LEARNING CITIES TO FOSTER SUSTAINABILITY: INTRODUCING THE CURRENT DEVELOPMENTS AND BEST PRACTICES IN EUROPEAN AND SOUTH EAST ASIAN CONTEXT

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FROM CITY...
TO A *LEARNING CITY*

Wider benefits of building a learning city

Individual empowerment and social cohesion

Economic development and cultural prosperity

Lifelong learning for all is our city's future

Sustainable development

Major building blocks of a learning city

- Inclusive learning in the education system
- Revitalized learning in families and communities
- Effective learning for and in the workplace
- Extended use of modern learning technologies
- Enhanced quality and excellence in learning
- A vibrant culture of learning throughout life

Fundamental conditions for building a learning city

- Strong political will and commitment
- Governance and participation of all stakeholders
- Mobilization and utilization of resources

Source: UNESCO Guiding Documents, UIL, Hamburg 2015

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STAKEHOLDER COOPERATION TO FOSTER LIFELONG LEARNING

Stakeholders come from across civil society and they work in

- formal
- non-formal and
- informal settings

„**Active citizenship** in the learning city: A successfully implemented consultation system should inspire citizens to do more than just deliver an opinion.

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

Source: Longworth, 2006

LEARNING CITIES AND THE SDGS: A GUIDE TO ACTION (2017)

Learning Cities and the SDGs: A Guide to Action
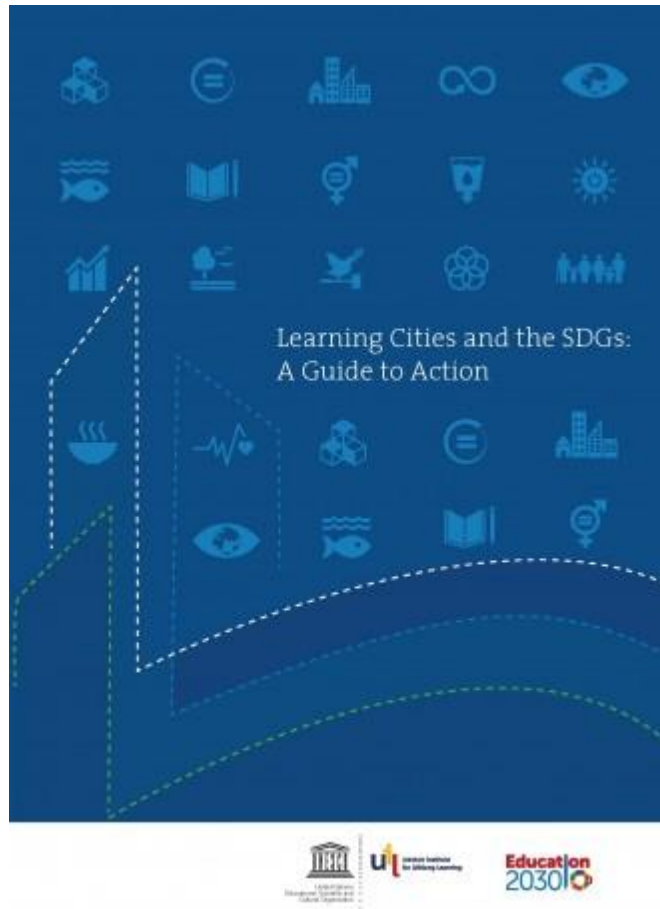
- ➤ concrete approaches to the development of green and healthy learning cities
- ➤ equitable and inclusive learning cities,
- ➤ decent work and entrepreneurship in learning cities

- ➤ examples of good practice - demonstrate the diversity of initiatives and reflect the manifold contexts and development stages in which cities operate.
- ➤ important issues related to the respective thematic areas of Key Features of Learning Cities and SDGs

- ➤ this serves cities as a basic tool to self-assess their ongoing activities and define their potential need for action.

Source: Learning Cities and the SDGs: A Guide to Action (2017) UNESCO Institute for Lifelong Learning, Hamburg
retrieved from: https://uil.unesco.org/lifelong-learning/learning-cities/learning-cities-and-sdgs-guide-action

SUSTAINABLE CITIES: WHY THEY MATTER

Some of the most pressing challenges that cities face today?

