

学习领域研究报告

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摘要: WCLLL(世界终身教育委员会)有一个明确的目标:让每一个人加入终身学习的队伍,在当下乃至终身都践行新的学习和发展方式,同时提高单一技能和整体能力,赋予未来意义和可能,应对我们面临的挑战。WCLLL 同时聚焦于“相似性”,也就是说“学习领域”必须是,包容的,鲜活的,开放的,创造性的,合作的,可持续发展的……

关键词: 学习型组织;学习领域;终身学习

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Study Report ON Learning Territories

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Abstract: WCLLL has a definite purpose: to involve and make part of every person without exception and thus put in action new ways of learning and developing, in situ and throughout life, both singular and collective skills at the same time, measuring the transformations needed to "give meaning" and "make possible" the future, to the extent of the challenges we face. The WCLLL, meanwhile, focuses on "proximity," in which the "learning territory" must be inclusive, alive, open, inventive, cooperative...and sustainable.

Key words: Learning Organization; Learning Territory; Lifelong Learning

PREAMBLE

In 2015, Yves ATTOU, the founding president of WCLLL, an NGO whose main goal is to make accessible learning for all (see presentation of WCLLL in the attached document), wanted to launch a vast program called "1000 territories learners all at long life. The idea was to recognize and network organizations and territories particularly advanced in the field of lifelong learning (LLL) in order to create a virtuous dynamic, a rise in power of these organizations and territories, as well as than stimulation for others.

The WCLLL was contacted by territories that wanted either institutional recognition or advice to match such recognition. Yves ATTOU then asked me to form a working group to design responses to these organizations and territorial actors.

This group first worked to agree and define concepts such as "Territory," "Learning Territory," "Competence," "Learnability (7)," "Organization," "Learning Organization"...

Thus we had very interesting exchanges with territorial interlocutors (in Brittany, in Mantes-la-Joile, in Europe, in China...), and that we ended up conceiving a procedure of labeling for "Territories learners throughout life "(LLL) then

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another for Learning Organizations," Learning Organization Recognized by the WCLLL " (OA-WCLLL). (See the Specifications in the Annex).

Taking over from Yves ATTOU as WCLLL President, I proposed to an eminent member of this group Patrick WAELES, to take over the leadership of the Learning Territories Think Tank.

We realize today that certain territories or organizations wish to be accompanied on the same path of the *LLL*, or simply informed, without having as a goal a label.

Thus the GDA association, represented by its president, Mr. Yuewei JIANG, wished to have a file containing useful information concerning the "learning territories" and the "learning organizations" initiated and promoted by the WCLLL.

A contract was signed in April 2019 between GDA and WCLLL, and this report is submitted in July of the same year.

This report was therefore produced, for the benefit of WCLLL, by Patrick WAELES and myself jointly, finding pleasure in this collaborative work.

To enlighten our sponsor and our readers, we have chosen:

- to deliver some of our theoretical fundamentals,
- To deepen more particularly the notions of "territory," "learning territory,"
- to explain what is for us a "learning territory throughout life,"
- Idem for a "learning organization": what it is for WCLLL,
- Before defining how WCLLL can intervene in support of these organizations and territories.

Written in French, its translation into English has been done by Patrick McCANN.

We are aware that this report is only a selection from a wide range of possible subjects, a step to illuminate possible future extensions.

We hope, however, that it will interest our sponsor and many others.

Alexandre GINOYER.

What are we talking about when we talk about the concept of "learning territory," when the WCLLL is interested in the whole lifelong learning

("LLL")?

The dominant model is that of LifeLong Learning, centered on the person.

We place ourselves here in the perspective of allowing, in the person concerned, the development of knowledge and skills necessary for the apprehension, the understanding, the emancipation and the action at the same time personal, professional, collective and citizen.

Beyond the acquisition of the "fundamentals," it is then agreed to put the learner "at the center" of his career and make it active, "actress," "autonomous," learning that builds if possible on its acquired experiences and their "recognition," and projects an ability to adapt to changing environments. Thus is put into perspective a "personal" project of life and / or professional insertion, beyond belonging and problematic situations.

These individual apprenticeships, then referred to, are realized in ad hoc "pedagogical" spaces (public, private, associative, among peers, etc.), within the framework of free or guided access to external resources (more and more often digitized), or in situations of "apprentice-ability," virtual or real. If these learnings are also "open" on the outside, they remain however mainly centered on the acquisitions of the person concerned, on his project and his "personal" course TLV and achievements which remain to be concretized, in competitive positions of a globalized market.

Increasingly, in the face of changing and uncertain environments, learning includes these environments and their ecosystems and thus results from these dynamic implementations.

Postmodernity and the emergence of a knowledge society have changed the game, while the prevailing uncertainty forces us to invent the future. As a result, collaborative practices are multiplying around "commons," reciprocal recognitions are being established, shackles are loosening, passages are being released in a reasoned crossing of boundaries more than in the establishment of new frontiers. An abundance of practices and experiences are emerging and carry in germ a "utopia" of transformation.

It is this utopia that learning situations must also make palpable. This is a major societal challenge: learning should, as much as possible, be co-realized at the same time as co-building "concretely," by the experience of "doing together," answers "Inclusive" (or even unpublished) around common values and goals. We are talking about more and more ethics, shared intelligence and sustainable development. And this regardless of the levels of actions considered, they are "macro," "meso" or "micro."

We thus leave the field of personalized individual projects, or that of organizations centered on "their competences," for that of their "hatching" and inclusion in collaborative dynamics of ecosystems in which they are stakeholders, with all the personal learning. and resulting collectives.

It is in this ambition that the WCLLL is located when it engages in "1000 territories for lifelong learning," emphasizing "proximity," with the prospect of sustainable human development by and for the territories.

The purpose of this report and to give substance to this perspective.

Patrick WAELES

SUMMARY

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Preliminary marks:

1. Learn: From the knowledge society to the knowledge and skills society
2. Did you say "Learner?"
3. The "organization" of structures according to Mintzberg

1. 1 "LEARNING": FROM THE KNOWLEDGE SOCIETY TO THE SOCIETY OF KNOWLEDGE AND SKILLS (P. WAELES)

First of all a certainty: we always learn in "relation" with environments (family, belonging, economic and social situations, life experiences, spaces dedicated to training or "open" by digital ...). The resulting learning is achieved both informally (that is, without any particular intention), non-formally (there is intention but no particular device) and formal (intention, content and evaluation). The distribution between these 3 modalities depends on the national or continental contexts, but are also "challenged" by the societal evolutions (in particular globalization and numerical).

