Global Learning Cities in Asia-Pacific and in Europe:
Policy Insight to an UNESCO Network and the Role of HEIs in the Development of Learning Cities

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UNESCO — United Nations Educational, Scientific and Cultural Organization

UNESCO Institute for Lifelong Learning — Winner of UNESCO Learning City Award 2017

PASCAL International Observatory

Learning Cities Networks

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Learning Cities and Regions – A Difficult Scenario

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 P*a*cific

• The **role of the OECD** from late 1970s onwards **and that of the EU** before and after the Millenium to connect the lifelong learning initiative ito 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.

• **The Impact of the Third Mission of HEIs in Reconfigurating Partnerships**

Context of Presentation

Examination two UNESCO UIL Global Learning Pulbications – comparison of 9 European and 8 Asian-Pacific Learning cities

- Ulocking the Potential of Twelve Learning Cities (2016) Hamburg: UIL
- Unlocking the Potential of Urban Communities Vol II. (2017) Hamburg: UIL

Responding to the following questions:
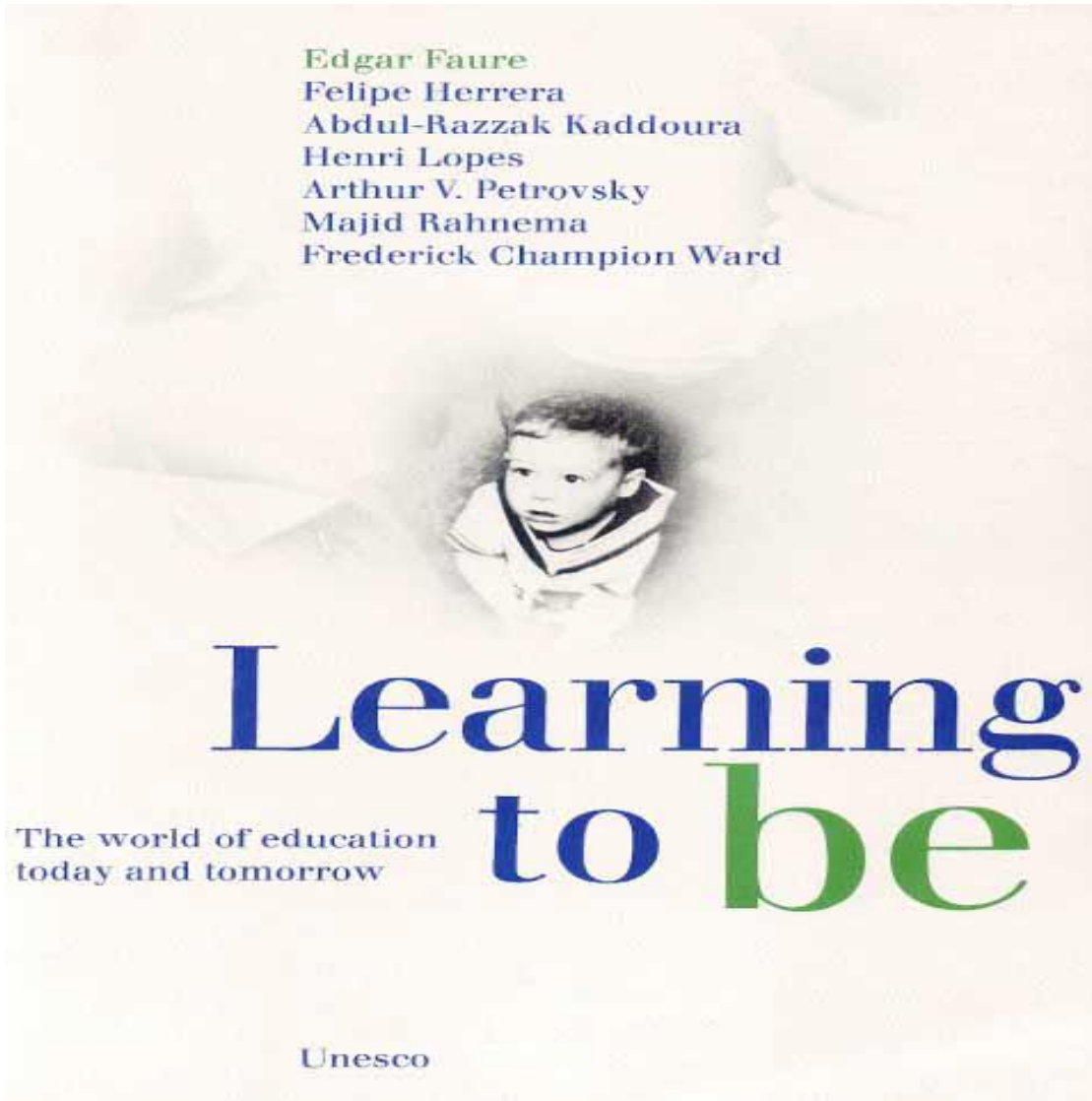