- Levels of urban energy consumption

- Pollution: cities occupy just 3 per cent of the Earth's land, but account for 60-80 per cent of energy consumption and 75 per cent of carbon emissions.

- Over 90 per cent of COVID-19 cases are occurring in urban areas, with the 1 billion residents of the world's densely populated slums being hit the hardest.

- more vulnerable to climate change and natural disasters (high concentration of people and location)

>> **Building urban resilience is crucial to avoid human, social and economic losses**
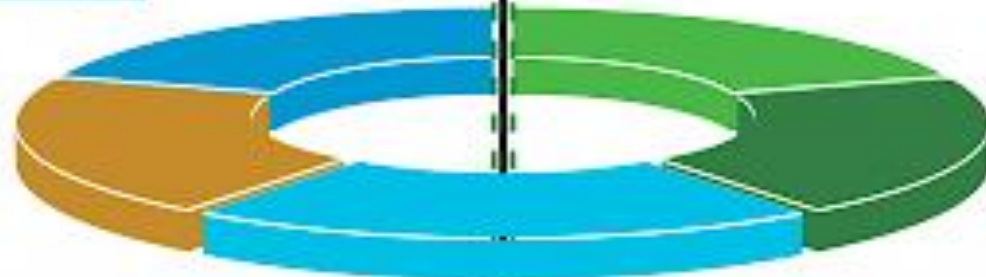
POLICY DOCUMENTS

Global Network of Learning Cities - Guiding Document 2015

A Guide to Action 2017 (UNESCO Institute for Lifelong Learning)

EAEA Manifesto for Adult Learning in the 21st Century: The Power and Joy of Learning (2019)

SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION — Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

11 SUSTAINABLE CITIES AND COMMUNITIES — Make cities and human settlements inclusive, safe, resilient and sustainable

Source: https://sdgs.un.org/

CORK AS A LEARNING CITY

First Irish city to be awarded the UNESCO Learning City Award

Commits to '*learning for all*' through multiple initiatives e.g:

Learning Neighbourhoods

Lifelong Learning Festival

Lifelong Learning for Sustainability Initiative

Source: Cork Learning City - Cork Learning City

LEARNING NEIGHBOURHOODS

What is a Learning Neighbourhood?

An area that has an ongoing commitment to learning, providing inclusive and diverse learning opportunities for whole communities

6 learning neighbourhoods in Cork

Promotes learning in disadvantaged and under educated areas

What do they do for Sustainability?

**Food Forest – Community garden**

Sustainability Walks

Developed the Diploma in Youth and Community Work

Neighbourhood University Programme

- Art & culture connecting us
- Knowledge transfer
- Community development
- Environment - green solutions
- Places - local values
- Together we can make it!
- Activity and sports for health

