

How to make Lifelong Learning a Way of Life? Roles of and Choices for Learning Cities

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MellearN

**PASCAL International
Observatory**



**Learning Cities
Networks**



The UNESCO Nairobi Recommendations from 1976 on Adult Education

35. Member States should actively encourage ***co-operative research in all aspects of adult education and its objectives. Research programmes should have a practical basis. They should be carried out by*** universities, adult education bodies and research bodies, adopting an interdisciplinary approach. Measures should be taken with a view to disseminating the experience and the results of the research programmes to those concerned at the national and international levels.

Recommendation on the development of adult education
adopted by the General Conference at its nineteenth session

Nairobi , 26. November 1976.

p. 8.

Major roles of adult education research

„The major role of adult education research, as a scientific discipline, is to identify the significant barriers and drivers of adult learning.”

Bélanger, Paul (2011) *Theories in Adult Learning and Education*.
Barbara Budrich Publishers, Opladen & Farmington Hills
p. 7.

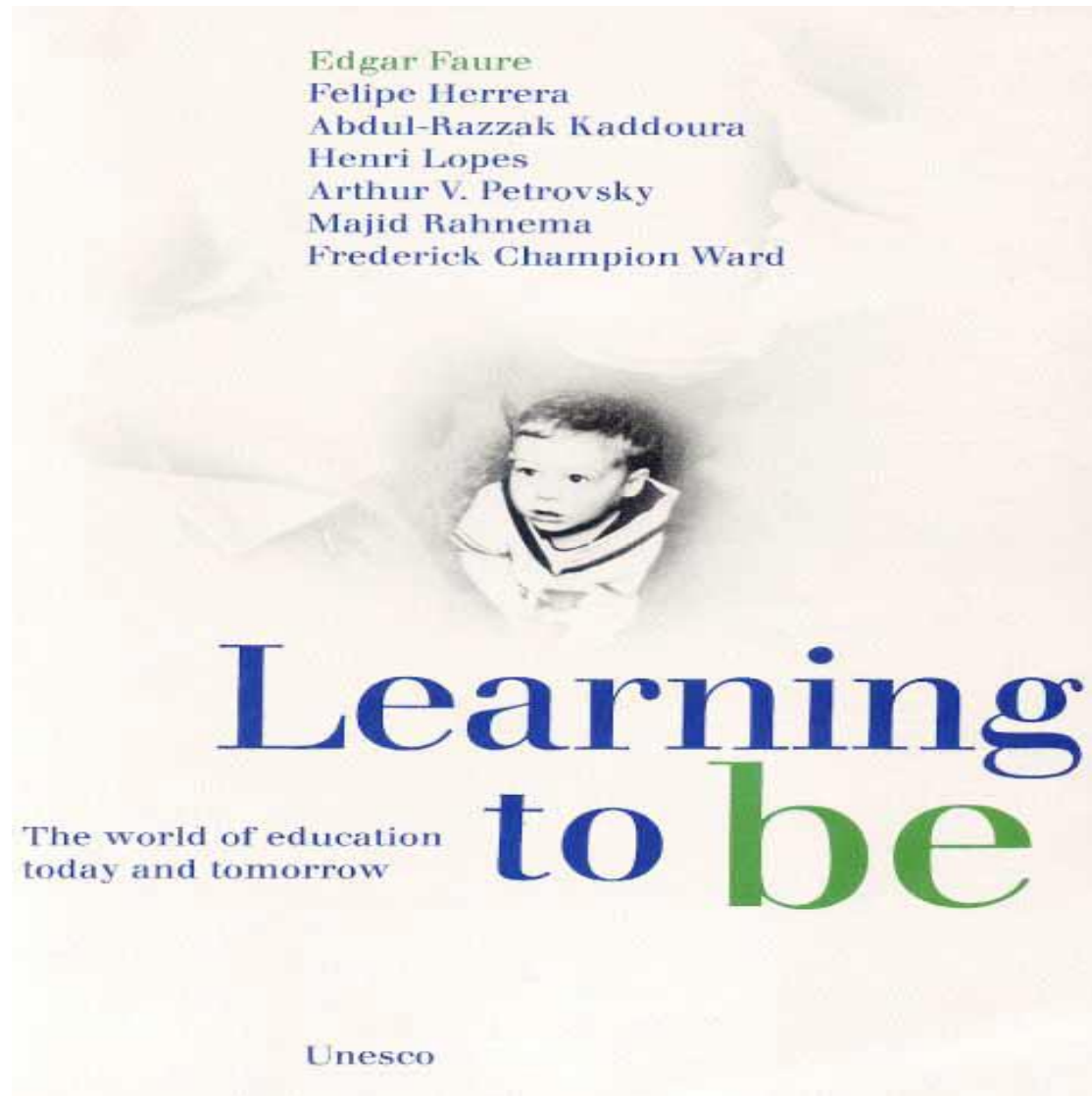
Recommendations in relation to Adult Learning and Education in universities regarding research needs which universities provide

- **innovative models of learning cities and regions** around Europe and on other continents **can be used as a proper frame for action** in a more partnership-based initiative so as to combine local – regional services and provisions in adult learning and education to match learning needs;
- ***Universities promote new places of learning***, like libraries, museums, companies and themselves or even some peculiar virtual communities ***by cementing and widening a third mission, which requires a strong involvement of adult learning and education***, in the context of, for example, intergenerational learning and intercultural orientation, identity building, to help **balancing social and economic interests** with holistic approaches and ethical issues to influence concrete forms of the knowledge triangle.

