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NEST

Co-Creating a New Form of Governance in Societal Transition for Healthy Living

Framework for SIEHL knowledge transfer into existing education courses

(Deliverable 9.1)

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EU	European Commission
HL	Healthy Living
HEI	Higher Education Instittution
SIE	Social Innovation Ecosystem
SIEHL	Social Innovation Ecosystem for Healthy Living
VET	Vocational Education and Training

Artificial intelligence (AI) tools were used to support the preparation of this publication. AI was used for language translation, formatting the reference list, AI tools were also used to generate visual materials, which were subsequently edited and adapted by the authors.

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INTRODUCTION

Many of today's big challenges, wellbeing, sustainability, ageing populations, changes in work, social inequality are talked about at global and national levels. But in practice, they are lived locally. They show up in neighbourhoods, services, workplaces, schools, and everyday routines. This is also where learning happens, whether we plan it or not. Educational institutions are increasingly expected to prepare students to work with complex societal challenges and across professional, organisational and disciplinary boundaries. For education institutions, this means supporting both formal and informal learning in local contexts, rather than only within the institution itself, yet many promising practices still remain within individual projects and courses.

While there is already a lot of experience of transdisciplinary and impact-driven collaboration across the regions, practices for organising this type of learning, within education institutions remain fragmented.

This framework is intended as a **practical resource for higher education (HE) and vocational education and training (VET)**. It is particularly aimed at educators, educational developers, curriculum designers, programme leaders and institutional managers who want to connect learning taking place in Social Innovation Ecosystems and learning communities more closely with formal education.

The framework provides guidance what is a learning community, why it is needed now and how integrating learning communities, including informal and non-formal learning taking place within them, into existing educational structures in a way that is practical, sustainable and compatible with established educational and quality frameworks, including the European Qualifications Framework (EQF).

The framework is not intended to be used as a stand-alone document. It should be read together with two related NEST deliverables: **Guidelines for Preparing Educators and Students to Become Innovation Ready** and **Principles for the Practical Recognition and Assessment of Newly Generated Learning by Students in SIEHL**. While this framework focuses on how learning communities can be connected with formal education, the two accompanying documents provide more detailed guidance on preparing educators and students for this type of learning and on recognising and assessing the learning that takes place within SIEHLs. It also includes practical examples and tools that can be adapted to different educational and local contexts.

Together, these documents provide practical support for bringing ecosystem-based learning into education from preparing people to participate, to organising learning in practice, and to recognising what learners have learned.

1. METHODOLOGY

This framework and its guidelines were developed through a practice-based, consultative and iterative process designed to ensure both quality and shared ownership among educational institutions and their partners in learning communities. Rather than starting from a single theoretical model, the framework builds on existing initiatives and earlier projects that have explored community-based learning, informal learning processes and collaboration between education and local ecosystems.

The development process combined co-creation, field-based learning and expert input. A participatory approach was implemented across the five regional learning communities participating in the NEST project: one in Finland, two in the Netherlands, one in Portugal and one in Belgium. The methodology combined co-creation sessions and semi-structured interviews to gather diverse perspectives on the role of education within Social Innovation Ecosystems for Healthy Living (SIEHLs) and their learning communities.

Co-creation sessions
A series of co-creation sessions was organised in each of the five regional learning communities. The sessions brought together representatives from educational institutions, students, educators, curriculum developers, community members, local organisations, social innovation actors, public sector representatives and other stakeholders involved in the learning communities.
The purpose of the sessions was to explore how education can become an integral and sustainable component of local ecosystems. Participants were invited to collectively reflect on and discuss the following learning questions:

How do local ecosystem stakeholders perceive the ownership of the learning community?
What roles does education play within the local ecosystem?
What can education contribute to the ecosystem, and what benefits can educational institutions and learners gain in return (reciprocal added value)?
How, and by whom, can education be embedded as a functional and sustainable part of the local ecosystem?

The co-creation sessions generated qualitative insights into local practices, stakeholder expectations, governance models and opportunities for strengthening collaboration between education and local ecosystems.

Interviews and collection of experiences
To complement the findings from the co-creation sessions, qualitative data were collected through interviews and questionnaires involving key actors engaged in education and learning activities within learning communities.

Participants included:
- Educators involved in teaching, mentoring and facilitating learning activities;
- Students participating in learning community activities;
- Educational managers and institutional leaders responsible for organising and supporting educational activities;
- Curriculum designers responsible for developing curricula, learning content and pedagogical approaches.

Many participants had prior experience of learning community activities at different levels and

from different perspectives. The interviews focused on collecting stories, experiences, success factors, challenges, lessons learned and examples of good practice related to learning and education in local ecosystem contexts.

Particular attention was given to:

- Identifying the added value of learning communities for learners, educators, institutions and local ecosystems;
- Capturing success stories and practical experiences from stakeholders;
- Understanding how student learning emerges through participation in local ecosystem activities;
- Exploring approaches for recognising, assessing and validating learning outcomes generated within learning communities.

In addition, students at Metropolia University of Applied Sciences in Finland who participated in a learning community were surveyed to better understand the educational impact of these experiences. The aim was to examine how involvement in learning communities supports student learning, professional growth, competence development and the application of theoretical knowledge in authentic real-world contexts. Students were also asked to provide feedback and recommendations for further developing learning community practices and strengthening their contribution to meaningful learning experiences.

This approach ensured that the deliverable reflects the voices and experiences of a broad range of stakeholders while providing evidence-based insights into the role and impact of education within learning communities. The framework also draws on background material, including academic research, policy documents, project reports and practical examples related to lifelong learning, validation of informal and non-formal learning, learning communities and institutional change.

Validation, dissemination and embedding

The collection of knowledge and experiences was carried out as an iterative process in which data collection, validation, dissemination and embedding took place in parallel. Rather than first collecting the results and only afterwards validating and disseminating them, emerging findings were continuously discussed, tested and refined together with relevant educational and RDI stakeholders.

The validation process involved professionals with different roles in education and institutional development, including teachers, curriculum designers, RDI experts responsible for strengthening the integration of education and RDI activities, and senior educational management, including the Vice President Education. Their involvement helped to ensure that the results were relevant from a pedagogical perspective and applicable at curriculum, organisational and strategic levels.
At the same time, emerging results and practical experiences were shared through webinars, conferences, workshops and other national and international events. These activities served a dual purpose: disseminating the results to wider audiences while creating further opportunities to discuss, validate and develop them based on feedback from educators, experts and other stakeholders.

In this way, dissemination was closely connected to the development process itself. Continuous interaction with educational stakeholders also supported the embedding of the results into existing educational practices, curricula and organisational structures. Validation, dissemination and implementation were therefore not treated as separate activities, but as interconnected parts of the same process, supporting both the quality of the results and their longer-term uptake within educational institutions.

2. LEARNING COMMUNITIES AS PART OF SOCIAL INNOVATION ECOSYSTEMS

Creating healthier and more sustainable societies is not something that can be achieved by one organisation, profession or sector alone. Many of the challenges connected to healthy living are complex and closely linked to people's everyday lives, local services, communities, education and working life. Addressing them therefore requires different actors to work and learn together, bringing different types of knowledge and experience into the process.

Social Innovation Ecosystem (SIE) represents a dynamic network of stakeholders united to tackle thes complex social issues. It embraces diversity, drawing on a wide range of backgrounds, expertise, and viewpoints. This ecosystem comprises individuals, communities, organizations, and institutions collaborating to create innovative solutions. In the context of SIE social innovation provides a way to respond to challenges at the local level. It creates opportunities to develop, test and adapt new practices, methods, technologies and forms of collaboration together with the people and organisations involved. Innovation can result in new services, projects, products or ways of working, but it can also mean adapting existing practices or creating new forms of collaboration. Sustainability is a key focus, aiming for long-term positive impacts. Moreover, the SIE empowers individuals and communities to actively engage in the innovation process, fostering a sense of ownership and empowerment. It serves as a platform for collective action, driving systemic change towards healthier, more resilient societies

These ecosystems also the learning happens they provide a practical setting where students, educators, professionals, citizens and other stakeholders can work with real-life challenges, learn from each other, test ideas and explore what works in their particular context. Social change is therefore closely connected to learning. It is not only about finding solutions to individual problems, but also about gradually building the knowledge, relationships and capacity needed to work differently over time. And this is part of the ecosystem what we call learning communities.