It should also be agreed that the way in which these learnings are realized (relationship to knowledge and "authority," part of personal initiative, part of the collective, mobilization of environments ...) are at least as important that the contents addressed or targeted, because they condition our way "to be in society and with others." This leads us to believe that the aim of putting into action responses that are better adjusted to the current stakes, involves not only resuming content but also (and above all) operating a "trans-formation" of acquisition methods. It is this dialectic "content / container" that will be discussed in this file, with nodal point, the collective search for solutions. That is to say that the achievements will be both "personal," but operated in a collaborative process, centered on "common interests."

We are then at odds with "the knowledge society" which most often relies on academic knowledge, science and expertise as the dominant authority. "Hierarchical" model ("who possesses knowledge possesses power"), model of transmission (or even submission) "up down," model carrying a utopia of progress; "Man has the real that he imagines malleable and manipulable to infinity" (1), all on the background of "social reproduction."

Globalization, the importance of digital technology, the prevalence of the "neo-liberal" model, the "ecological crisis" against a backdrop of "finiteness of resources" have changed the game from four points of view.

- Questioning paradigms of thought and frames of reference for public action.

- A need to situate oneself immediately in the "structuring complexity" of the environments; the problems and answers no longer arise in terms of "simplification or" synthesis," but of "dialogical approaches" leading to projects and decisions in Diversity and "miscegenation" of positions and realities. (2)

- The importance of the neoliberal model applied to people (summoned to become "autonomous subject and responsible for themselves") and environments supposed to be supported by a mobilization of "Civil Society."

- But also an entry by "the commons," as a resource determined, managed and maintained collectively, for the good of all.

Thus, sets of progress groups, benchmarking practices are set up. Thus are the symposiums and networks multiplying. Thus participative and collaborative management synergies are developing, associating management, employees and also customers / users. There are countless collaborative platforms and mutualisation of uses. Places of social experimentation are also set up ("Third places," "living lab," "Mackers" ...). This proliferation of collaborative practices also echoes the desire and the prospect of "doing (and) living together" which is becoming more and more of a major societal challenge.

Immersion in the "knowledge society" is characterized by the multitude of sources of information, the proliferation of networks and immaterial modes of production.

Three points are then to consider:

- The solutions to the questions (and challenges) that arise are no longer, first and foremost, in the knowledge of experts, nor in the idea of a universality of reference, all the more so as the goal to be achieved is "unpublished." Just

understanding keys and possible "ways," but not the way to go that remains the responsibility of the actors.

- The result is currently the dynamics of co-construction. They take into account ecosystems and environments and are immediately part of the "complexity" of the contexts and the decompartmentalization that corresponds to it. They are based on the certainty that no one has the answer and that everyone has a part of the solution. These dynamics thus lead to the reception of "profane" knowledge and knowledge of use that they solicit and which participate in the debate as well as the other contributions.

- Thus it is possible to establish an iterative collaboration, realized in an attitude of otherness, listening, respect, reciprocal recognition and taking into account each word as having a legitimacy, each recognizing to the other the singularity of his experience and the resulting gains. Each one thus bringing his contribution and his interest, with however a common will to succeed

.... We see that what is at stake is to bring about "a goal" (more than a result) by a "transformation" produced by a "doing together." One learns by doing, confronting oneself, by "arguing," "rubbing" oneself with others. For "a common goal" which we do not know in advance the form it will take.

The "knowledge society" which carries the seeds of the risks of "misinformation" then becomes a "learning society" boosted by the synergy of virtuous ecosystems and characterized this time by horizontality, "miscegenation" and "entry into" the complexity. "Because it is good, in the realities of the concrete, to make come together" a future "on which we can (want) to have taken, with outstanding the triple question of the resources, the spaces of action and their aims, with in fine those of the "containers," the animations and the guarantors of good end.

Such an ambition supposes the development of new capacities and new "ways of being," both personal and collective.

If the knowledge society essentially measures acquired knowledge with external content that it is gradually necessary to "master," that of knowledge and learning refers to skills that should be acquired by oneself, from the outset in "a globality."

But what is a skill?

"Competence is a knowing act taking support on the mobilization and the combination of a variety of internal resources (knowledge, cognitive capacity, metacognitive capacity, relational know-how, procedural know-how, psychological resources, emotional resources ...) and external (networks, software, databanks, documentary resources, members of the collective, means of the professional

environment ...), inside a situation, in a given context. ? (3)

It can be understood from this definition that competence is a combinatorial result of personal achievements and which is refined over the course of experiments, to constitute a potential for action or reaction resources, in the contexts in which it is solicited or put into action. voluntarily. And in a way it is singular to all of us.

We are no longer in the specific field of knowledge, know-how or know-how. It's all about something else. We are projected in the capacities to think, to communicate, to interact, but also in the "soft-skills" that relate to the behavioral angle and qualify personal as well as interpersonal qualities.

If, initially, skills have essentially characterized a knowledge act in work situation, they are more and more convened to define "the keys of entry" and "to act" in a world where it is a question of both to behave as an autonomous subject and "entrepreneur" of himself and to be able to communicate, to collaborate, even to be creative, in an ethical, responsible and civic attitude. In this configuration the competences are thought of as "transversal," that is to say, mobilizable in "all" situations.

"Frameworks" are thus created, in particular by international organizations (UNESCO, OECD,

EU). Here are some of the skills cited: collaboration, communication (oral, written, interpersonal), ICT skills, social and cultural skills, citizenship, creativity, critical thinking, problem solving, information management, hindsight, judgment and discernment, management of his personal journey (TLV), organization, coping with the unexpected ...

While the soft-skills are referenced in 15 topics: problem solving, trust, emotional intelligence, empathy, communication, time management, stress management, creativity, entrepreneurship, daring, motivation, vision / visualization, presence, sense of the collective, curiosity (4). While these soft-skills are particularly aimed at the world of work, they are interesting to point to societal commitments.

In addition, the question of basic skills and their access for all, everywhere and at any time is also raised. It is in this sense that WCLLL signed in 2018, with APAPP, CCI France and COPANEF, the "European Charter of 8 key competences" necessary for every individual for personal development and development, active citizenship, social integration and employment" (communication in the mother tongue, communication in a foreign language, mathematical and basic skills in science and technology, digital, learning to learn, social and civic skills, initiative and business, cultural sensitivity and expression).

