



Identification, Dissemination and Exchange of good practice in
Local Employment development and promoting better governance

CASE STUDY FICHE

The fiche is a guide to the kind of information we need to gather about potential case studies – it is not a questionnaire that needs to be strictly followed. The important thing is that you gain a rounded understanding of the case study and an idea of its value to the seminar. However, we need certain key information for the seminar packs and for the final report.

Seminar leaders will add specific questions relevant to the particular theme.

General details

Case Study name	Learning Region District Emmendingen <i>Lernende Region Landkreis Emmendingen</i> www.lernreg-em.de
Purpose of the partnership/activity/strategy/project	The guiding principle of the network is to raise the profile of the region as a location of learning in order to promote economic growth. Education and knowledge are to be effectively linked through the network to cover the whole area and provide forward looking training. This is to improve employability and reduce the cost of training provision. It addresses skills shortages, social dependency and people with little motivation for leaning. This has a positive impact on the ability of the district to compete regionally, nationally and internationally.
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Email address	a.feller@landkreis-emmendingen.de
Name of Contact	A Feller (project manager)
Background on lead organisation	The project is managed by the development agency of the district: WFG Emmendingen. The organization is responsible for promoting and developing the region's economic competitiveness.
Database category (delete irrelevant ones)	A: Supporting enterprise B: Developing routes into employment for disadvantaged groups C: Addressing skills shortages and promoting life-long

	<p>learning</p> <p>E: Empowering local communities</p> <p>F: Diversifying local economic base</p>
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Case study description

Background to the case study	<p>Against the background of the structural circumstances in Emmendingen (see below), three concrete motives for initiating the project existed:</p> <ul style="list-style-type: none"> • Increasing motivation locally / regionally for learning • Developing a supply of suitable training for SMEs that often do neither have the time nor the budget for training activities • Integrate disadvantaged groups such as migrants, ethnic minorities
<p>Description of the characteristics of the 'milieu' of the case study:</p> <ul style="list-style-type: none"> • Economic • Geographical • Political/governance • Cultural • Other 	<p>Emmendingen is a region with a weak economic structure, few training providers and an unemployment rate that, although not excessively high, is still a concern. It's a rural area where awareness of learning is needs further development. The area has a high share of SMEs.</p>
Description of activity	<p>The project is implemented through 5 projects: 1) The „Learning tour“: this is a moving training and information exhibition which offers training for the population of the district. The learning tour moved across the whole region covering all villages. All citizens, schools, associations and initiatives were able to participate and design the exhibition. 2) Training to support integration: a course to enable a faster and better integration of migrants into the district. 3) The learning portal provides information and is a platform for learning by: Encouraging the use of ICT; Interaction by networking the web pages of training providers; Gaining of media competence and criticism; Developing a learning culture through transparency of training provision; Extra-regional use of local training provision; Matching supply and demand 4) HR development collegium: HR development courses for HR managers in SMEs. Workshops and seminars are developed in close co-operation with interested businesses and cover business-specific subjects. Trainer and HR staff are working together to develop content, place and format of</p>

	<p>the event as well as implementation in the firm.</p> <p>5)Competence centre. Task is the development and testing of projects to identify and foster competencies that ensure an individual's ability to function at work. Additional task is to initiate networks to ease transition from school to vocational training to the labour market.</p>
Objectives	Develop the local / regional economy and create jobs.
Geographical focus of the project	The district of Emmendingen (ca. 152,000 people on an area of 680km ²)
Have you worked in partnership with other organisations ? If so, with what organisations ?	
<p>Have you involved other tiers of government in the project (such as national or regional stakeholders) ?</p> <p>Get contact details for validation/triangulation</p>	<p>The learning regions consists of more than 50 public and private training providers (schools, chambers of commerce, private organizations, the job centre and others). All relevant organizations are involved. The district administration is a member of the project's steering committee as is the City of Emmendingen.</p> <p>Representatives of the district and regional administration are involved via their seat in the economic development agency for Emmendingen which coordinates the project.</p>
Target groups	SMEs, the "hard-to-reach" rural population, any individual interested.
Particular successes	<ul style="list-style-type: none"> • Engaging people in training • Reaching out to SMEs • Starting to be recognised locally, regionally and in the federal state as active in the field of lifelong learning • Dissemination of activities also at federal and EU level
Problems faced/overcome	<p>Some events were not well attended</p> <p>Local politics is not always supportive.</p>
Lessons learned	<p>It is important to tailor training provision to the needs of the SMEs</p> <p>Trainer should be self-employed to be more credible</p> <p>Training provision must be supplied locally in order to accommodate individuals; / SMEs' shortness of time and funds</p> <p>Networking is important to motivate local businesses and people to participate in training events</p>

Theme-Specific Questions

<p>Is there evidence that cooperation at local level around lifelong learning can be a vehicle for development in your area?</p>	<p>This is difficult to quantify, but from the feedback obtained at individual measures it can be concluded that the knowledge gained is likely to have an impact on the economic development of the region. SMEs have, for instance, learned to think strategically about their business development.</p>
<p>How can specific groups, such as women, ageing workers, socially excluded people etc. best be integrated into the learning process? What can be done to encourage employers and individuals to invest in learning?</p>	<p>The learning tour is a good instrument to reach out to disadvantaged groups. Even though some events were not attended as well as it was hoped, no better way of reaching out has yet been found.</p>
<p>What can local approaches offer in responding to the learning needs of people at different stages in their lives, that national approaches cannot offer?</p>	<p>Identify the needs of local businesses and population. Motivate locals where it's easy for them to get involved (close to home).</p>
<p>What are the X-factors that help local economies become 'success stories' thanks to coherent lifelong learning strategies?</p>	