Learning can move between individuals, organisations and the wider ecosystem. Experiences from local activities can influence education and professional practice, while knowledge from education and research can support development within the ecosystem. From this perspective, the transition towards healthier living is a longer-term process. The aim is not only to support individuals, but also to strengthen the capacity of communities, organisations and local systems to create conditions in which healthy living is possible, supported and valued.

In this framework, a SIEHL refers to a broad, interconnected system of people, organisations, resources and practices that support social innovation. A learning community is a core component within that ecosystem. It is that where learn with and from each other by sharing knowledge, experimenting and working together on complex challenges. The wider ecosystem provides the context in which knowledge is created, tested and applied, while learning communities make this learning visible and shared.

SIEHL = the whole ecosystem (the big picture)
Learning community = a key part of the ecosystem (the people learning together)

2.1 What is a learning community?

A learning community is a group of people who learn together while working on a shared, real-life challenge. They bring different knowledge and experiences, try things out, discuss what works and what does not, and make changes based on what they learn. People actively learn together by sharing knowledge and experiences, experimenting, reflecting and supporting each other. A learning community often starts with a shared ambition or challenge. For example, residental area of the city may have a shared goal: how can we help older people live well and independently at home for as long as possible? The municipality may want to improve local services, while an NGO may be concerned about older people who are not reached by existing services. Health and social care professionals may see practical problems in their daily work. A technology company may have a solution it wants to test with real users. Students and educators can bring new ideas and methods, while residents know what actually works and does not work in their everyday lives. At the same time community itself becomes more capable of responding to change.

Example: Learning Community - Vilares da Vilariça, Portugal

Vilares da Vilariça is a small rural community in the mountainous interior of Portugal. The area has a strong connection to nature, local traditions and cultural heritage, but like many rural areas, it also faces the challenge of keeping the village active and attractive for current and future residents.
The learning community brings together **local residents, iLocal**, an association working with local development and regeneration, together representatives from the municipality, education (IPB and secondary school), the social sector and non-profit organisations, private companies and cooperatives, local and regional development organisations, and health services. They share a common challenge: **How can we revitalise the village while supporting a healthy and sustainable way of life?**

This learning community brings



Figure 1. Stakeholder diversity in the Vilares da Vilariça Learning Community.

The starting point is the village itself. Together, stakeholders explore questions such as what makes people feel connected to the community, what already supports wellbeing and longevity in the area, and what could make Vilares da Vilariça an attractive place for new residents. How value endogenous resources and local lifestyles that promote well-being, happiness, and longevity.

Learning happens through this shared work. Instead of coming to the village with a ready-made solution, the community explores its own strengths and needs, develops ideas, tries new approaches and reflects on what works. Local knowledge, cultural heritage and new ideas are brought together. In this way, **the village itself becomes a learning environment**. The aim is not only to develop individual projects, but to learn together how the community can build on its own resources, strengthen local participation and create new possibilities for healthy and sustainable living.

(video of Vilares da Vilariça)

Learning communities bring together students, educators, professionals, residents, local organisations and other stakeholders. In practice, they often take shape through activities such as collaborative projects, research partnerships, peer support and various community initiatives. All these parties are knowledge holders, contributing different types of knowledge.
Everyone contributes something to the process: professional expertise, lived experience, local knowledge, skills, ideas and questions. Different forms of knowledge professional, experiential, cultural and academic are valued and brought into dialogue.

Learning is therefore not provided by a single institution alone. Municipalities, educational institutions, NGOs, libraries, cultural organisations, local groups, businesses and many other actors can all contribute to the learning process. Some learning activities are planned, while others emerge naturally through conversations, meetings, shared activities, reflection and experimentation.
Learning communities differ from traditional project teams or working groups because they are not usually organised around a fixed task or predefined goals. People participate because they share common interests and want to learn from one another. The focus can develop and change over time, depending on what the members find relevant and useful.

A learning community is one where:

… learning is part of community, not limited to classrooms or courses
… people learn together while addressing real situations in their own neighbourhoods, workplaces and services
… different kinds of knowledge; professional, experiential, cultural and academic are valued and brought into dialogue
… relationships across generations, professions and backgrounds are strong, and people feel safe to learn even when outcomes are uncertain
… students are active contributors to communities, not just visitors or trainees, and their perspectives shape shared work
… educators work alongside others as facilitators, learners and connectors, not only as content providers
… local governments, organisations and institutions create spaces, time and structures where collective learning is possible

2.2. Learning modalities in learning communities

Learning communities bring together different forms of learning. Some learning is planned and formally recognised as part of a study programme, while other learning emerges through collaboration, experimentation, conversations and everyday activities. In practice, these forms of learning often overlap.

Through participation in learning communities, students, educators, professionals and other participants develop new competences, insights and ways of working. Importantly, this learning does not remain within the Learning Community. Participants take what they have learned back to their own contexts where it can be applied and adapted. A student may, for example, use co-creation methods learned in a project in future studies or professional practice, while an educator may bring new approaches to collaborative learning into their teaching. In this way, Learning Communities create a continuous exchange between learning, practice and further development.

Formal, non-formal and informal learning
Three learning modalities are particularly relevant when considering learning within learning communities:

Formal learning
Learning that takes place in an organised and structured environment, such as an education or training institution or at the workplace, and is explicitly designated as learning. Formal learning is intentional and typically leads to certification (Monroe et al., 2019).

Non-formal learning
Learning that takes place through planned activities that may not be explicitly designated as learning but nevertheless include an important learning experience. Non-formal learning is intentional but typically does not lead to formal certification. (UIL, 2015c).

Informal learning
Learning that results from everyday activities related to work, family or leisure. It is not organised or structured around learning objectives, learning time or learning support and, in many cases, is not intentional from the learner's perspective (UIL, 2015c).

Learning communities can include all three. A student project connected to a formal course may have defined learning outcomes and assessment, while the same Learning Community also creates non-formal and informal learning through meetings, conversations, experiments, collaboration and shared reflection. These different forms of learning should therefore not be seen as separate processes, but as different ways in which people learn while participating in real situations. Formal education has an important role here, but it is not the only place where learning happens. Educational institutions can provide a structure that helps learners make sense of their experiences, connect them with broader knowledge and make the learning visible and, where appropriate, formally recognised. This is particularly important because Learning Communities develop competences that can be difficult to teach in classrooms alone: confidence in unfamiliar situations, the ability to work with people who have different perspectives, and the capacity to act when there is no clear or ready-made answer.

3. WHY LEARNING COMMUNITIES?

STORY FROM LEARNING COMMUNITY:

The group meets in a small community space that is not designed for teaching. Students arrive with notebooks and laptops, but also with uncertainty. The challenge they are about to work on has no model answer. Even the teachers cannot fully predict where the process will lead. At first, this feels uncomfortable.

Students are used to understanding the rules of the game: the learning outcomes, the assessment criteria, the scope of the task. Here, those boundaries are deliberately incomplete. They are asked to listen to people they have never met before, to work with whose realities do not fit neatly into theoretical frameworks, and to make decisions without full control over the situation. Something shifts. Students begin to develop skills that were not written into the curriculum. They learn how to enter unfamiliar contexts. They practise applying theoretical thinking to engaging with real-world, complex societal challenges. They discover how to work when knowledge is partial, time is limited, and solutions must be negotiated rather than delivered. Even within the same group, they grow in different directions, some becoming confident facilitators, others reflective analysts, others bridge-builders.