Background and Context

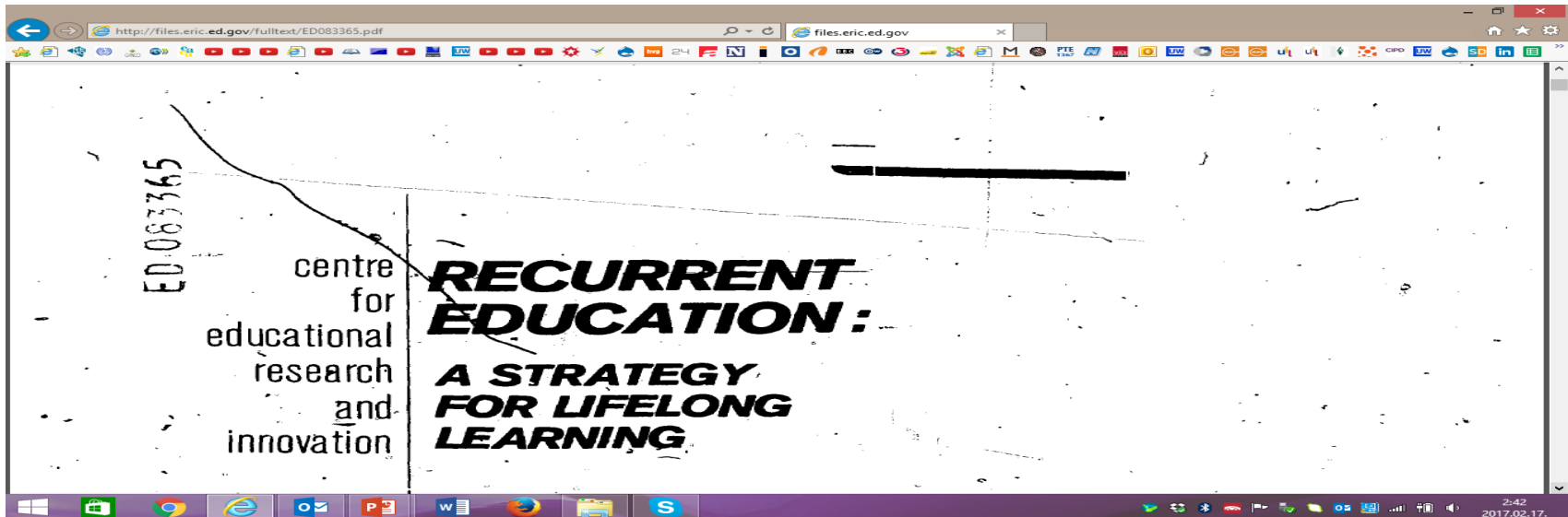
- The Impact of the Concept of the ***Learning Society*** from the 1970s and onwards (e.g. the role of the Faure-report (1972) and the Delors-report (1996))
- Models of ***Learning Communities, Learning Cities*** and ***Learning Regions*** in Europe, North America, Australia, and Asia and the Pacific
- The **role of the OECD** from late 1970s onwards **and that of the EU** before and after the Millennium to connect the lifelong learning initiative to spatial developments of learning.
- **Learning City initiative to spread** from developed UN Member States to Developing Member States where an accelerating interest is reflected by both political groups and by the public.

Historical Context – The Faure Report - 1972



Historical Context – OECD Impact in 1972 and 1973

OECD *Educating Cities* project (1972)



Source: <http://files.eric.ed.gov/fulltext/ED083365.pdf>

Major Steps in the Building of Learning Cities and Regions (according to Longworth)

- The Age of Innocence (1990-1996)
- The Age of Experimentation (1996-2000)
- The Age of Advance (2001-2003)
- The Age of Understanding (2003-2009)
- The Age of Innovation (2009-2013)
- The Age of Global Learning Cities (2013-)

The Learning Context – The Delors Report - 1996

„Education is a collective asset that cannot be left only to market forces. Thus whatever the organisation or the degree of decentralisation or diversification of a system, the state must assume certain responsibilities to its citizens, including creating a national consensus on education, ensuring that the system forms a coherent whole and proposing a long term view for the future.”

The Delors Report - UNESCO (1996).

Source: Learning: The Treasure Within. Paris: UNESCO. P. 160.