A) Backgorund policy progress
B) Comparative analysis of case studies of 17 learnnig cities to respond to
- What joint questions and conditions can be identified between the identified cities representing Europe and Asia?
- Can one identify European/ Asian similarities?
- Where can one identifiy differences?
- Which assumptions can be developed for similarities, differencies and transnatiomal link?
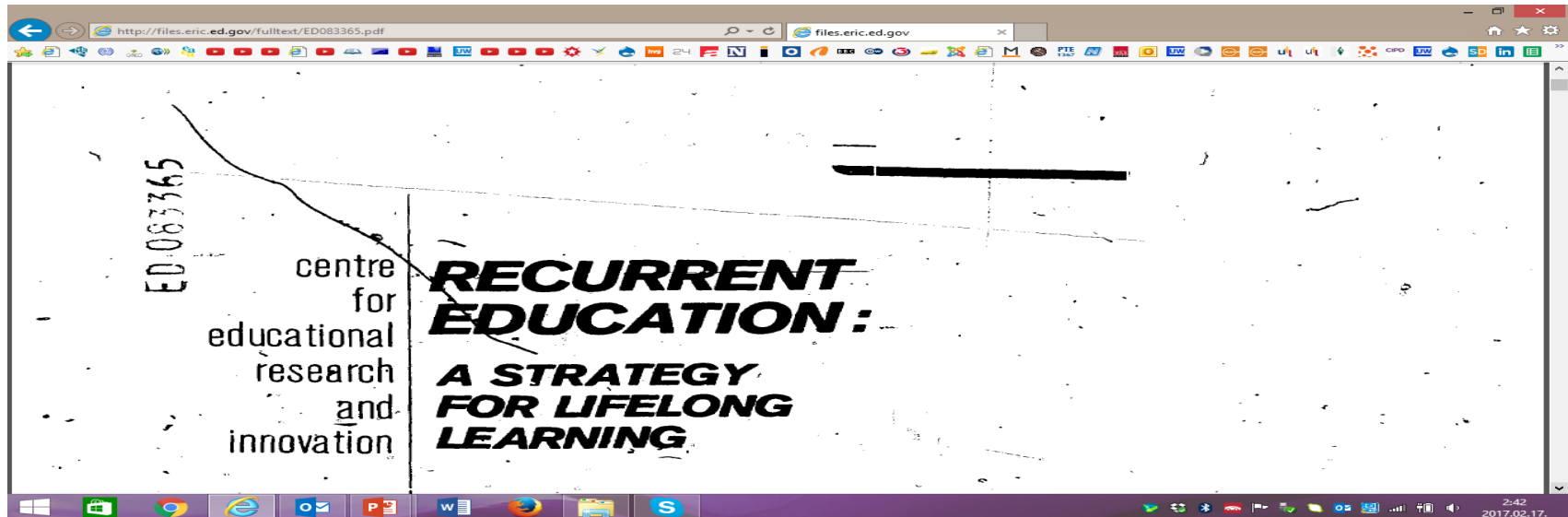
Historical Context – The Faure Report - 1972

Edgar Faure
Felipe Herrera
Abdul-Razzak Kaddoura
Henri Lopes
Arthur V. Petrovsky
Majid Rahnema
Frederick Champion Ward

Learning to be

The world of education today and tomorrow

Unesco

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-)

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

Longworth to signal two major difference in between Europe and Asia in the context of learning cities

The Difference between Asia and Europe

People in the West are proud of their individuality and their freedom to do as they please….but **learning city development in Asia tends to be more a collective, where people act in the interest of the community and the city**. This means more people involved, more rapid advanve and solidarity of purpose which does not exist in the West.