Teachers role is no longer to teach from the front of the room, but to accompany it. They listen more. They ask different questions. Through this work, they reconnect with real societal challenges that evolve faster than any curriculum cycle. Many describe a renewed sense of purpose: teaching feels meaningful again, connected to why they entered the profession in the first place. New networks emerge, and with them, a deeper understanding of the communities.

This is not learning that replaces formal education. It complements it.

In a world where change moves faster than programme approval processes and curriculums are designed, real contexts help education keep pace. Curricula written only a year ago can already feel outdated, but the capacity to face new situations, collaborate across boundaries, and act responsibly in uncertainty does not expire. These are not competences that can be fully simulated or specified in advance. They must be lived. This is why learning communities matters now.

- The story is based on an interview with a HEI teacher in learning community

Across Europe, education is being asked to assume a new role than the one it was originally designed for. Education institutions are no longer expected simply to transmit knowledge or prepare individuals for clearly defined professions. Instead, they are increasingly called upon to be

part of societies navigate complexity: demographic transitions, ecological crises, rapid technological change, workforce shortages, and social fragmentation. These are challenges for which there are no ready-made answers, and whose consequences unfold in ways that often resist prediction or control. (European Commission, 2020; UNESCO, 2021) Regional development is also one of the responsibilities of education institutions.

Recent European Commission policies further reinforce the shift from institution-centred and linear models of education towards ecosystem-based and collaborative approaches. Educational institutions, however, are traditionally organised into faculties. Education is increasingly understood not only as something delivered by individual institutions, but also as something that emerges within networks of actors, resources, and contexts that enable shared learning and innovation. At the same time, the rise of micro-credentials and lifelong learning highlights a move away from degree-centred models towards more flexible, continuous, and personalised learning pathways that support ongoing capability development (European Commission, 2024). This is closely linked to a broader emphasis on skills and transformation, where education is expected to equip individuals to respond to complex societal challenges and uncertainty while contributing to wider societal impact (European Commission, 2025). Furthermore, recent developments related to artificial intelligence and future skills underline the need for education systems to adapt to rapid change, increasing complexity, and evolving knowledge environments, where learning is dynamic, contextual, and continuously evolving (European Commission, 2026).

In this evolving landscape, delivering more information is not enough. What is needed are learning environments that can strengthen people's capacity to act in uncertainty, to collaborate across boundaries, to engage with real situations, to hold multiple perspectives, and to respond creatively when conditions shift. Education must therefore complement its traditional functions and learning communities offers concrete tools for this.

The Finnish Innovation Fund Sitra's work on sustainable well-being describes education institution as potential "centres for transformative action," capable of being part in societies navigate complex societal challenges , such as regional health- or sustainability initiatives. Rational, information-driven approaches still matter, but they are not enough. Creativity, intuition, experimentation, and lived experience are essential to making sense of today's rapidly changing world.

Importantly, this kind of action allows education institutes to integrate their mission into broader societal tasks, including research and regional development. Such integration supports students' professional growth in a practice-oriented manner while simultaneously contributing to the renewal of working life and regional development (Ministry of Education and Culture, 2025). Rather than focusing exclusively on the transfer of knowledge, learning is situated within concrete action contexts. Learning communities in local contexts and settings provide a concrete way for educational institutions to contribute to these broader societal tasks.

"Ultimately, I even expect that this balance will shift in the future, with learning taking place mainly in context and the school serving as a supportive safety net" -Manager in HEI

Education institutions are often described in terms of "generations." Earlier generations focused on teaching only, then teaching plus research, later including service to society and innovation. So the role of education institutions has gradually expanded from teaching and research towards innovation, societal engagement and collaboration with wider ecosystems. More recent discussions around University 5.0 take this development further by emphasising social impact, sustainability, interdisciplinary collaboration and closer interaction between education, industry, government and communities. In this perspective, education institutions are increasingly seen as active partners in addressing complex societal challenges rather than as separate providers of education and research. These developments are closely aligned with the approach adopted in this framework,

where learning is understood as adaptive, collaborative and embedded in local ecosystems (Hashim et al., 2024; Nguyen, 2025; Colamatteo et al., 2026).

This paradigm reflects a move from conventional institutional roles toward a more adaptive, inclusive, and impact-oriented model of education. (UNESCO, 2021; European Commission, 2020) Recent European Commission policies also further reinforce this shift by positioning education institutions as embedded actors in innovation ecosystems, promoting lifelong and flexible learning pathways, and emphasising transdisciplinary collaboration and societal impact (European Commission, 2023; 2024; 2025).

Education has often been treated as something that can be packaged and delivered as a standard product to students, with knowledge transferred from institutions to learners. The same logic has also shaped how research and innovation are understood as outputs that can be developed in one place and then applied elsewhere. This way of thinking fits well with efficiency-driven models and audit cultures that prioritise measurable outcomes and user satisfaction. However, as argued by Beenen et al. (2024), this view only tells part of the story. Learning, knowledge, and innovation cannot simply be reduced to products delivered to passive users. Instead, there is a growing recognition that learning happens through participation, collaboration, and shared value creation.

Many of the challenges students will face cannot be addressed through linear models or predefined solutions. As highlighted by current approaches to education often struggle to deal with this complexity, as they are still rooted in models designed for more predictable and "complicated" problems (Beenen et al. 2024). If we want to prepare students for innovation and systemic change, learning in dynamic environments needs to become a more central part of education.

So why learning communities; it is a concrete way to bridging the gap between knowledge and practice, especially when it comes to the local context. These communities bring different actors and perspectives together, helping people to learn from each other, build shared understanding and turn knowledge into practical action. This brings together knowledge, practical know-how, and real-life environments and systems and enabling develop practical responses to complex challenges.

Benefits of embedding learning community learning in curricula

1. **Educational activities align with real practice needs**
   – and build on the work of previous student cohorts.

2. **Institutions learn from practice**
   – not only vice versa. Education can respond much more directly to knowledge and research needs identified in practice.

3. **The value of education becomes more visible**
   – students don't only learn, they *create impact*.

4. **Students prepare for lifelong learning**
   – through exposure to diverse actors and perspectives. Students become more responsive and adaptable professionals and supports the development of lifelong learning opportunities

5. **Practice begins to see education as part of its own ecosystem**
   – opening pathways for new collaborations and even new services.

3.1 From learning for practice to learning in practice?

Supporting social change also means developing the skills needed to work in a changing and increasingly complex society. Digital and AI skills, as well as skills related to sustainability and the green transition, are important, but they are not enough on their own. In this framework, future skills also include the ability to **work with complexity, uncertainty and different perspectives**. People need to be able to collaborate across professional and organisational boundaries, adapt when situations change, learn from experience and act even when there is no clear solution. Learning communities offer a practical environment for developing these skills through real-life challenges and collaboration.

Supporting social change also means developing the skills needed to work in a changing and increasingly complex society. Digital and AI skills, as well as skills related to sustainability and the green transition, are important, but they are not enough on their own. Future skills also include the ability to work with complexity, uncertainty and different perspectives. People need to collaborate across professional and organisational boundaries, adapt when situations change, learn from experience and act even when there is no clear solution.

Learning communities provide a practical environment for developing these skills. They bring students into real situations where professionals, organisations, citizens and other stakeholders are already working on shared challenges. Students can contribute while they learn, and learning becomes part of ongoing work rather than an activity separated from practice.
This requires formal education to connect more closely with the informal and collective learning that already takes place in communities and working life. Students from different disciplines and educational levels can participate in the same learning community, bringing different knowledge and perspectives to the work. The focus shifts from **learning for future practice towards learning through participation in practice**.