Terms used:
Competition
Co-operation
Solidarity



Active citizenship

„Active citizenship in the learning city

A successfully implemented consultation system should inspire citizens to do more than just deliver an opinion. ..One of the most important indicators of successful learning cities and regions is the extent to which their citizens participate in active citizenship programmes that enhance community living, learning and social cohesion.”

N. Longworth (2006) *Learning Cities, Learning Regions, Learning Communities*.
Kogan Page. London. p. 153.

Learning Region

the term “learning region” is used in a broad generic sense referring to a region, city, urban or rural area, regardless of whether its identity is defined in **administrative, cultural, geographical, physical or political** terms. The learning region must, however, have sufficient size to encompass and mobilise the key players for the purpose of developing lifelong learning....

EC (2002) CALL FOR PROPOSALS (EAC/41/02) EUROPEAN NETWORKS TO PROMOTE THE LOCAL AND REGIONAL DIMENSION OF LIFELONG LEARNING (THE “R3L” INITIATIVE)

A Learning Cities Charter

WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE FUTURE PROSPERITY, STABILITY AND WELL-BEING OF OUR CITIZENS.

We declare that we will invest in Lifelong Learning within our community by:

- 1. DEVELOPING PRODUCTIVE PARTNERSHIPS** BETWEEN ALL SECTORS OF THE CITY FOR OPTIMISING AND SHARING RESOURCES, AND INCREASING LEARNING OPPORTUNITIES FOR ALL
- 2. DISCOVERING THE LEARNING REQUIREMENTS** OF EVERY CITIZEN FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING
- 3. ENERGISING LEARNING PROVIDERS** TO SUPPLY LEARNING GEARED TO THE NEEDS OF EACH LEARNER WHERE, WHEN, HOW AND BY WHOM IT IS REQUIRED, LIFELONG.
- 4. STIMULATING DEMAND FOR LEARNING** THROUGH INNOVATIVE INFORMATION STRATEGIES, PROMOTIONAL EVENTS AND THE EFFECTIVE **USE** OF THE MEDIA
- 5. SUPPORTING THE SUPPLY OF LEARNING** BY PROVIDING MODERN LEARNING GUIDANCE SERVICES AND ENABLING THE EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES
- 6. MOTIVATING ALL CITIZENS** TO CONTRIBUTE THEIR OWN TALENTS, SKILLS, KNOWLEDGE AND ENERGY FOR ENVIRONMENTAL CARE, COMMUNITY ORGANISATIONS, SCHOOLS AND OTHER PEOPLE
- 7. PROMOTING WEALTH CREATION** THROUGH ENTREPRENEUR DEVELOPMENT AND ASSISTANCE FOR PUBLIC AND PRIVATE SECTOR ORGANISATIONS TO BECOME LEARNING ORGANISATIONS
- 8. ACTIVATING OUTWARD-LOOKING PROGRAMMES** TO ENABLE CITIZENS TO LEARN FROM OTHERS IN THEIR OWN, AND THE GLOBAL, COMMUNITY
- 9. COMBATTING EXCLUSION** BY CREATIVE PROGRAMMES TO INVOLVE THE EXCLUDED IN LEARNING AND THE LIFE OF THE CITY
- 10. RECOGNISING THE PLEASURE OF LEARNING** THROUGH EVENTS TO **CELEBRATE AND REWARD** LEARNING ACHIEVEMENT IN ORGANISATIONS, FAMILIES AND INDIVIDUALS

Lifelong Learning

New Educational Order

„Five elements of a future strategy:

- rethinking the role of schooling in a learning society – University LLL (?)
- widening participation in adult learning – EC communications (?)
- developing the workplace as a site of learning – HRD (?)
- **building active citizenship by investing in social capital** – HEI (?)
- pursuing the search for meaning – HEI (?)

J. Field (2007) *Lifelong Learning and the New Educational Order*.
Trentham Books, Stoke on Trent. p.148.

The Impact of UNESCO CONFINTEA VI (2009)

„We are convinced and inspired by the critical role of lifelong learning in addressing global and educational issues and challenges. It is furthermore our conviction that adult learning and education equip people with the necessary knowledge, capabilities, skills, competences and values to exercise and advance their rights and take control of their destinies.

Adult learning and education are also an imperative for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies.”

Source: UNESCO (2009) Belém Framework for Action – CONFINTEA VI, UNESCO UIL, P. 2.

http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/working_documents/Belém%20Framework_Final.pdf



Recent Context – UNESCO Post-2015



UNESCO
Publishing

Rethinking Education

Towards a global common good?

