

The Role of University Lifelong Learning in the Development of Learning Communities of Learning Cities

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ASEM Lifelong Learning
IRELAND 2020-2025



Learning Cities
Networks



UNESCO UIL's Policy Focus on Lifelong Learning

Planned Handbook for Lifelong Learning: Policy and Practice

1. Lifelong Learning: An Integrated Approach to SD;
2. Creating policies with LLL perspective: Vision, context and feasibility;
3. Operationalising lifelong learning: Policy and Practice;
 - Institutional capacities for lifelong learning
 - Flexible learning pathways(Guidance and counselling, NQF, RVA)
 - ICT
4. Learning cities: implementation at Local level

Joint questions and conditions

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

Joint questions?

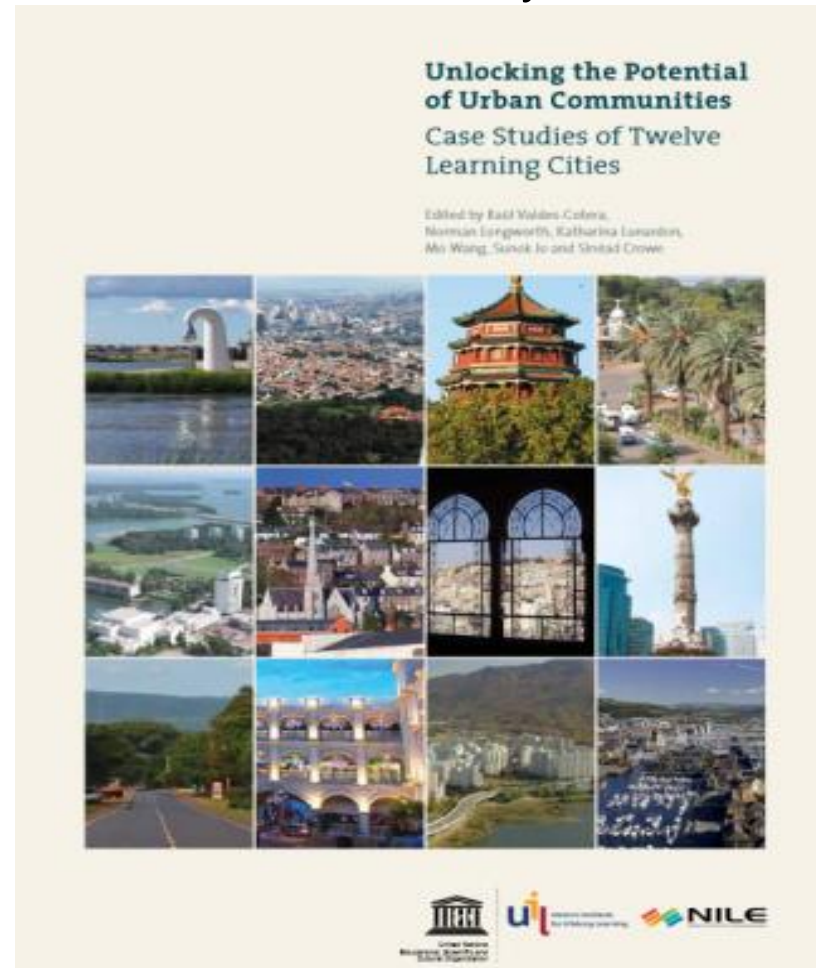
- What are the motives for becoming a learning city?/What are the plans for development?
- What are the visions and objectives?/What resources are mobilized?
- What is the provision of lifelong learning?/ How is lifelong learning made accessible?

Joint conditions?

- Demographic, social challenges;
- Economic competition and skills shortages
- Environmental constraints.