This shift is not always simple, but it offers clear benefits. Learning is connected to real needs and can build on work already carried out by professionals, communities and previous student groups. Educational institutions also become more directly involved in addressing societal challenges. Students do not only learn; they contribute. At the same time, communities and organisations gain access to new knowledge, ideas and perspectives, creating opportunities for longer-term collaboration and continuous learning (Beenen et al., 2024).

Member of a local learning community described this reciprocal relationship as follows:

"Educational institutions often act as anchor organizations within local ecosystems. By bridging educational structures and social innovation efforts, these institutions help create pathways and more opportunities for individuals. Education contributes by offering the latest academic research insights and deep knowledge of the communities that social innovation initiatives serve. In return, the ecosystem provides education with real-world feedback. This reciprocal relationship aims to create a sustainable loop where innovation and education mutually reinforce one another."
- Organisation member of a local learning community

3.2 Learning that engages both knowledge and experience?

Learning designer Julie Dirksen applies Jonathan Haidt's "rider and elephant" metaphor to learning design to describe two sides of human cognition. The rider represents the analytical and rational side that responds to facts, arguments and structure. The elephant represents the emotional, habitual and intuitive side that strongly influences how people behave. (Haidt, 2006; Dirksen, 2023)

Traditional education often speaks mainly to the rider through lectures, presentations, exams and measurable learning outcomes. However, learning that leads to new ways of thinking and acting also needs experience, emotion, curiosity and interaction with others. When learners encounter real situations, they have to use knowledge while also negotiating different perspectives, responding to unexpected situations and reflecting on their own actions.
If education is expected to prepare people not only to know, but also to **act and contribute to societal change**, both sides matter. Knowledge needs to be combined with experience, reflection and meaningful interaction.

This is particularly relevant when dealing with complex societal issues. Wessels et al. (2022) argue that contemporary pedagogy needs to strengthen learners' ability to understand, interpret and critically analyse complex societal phenomena. At the same time, students need opportunities to learn how to act in situations that are dynamic, uncertain and involve many different actors. These competences are difficult to develop within disciplinary or classroom boundaries alone. Ecosystems, hubs, labs and Learning Communities offer settings where they can be practised in real situations.

4. UNLOCKING KNOWLEDGE TRANSFER IN LEARNING COMMUNITIES FRAMEWORK

A central idea in this framework is the shift from **transferring knowledge to creating and moving knowledge together**. Knowledge does not simply flow from education or research to practice. It develops through interaction, shared inquiry and experimentation between students, educators, professionals, citizens, organisations and other actors in the ecosystem. As it moves between people, contexts and organisational boundaries, it is also interpreted, adapted and developed further.

This continuous movement of knowledge is particularly important for educational institutions. It connects education, RDI and practice and helps make learning part of wider local development. Over time, learning communities can therefore contribute not only to individual learning but also to the capacity of organisations and the wider ecosystem to learn, adapt and create change together. Rather than treating knowledge as something that is transferred from one place to another, this framework understands learning as a **dynamic and relational process across actors, situations and institutional boundaries**.
In this framework we don't treat knowledge as something to be transferred from one place to another, this framework understands learning as movement: across actors, across situations, and across institutional boundaries. It is a dynamic, relational process, not a pipeline.

Traditional transfer model:

"Education creates knowledge → others receive it."

Dynamic movement model:

"Knowledge emerges through collective inquiry → institutions help make it visible, transferable, and actionable."

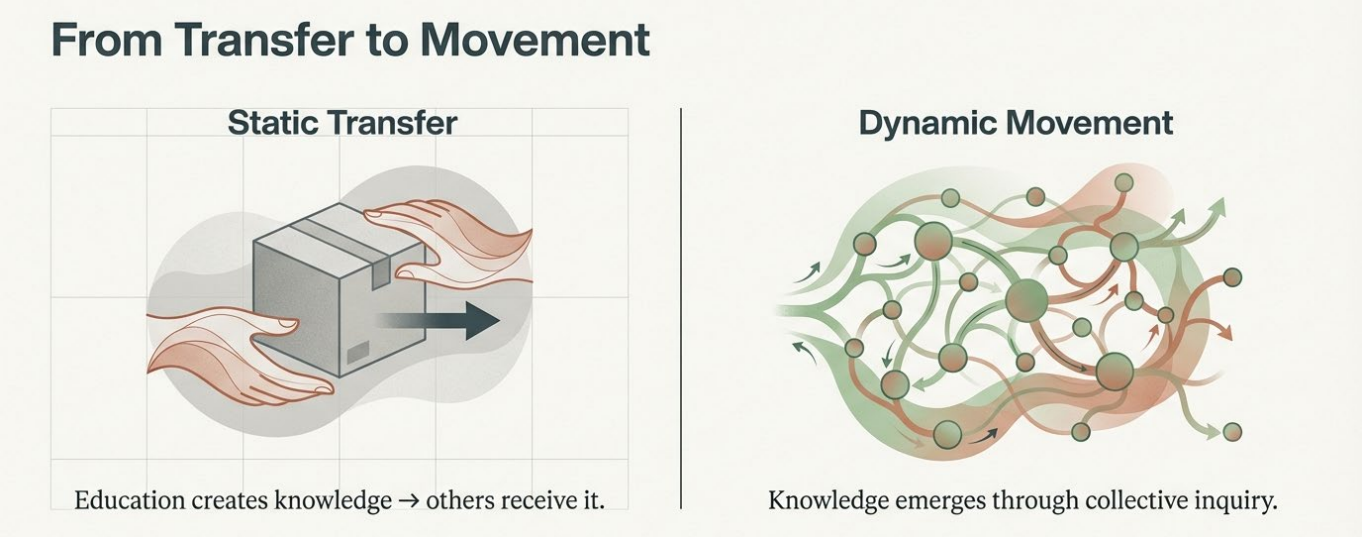


Figure 2. From knowledge transfer to knowledge movement.

"My dream is that in ten years, we can use data to show that the presence of learning communities leads to tangible improvements in the region and education." - Teacher from VET

Learning communities work with **complex real-life challenges**. These challenges are rarely solved through linear problem-solving or by applying knowledge from one discipline alone. Situations change, different perspectives need to be considered, and new questions often emerge along the way.

In learning communities, this is put into practice through **transdisciplinary applied learning** wich ,integrates disciplinary knowledge and methodologies into authentic and practice-based settings (Lave & Wenger, 1991). Students, educators, professionals, citizens and other actors bring different knowledge, experiences and perspectives into authentic situations. It concerns the organisation of collaboration across professional domains, institutional boundaries and lived experience, linking reflexivity directly to action. Disciplinary knowledge remains important, but it is combined with practical and experiential knowledge to make sense of the challenge together. Rather than separating thinking from doing, learning embeds reflection within practice, allowing knowledge to emerge through experimentation, dialogue and shared sense-making. This mode of engagement fosters to put individual and collective learning more closely connected, continuously influencing and building on each other. It prepares students and other actors to explore different perspectives, respond to emerging situations and adjust their actions as they learn.

This brings us to the question of how we create the conditions for knowledge to emerge in learning communities. It requires continuous individual and collective readying: being open to new perspectives, unexpected opportunities and directions that may differ from what was originally

planned. Participants need to make sense of new information together, share it and connect it with the wider learning process. This requires trust, openness and a shared commitment to learning and acting together.