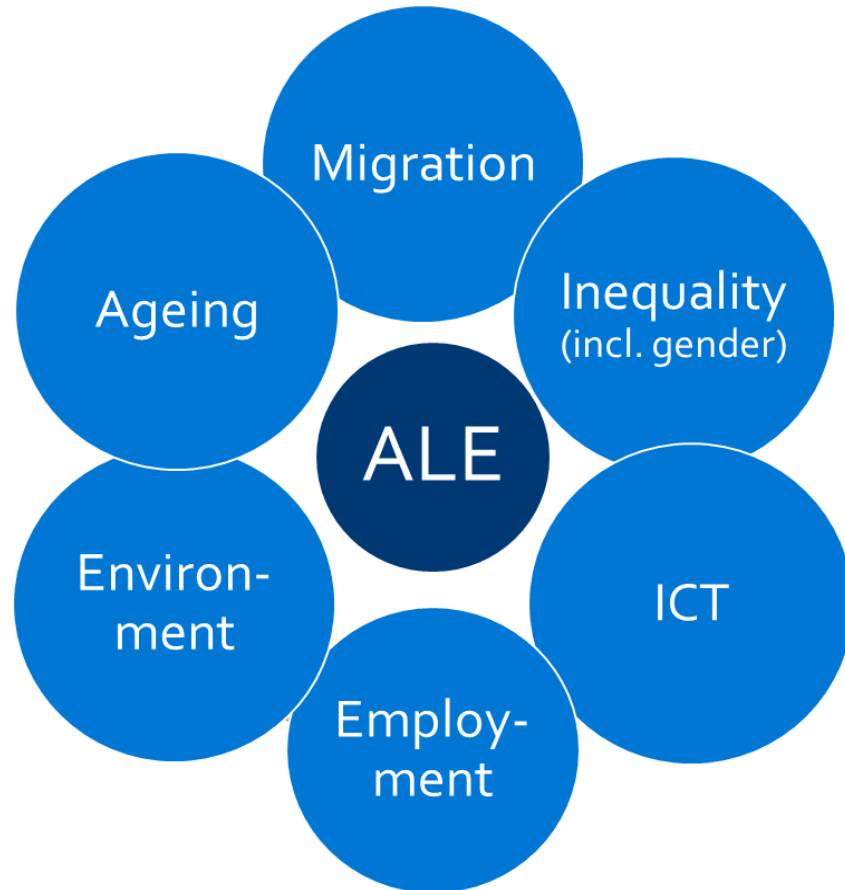


The 2030 Agenda: 17 Goals and 169 Targets



Some global issues – impact of UNESCO

758 million adults remain unable to read or write a simple sentence



UNESCO Actions RECOMMENDATION ON ADULT LEARNING AND EDUCATION (2015) - Draft

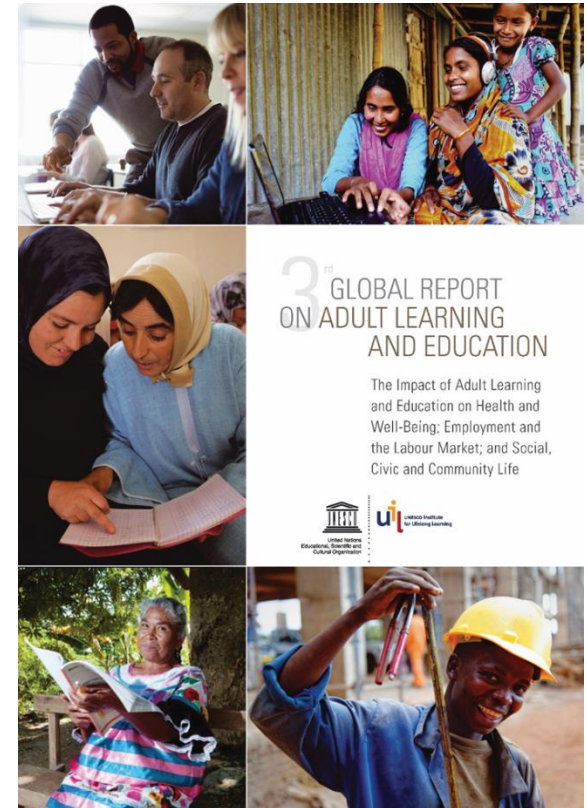
I. DEFINITION AND SCOPE

2. Adult learning and education constitutes a major building block of a learning society and for the creation of learning communities, cities and regions as they foster a culture of learning throughout life and **revitalize learning in families, communities and other learning spaces, and in the workplace.**

Recomndation on Adult Learnnig and
Education – Draft
. UNESCO, 2015.
CL/4108
Annex – page 2

Third Global Report on Adult Learning and Education (GRALE III)

In addition to monitoring the Belém Framework for Action, *GRALE III* investigates the impact of ALE on health and well-being, employment and the labour market, and social, civic and community life. This reflects a shift towards the more holistic view of education and lifelong learning embedded in the 2030 Agenda for Sustainable Development.