PROGRAM FOCUS / 2017

PROGRAM FOCUS / 2018

PROGRAM FOCUS / 2019
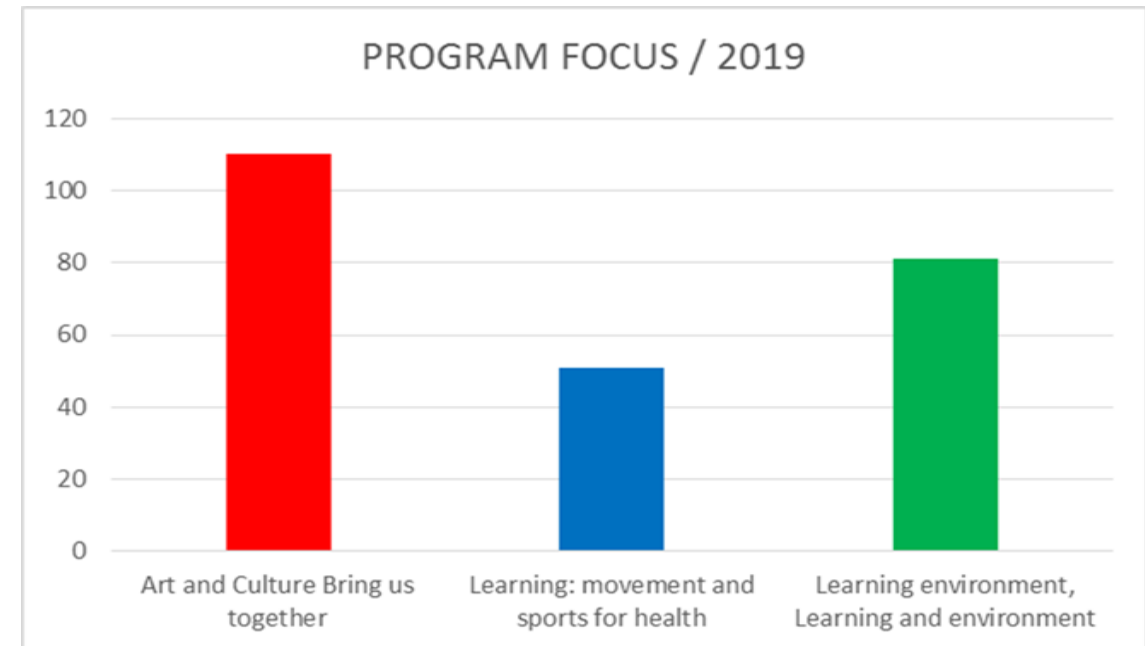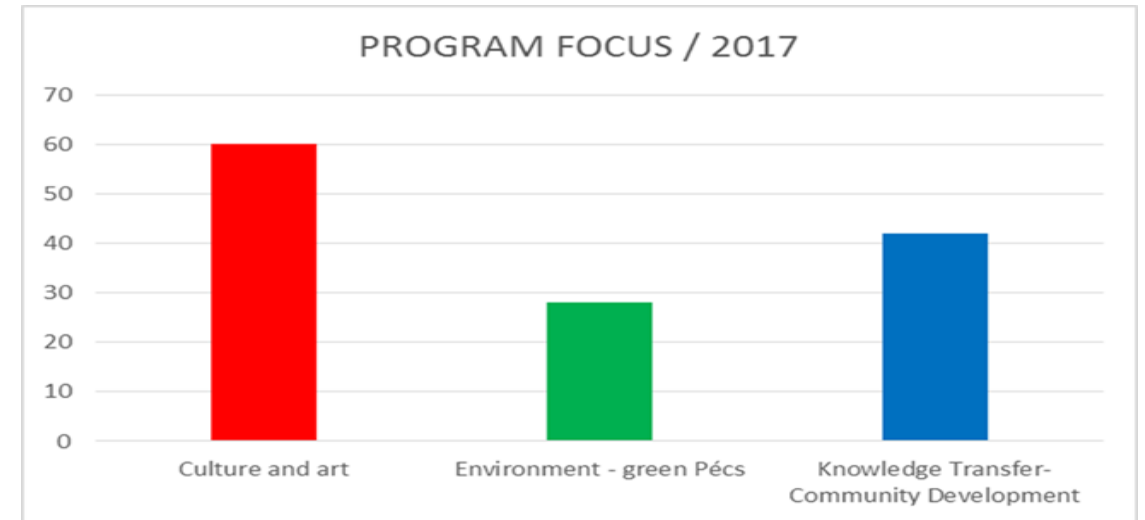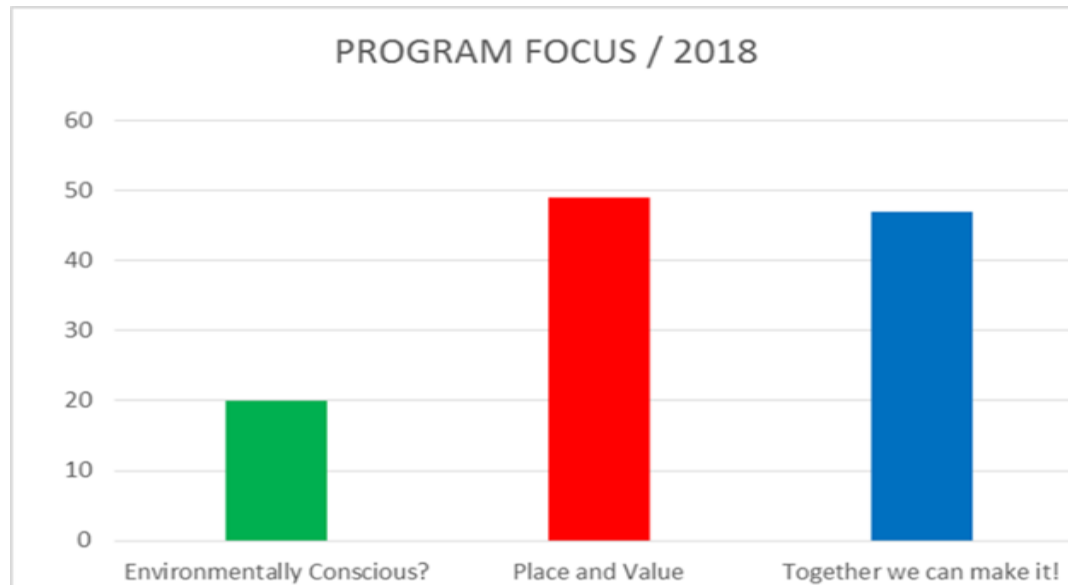
LEARNING FOR SUSTAINABILITY IN URBAN ENVIRONMENTS