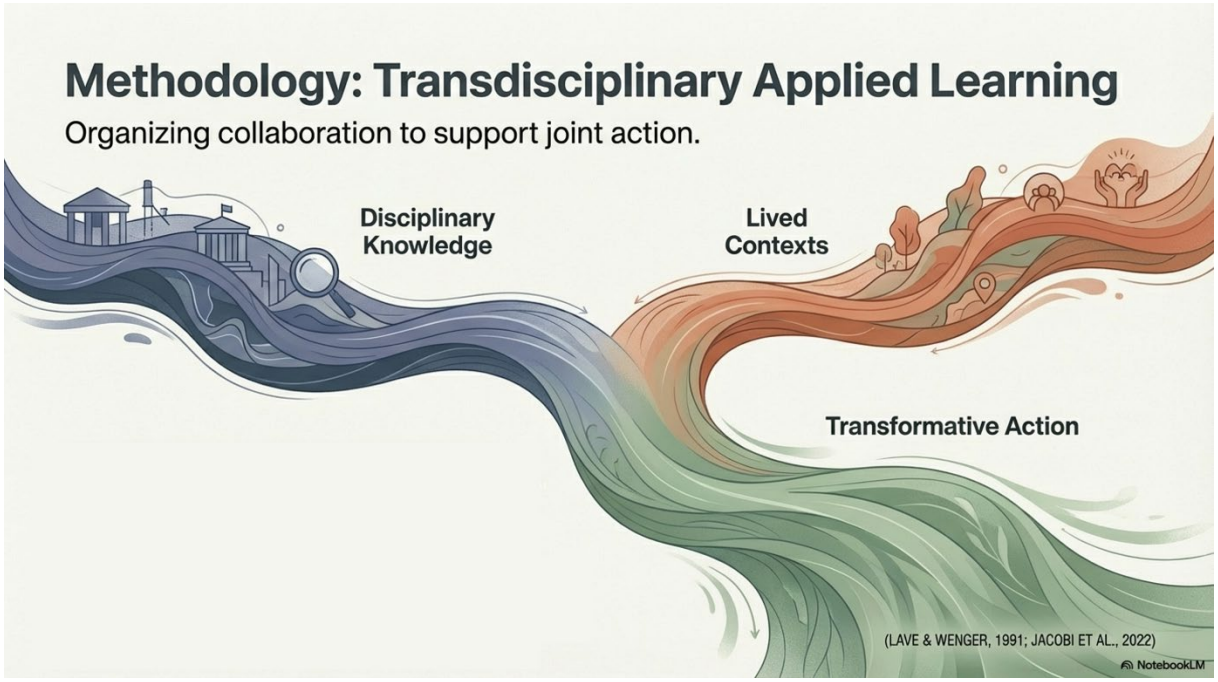


Figure 3: Transdisciplinary applied learning towards transformative action

This also changes how learning is organised. Students take an active role in real-life environments, while learning objectives and activities can be shaped together with the people and organisations involved. In this way, learning communities connect individual learning with the development of organisations, communities and the wider local ecosystems and local contexts. Learning is **learner-friendly, embedded in authentic contexts and connected to systemic change**. This means that knowledge develops through action. People try new approaches, reflect together, and adapt their practices. Learning is experimental, and collective. This support the development of skills that are hard to teach in traditional courses, such as working with uncertainty, collaborating across roles, ethical judgement and collective problem-solving capabilities that are essential working in complex societal challenges, such as regional health or sustainability initiatives. This also changes the role of educators and students, who learn to work with complexity rather than trying to reduce it to simpler, separate problems. Participants build new understanding by connecting previous knowledge and experience with what emerges through working. This therefore develops the capacity to **work with uncertainty, recognise connections (systemic change), adapt to change and act without having all the answers**. These capabilities are central competencies in co-creation, reflexivity, and transformative action, skills that are increasingly emphasized in recent pedagogical research (Jacobi et al. 2022).

What matter is how collaboration is organised so that it supports ongoing joint action rather than one-off efforts and activities. **Co-creation** is how this learning happens in practice. It is not an additional method applied to learning, but the way participants work and learn together.

The mindset behind this collaboration is also important. In this framework, participants are connected through **co-curiosity**: a shared interest in exploring questions, developing new knowledge and searching for solutions together. Co-curiosity refers to collaborative inquiry in which knowledge and skills develop through exploration, investigation and learning in shared agency. In this process, individual empowerment can develop into collective empowerment. It also recognises that relationships, practices and processes continue to emerge and change through interaction (Ritvos et al., 2024).

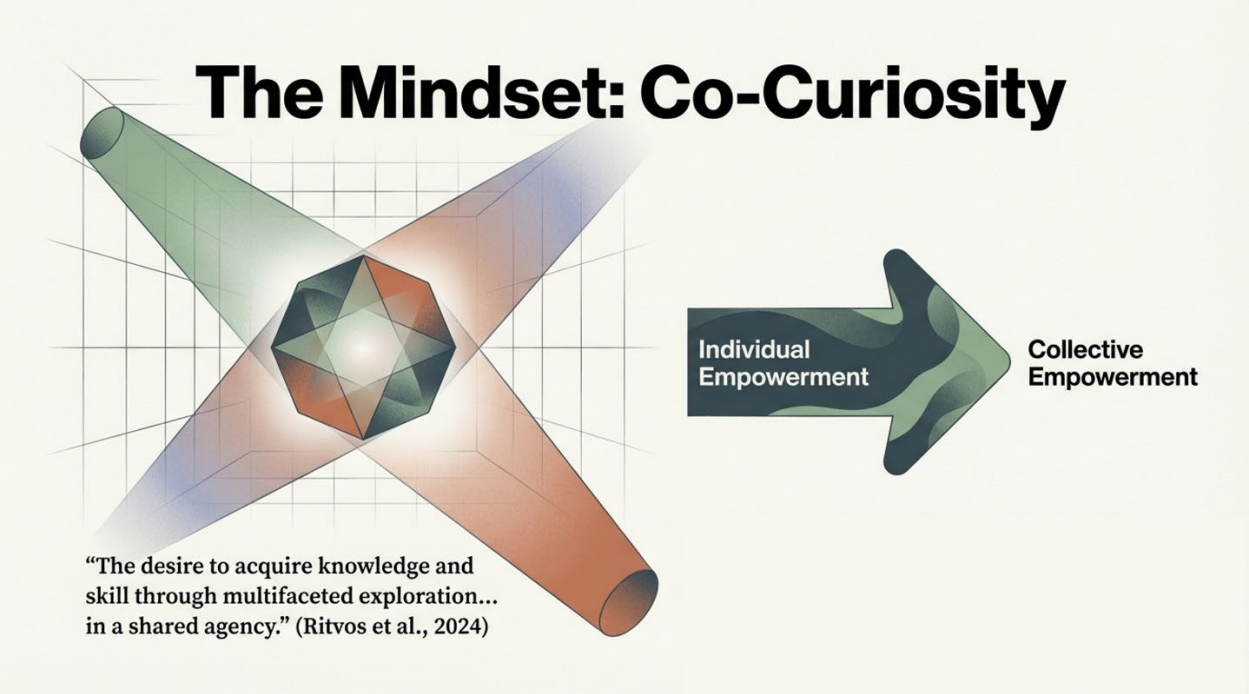


Figure 4: The mindset of co-curiosity

Participants are also connected through **reciprocal co-agency**, which enables participation and learning within diverse groups. Enabling reciprocal co-agency in learning communities requires inclusivity and opportunities for different people to participate. It also means recognising and valuing experiential learning. Knowledge is not generated solely through formal education but also through everyday situations and practical activities. Learning Communities therefore value different forms of knowledge and the diversity within the community. It supports both formal and informal learning, strengthens the community's capacity to act together, and creates space for shared knowledge construction and meaning-making. Reciprocal co-agency can therefore be understood as both a prerequisite for and an outcome of a learning community.

In learning communities **lifelong learning** occurs in activities and belongs to everyone. Learning is understood as a continuous process that is not limited to formal education or specific periods of training. In Learning Communities, it is relational, connected to real-life contexts and embedded in ongoing activities. The process includes both formal and informal forms of learning. Learning is embedded in co-creation workshops, pilot activities, shared reflection, collaboration, and experimentation. Formal education has a supportive rather than dominant role. Educational institutions participate in the learning process alongside other actors rather than directing it alone. Other important values include empowerment, self-confidence, pluralism, openness, learning that supports action and change, and communal resilience.