GRALE III – ALE has benefits for Individuals, Employers and for Societies



HEALTH &
WELL-BEING



LABOUR MARKET &
EMPLOYMENT



SOCIAL, CIVIC &
COMMUNITY LIFE

Healthy behaviours & attitudes
Longer life expectancy
Reduction in lifestyle diseases
Lower costs for acute healthcare

Skills & employability
Higher wages
Job satisfaction & commitment
Greater productivity & entrepreneurship
Increased tax revenues

Literacy & numeracy
Life skills such as resilience & self-confidence
Tolerance of diversity
Attention to the environment
Social cohesion
Political participation

Current themes for research of adult learning and education in Europe at ESREA

- Access, learning career and indentity;
- Active democratic citizenship and adult learning;
- Adult educators, trainers and the development of profession;
- Workplace and learning, workplace learning;
- History of European adult education and training;
- Gender and adult learning;
- Life-history and biography research;
- **Global and local: adult learning and development;**
- The Challenges of migration, minorities,, racism, and xenofobia;
- Education and training of older adults and the elderly;
- Researches and surveys in adult learning and education policy.

Source: <http://www.esrea.org/networks?!=en>

Descriptors of Learning Cities

- The Impact of the Scale in Urban Development, Production and Changing Social Relations affected by the Structures, Modes and Available Sources of Learning;

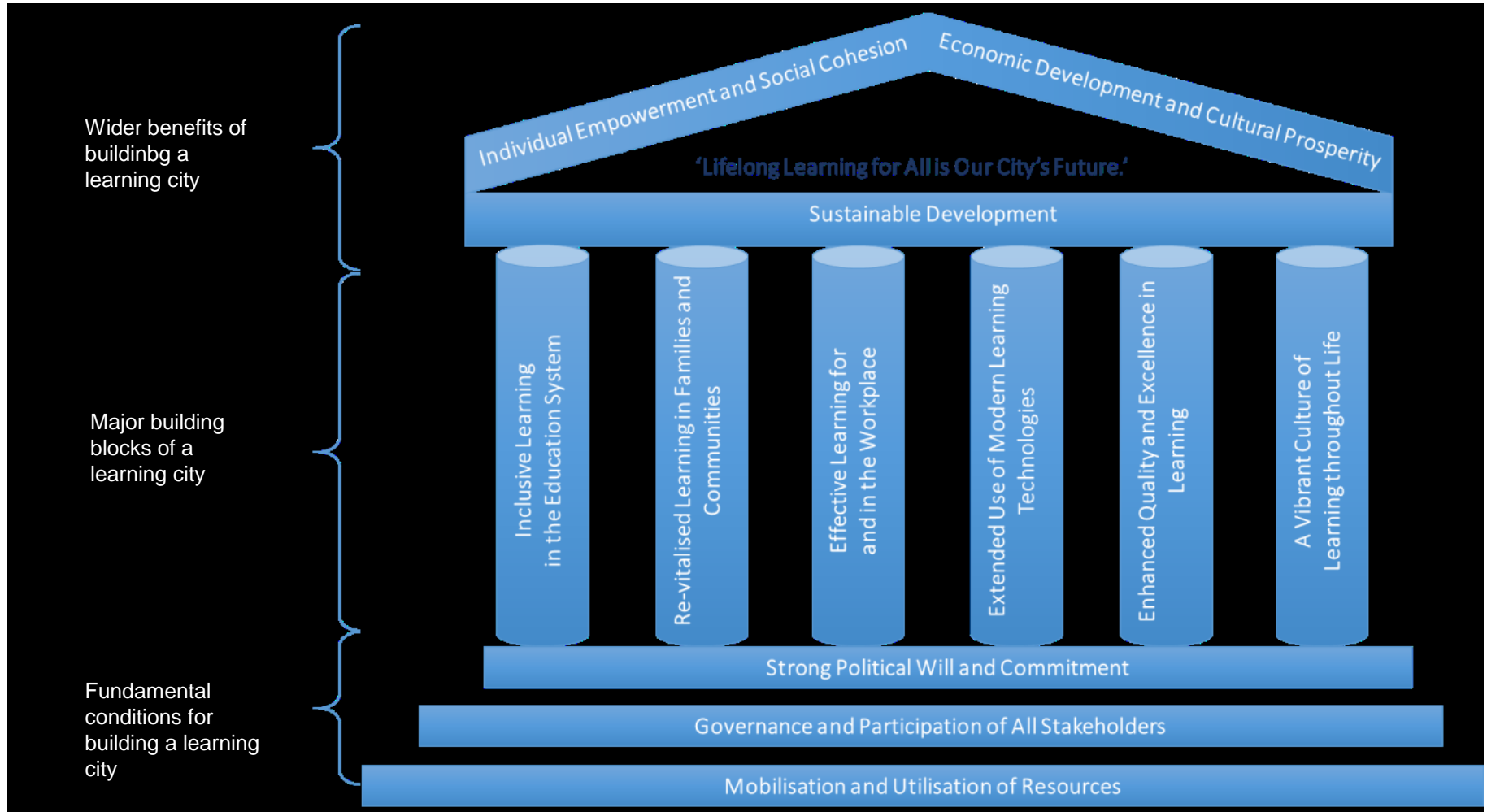
Main descriptors of a Learning City to effectively mobilise its resources in every sector to:

- promote inclusive learning from basic to higher education;
- re-vitalise learning in families and communities;
- facilitate learning for and in the workplace;
- extend the use of modern learning technologies;
- enhance quality and excellence in learning; and
- foster a culture of learning throughout life.