But there is one point on which we would ultimately like to insist and which seems to us fundamental in the face of the diversity of the world, the meeting of the "Other." If we must beware of a "universalist" posture: everyone now makes his voice heard and values "his resources," we must also abandon the belief in our "differences." Thinking in terms of "difference" leads to "identity" boundaries (knowing who we are and what we are going to defend), a fallback position and therefore defensive. Faced with "the Other" who is not "me" and yet speaks to me about things that affect me, we need a position of listening, sharing and reciprocal encounter in which what is at stake is "The measurement of

differences and the apprehension of "the between" (5): that does the other person who is not me say to me and that nevertheless I understand and what does he understand of me who is not him? It is all the power of otherness. I am a part of the other and the other is a part of me. And, going to the end of the reasoning, each one has in him the capacity to be a "we," in a completeness in becoming, while he keeps his singularity. A set of intersecting diversities, enriching and co-constructing a common humanity, all potential and that "unveils" its richness and its ethical dimension as and when its "advent." This disposition to meet the other and the self is rarely posited as such in "the competences," whereas "extremist" excesses everywhere are flourishing.

Now we have to ask: How does one acquire a competence?

In general, we do not "learn" a skill. It is acquired through scenarios in which the person concerned mobilizes his potential and the resources at his disposal. These learnings can be individual or collective, but they must always leave the initiative to the person to "build his path."

However, certain learning situations also have the objective of reinforcing the capacities, that is, developing the possibility of putting into action "a power to act." (6)

In this sense, the setting in motion of a "learning territory" enters entirely in this dynamic of "collective empowerment": each one develops competences being at the same time actor, author and stakeholder in the synergies of ecosystems which are built as and when unfolding and whose success results precisely from the development of these skills. This simultaneity is entirely constitutive of a Learning Territory.

What remains now, from a perspective of LLLT, is to "highlight" the skills thus acquired and the possibility of their validation. Because these skills correspond exactly to those needed to face the XXI century.

1.2 DID YOU SAY "LEARNER?" (P. WAELES)

A term has become ubiquitous; it is that of "learner." Thus we speak of "learning

environment," "learning organization," "learning enterprise," "learning city," "learning society," "learning territory" but also "social subject" learning throughout life;" "Learning" therefore appears as a decisive driver of economic, social and human development. It is no longer a question of transmitting "formal" knowledge and know-how carried out by authorized or "sanctuaryized" organizations, but of learning dynamics "in situation," including the non-formal, the informal, the experiential. . . . the knowledge of use and valuing self-training (empowerment) and collective learning. If, in the previous models, it was the pedagogical character of the action (objectives, contents, methods, etc.) that was put forward, today it is the primary role of learning by social subjects that is affirmed. Moreover, the use of the present participle ("learner") presupposes the active character of the approach.

The transformation of the term "educational" to "learner" to describe new information societies is fully reflected in this passage from UNESCO's report for 21st century education: "a purely quantitative response to the demand for education - an increasingly heavy baggage - is neither possible nor appropriate. Above all, each individual must be able to explore and exploit from one end to the other of his or her life every opportunity to update and enrich his or her first knowledge and to adapt to a changing world."

However, in a world that has become uncertain and threatened by major societal and ecological challenges, it is not enough to learn how to learn, but also to learn how to unlearn. Because ultimately it is "inventing tomorrow" out of paradigms become inoperative, but still dominant. And in view of this need, financial or academic capital is being supplanted by "emerging" knowledge, initiative, creativity, responsiveness, with a focus on "capacitations" and human dynamics. It is no longer a question of transmission but of transformations "on the move" to shape "a desirable world."

In this configuration, there is a culture of "learning" that radically alters the relationship "to

knowledge" and "to others." Until then the "individuals" were put in "passive" situation which implied a large part of conditioning, whereas they were positioned with regard to the others. Today a "culture of learning" is emerging, where learning takes place in contexts that require the mental activity of the "subject," in particular a grasping, an intelligent awareness of itself in its unique situation. To the metacognitive dimension where the learner is invited to think that he is learning, where analysis and reflection go hand in hand, is added a process of subjectivation which ensures his development and in particular an increased emotional awareness. Thus is involved a process of subjectivation of the formation. The social subject of the 21st century can not be content with being "trained" by devices built for it. Author, even more than actor of the cognitive transaction, he is both the home and the engine of learning. The subject of learning is no longer an object of training.

To describe this new posture, expressive of a relation to pro-active, anticipatory and quasi-existential knowledge, we speak of "apprentice-ability."

The apprentice-ability challenges the three registers of psychic life (7)

- the affective plane (emotional mode which will be a priori positive, as a source of pleasure),
- the cognitive plan, conducive to the deployment of efficient methods of information processing,
- the cognitive plan that conveys the idea of an intentional relationship to learning.

A first definition of apprentice-ability could therefore be formulated as: a set of affective, cognitive and cognitive dispositions, favorable to the act of learning, in all formal, non-formal or informal situations, experiential or didactic, self-directed or not, voluntary or fortuitous.

However, if this notion of apprentice-ability has a future for the human and economic development of a society that is destined to become more and more "apprentice-able," it requires to be worked on, constructed and analyzed in its theoretical, practical and ethical, so that the act of

learning can constitute a vector of individual and collective emancipation of social subjects in the new economies of knowledge.

1. 3 ORGANIZATION OF STRUCTURES according to Mintzberg (A. GINOYER)

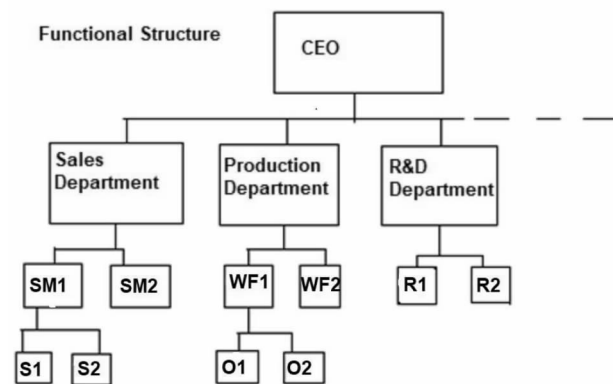
Henry MINTZBERG, in his reference book "Structure and Dynamics of Organizations" (8), distinguishes several types of organization. We will present four:

1) The FUNCTIONAL structure

Consists of dividing the work in the company into functions: commercial, financial, production, HR, research and development...

At the head of each function is named a "functional leader." It is the functions that constitute the criteria of division of tasks.

Example:



The responsibility for each function is entrusted to a specialist, which is a guarantee of efficiency. The division of tasks seems clear.