"For students, meaningful learning is central: learning in an environment where they can truly make a difference. This enhances motivation and develops inquiry-based and innovative skills. For the region, it is about societal and economic impact, contributing to broad prosperity, health, labour, and vitality. My dream is that in ten years, we can use data to show that the presence of learning communities leads to tangible improvements in the region. That would be the ultimate confirmation that education is a structural partner in societal development." -Teacher from HEI

The working mechanism

Learning in a learning community develops over time. It is planned collaboratively, supported by participating institutions and revisited regularly as experience grows. Reflection and follow-up are used not only to assess outcomes, but also to understand how learning is developing for individuals, organisations and the learning community as a whole.

Although learning communities operate in local contexts, the learning they generate does not remain there. Participants bring new knowledge and practices back to their organisations, while experiences from workplaces, educational institutions and communities are brought into the learning community. This creates an ongoing exchange between formal education and learning in practice and connects local activities with wider approaches to lifelong learning, social innovation and sustainable development.

Students are therefore not only recipients of knowledge. They move between the co-creative practice of learning communities and their own educational programmes, bringing with them new insights, questions and experiences. These can, in turn, influence how educational institutions understand learning and their own role in society.

Learning in communities is always situated in specific contexts, relationships and challenges. For education and training institutions, the task is not to standardise this learning or force it into predefined categories, but to find ways to make it visible and connect it with formal education without losing the richness of learning that takes place in practice.

The working mechanism at the heart of learning community -integrated education therefore relies on

- **long-term engagement** between educational institutions and communities;
- **shared inquiry** between students, educators, professionals and other stakeholders;
- **iterative cycles of action, reflection and learning**;
- **connections between formal, non-formal and informal learning**; and
- **recognition and visibility of learning** that takes place within real-world contexts.

Institutions can support this mechanism by recognising learning commuinites involvement as legitimate teaching and research work, by adjusting workload models, and by rewarding contributions to societal learning. Students and educators play an active role by bringing their existing knowledge, experiences and skills into the learning community. Through participation and real-life problem-solving, they develop new competencies, insights and practices. Importantly, this learning does not remain within the learning community but is taken back into their own contexts,

such as schools, workplaces and communities, where it can be applied and adapted. For example, a student may apply co-creation methods learned in a project to future studies or work, while an educator may integrate new approaches to wellbeing or collaborative learning into their teaching. This creates a continuous exchange between learning and real-world application.

Formal education plays an important role here, not as the only place where learning happens, but as a supportive structure that helps make sense of experiences, connects learning to broader knowledge and gives it recognition.

Knowledge flows:

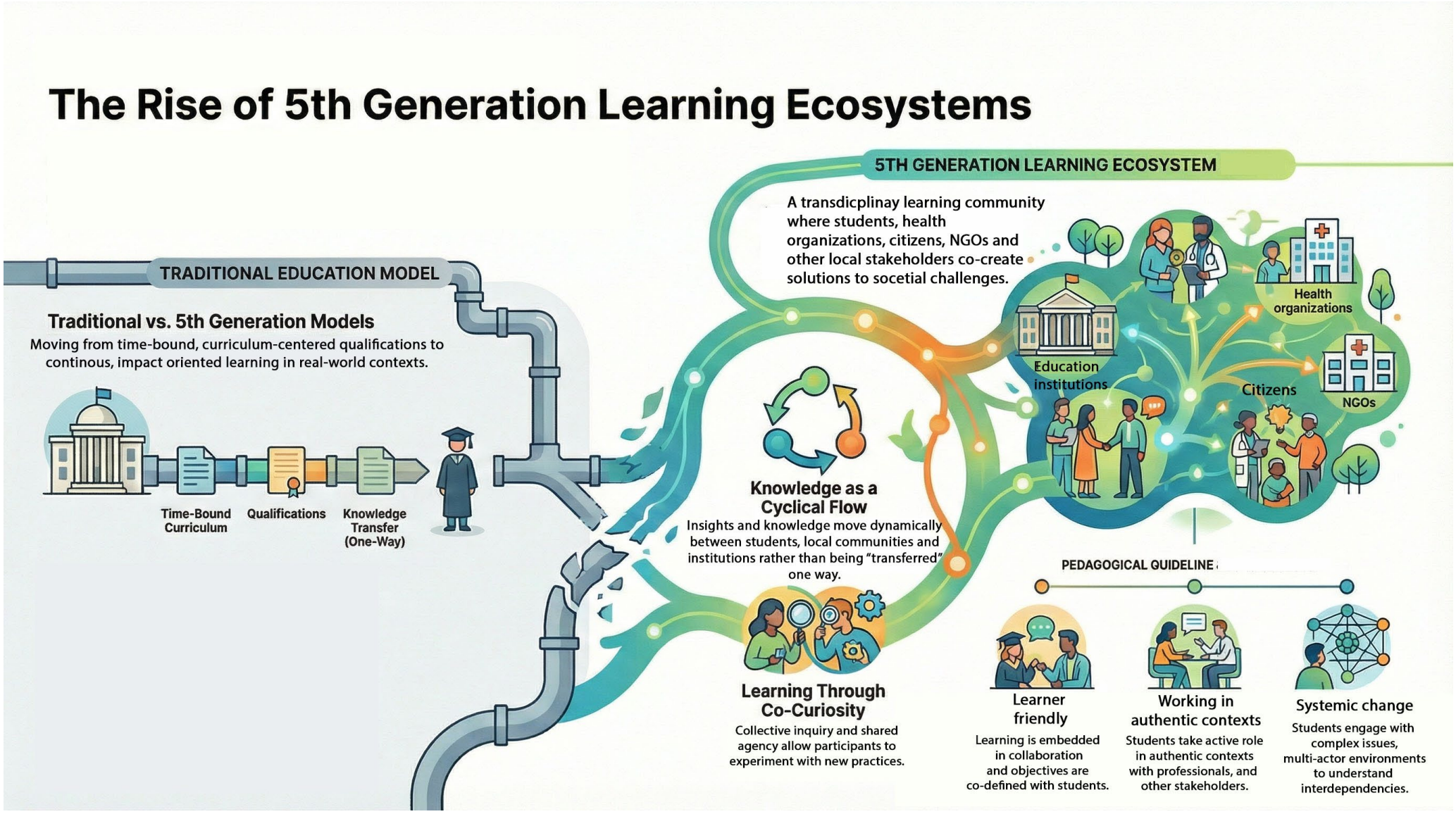
1. From learning communities to students (contextualised insights, lived experience)
2. From students to learning communities (new perspectives, research, energy)
3. From learning communities to education institutions (practices, innovations, capabilities)
4. From education institutions back to learning communities (frameworks, resources, continuity)

This cyclical flow is the working mechanism. We call 5th generation learning ecosystems.

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NEST

The Rise of 5th Generation Learning Ecosystems



5. FROM TRADITIONAL ROLES TO 5TH GENERATION LEARNING ECOSYSTEMS

The shift of education to 5th generation learning ecosystems has concrete consequences for different actors within education. For students, learning moves beyond the classroom into real-life contexts, where they act as co-creators of knowledge and develop capabilities such as collaboration, systems thinking, and problem-solving in complex situations. For educators, the role shifts from knowledge transmission to facilitation, guidance, and participation in shared inquiry processes with students and external partners. For managers and institutional leaders, the transition requires rethinking structures, incentives, and evaluation: recognising learning in communities as legitimate work, supporting long-term partnerships, and enabling flexible pathways between formal education and regional engagement.