In so doing it will create and reinforce individual empowerment and social cohesion, economic and cultural prosperity, and sustainable development.

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 2.)

Framework of the Key Features of Learning Cities



Components of the Framework of Key Features of Learning Cities

The framework of the Key Features of Learning Cities corresponds to the **pediments, columns and foundation steps of the UNESCO logo.**

The Pediment – three areas of focus reflect the **wider benefits of building a modern learning city**, broadly defined as:

(1) Individual empowerment and social cohesion;

(2) Economic development and cultural prosperity; and

(3) Sustainable development.

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 4.)

Components of the Framework of Key Features of Learning Cities

The Columns – six areas of focus reflect the major building blocks of a learning city:

- (1) Inclusive learning in the education system;**
- (2) Re-vitalised learning in families and communities;**
- (3) Effective learning for and in the workplace;**
- (4) Extended use of modern learning technologies;**
- (5) Enhanced quality in learning, and**
- (6) A vibrant culture of learning throughout life.**

The Foundational Steps – three areas of focus reflect the fundamental conditions for building a learning city:

- (1) Strong political will and commitment;**
- (2) Governance and participation of all stakeholders; and**
- (3) Mobilisation and utilisation of resources.**

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 4.)

Using the Key Features of Learning Cities

Key Features can serve as a comprehensive checklist of action points to help municipal governments and other stakeholders of cities in their efforts to build learning cities that promote lifelong learning for all.

Furthermore, as the members of a global network of learning cities need to be recommended by UNESCO Member States, **national authorities of the Member States can use the Key Features to select and recommend cities to join the network.**

More generally, **Key Features** can also be used as a reference document for international organisations and national authorities in promoting the development of learning nations, regions, cities and communities.

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 5-6.)

Beijing Declaration on Building Learning Cities

Lifelong Learning for All: Promoting Inclusion, Prosperity and Sustainability in Cities



From the Preamble:

We know that cities play a significant role in promoting social inclusion, economic growth, public safety and environmental protection. Therefore, cities should be both architects and executors of strategies that foster lifelong learning and sustainable development.

We acknowledge that cities differ in their cultural and ethnic composition, heritage and social structures. However, many characteristics of a learning city are common to all. ***A learning city mobilises human and other resources to promote inclusive learning from basic to higher education; it revitalises learning in families and communities; it facilitates learning for and in the workplace; it extends the use of modern learning technologies; it enhances quality in learning; and it nurtures a culture of learning throughout life.***

We envision that a learning city will facilitate individual empowerment, build social cohesion, nurture active citizenship, promote economic and cultural prosperity, and lay the foundation for sustainable development. (Beijing, 21–23. October, 2013. Pp. 2-3.)

The City of Pécs – Main title



Main title:

Borderless City

A model example of peaceful living together

Recent Impacts

Learning City-Region Projects from 2004 to 2012

LILARA



PENR3L+

R3I+

R3L+



Eurolocal



PASCAL PURE



- **WHO Healthy City** mindset in Pécs since 1998
- PASCAL Observatory Conference in Pécs - 2007
- Pécs – **Cultural Capital of Europe – 2010**
- Committee of the Regions – EDUC Seminar in Pécs and Communication in September 2016.
- **Green-Capital aspirations** since 2012
- **Pécs to join the UNESCO UIL's GLCI initiative survey in 2013**
- Pécs establishing its **Learning-City Region Forum in 2014**
- Smart City-oriented projects in Energy Save, Biotech



The City of Pécs – Vision and Motivation

Motivation

The City's motivation is to realise a learning city with learners and their communities by collecting and sharing good practices of learning and of education.

- Also, the City of Pécs will improve regional cooperation with potential stakeholders.



The City of Pécs – Challenges



Challenges

- To shift from dominating heavy industries to light, smart and sustainable industries.
- Demographic problems – decrease of population.
- Fall in the number of skilled workers
- Lifelong Learning participation to be raised

The City of Pécs – Implementation

Implementation:

- Innovative industrial growth through **green energy and sustainability based on Strategy for Urban Development**
- The Local Council of Pécs has recognised **‘Pécs Civic Gate Movement’** to **signal NGOs’ activities in community development** in a bottom-up approach



The **City of Pécs** establishes a **standing commission on building the learning city** with specific programmes like the **Pécs Learning Festival**.

Pécs Learning City-Region Forum

Key *Barriers* to Collect and Share Good Practices

- Low levels of culture/practice of mutual partnerships and collaborative actions to share experience and develop skills;
- Limited time available for educators and teachers, facilitators and trainers to develop skills and to reflect to trends and issues;
- Small resources available and heavy workload to overrule working time;
- Lack of vision and understanding

Pécs Learning City-Region Forum

Key Choices for Development

- Growing interest amongst stakeholders and decision-makers;
- EU funds available to develop collaborative actions and platforms of/for learning;
- Need for common identification of SWOT-based trends;
- Necessary improvement of learning conditions and collaborative grounds with intergenerational and inclusive approaches.