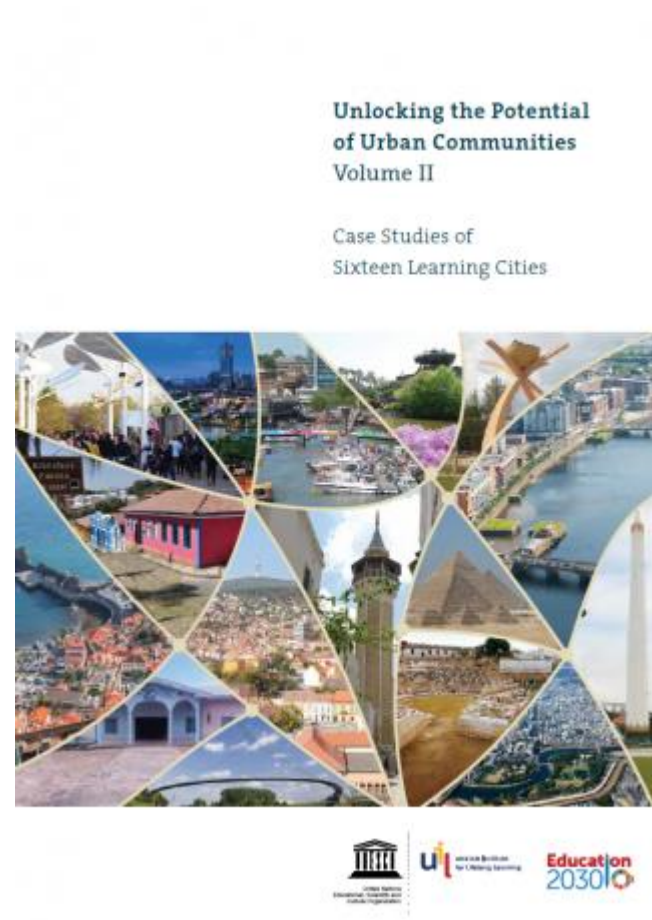
UNESCO Publication Global Learning Cities – 2016

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



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



European and Asian similarities

Can one identify European and Asian-Pacific similarities?

- Learning city-region recognised as collaborative **frame to reconfigure 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 and 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

European and Asian differences

Can one identify differences?

- Scale of participation and involvement of local citizens;
- The level of social and political engagements to support learning city-region innovations;
- The ways of learning city-formations addressing challenging issues of lifelong learning with intergenerational and intercultural scopes;
- 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 economic 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)

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 development, education of/for senior citizens, intercultural programme 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 and share professional experience.
- Improvements of professionalisation of educators working in learning city programmes may accelerate 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 on educ. policy formation.

Melton Australia (City)	Social inclusion (Focus1)	Cultural devel. (Focus2)	Economic devel. (Focus3)	Environmental ((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	Strengthen community through inclusive city	Open and collaborative learning environment	Eco-friendly city
Camara de Lobos, Portugal	Community with learning opportunities	Sustainable growth and social entrepreneurship	Social inclusio, public health and well-being	Focus on disadvantaged communities and families

Forum
2020



ASEM Lifelong Learning IRELAND 2020-2025

Research Network 6: Learning Cities and Learning Regions



Rialtas na hÉireann
Government of Ireland



MellearN



Learning Cities
Networks



Research Network 6: Learning Cities and Learning Regions (New)

- This network will seek to build a strong research base that spans the many dimensions of Learning Cities and Learning Regions.
- More and more cities (and Regions) are self-describing as 'learning' and many are joining global networks like the UNESCO Global Network of Learning Cities.
- There are virtually as many understandings of what a learning city might be as there are active learning cities.
- There is a huge wealth of practical examples of inter-city, city level, sub-city and neighbourhood initiatives under the banner of learning cities.
- UNESCO provides a list of key determinants of what a learning city should aspire to be. In terms of good practice there is a proliferation of ideas and models.



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Research Network 6: Learning Cities and Learning Regions (New)

- This network hopes to bring together a range of researchers from across the ASEM community, spanning a diversity of disciplines, approaches and theories.
- It also hopes to engage with laboratory cities and regions.
- The network aspires to include high level researchers (across the disciplines), examples of good practice, bottom-up citizen science initiatives, and engagement with policy-makers with a view to enriching the field in terms of theories, concepts, methodologies and policy formation.
- It will align with the common project of Lifelong Learning research across the ASEM LLL Hub and engage with the other Research Networks on this common project. It intends to work in partnership with UNESCO.



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Learning Cities



**2013
Beijing**
Declaration on
Building
Learning Cities
Lifelong
Learning for All

- acknowledging the importance of learning in informal and non-formal settings and developing systems that recognize and reward all forms of learning.

**2015
Mexico
City**
Statement on
Sustainable
Learning Cities

- ensuring that lifelong learning is a driver of social, economic and environmental sustainability in cities throughout the world.

**2017
Cork** Call to
Action for
Learning Cities
Global goals,
local actions:
Towards
lifelong
learning for

- We recognize that education and lifelong learning are at the heart of the Sustainable Development Goals (SDGs) and indispensable for their achievement.

**2019
Medellín**
Manifesto:
Learning Cities
for Inclusion

- Inclusion goes hand-in-hand with equity to secure fair learning opportunities for population groups at risk of being overlooked, including women, older people, ethnic minorities, migrants and indigenous people.