Traditional model	**5th Generation model**
Knowledge is transmitted	Knowledge is co-created and evolves through interaction
Learning happens in classrooms	Learning happens in real-world contexts, ecosystems, and communities
Students are recipients	Students are co-creators and agents of change
Teachers deliver content	Teachers facilitate, guide, and co-learn with others
Institutions are separate from society	Institutions are embedded in ecosystems and actively shape society
Focus on qualifications	Focus on impact, capabilities, and societal transformation
Linear learning paths	Cyclical, continuous, and lifelong learning
Disciplines are separated	Transdisciplinary and cross-sector collaboration
Challenges are predefined	Challenges are in real-life policy challenges and co-defined with stakeholders
Learning is individual	Learning is relational and collaborative
Knowledge is stable	Knowledge is dynamic, contextual, and evolving
Education prepares for jobs	Education prepares for navigating uncertainty and complexity
Limited external partnerships	Deep, long-term partnerships (industry, government, communities)
Innovation is separate from education	Innovation is integrated into learning processes
Assessment is standardised	Assessment includes reflection, impact, and real-world contribution

(Ozols et al., 2024; Hashim et al., 2024; Gulikers et al., 2025; European University Association, 2024)

5.1 Students' experiences of learning in learning communities

The experiences and insights presented in this section were collected from students whose education is part in learning communities in higher education and vocational education and training (VET) in Groningen, the Netherlands, Helsinki, Finland, and Ghent, Belgium. Data were gathered through student interviews and questionnaires focusing on students' experiences of learning in learning Community settings.

In Helsinki, an additional questionnaire was completed by 27 Occupational Therapy students, who were asked to assess how participation in a learning community supported different aspects of their learning. Students were involved in designing, implementing, and evaluating community-based wellbeing activities in collaboration with learners from another educational institution (VET) and local stakeholders.

Across the learning communities, students consistently described their participation as a highly practical and meaningful learning experience. Rather than learning solely through classroom-based activities, students were able to engage directly with real people, real challenges, and real community contexts. This hands-on involvement enabled them to apply theoretical knowledge in practice, test ideas in authentic settings, and gain a deeper understanding of how academic learning translates into real-world action. Students highlighted that learning community provided opportunities to take responsibility, make decisions, solve problems, and adapt to unexpected situations. Working in authentic environments required them to move beyond theoretical understanding and actively use their knowledge, skills, and judgement in collaboration with others. Many students reported that these experiences increased their confidence in applying professional competencies and strengthened their readiness for future working life.

A particularly valuable aspect of learning community participation was the opportunity to collaborate with a diverse range of stakeholders, including community members, professionals, educators, peers, and representatives from local organisations. Students reported that such interactions enhanced their communication skills, teamwork abilities, and understanding of different perspectives. Learning took place not only through formal educational activities but also through dialogue, cooperation, and shared problem-solving with people from different backgrounds.

Students also emphasised the importance of learning by doing. Planning activities, engaging with participants, facilitating events, collecting feedback, and evaluating outcomes allowed them to gain practical experience that would be difficult to achieve through traditional teaching methods alone. These experiences helped students understand the complexities of real-life situations and develop skills that are highly relevant for professional practice, such as adaptability, initiative, leadership, and stakeholder engagement. Reflection emerged as a key factor in transforming experience into learning. Students reported that opportunities to discuss experiences with peers, receive feedback, and critically reflect on their actions helped them identify strengths, recognise areas for improvement, and connect practical experiences with theoretical concepts. Peer learning and shared reflection were repeatedly highlighted as important contributors to personal and professional growth.

Many students explained that the experience differed significantly from traditional classroom learning. Instead of discussing hypothetical situations, they were required to plan activities, work with real participants, collaborate with external stakeholders, and adapt when things did not go exactly as expected.

Students described how they learned by doing. They learned to plan activities, facilitate groups, communicate with participants, and make decisions in situations where there was no single correct answer. For many, this was the first opportunity to test their professional skills in an authentic setting. Several students highlighted that seeing participants engage with the activities made their learning more meaningful. The experience helped them understand how theoretical concepts can be translated into practice and how professional actions can influence the experiences of others.

Students also recognised the value of collaboration. Working together with peers, educators, community members, and partner organisations helped them develop communication skills,

teamwork abilities, and confidence in working with people from different backgrounds. Many described learning not only from educators but also from each other and from the community itself.

At the same time, students were honest about the challenges. They pointed out that authentic learning environments are not always predictable. Clearer communication, more detailed guidance, and better coordination between different organisations were among the most common suggestions for improvement. Students wanted to understand expectations earlier and receive information more consistently. Interestingly, these challenges were often described as learning opportunities in themselves. Navigating uncertainty, negotiating responsibilities, solving practical problems, and adapting plans were experiences that students associated with professional growth and increased confidence.

Students also emphasised the importance of reflection. Many felt that learning did not occur only during the activity itself, but throughout the entire process: planning, preparation, implementation, discussion, feedback, and reflection afterwards. They expressed a need for more structured opportunities to review experiences together, exchange feedback, and recognise their own development.

Taken together, students' experiences demonstrate how learning communities can make learning visible. The competencies they described planning, facilitation, collaboration, communication, problem-solving, adaptability, and professional judgement are often difficult to assess through traditional educational methods alone. Through active participation in community-based activities, students were able to recognise and articulate these skills themselves.

The findings suggest that learning communities create learning environments where knowledge is not only acquired but actively constructed through participation. Learning occurs throughout the entire process from planning and preparation to implementation, collaboration, evaluation, and reflection. This continuous cycle enables students to deepen their understanding, strengthen their professional identity, and develop competencies that are directly applicable in future employment and community engagement.

Overall, participation in learning communities was perceived as a highly valuable educational experience that increased students' confidence, employability, professional competence, and sense of agency. Students gained practical experience in working with communities and stakeholders while simultaneously developing a stronger understanding of how their knowledge and skills can contribute to addressing real societal challenges.

"It was not always easy. Sometimes the uncertainty felt uncomfortable, and coordinating with different people was challenging. But i also learned a lot; how to adapt, collaborate, and keep moving forward when things do not go exactly as planned." - student from HEI

6. HOW LEARNING IN COMMUNITIES IS SUPPORTED?

For education institutions, learning communities also open up more concrete opportunities to rethink funding models in practice. Instead of relying on a single funding stream, learning communities can combine resources from education, research, and regional or societal engagement. The same activity can simultaneously support teaching (through credits and curricula), research and innovation work, and collaboration with external partners. This creates a more efficient use of resources and makes it easier to access diverse funding sources, including European, regional, and municipal funding.

In practice, this means that learning communities do not need to be funded as separate projects. They can be embedded into existing structures, such as degree programmes, research activities, and long-term partnerships with cities, organisations, and other stakeholders. At the same time, even relatively small and stable funding such as support for coordination, facilitation, or shared spaces can significantly strengthen their continuity and impact.

For institutions, this approach also brings clear benefits. It strengthens their ability to demonstrate societal impact, which is increasingly important in funding and evaluation models. It supports the integration of teaching, research, and engagement, and helps build long-term partnerships that can generate continuous funding opportunities. In this way, investing in learning communities is not only a pedagogical choice, but also a strategic one that can enhance both the relevance and the sustainability education institutions. (OECD, 2025).

7. HOW LEARNING COMMUNITIES ALIGNS WITH EDUCATION INSTITUTIONS PEDAGOGICAL GUIDELINES?

The following table demonstrates how learning communities aligns with commonly adopted pedagogical guidelines and strategies in education institutions. The purpose of this table is to show how this supports existing pedagogical principles. It provides a practical structure through which these principles can be implemented in.