Weblink: www.tanulofesztival.ckh.hu



Tanuló Fesztivál 2017

Pécs, a tanuló város

UNESCO Learning Cities

I. Pécsi Tanuló Fesztivál

Témakörök:

Kultúra – Művészetek

Környezet – Zöld Pécs

Tudástranszfer –
Képességfejlesztés

Tanuló Város kérdőív

Pécs, a tanuló város

Pécs 2017-ben ünnepli egyeteme alapításának 650 éves jubileumát. Ennek kapcsán a Pécsi Tudományegyetem rektora, Dr. Bódis József azzal a javaslatral fordult Dr. Páva Zsolthoz, Pécs MJ Város polgármesteréhez, hogy építve a Város kulturális, oktatási, tudományos és művészeti értékeire, vívmányaira, valamint a Pécssett élő polgárok aktív társadalmi szerepvállalására és sokféle tanulási megnyilvánulására, Pécs pályázza meg az UNESCO által 2017. évre kiírt *Global Learning City Award* díjat, s ehhez kapcsolódóan nyilvánítsa Pécsset „*Tanuló Várossá*”.

Pécs városa 2016 szeptemberében pályázott a díj elnyerésére, amely jelzi azt a közösség- és városfejlesztő építkezést, amely egy soknemzetiségű, számos felekezetnek otthont adó települést a tanulás vonzó helyévé kíván emelni és ott megtartani, a tanulás innovációjával kíván fejlődést elérni, legyen az iskolarendszerű, vagy azon kívüli tevékenység. A város 2017 januárjában kapta a hírt, hogy elnyerte a díjat, amelyet Pécs képviselője 2017 szeptemberében vesz át az írországi Cork városában.

Pécs történelme, kultúrája és nemzetközi megnyilvánulásai egyaránt jelzik, hogy a település tanuló város. Így méltán építhet például az *Egészséges Városok* hálózathoz, a *Kreatív Városok* kezdeményezéshez történő csatlakozásra, mint ahogy az *Európa Cantat* immáron második sikeres megszervezésére, vagy az *Európa Kulturális Fővárosa 2010* címre. A Város és az Egyetem együttműködésben jó példaként vonulathatja fel a *Pécsi Tanuló Város-Régió Fórum* kezdeményezést is, mely szintén a partnerség-alapú tanulási innováció modellje.

A fenti értékek és az egyetemmel való szoros partnerség arra inspirálják a Várost, hogy Pécs jelenét és jövőjét szorosan



