with the neighbouring Austria ... Satellite of a Communist Empire ... (Relative) Independence ... Europe ... Gateway to the New East ... Struggle to find a New Balance between "back to the roots": Searching for the Hungarian roots – integration into the new power constellation – developing an own path ...

Individual Development: Learn Hungarian to understand the history of the country ... Learn Austrian German to understand your grandparents ... Learn Russian to understand your parents mentality ... Learn English to make a career in US dominated imperialistic corporations or be part of the international community of global business ... or Learn German to find a job in the subsidiaries of German conglomerates and suppliers to the German industry ...

Same Questions to evolutionary (Western) Europe and revolutionary Central Europe (Hungary):

Quo vadis, individual learning? Quo vadis, (political) institutions? Quo vadis, society?

Dr. Ulrich Schweiker,
UPBA Ltd.,
Switzerland

THE LEARNING PRACTICE

The aim of this session is to describe and share experiences of an action research programme supporting teams in primary care to enhance their collective learning skills for quality improvement. This session will allow the presenter to share experiences of this work, give results of the evaluation of a year long pilot and to explore ideas for the next steps.

Diane Kelly
Assistant Director (CPD)
NHS Education for Scotland
89 Hydepark Street
Glasgow
diane.kelly@nes.scot.nhs.uk

TRIPLEX E-LEARNING - TOWARDS AN E-LEARNING FRAMEWORK FOR THE LEARNING ORGANIZATION

Marc Alen

NEW COMPETENCIES FOR RADICAL CHANGES TO FOSTER SUSTAINABLE LEARNING

Ruzsa Ágota

THE MAGICAL WORLD OF DR KLUTZ

An unconventional, interactive hands-on, fun-filled, user-friendly and pragmatic approach in using different skills and tools, techniques and methods in teaching foreign languages to children in the classroom through the Performing Arts.

This is presented through the medium of drama, mime and gestures, clowning, humour, magic, improvisation, music and movement, storytelling and puppetry.

- It will be very much a 'hands-on', fun and enjoyable learning process (guaranteed to leave a smile on the participant/teachers face) but at the same time knowing one has taught valuable long-term, life-giving tools and know-how in the wonderful world of the non-verbal and verbal foreign languages.
- It focus on using TPR – Total Physical Response and MI – Multiple Intelligences for active learning.
- To promote a healthy, holistic, creative and practical approach to learning and teaching a foreign language/s by means of the Performing Arts.
- To equip and support teachers with new skills and tools to use within the classroom.
- For teachers to educate and train pupils in a more effective way outside conventional teaching methods that will complement and enhance their traditional teaching methods and thereby enrich the learning experience for the child.
- And most of all to make it fun!!

The Ideology Framework behind the Road-show Theatre business

a/ To contribute to the development of quality education by cooperating on a trans-national level in promoting user-friendly life-long language learning in Europe.

b/ Through this transversal action, if nurtured and fostered correctly, will contribute to the on-going learning and development process for the rest of the young learners lives. This is why we believe it is necessary to develop and begin such a project for Very Young Learners so they have the greatest potential and opportunity to succeed in life.

c/ Irrespective of gender, social status, race or creed, physical or mental ability the life-long language learning should be easily accessible, stimulating, fun and attractive to Very Young Learners. This is why dissemination and mobility is very important.

d/ To work towards social cohesion and understanding by creating an innovative multicultural programme through the various activities and the development of excellent resource and reference material.

The project is innovative as the Performing Arts breaks down the classic stereotype in teaching and learning a language.

Schellie Nielsen (Dr Klutz)

Ph: +420 605 359 746

www.DrKlutz.com

MANAGEMENT LESSONS FROM THE BATTLE OF WATERLOO

A not too serious look at how "Executive" decisions made during 3 days and 4 battles in June 1815, helped change the future of Europe for ever.

Delegates to this session will see how decisions made, or not made, by the three great military commanders and their "management team", helped separate the winners from the losers and how nothing much has changed in European management in the last 200 years.

This, powerpoint-free zone, will describe how the 3 days evolved in military terms and then in discussion with the delegates highlight that it was "executive" decisions and not the bravery of the combatants or the technology at their disposal that eventually won the day.

"All the business of war, and indeed all the business of life, is to endeavour to find out what you don't know by what you do; that's what I called "guessing" what was at the other side of the hill".

Duke of Wellington (1769 – 1852)

Jim Jack

E.C.L.O. Treasurer

www.eclo.org