Pedagogical guideline in education institutions	**How learning community based learning responds**
Learner-friendly	Emphasises the active role of students in planning and shaping their learning pathways. In learning community, students are not passive recipients of knowledge but active contributors in real local ecosystems. This strengthens ownership of learning and supports professional identity development.
Working life orientation	Focuses on ensuring that education responds to changing competence needs. Learning takes place in collaboration with community members and organisations, ensuring relevance to real competence needs.
RDI Integration	Highlights of linking teaching and learning with research, development and innovation activities. In learning community research, development, and innovation activities can directly connected to teaching and student learning.
Phenomenon-based learning	Learning naturally aligns with this perspective, as it is built around authentic societal issues that require transdisciplinary thinking.
Systemic thinking	Students engage with complex challenges, multi-actor environments that

	require understanding interdependencies and broader impacts. Learning communities places students in multi-actor environments, encouraging them to analyse relationships, consider broader impacts and understand how different perspectives interact within a system.
Sustainable development (is increasingly embedded in institutional strategies.)	Learning communities often address sustainability challenges and long-term societal transformation. Learning frequently address environmental, social or economic sustainability challenges. Learners therefore practise sustainability competence in real contexts rather than treating it as abstract content
Open learning	Learning supports this by enabling outcomes, learning processes and collaborative practices to be discussed and, where appropriate, shared within broader networks. Learning becomes visible beyond the classroom.
Recognition of prior learning (RPL)	Learning communities helps that knowledge and skills acquired outside formal education can be validated. Learning communities generates authentic competence development in community contexts, which can be documented and formally mapped to learning objectives, thereby strengthening flexible learning pathways.
Lifelong learning	Learning communities emphasises continuous competence development throughout life and career. Long-term partnerships within learning communities based learning create opportunities for ongoing engagement between institutions, professionals and communities, supporting continuous learning beyond degree programmes.
Innovative learning environments	Learning communities are often combinations of physical, digital and social contexts where learning takes place. By recognising organisations, hybrid platforms and community settings as legitimate learning environments,community based learning reflects contemporary realities and expands the scope of where and how meaningful learning can occur.

In summary, this demonstrates that learning communities provides a coherent and practical way to realise established pedagogical commitments and institutional strategies through structured collaboration within community.

7.1 Linking learning communitites to EQF

Learning communities are very practical environments for developing the kinds of skills that European frameworks like the EQF talk about. EQF describes learning outcomes in terms of knowledge, skills, and responsibility and autonomy. Educators can identify how the knowledge, skills, responsibility and autonomy demonstrated in the learning Community correspond to the learning outcomes already defined in a course, module or qualification. Learning in a learning community is **not tied to one specific EQF level**. The same learning community can bring together learners from different educational levels, and learning outcomes can be developed at different levels

This is also important for recognising learning that takes place outside traditional educational settings. European guidance on the validation of non-formal and informal learning emphasises that learning outcomes acquired in different contexts can be **identified, documented, assessed and**

certified against relevant standards. Evidence could come from project outputs, portfolios, reflection, demonstrations, feedback from stakeholders or other forms that allow students to show what they know and can do. Cedefop specifically notes that assessment does not always need to rely on written tests; demonstrations, practical tests and other forms of evidence may be appropriate depending on the learning being assessed. (Cedefop. 2023).

In practice, this means that a learning community can provide a shared **learning environment for learners at different EQF levels**, while the expected learning outcomes, level of responsibility and assessment are adapted to each learner's educational level.

8. BUILDING COMPETENCES

In interviews conducted with teachers and curriculum designers in higher education and vocational education, these competence areas were mapped against existing study courses. The interviews explored how the competencies emerging from learning communities are already present, either explicitly or implicitly, in current curricula. Using these competence areas, educators and curriculum designers can review and map existing courses and learning activities in relation to learning communities objectives. The competence framework therefore provides a practical tool that enables educators and curriculum designers to make these competencies more visible and to integrate them more systematically into curriculum design and course development.

The competence framework on learning communities sets out competence areas for all learners:

Embodying collaborative and community values:
promoting inclusivity, valuing diverse knowledge and lived experience, recognising the importance of community participation, and fostering shared responsibility for collective wellbeing. Learners develop competences in social responsibility, ethical judgement, empowerment, and the ability to work respectfully with diverse communities.

Embracing complexity and systems thinking:
understanding interconnected societal challenges, working with uncertainty, integrating knowledge from different disciplines and sectors, and recognising how local actions influence broader systems. This includes competences in systems thinking, critical analysis of complex phenomena, and the ability to navigate dynamic and uncertain environments.

Envisioning transformative and sustainable futures:
using creativity and collaborative inquiry to explore new solutions, imagining alternative futures for health and wellbeing, and critically reflecting on current practices and assumptions. Learners develop creative thinking, reflexivity, adaptability, and the capacity to question existing practices and design new approaches.

Acting through co-creation and collective problem-solving:
participating in collaborative initiatives, contributing to joint experimentation and learning, applying knowledge in real-life contexts, and supporting practical action for societal change. This area develops competences in collaboration across roles and sectors, participatory decision-making, practical problem-solving, innovation, and the ability to translate ideas into collective action.

Learning through inquiry, reflection, and lifelong learning:
engaging in shared inquiry, iterative reflection, and continuous learning within communities of

practice. Learners develop self-directed learning, inquiry-based thinking, reflexive practice, and the ability to learn from experimentation and real-life practice throughout their lives.

The learning community competence consists competences organised into the five areas :

Collaborating and engaging with communities, including the competences
- **community engagement**
- **cross-sector collaboration**
- **reciprocal co-agency**

Embracing complexity in societal challenges, including the competences
- **systems thinking**
- **critical thinking**
- **working with uncertainty**
- **problem framing**

Co-creating transformative solutions, including the competences
- **co-creation and participatory design**
- **creative problem-solving (or problem exploration)**
- **reflexive learning**

Envisioning sustainable futures, including the competences
- **futures literacy**
- **adaptability**
- **exploratory thinking**

Acting through collective learning and change, including the competences
- **collective action**
- **individual initiative and experimentation**
- **lifelong learning**

AREA	COMPETENCE	DESCRIPTOR
1. Collaborating and engaging with communities	**1.1 Community engagement**	To actively participate in community-based learning environments and recognise the value of local knowledge, lived experience, and diverse perspectives when addressing societal challenges.
	1.2 Cross-sector collaboration	To work effectively with actors from different sectors such as education, public services, NGOs, and community organisations in order to address complex societal challenges together.
	1.3 Reciprocal co-agency	To collaborate as equal partners in shared learning processes, recognising that agency, responsibility, and knowledge emerge collectively through participation and dialogue.
2. Embracing complexity in societal challenges	**2.1 Systems thinking**	To understand how social, health, environmental, and institutional systems interact and influence each other across different contexts.

	2.2 Critical thinking	To analyse information, question assumptions, and critically examine practices, policies, and knowledge sources related to societal challenges.
	2.3 Working with uncertainty	To navigate complex and uncertain environments, adapt approaches when situations change, and engage constructively with evolving challenges.
	2.4 Problem framing	To identify and define complex societal challenges collaboratively, recognising different perspectives and contextual factors shaping the problem.
3. Co-creating transformative solutions	**3.1 Co-creation and participatory design**	To collaboratively design solutions with diverse stakeholders, integrating practical knowledge, lived experience, and disciplinary expertise.
	3.2 Creative problem-solving / problem exploration	To approach challenges creatively, explore alternative perspectives, and experiment with innovative approaches to addressing societal issues.
	3.3 Reflexive learning	To learn through cycles of action and reflection, recognising how knowledge evolves through experimentation, feedback, and shared sense-making.
4. Envisioning sustainable futures	**4.1 Futures literacy**	To imagine and explore possible futures and understand how present actions influence long-term societal and environmental outcomes.
	4.2 Adaptability	To adjust thinking and practices in response to changing conditions, new information, and emerging societal challenges.
	4.3 Exploratory thinking	To remain open to new ideas and perspectives, and to investigate emerging opportunities for innovation and transformation.
5. Acting through collective learning and change	**5.1 Collective action**	To participate in collaborative initiatives that aim to address shared societal challenges and support community wellbeing.
	5.2 Individual initiative and experimentation	To identify own potential for sustainable health initiative and to actively contribute to improving prospects for the community and the society. Having confidence in their own potential to influence change and being willing to act
	5.3 Lifelong learning	To continuously develop knowledge and skills through participation in community ecosystems, recognising learning as an ongoing and relational process.

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