PÉCS
A KULTÚRA
VÁROSA

Pécs to receive the UNESCO Global Learning City Award

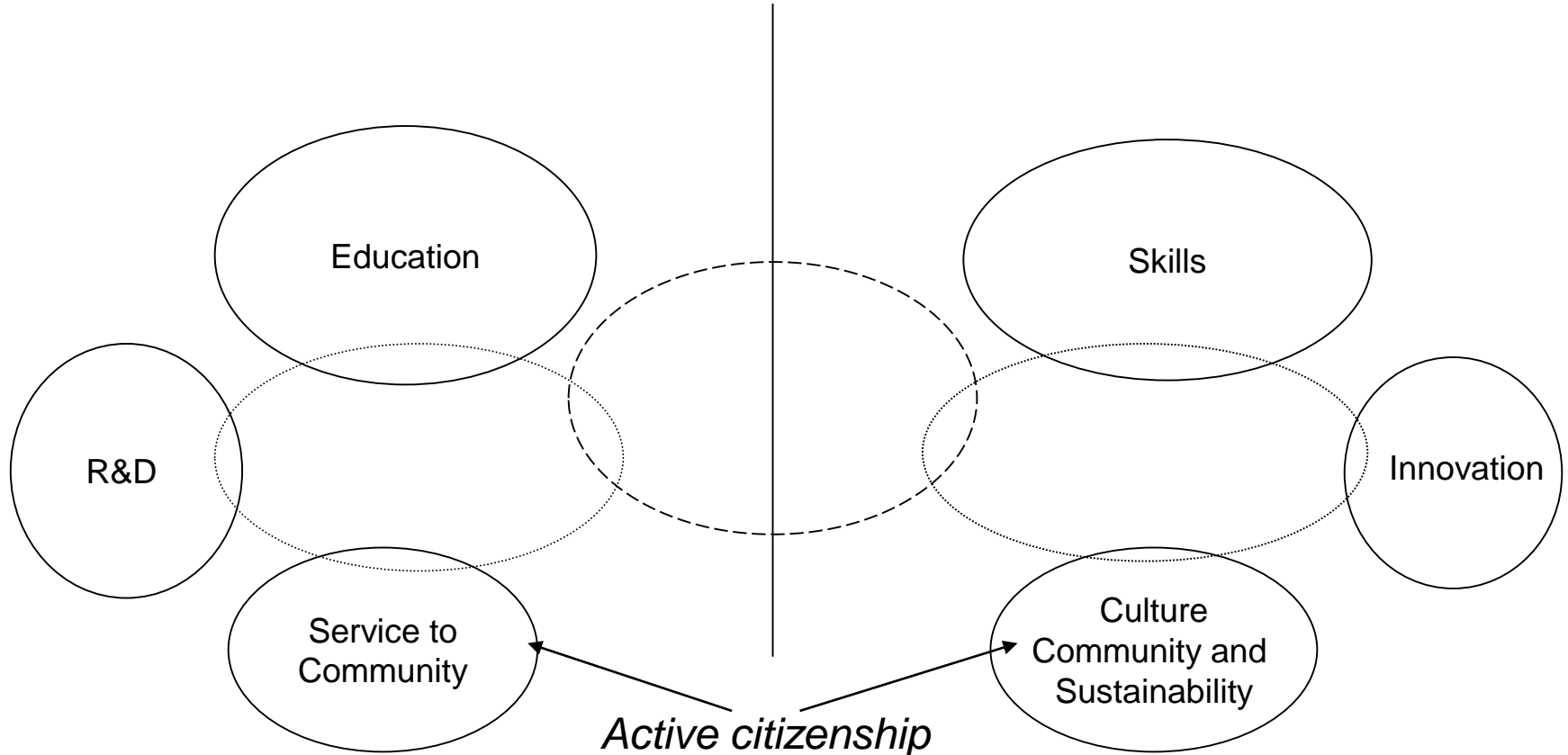
UNESCO Learning City Awardees 2017



Closed model of HEI/region interface

HEIs

City-Region



OECD IMHE-CERI (2007) *Higher Education and Regions. Globally Competitive, Locally Engaged*. OECD, Paris. p.40. upon Goddard and Chatterton (2003)



Summary on Core Approaches

Key Issues:

- **Learning – Adult and Lifelong Learning**
- **City-Region formations/**
- **Actors/players/stakeholders**
- **Networking – collaborations, Events**
- **Goals/Drivers – in between Community and Competitiveness**
- **Global initiatives**
- **Lessons learned/Cases/Experience**

Further info on Pécs as a Global Learning City

Source:

*Unlocking the Potential of Urban Communities
Volume II*

Case Studies of Sixteen Learning Cities

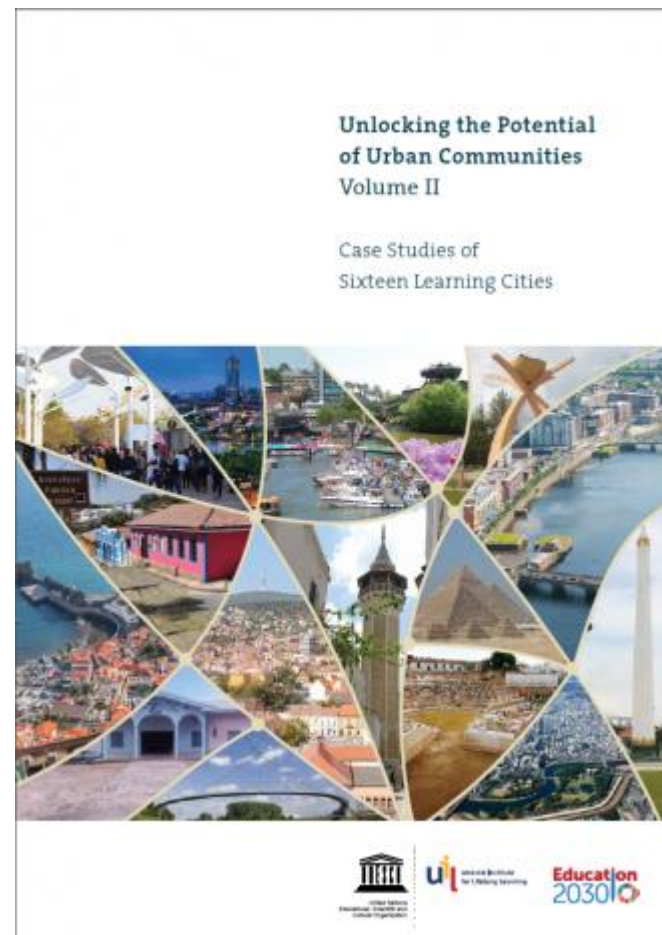
(2017) Hamburg: UNESCO UIL

<http://uil.unesco.org/lifelong-learning/learning-cities>

<http://tanulofesztival.ckh.hu>

<https://www.youtube.com/watch?v=AkieRWAKNKk&list=PLivu>

[GCiL2mjInLQbsCe8_qHMWmfKw-X-&index=2](https://www.youtube.com/watch?v=AkieRWAKNKk&list=PLivu)



Adult education in difficult times and situations