The second difference has to do with having a vision.

In Asia they see their city as a learning city, they see the learning city a framework for building a healthy city, a green city, a resilient city, a city of culture, a smart city, a city of well-being and any other adjective they can care to adopt. This to gives **a unity of purpose among the many, rather than a piecemeal and restricted approach** we adopt in Europe."

N. Longworth: *The Learning City is not a T-shirt.* In. ASEMagaine for Lifelong Learning May 2012. p. 6.

The Development of Key Features of Learning Cities

The Initiating Process of UNESCO-led Development of New Key Features of Learning Cities:

A normative instrument for measuring learning cities is the result of a long consultation process.

•**UIL held a workshop on developing a framework for the Key Features of Learning Cities from 3 to 5 July 2012**. with experts representing partners including PASCAL Observatory, Bertelsmann Foundation, CISCO Systems, Beijing Municipal Education Commission, National Centre of Education Development Research of China, Kuwait University and the Cape Higher Education Consortium, as well as some UIL professional staff and consultants, participated in the workshop.

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 3.)

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.)

Monitoring Learning Cities

Markers of Learning City Development:

• To support in ***a meaningful way the development of lifelong learning*** within and across member cities;

• To determine up to a certain level how much progress is being made ***to implement lifelong learning for all*** in many of the world's communities;

• ***To facilitate international comparative analysis and experience-sharing and mutual learning*** among member cities.

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 3.)

Key Themes of the Conference:

• **Making a case for building a learning city;**

• **The building blocks of a learning city;**

• **The major strategies for building a learning city.**

Relevant feature:

More than **five hundred mayors, city education executives and experts from more than 100 countries met in Beijing**, China, from 21 to 23 October, at the International Conference on Learning Cities to discuss ways to make cities more responsive to the learning needs of citizens. The conference concluded with a **call by delegates for UNESCO to establish a global network of learning cities**. Reference: http://uil.unesco.org/home/news-target/press-release-international-conference-on-learning-cities-beijing-china-21-23-october-2013/39735dc1dc6394fef4b37240ddcdb5fc/

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.)

Soonghee, Han and Atsushi, Makino reflecting on differences in between Europen and Asian learning cities

Cities are civilizing processes

Soonghee, Han:

„The metaphors of the knowledge society and personal competency development are major icons of learning city policies in Europe. But these icons are less obvious and less relevant for Asia where the issues of social inclusion and comunity rebuilding are more important. A learning city is an accomplishment of civilisation, of being cultivated and learned, not just being a skilled employee."

Atsushi, Makino:

„Actually, you could say that the recent discovery of learning cities in Asian countries, and especially in countries like Japan and the Republic of Korea, has restored the value of understanding how a society constructs and reconstructs itself by way of the relations of the people and comunities, by virtue of human learning and education."

Soonghee Han - Atsushi Makino: *Is the Idea of the Learning City too European?* In. ASEMagaine for Lifelong Learning January 2014. p. 25..