However, it is a pyramid organization and one can fear a number of malfunctions:

- * Filtering and distortion of information,
- * Ascending information blocked by intermediate levels whose concern is to appear irreproachable in the eyes of superiors,
- * Too strict definition of functions that creates territories and therefore silos, incompatible with the entrepreneurial spirit that the search for flexibility and creativity demands; which devalues the staff at the bottom of the building, whereas the quality of the products or services rendered is closely linked to their performance,
- * Restricted field of view of executives who tend to favor their function to the detriment of the

general interest. Their concerns are sometimes very different, even contradictory, leading to power struggles that could affect the overall effectiveness of the organization,

* Allocation of budgets by the general management often depending on subjective or emotional factors...

* The more an organization is pyramidal, the more the stakeholders' concerns are personal and difficult to reconcile with the overall interests of the organization.

Peter had pointed out the disadvantages of internal career progression systems: "*In a hierarchy, every employee tends to rise to their level of incompetence.*"

We can often distinguish THREE LEVELS OF MANAGERS in this type of pyramid organization:



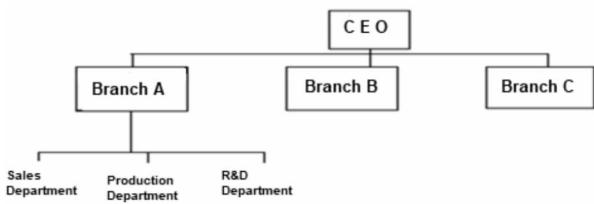
Around externally:

- clients, -
- suppliers,
- competitors,
- partners ...

We find:

- different responsibilities,
- an institutionalized subordination
- mainly vertical communication, especially downward
- Operation in silos (or "chimneys") ...

2. The divisional structure



It has grown into large companies whose production is diversified; Each branch, autonomous, reproduces the functional structure.

Even if the divisional structure appears more flexible, all the disadvantages related to the classical pyramidal structure are found.

These are very heavy structures to manage, which lack flexibility.

3. The matrix structure

It corresponds to a combination of the preceding structures.

The division of labor is conceived both in terms of function and branch. Example:

Here, the second-rank cadres can have two superiors, which is problematic in terms of material organization, work and sharing of tasks.

The matrix structure is suitable for large companies that manufacture several types of products related to each other and multinationals that operate in a complex environment.

The overall structure remains pyramidal, dysfunctions addressed are found.

For such organizations to function well, the coordination and communication system as well as the decentralization of responsibilities must be better organized.

To overcome the negative effects, cross-cutting projects have increasingly been created, allowing the organization to be more flexible and the quality (in the sense of adapting the company to the real needs of the client) found improved.

4. The polycellular structure

For the sake of flexibility, the company is organized in cells, federated by the management unit. Each cell is autonomous, and interacting with others. The cell "animator" must energize the members around a unifying project. Projects are in competition.

The different cells make up a SYSTEM.

* SYSTEM: An organized set of interacting elements, located within an environment to which it must constantly adapt for its survival and development.

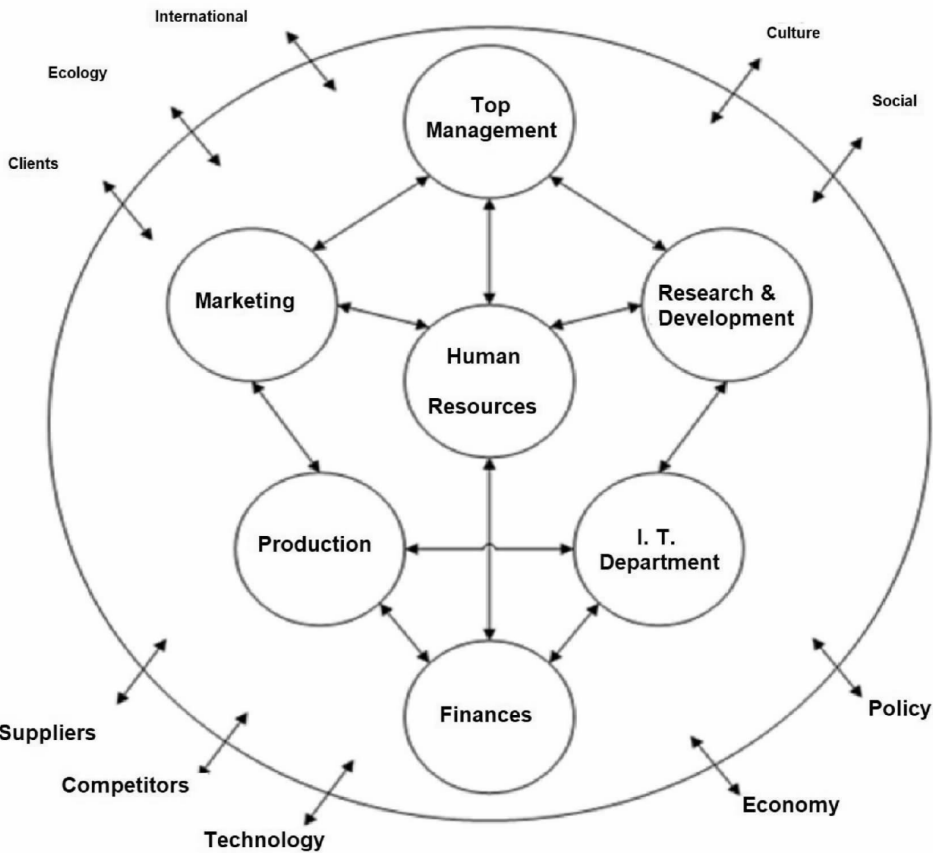
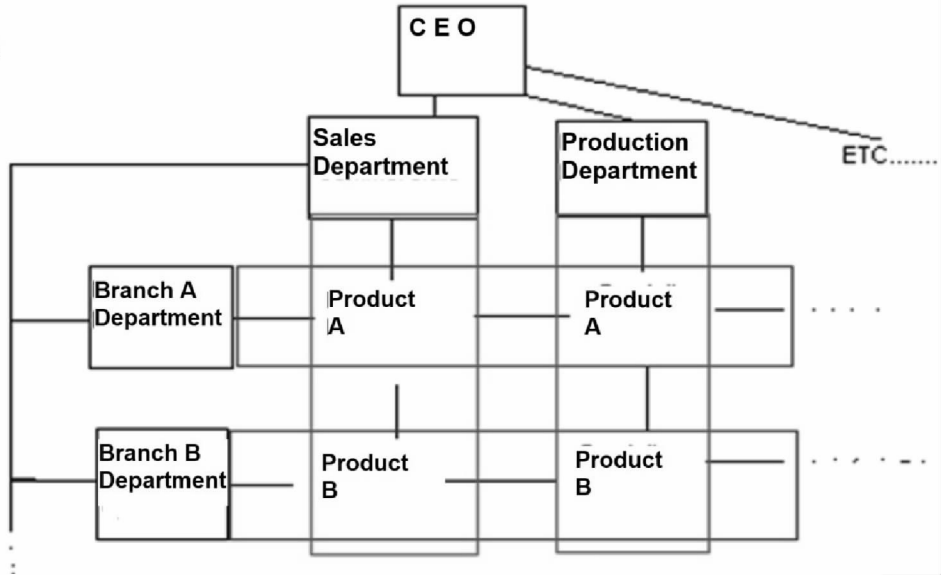
* ORGANIZATION AS A SYSTEM: The functions and units are dependent on each other. Individuals are in permanent interaction, their

