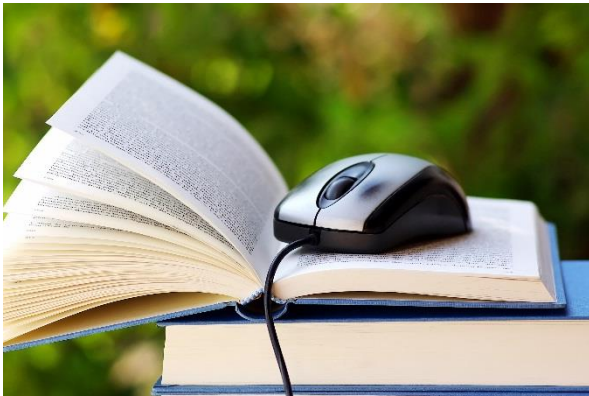


# TYPES OF LEARNING CENTRES IN SCANDINAVIA

UNIVERSITY COLLEGE ABSALON (DENMARK)



## NORDIC LEARNING CENTER INNOVATION PARTNERS



## WHICH THEME DOES THIS CASE RELATE TO?

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Theme 1 Strategic mediation	Theme 2 New ways of learning	Theme 3 Targeting new users	Theme 4 Mobilizing the community
x	x		

## INTRODUCTION TO THE CASE

### 1.1 CASE CONTENT AND ISSUE

The following case presents three types of learning centres that have been identified in the Nordic Learning Centre Innovation project. The common feature of the different types of learning centres is the fact that they all seek to provide access to education for citizens living in peripheral areas.

### 1.2 SOLUTIONS

The three cases identified in the project include:

#### **The strong case-based learning centre (Västervik, Sweden)**

In this case, the Learning centre branches out from an identified, recurring competency demand in the region. This ensures a steady recruitment of students year after year and serves as the economic foundation of the learning centre. From this, the learning centre slowly expands its educational offers, without risking financial problems.

#### **The research-funded and pilot-oriented learning centre (Otavan Opisto, Finland)**

In this case, the learning centre makes capital out of a close collaboration with a state-funded research programme developing and testing new online courses. This provides a food chain where the prototypes that prove successful when implemented become part of the regular courses offered at the learning centre. The risk of offering courses without a sufficient amount of students is thus minimized. The state-funded research programme helps keeping the course package up to date where others might struggle to find the means to do so.

#### **The project-initiated learning centre (Holbæk, Denmark)**

In this case, the learning centre is funded by and developed through different projects, which together aim at implementing a learning centre within a defined period of time. This ensures that different partners and a broad spectrum of competencies are involved in developing the learning centre, which may eventually lead to permanent collaboration between the partners involved. A vital part of the project strategy should be to develop specific courses or education programmes in close collaboration with one or more education institutions to ensure that the project leads to steady recruitment of students in the future.

In addition to this, a fourth type of learning centre has been identified in a previous project, namely **the all-access learning centre (the Faroe Islands)**.

In this case, the learning centre focuses on providing access to education for individual students and smaller groups of students. Classes are thus often conducted through a simple set-up involving virtual communication or asynchronous platforms. In this manner, the learning centre is a low-risk initiative as the main service provided consist of guiding and directing students towards established education opportunities nationally or internationally.

## WHAT HAVE WE LEARNED/WHY IS THIS INTERESTING?

The cases serve to show that the learning centre concept should be adapted to the local context in which it is implemented. For municipalities which aims at establishing a local learning centre, careful strategic considerations are thus necessary in order to successfully building a sustainable learning centre solution.

## FOR MORE INFORMATION

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