Further Global Dialogue in Mexico in September 2015 – with UNESCO Support

UNESCO Actions
RECOMMENDATION ON ADULT LEARNING AND EDUCATION (2015)
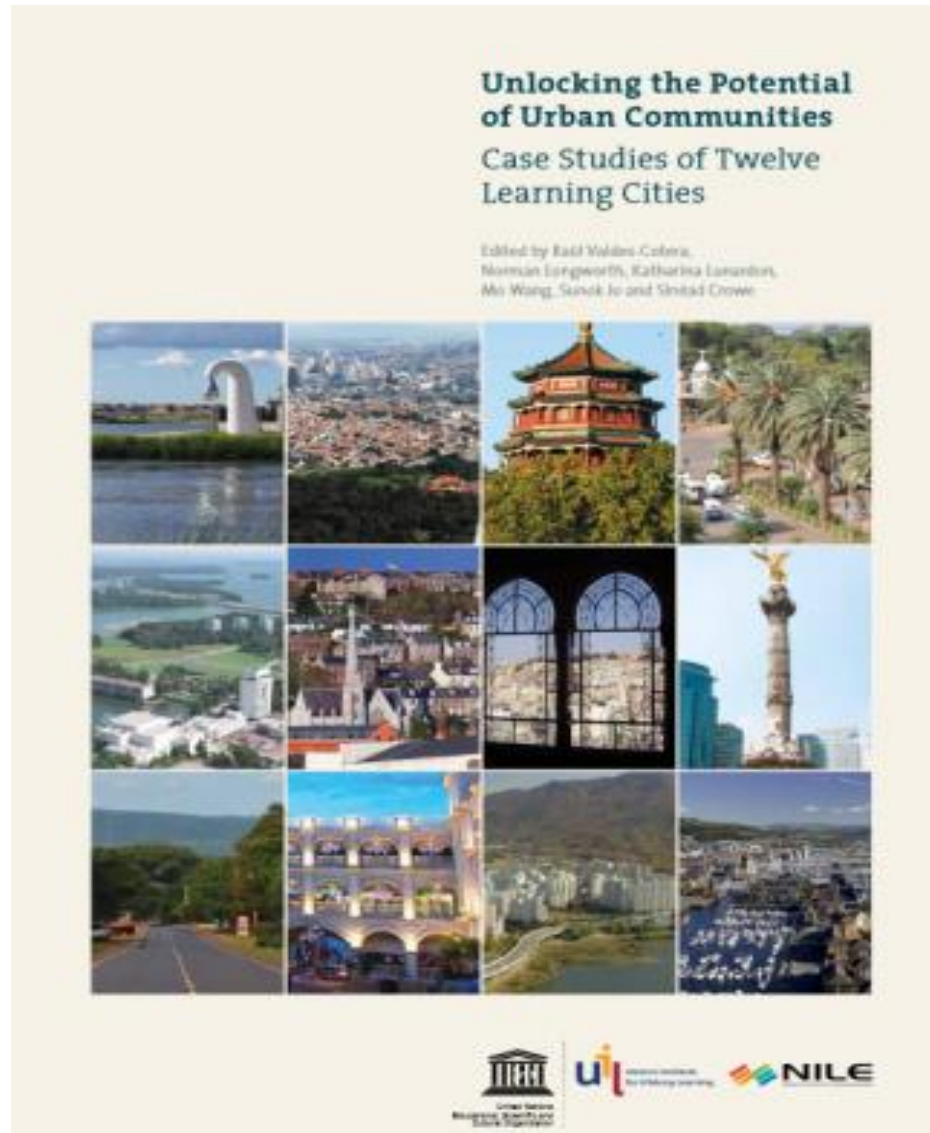
I. DEFINITION AND SCOPE

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.

UNESCO Publication Global Learning Cities – 2016
Amongst 12 learning cities, four Asian-pacific and three European cities were awarded as UNESCO Global Learning Cities in 2015 in Mexico City
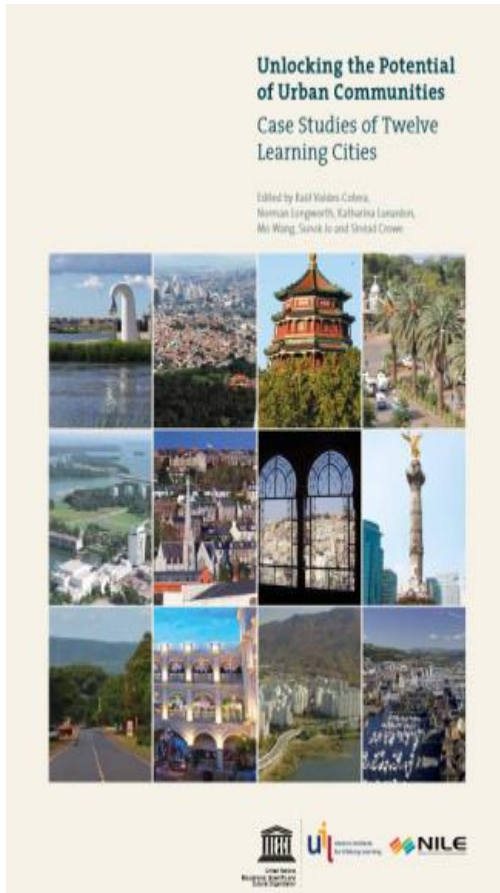