goals may be contradictory.

* ENVIRONMENT: exerts pressures of

very different natures. Source of threats but also opportunities to seize.

Matrix Structure



The systemic approach is indispensable today for the study of the functioning of any structure. What about LEARNING according to organizational forms?

1) In organizations of functional and matrix types, the learning provided by the company is:

a. essentially technical, connected to the substations

b. aimed at immediate profitability.

? Everyone is focused on their activity, their individual functioning. Reciprocal contributions are limited, and essentially technical (knowledge, know-how).

* Proximity coaching has a key role as a job dispatcher and technical trainer. It is not trained to handle human aspects, it is not asked or little.

Consequences:

- When the activity disappears or changes, the employee is in great difficulty because he knows only this one and has not been prepared to adapt, to relearn.

- The proximity manager often has a double job: to take care of the workers who are attached to him and to ensure himself an important production.

2) In divisional organizations, learning is:

a. Always essentially technical

b. But also complementary in terms of know-how and knowledge to be linked to the complexity of the organization; double hierarchy, transversal projects.

* The collaborator is obliged to organize himself in his work, to dialogue with his managers; to ask for arbitrations, to alert, etc. He can also take advantage of this situation to limit his investment.

* The manager is obliged to be concerned about the workload of the collaborator in relation with his colleagues.

* Cross-cutting projects and cross-cutting activities bring or reinforce complementary skills; project management, communication, organization ...

Consequences:

- employees are better able to adapt to changes and changes, but need to be accompanied and controlled, they are not necessarily autonomous.

- The manager also acquires complementary skills in terms of management, communication, organization.

3) In polycellular organizations, learning is

a. Techniques for what is needed

b. Equally important non-technical related to the permanent evolution of the structure.

* Each member has found their identity and territory. Energy is much more focused on mutual listening and collective success. Everyone has become aware of the interdependence between all.

* The identity of each member, like that of the team, is defined by its relationship to the shared vision (meaning; meaning and direction).

Consequences:

- In this configuration, we can really talk about a team (not just a group). Employees develop relationships of solidarity, reciprocal and team learning; each one progresses in technical and transversal skills, the team acquires a reinforced competence, and becomes able to take decisions in the absence of the manager and especially to innovate.

- The manager is exemplary of this operation. He is in permanent learning.

Conclusion on this point "ORGANIZATION."

Only the polycellular model seems to correspond to the notion of LEARNING ORGANIZATION.

- Constant interactions between the entities and the people who compose them,

- Permanent evolution of the organization according to the external forces, taken into account and even solicited. Problems are considered opportunities.

- The apprenticeships are of all types, and in particular related to the human; o Autonomy, responsibility

o Personal organization, o Learn to learn,

o Communication, interface management, even conflicts, o Project management,

o Collaborative management for managers, o Delegation, follow up ...

II DIDYOU SAY " TERRITORY?" (P. WAELES)

Historically, the concept of territory refers to the WESPHALIAN conception, which organizes the spaces between the Nations, with the double idea of the territory as a marker of sovereignty and as a mode of organizing any political order (we are in 1648), with the idea that these state territories derive their stability from their interstate posture on the world stage. Over time, this design became "naturalized." At the same time to stand in relation to oneself and to others. This refers to the notion of "legitimate" boundaries, "cultural" and legal entities, identity and protection. However, with a "frozen" vision of territorial "realities"

whose lines of separation are sometimes drawn with the cord and whose coexistence creates the international game. While globalization seems so ill-suited to this marquetry of states posited as similar as such, though disparate and "eternally" rivals (with empires, fragmented societies that usually return to Africa, cities-states ...). Faced with them, other spatial developments, such as large regional or even cross-border constructions, large metropolises ... This invites us to rethink in a typological way the complex forms that have imposed themselves between the construction of "space" (real and virtual, "narrowed" by the shortening of distances, the acceleration of exchanges, the proliferation of networks ...) and its political dimension, in a "limitless" world space, beyond a "cartographic illusion." This development prefigures the decline of an order (a meeting of sovereign territorial units) on which most international balances were based (the migration question perfectly summons these balances). (9)

This reminds us that the territory is not a given, it is a construct. Its social role does not derive from an imperative but from configurations and principles of demarcation that are constituted as structuring principles. And in a way, political power is exercised not through the direct control of people, but through the mediation of the soil which, in fact, defines and delimits a politically relevant "community." This constitutes its "territoriality" based on a narrative, a shared history, even a shared culture on which is based a mode of organization and order considered legitimate, because also "protective."

It is with this same grammar that territorial subdivisions have been constituted at the state level (regions, departments, communities of agglomerations, municipalities, landers, districts, urban communities ...), with the idea of physical spaces, limited, intersecting political and administrative domain, against the backdrop of a stratification of fields (or rather "territories") of responsibilities that lead to operations mostly in silo, characterizing modes of occupation, or even

appropriation.

These spaces (even resized) do not always prove adequate to the current economic and social issues, especially with the necessary mobility, while the notion of belonging to a territory is blurred (between place of life, workplace, place of cultural leisure, virtual / digital space ...) everyone is in his "ego-system." Therefore, the relevant territorial unit of "territorialized" public action is sought. In France, for example, there are "job pools" and more recently "living areas," which include communities of agglomerations, which are sometimes deployed in different departmental areas. This is likely to add elements to the "thousand sheets" and overlaps already problematic, despite a desire to make consistent a supply then consolidated, "global" and simplified, integrating the "local" resources, digital platforms. In this context, the "territory" is defined less by a "spatial boundary" than by the reception areas (fixed, itinerant or

immaterial) thus instituted, the services rendered and the resources mobilized (idea of partnership, or even of co-construction of answers), however realized by the "public power" (which thus derives the possible criticism of its supposed "impotence").