Unlocking the Potential of Urban Communities

Case Studies of Twelve Learning Cities

Edited by Raúl Valdés-Cotera,
Norman Longworth, Katharina Lunardon,
Mo Wang, Sunok Jo and Sinead Crowe

Awardees from Asia-Pacific Region in 2015:

- Melton, Australia
- Beijing, China
- Balanga, Philippines
- Namyangjou, Republic of Korea

Awardees from Europe in 2015:

- Espoo, Finland
- Cork, Ireland
- Swansea, Wales (as part of the UK)

- **Case study points:**

Intro – General overview
- Main issues to be tackled
- Motives for becoming a learning city

Learning city strategies and policies
- Vision and objective
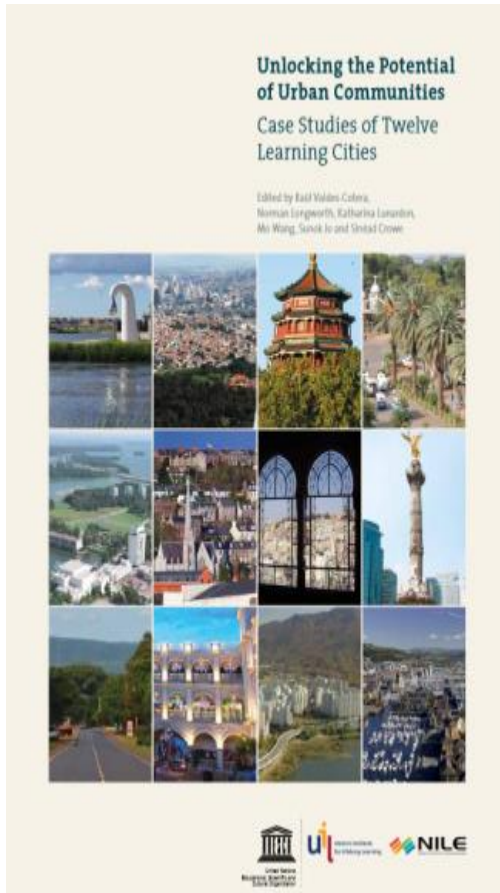- Legislative framework
- Governance and partnership

Implementation
- Provision of lifelong learning

Example of innovation or good practice

Mobilization and utilization of resources

mpacts and challenges

UNESCO Learning City Awardees 2017

New UNESCO Publication Global Learning Cities – 2017
Amongst 16 learning cities, four Asian-pacific and six European cities were awarded as UNESCO Global Learning Cities in 2017 in Cork