To return to the international, among these territories, the municipality (it would be more meaningful to speak of the city) appears in as the basic unit of the territorial organization from which can build the solidarity of proximity and the Human Development. In this sense we have been able to speak about the "Republic of Mayors" by evoking the prospects for "local development."

What appears most remarkable is this "renaissance of the local," of "proximity," with a pregnant mobilization of the civil society. A need to give meaning, to do together, to build "common" in the "complexity" of the living. By relying on a perspective of resources and openness to creativity and novelty in which the spirit of experimentation reigns supreme. These ecosystem dynamics mark out, as they are put into action, the "areas" (real, virtual and symbolic) of actions

and in fact realize what constitutes the

very foundation of a territory as a whole. that space "inhabited," shared and transformed. Which means that it is geometrically variable depending on the "projects." And even (and especially) if it needs the support, even the " guarantee " of politics, it is not to be confused with the " sovereignist " grammar that could have " territorialized " or affiliated to the territorial order. "

However, the idea of proximity also includes an indispensable virtue to co-construct tomorrow; that of "taking root." For some authors, "utopia today is to find the meaning of local" (10), reunion with the earth, with the natural and concrete world to which we belong as living, which means reunion with the places of life and its heritage. React to the hegemony of the world's technicization that tends to a single minimal civilization. To develop a local anchorage which, with the singularity of its realities, its heritage and its resources, assumes itself as an innovation to come and projects itself in the future, with the local actors, however diverse or opposed they are, in a inclusive approach. Diversity in the face of this unique minimal model that tends to prevail. A singular ecosystem by its particular context, which is not the economy of "complexity," revives an ethics of common good and with politics and carries in germ the wealth of human development. Awareness of places to promote new, friendly and sober ways of living and producing, to value active citizenship, capable of producing sustainable wealth. Thus, the territory is not conceived as a spatial entity confined to a role of technical support of the economic system, reduced to a space of function and circulation and in which "public space has dissolved." The territory is thus less and less a "common good" and increasingly an abstract space of location for masses of "anonymous" individuals whose life cycles are independent of the identity characteristics of places, which nevertheless constitute their collective heritage. To " re-enchant " the world, one must put into practice the physical, historical and collective existence of the

place and feel "corporally" the common goods of its territory (11). " Total " experience in the complexity and potential of the local which makes sensitive to the dynamics to be implemented at the global level. There is not the local on one side and the global on the other; it is the same fight.

III WHY IS A TERRITORY "LEARNING?" (P. WAELES)

For the first time, perhaps, of humanity, humans are beginning to be collectively aware of an evolutionary transition. The more numerous we are to embrace the questions posed by this new transition, the more we will be able to mobilize our collective intelligence, the more likely we will be to provide satisfactory answers and invent a more desirable future (12).

We postulate, and this is what we have already stated, that it is in proximity and territories that this virtuous dynamic is most likely to bear fruit and to create human development. But under what conditions?

First of all, we are not in the configuration of "resource territories" that facilitate access to data and knowledge bases and that induces a perspective of the type: "I learn so I can act and bring value added to the territory." Here, we are part of the " territory-project " dynamic, making apprentice-ability an axis of development. Such territories have the means to create " projects to learn together." They are marked by the human dynamics and the energy that circulate. They generate leadership and initiative, they distribute power and bounce back on the ideas they manage to meet. as an inversion that we attend, the means are found because finality attracts energies. In this perspective of "territory-project," I act, therefore I learn. Learning is a function derived from action.

A first issue, however, lies in the " place / space " of mobilization. If the question is more easily solved in the framework of organizations, local authorities or even dedicated places (media library ...), ie where the territory is circumscribed, it arises on the other hand with more acuity, when a project emanates from civil society. Because then questions of legitimacy, of

leadership, of container, even of guarantee of good end arise.

Three means are needed to develop "a learning territory" (13):

- Authentic questions from the territory and sufficiently implicated to pass over local divisions.

These questions are first carried by a small group of determined actors who are particularly motivated by their territory. In an inclusive perspective (each encounter with an actor is an action track), organic (the action plan is coconstructed and moving) and alive (feedbacks, bifurcations, adaptations occur), this nucleus hosts the energies new participants as they arise. Gradually, this core generates a shared culture of innovation and leadership, made of right to make mistakes, mutual recognition and support, and benevolence. In this time, methods of collective intelligence, co-design, open innovation with the inhabitants of the territory, summoning creativity, are spread.

- - Irreversible experiences of cooperation with creative solutions.

On the occasion of a multiplicity of workshops or creative trainings, the participants have the opportunity to live the strongest moments that jostle them in their belief, and show them that to many, with benevolence and deep listening of each one (all the points of view have a value, everyone must feel that they count and the knowledge of use and experience also contribute to produce ferments of solutions ...), it is possible to significantly increase the power to act individually and collectively.

By dint of cumulating these experiences (we could say these experiments), trust in others and in themselves grow and especially gives the desire to have others experience it and not go back. The territory that is created is first and foremost a human weaving.

- - Communities and networks of projects.

If the first authentic questions from the territory mobilize some actors, the passage of challenges towards communities (collective) projects marks the expansion of the dynamics,

with the feeling of a movement that exceeds everyone. In such a movement, several initiatives are taken and adjust each other and promote principles of action, methods and desires for collaboration, with the idea of networking and cross-support. Resources circulate and competitions decrease.

At the same time, the energy of support teams (civil society, local authorities, schools or universities) is at the service of the project leaders and the actors involved to provide them with what they need to advance or communicate.

The result is the creation of a "learning territory."

Thus, unlike a "learning organization", or a "learning city" that starts from "territories" previously circumscribed from which develop collaborative dynamics with their environments, in the present context, we start from a unifying project, which calls for partnerships, which are energized in ecosystems as and when developments, to end up drawing a "territory" learner.

This "territory" has no "borders" or administrative, cultural or "spatial", its scope corresponds to mobilized and moving ecosystems, the projects it carries and its governance, or even its "supports".

For the WCLLL, the concept of "learning territory" encompasses these ecosystem dynamics. However, whether it exists at a given moment or that it is built from a project, it must also be defined by its reference in particular to two criteria:

- Access to learning for all is particularly developed (free access to fundamental learning, easy orientation, dynamic inclusion innovations ...),

- There is a dynamic of actors with strong synergy in the service of a common goal, one of whose main aims is turned towards learning, this dynamic of actors creating added value superior to all parties, and guaranteeing sustainability through a virtuous continuous process already giving convincing results.

Thus we remain attached to the aims of cooperation, in a logic of democratic empowerment and emancipation for people, organizations, serving the development and creativity of the territory in a triple ethical, ecological and human dimension.

It is in this sense that the current dynamics of "learning territory" today constitute "the utopia of the 21st century", but having meaning only within the framework of a renewed political project.

IV What is a Lifelong Learning in Territory (LLLT) for the WCLL (A. GINOYER)

A Learning Territory "Throughout Life" is a learning territory which offers the possibility for any person of the territory, whatever his age and his condition, to have easy access to all the learning they need for their inclusion. social and professional life and its development (synchronic approach).

In a sustainable design of the LLLT, which of course advocates the WCLL, we can also say that the same person will find throughout his life, his career from early childhood until old age, learning that will be necessary social and professional inclusion and development (diachronic approach).

Sustainability is inherent in the concept of LLLT: most people are attached to their place of life and want to be able to find what they need despite the passing years. Being forced to move for long periods or permanently for reasons of training or employment is often a handicap or even a restraining constraint, even if these experiences are generally very rewarding.

Digital means nowadays make it possible to avoid certain displacements and more and more jobs can be carried out in any place of the world provided the person is connected. However even the hyperconnected person lives in a physical environment and needs to be in face-to-face relationship with other people.

The concept of LLLT includes both;

- networking with all the communication and learning opportunities available today, including virtual ones,

- geographical proximity (the "village") where humans are in real society. We will talk about an

ecosystem in which the elements are in active interdependence, driven by a common project whose purpose provides all the beneficiaries with all the learning they need for their inclusion and development whatever their age and situation.

This possibility of being able to offer all the possible learning to all the individuals of a territory in a sustainable and evolutionary way can only be offered by a coordinated set of diverse and complementary actors and organizations, grouped together in a goal driven by a dynamic virtuous to achieve together this commendable goal.

This raises the questions of the origin and governance of this coordination;

- the LLLT exists at a given moment, and the question of sustainability is posed,

- the TA wants (some actors) to become LLLT and it is the double question of the elaboration of the federal problematic and the management of the project which is posed (who takes the lead?) with which mode of governance? which guarantee of good end and sustainability? ...).

The need for sustainability implies that the organization providing LLLs does not rely on one organization or even one person.

The LLLT will have to provide:

- that decisions are made by a duly constituted, solid constituency (ensuring that if one or more actors leave, the college can continue to function), and effective (with modalities guaranteeing the best decisions),

- that the need for evolutions to be able to ensure the *LLL* for all in the future and the problems encountered are identified, treated and "reengineered" in processes in continuous development.

Here we see a difficulty to overcome for the constitution of a LLLT:

- the need to have a leader (a person or a corporation) who has the capacity (on all levels) to launch a unifying and ambitious project, in a mode of collaborative governance (animating in such a way that all proposals are analyzed, compared according to pre-established criteria, the decision-

making procedures being transparent, disagreements being experienced a priori as sources of possible progress ...),

- and to have a college that operates in a smart network, by adopting this method of collaborative work (rules of the game formalized, accepted, respected, primacy of the common objective on special interests ...).

We also see here the interest that there is for a TA who wants to become LLLT to be accompanied by an outsider, who can play roles of:

- catalyst
- unifying,
- professional project management,
- referee ...

without ever taking the place of the accompanied. We will see this in the chapter on accompaniment.

V What a Learning Organization for the WCLLL is (A. GINOYER)

For the WCLLL, a learning organization is an organization that is an active element of a current or future LLLT.

That is, this organization, is at one and the same time;

- knows an endogenous development of Learning Organization (OA): it allows all its members to acquire learning of all kinds, going far beyond technical knowledge directly useful for a given activity (acquisition of key skills, transversal, "Soft skills," beneficial to people and useful to the organization for its development at all levels and in the medium and long term),

- is an active element of an exogenous development: it is enriched by the environment and has a positive impact on its environment.

The acronym OA-WCLLL, in French, stands for "OA (organization apprenante" {learning organization} recognized by the WCLLL as active element of a LLLT." "OA" will be referred to as "LO" (learning organization) in this translation.

An Organization can not be asked to promote all learning for all those concerned, but the WCLLL wishes to encourage it to exert an influence that will lead to the creation of a LLLT.

Clearly, to be recognized as such by the WCLLL, a Learning Organization must:

1. be driven by a virtuous, global and continuous dynamic that allows all its actors:

- to acquire all possible learning, formal, informal and non-formal, necessary for their development (not only professional but also personal), their autonomy, and their ability to manage their careers as much as their lives,

- to have a positive influence on their environment, both within the organization and externally, in the present and in the future.

2. be a driving force, innovator and leader of an ecosystem: it is interacting positively with other elements of this ecosystem, exerting or reinforcing a dynamic of LLLT, intelligent and virtuous network.

How can one recognize an LO? Here are some indicators:

1. An LO is capable of thinking about its own transformation, anticipating it, undertaking it, evaluating it, reorienting it;

2. It is in process of continuous improvement;

a. Ongoing analysis of its processes and context

b. Detection of problems and opportunities,

c. Solving problems and finding solutions in groups,

d. Launch of experiments: it is able to elaborate a project, make a pilot experiment, etc. because they are learning opportunities,

e. Continuous analysis of achievements, reengineering lessons learned along the way,

f. Assessment of experiences: it takes stock of successes and failures ...

3. It promotes learning with others: customers, partners, suppliers, etc. ;

4. It knows how to transfer knowledge. For example, to provide those in need with a foundation that brings together useful knowledge. Create reciprocal learning opportunities. Train managers to create "learning teams" ...

VI What kind of support can the WCLLL offer? (A. GINOYER)

The WCLLL holds:

- not to compete with other conventional organizations,

- not to be suspected of having been judge and party in case of accompaniment and certification of a Territory or an Organization.

For us, accompaniment is not advising. It's crossing the path of the other by making a reaction happen at home. Accompanying is first of all helping the other to ask the right many questions. For example:

- What do you wish ? Why do you want it?

- What is the state of play regarding the territory / organization?

- Which elements correspond to the criteria and which are not corresponding?

- How to establish a reliable and meaningful diagnosis?

- Who are the necessary actors with whom to form the project team?

- etc.

We see here that the questions will be very numerous, unstoppable, and must be handled by the team in place and not by the consultant mandated by the WCLLL.