Unlocking the Potential of Urban Communities
Volume II

Case Studies of Sixteen Learning Cities

**Unlocking the Potential
of Urban Communities
Volume II**

Case Studies of
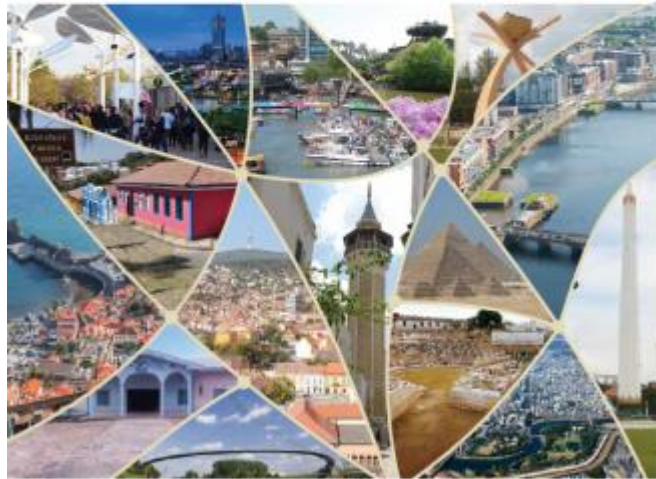Sixteen Learning Cities

Awardees from Asia-Pacific Region in 2017:

- Surabaya, Indonesia
- Hangzhou, China
- Okoyama City, Japan
- Suwon, Republic of Korea

Awardees from Europe in 2015:

- Gelsenkirchen, Germany
- Limerick, Ireland
- Bristol, England (as part of the UK)
- Pécs, Hungary
- Larissa, Greece
- Camara de Lobos, Portugal

- **Case study points:**

Introduction

Developing Plan

Creating a coordinated structure involving all stakeholders

Moblilizing and utilizing resources

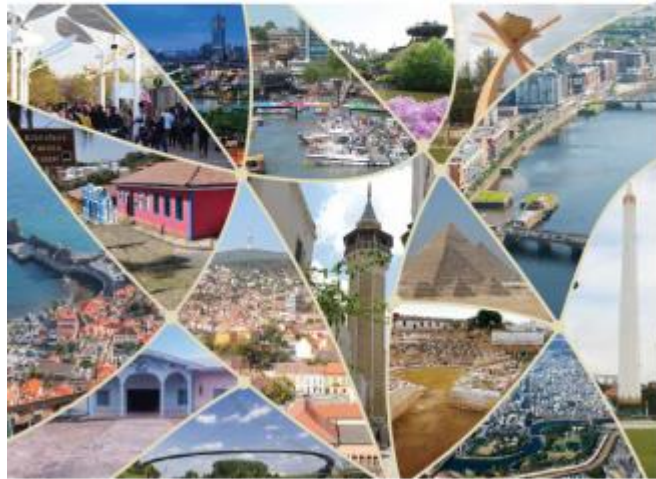Making learning accessible to all

Organising celebratory events

Monitoring and evaluation

Achievements and the way forward

Unlocking the Potential of Urban Communities Volume II

Case Studies of Sixteen Learning Cities

Joint questions and conditions

What joint questions and conditions can be identified between the identified cities representing Europe and Asia?

Joint questions?

- What are the motives for becoming a learning city?/What are the plans for development?

- What are the visions and objectives?/What resources are mobilized?

- What is the provision of lifelong learning?/ How is lifelong learnnig made accessible?

Joint conditions?

- Demographic, social challenges;

- Economic compettion and skills shortages

- Environmental constraints.

European and Asian similarities

Can one identify European and Asian-Pacific similarities?

- Learning city-region recognised as collaborative frame to reconfigurate community, to improve lifelong and intergenerational learning, skills development, and to improve work-life balance, good health and culture-based activities in social, economic and environmental focuses.

- Learning city-region models to help developing inclusion of underrepresented and vulnerable social groups;

- Learning city developments go beyond traditional reductionist economic interests and pure employment and skills development perspectives to be replaced by more cohesive models to represent local ad regional needs embedded into development programmes, plans and, accordingly, participatory urban campaigns for raising both participation and performance in learning, community engagement and work.

- Learning city-region labels community actions to celebrate learning for, learning through, and learning by active citizenship

Where can one identify difrerences?

Can one identify differences?