The consultant mandated by the WCLLL is not present to give advice and even less to make any decision about the application.

He indicates the decisions that must be made by the territory or organization to correspond to a Learning Territory, a LLLT or an OA-WCLLL but he never intervenes on the merits.

He can implement consultant skills, not on territorial development aspects in general, but only for TA, LLLT and OA-WCLLL projects. In this case, he can, for example:

- follow the progress of the steps in support of the internal project pilots,

- Facilitate meetings during which he will facilitate dialogue between the parties to get them to talk to each other, to agree and to make joint decisions.

In case of request for certification, in no case can the auditors mandated by the WCLLL be the consultant(s) who will accompany the territory.

The accompaniment of a territory or an

organization will be the subject of a service contract. Under no circumstances may the label be included in an accompanying contract, since the labeling is the subject of a specific purchase disconnected from the accompanying service.

Accompanying a territory to become LLLT in accordance with the WCLLL

To become a LLLT, a territory, whether already TA or not, must be the subject of an endogenous transformation, that is to say, desired and conducted by its actors in a voluntary, dynamic or even ambitious act.

In our experience, we have met several cases. For example:

1. a territory where there are some remarkable organizations providing significant skills inputs for defined populations;

2. a territory in which there are organizations providing all categories of population with the necessary skills;

3. territorial managers presenting us with the catalog of all existing actions ...

In the first case, we recommend that " outstanding" organizations apply to be recognized as OA-WCLLL, work in synergy with each other, and then join other complementary partners to work together on a LLLT.

In the second case, the actors, meeting us or reading us, are initially disappointed because they imagined to correspond to a LLLT. But the synergy between actors around a common project ensuring the sustainability of LLLs for all is for us an essential condition for defining a LLLT. A difficulty often encountered is that several actors want to become the leader of the team, and claim a different territory (district, city, county, basin, region ...).

In the third case, it is obvious that the WCLLL can only be partial, that is why an audit is planned, by qualified auditors external to the WCLLL, and that only the evidence brought to meet the criteria will be taken, account for an official recognition (labeling).

The WCLLL, to better realize its purpose, can and wants to be the catalyst for an endogenous

transformation to help a territory to match its LLLT conception.

Stakeholders need to know what to expect, for example by reading this document, and ready for this transformation.

Accompanying an organization to become an "Learning Organization" according to the WCLLL.

What characterizes the Organization in relation to the Territory is that it is generally endowed with a well-defined, decision-making leadership that has power over the future of the Organization.

The main difficulty that we have encountered is that the establishment of an OA requires the active collaboration of various internal actors (before the external ones), which modifies the mode of governance very often still "vertical-descendant." The decision-maker (single or management team) resists losing his power, continues to "execute" tasks (for example appoint a responsible OA ...).

Now we have seen that the common reflections, the experiments carry learning, and that the transformation is systemic. Management will not be exempt.

The work of the consultant is first and foremost with the management:

- If they are asking, invite them to conceive and accept the implications of the transformation they want to undertake, the steps, the means to put in place ...

- If not clearly indicate the why, the what, the how ... and get a total membership because the approach is not a superficial recognition or a contribution of knowledge but an act of profound transformation. The leader (the management team) must not only know but want it. Practicing employee empowerment will inevitably change the balance of the system and all elements of it will be impacted, including the leader.

Of course, some organizations already consider themselves "learners." Support can therefore help to verify, optimize, and sustain.

The posture and deontology of the WCLLL companion will be the same for an organization as

for a territory.

VII CONCLUSION

Initially, the concept of "learning territory" was rather associated with that of "local development" (14) in its triple dimension - cooperation of the actors, mobilization of resources, around a shared project. Against the backdrop of the question of governance, and the threefold relationship between "political territory," "geographic territory" and "project territory."

Since then, the generalization of the qualifier "learner" has come to give a prospective and societal dimension to the dynamics already at work where encouraged to become one. It is then a matter of overcoming inequalities, ensuring quality education and anticipating the changes in our society (15) through "concrete" (even "experimental") "inclusive" and "virtuous" - construction and synergy of ecosystems. This of course refers to the SDGs established by the UN Member States and brought together in the 2030 Agenda (16). And that at all levels of "territories," whether they are the person, questioned as "subject," organizations, geographical entities (from local to global) or projects.

However, with a definite purpose; to involve and make part of every person without exception and thus put in action new ways of learning and developing, in situ and throughout life, both singular and collective skills at the same time. measuring the transformations needed to "give meaning" and "make possible" the future, to the extent of the challenges we face. The WCLLL, meanwhile, focuses on "proximity," in which the "learning territory" must be inclusive, alive, open, inventive, cooperative ... and sustainable.

It is the promotion and labeling of these learning dynamics that the WCLLL, committed to this path since 2015, intends to continue its work.

I. Who is the WCLLL?

The World Committee for LifeLong Learning? is a French association, created in 2005 under the auspices of the President of the UNESCO General

Conference by a team of French professionals with international partners (American, Chinese and Quebec).

Since its creation, the WCLLL has been working for a culture of learning understood as the possibility for each person to learn and develop their potentialities, at all ages and in all circumstances. It includes all sectors of society (social, economic, cultural, academic, associative, institutional...).

Since 2017, the WCLLL has been an international NGO official partner of UNESCO. The mission of the WCLLL is to:

- be a major bridge, a facilitator between companies, associations, institutions, society, to act in favor of the development of LifeLong Learning (LLL),

- create a stimulating environment conducive to interactions, innovations, continuous improvement of LLLs.

This, so that everyone can:

- learn by themselves, by others and by their environment in a continuous process,

- value and have their acquired skills recognized by society, and thus flourish with dignity by developing their potentials for the benefit of themselves and society.

The WCLLL recognizes itself in the objective

of UNESCO:

"Contribute to the maintenance of peace and security by strengthening, through education, science and culture, collaboration among nations, to ensure universal respect for justice, the law, the rights of the Man and fundamental freedoms for all, regardless of race, sex, language or religion."

The values of the WCLLL are:

openness, curiosity, transversality, humanism, pragmatism, volunteering.

Its principles are:

- * Put the economy at the service of man and not the other way around

- * Consider diversity of cultures and ideas as a richness

- * Consider the person as one and indivisible

- * Adopt a global approach to learning

- * Foster synergies and innovations, global-local interaction, decompartmentalization, plural partnerships

- * Promote exchanges without a position of superiority of one over the other

The fields of intervention of the WCLLL concern:

- People

- Organizations

- Ecosystems