- Scale of participation and involvement of local citizens;
- The level of social and political engagements to support earnnig city-region innovations;
- The ways of learning city-formations addresing issues challenging lifelong learning with intergenerational and intercultural scopes;
- The ways and modes
- The potential of learning city movement and political recognition, media appearance, economic influx, etc.
- The way how stakeholders look to the social and econoic benefits and returns of learning city-region spendings of resources and/or time.
- Understanding of the impact of LCR developments in SDGs from SDG4 and beyond
- Regional collaborations, transnational exchanges in learning city developments (e.g. Asia-Pacific workshop on LCs through GwangMyeong City

Potential transnational links between educational policies and professionalisation

Building bridges between Europe and Asia via connecting educational policies and professionalisation:

Role for ASEM LLL, PASCAL Int. Observatory, ICAE,

- Learning city developments claim more professionals with special skills and competences in community develop,ent, education of/for senior citizens, intercultural progamme development, etc

- There are a growing claims that educational policies should incorporate dimensions towards learning city-region RDI as part of rising demand from cities, having engaged into UNESCO Global Network of Learning Cities, to establish proper knowledge platform to collect anfd share professional experience.

- Improvements of professionalisation of educators working in learning city programmes may accelarate the roles of universities through professional development of teaching staff, of community developers,

- Civil society groups may be involved to generate a wider discourse and public debate upon how to strengthen bottom-up focuses of educ. policy formation.

Assumptions on simlarities, differences and transnational link

Some reflectios to similarities, differences and transnational links:

- All cities from Europe and Asia-Pacific having been analysed developed specific plans and programmes for the development of the learning city and started to react ot global trends for integrating economic, social/community and ecological dimension which are strongly influenced by SDG aspects, local-regional public claims

- I have recognised a rather converging developments of policy, practice and related professional implications, however, different city-region models claim specific structures, modes, collaborative actions for interventions upon using resuorces and public engagement and participation in a profound way.

- Regional, transnational dialogues need to be expanded and therefore, intercontinental partnerships and exchange on good practices need to be connected with Agenda2030, Education2030 and to Europe2030 focuses across ASEM LLL and other designated platfrom to develop urban contexts of learning by using al forms of digital technologies supporting knowledge transfer.

Melton Australia (City)	Social inclusion (Focus1)	Cultural devel. (Focus2)	Economic devel. (Focus3)	Environmemtal ((Focus4)
Beijing, China	Competitiveness	Sustainability	Demography	inclusiveness
Balanga, Philippines	Economic development	Empowerment of citizens	Family-orientation	Sustain learning environ.
Namyangjou, ROK	Community development	Sustainable growth	Quality of life/cult. particip.	competetiveness
Espoo, Finland	Quality learning paths	Quality education	Quality life for citizens	multiculturalism
Cork, Ireland	Skills development	Integration of migrants	Environment	digitalisation
Swansea, Wales (UK)	Employment	Demography	Inlcusion/poverty reduction	Sustainable development
Surabaya, Indonesia	Skills and literacy devel.	Community-based LLL	Inclusion of disadv. groups	Coll. with Edu, gov, econ.
Hangzhou, China	Well-being through LLL	Sustainable econ. Growth and innovation	Inclusive learning	Learning communities
Okoyama, Japan	Balanced community and environmental devel.	Community learning centres (Kominkan)	Inclusive and Sustainable communities	Intercultural exchange
Suwon, ROK	Comprehensive learning eco-system with access	Literacy and voluntary programmes	Focus on learning opport. for senior citizens	Open learning spaces to promote skills developm.
Gelsenkirchen, Germany	Reconnecting citizens with the environment	Revive economy	Creating employment opportunities	Sustainable urban development
Limerick, Ireland	Inclusion and access to L.	Quality learning environm.	Celebratory events	Limerick as an LR
Bristol, England (UK)	Awareness of the Value of learning – ‚Love Learing'	Learning in Education	Learning hubs/ Learning in the communities	Learning city partnerships – Learning for Work
Pécs, Hungary	Environment – green city	Culture, arts and heritage	Intergenerational learning	Inclusive learning and edu
Larissa, Greece	Inclusive learning environment	Stregthen cmmunity through inclusive city	Open and collaborative learning environment	Eco-friendly city
Camara de Lobos, Portugal	Community with learning opportunities	Sustainable growth and social enterpreneurship	Socil inclusio, public health and well-being	Focus on disadvantaged communities and families