Learning cities can be considered as

- platforms

- coalitions for learning collaborations (stakeholders)

- enhance well-being and social cohesion

- learning communities: programs, workshops to foster sustainabiltiy

- skills development

Knowledge transfer

- to combine smart and creative goals with economic concerns

- relevant **responses to be made for sustainable futures**

RECENT TOPICS OF LEARNING CITIES

Examples, best practices from Learning Cities around the globe

Local communities proactive actions respond to the challenges of

- climate,

- ageing,

- social inequalities,

- employment,

- digitalisation and technological advancement,

- matters of active democratic citizenship.

(Source.:UIL Policy Handbook of Lifelong Learning, 2022)

BALANGA LEARNING CITY: LIFELONG LEARNING TO FOSTER SUSTAINABILITY

ESD (Education for Sustainable Development) initiatives applied in community context:

- Sustainable garden
- ESD community center
- - „Discipline" park: for clean environment and waste management

BALANGA LEARNING CITY: LIFELONG LEARNING FOR FOR SUSTAINABILITY

PETALING JAYA LEARNING CITY: LIFELONG LEARNING FOR SUSTAINABILITY

ESD (Education for Sustainable Development) initiatives applied in community context:

- Educational Centre on Sustainability
- Waste Management Centre
- Recycling: Community education programs based

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GNLC: TOGETHER WE MAKE A DIFFERENCE

The UNESCO Global Network of Learning Cities: 300+ member cities from 45 countries:

- enable people of all ages and socio-economic and cultural backgrounds to benefit from quality education and lifelong learning opportunities.

- show how lifelong learning supports the development of inclusive, safe, resilient and sustainable cities to foster the 2030 Agenda."

(Source: UIL, 2023)

V. BUDAPEST SCIENCE CAMP

STRATEGIC PARTNERS

- Ministry of Human Resources, Hungary
- Hungarian National Commission of UNESCO
- EPALE Hungary
- MELLearN Association
- PASCAL Central and Eastern Europe

V. BUDAPEST SCIENCE CAMP

Topics:

1. Health and wellbeing
2. GNLC: Global Network of Learning Cities
3. **Education for sustainable development**
4. **Inclusion and participation**
5. **Creative cities**

6. Learning Neigbourhoods

7. Smart Cities and Regions

8. Culture and media

9. Work Based Learning

10. World Heritage Cities cultural capitals of Europe

GNLC- INTERNATIONAL DAY WITH GUEST SPEAKERS

9:30 - 12:30: Presentations: Learning cities around the world celebrating learning. UNESCO Global Network of Learning Cities representatives and researchers share about Theory and praxis, research and developments, choices and limitations of GNLC learning cities.

9:30: **Learning City of Cork, Ireland** - Mr Dennis Barrett, Cork Learning City Coordinator, Cork City Council

10:00: **Between Global and Local: Developments of Pécs Learning City,**

Dr. Balázs Németh, University of Pécs, Hungary

10:30: **Wolverhampton City Learning Region – rationale, model and priorities** -

Dr. Mary Mahoney, Director of Access and Lifelong Learning, University of

Wolverhampton, UK

11:00: **UNESCO Learning City Sonderborg** - Mr. Carsten Lund, Deputy City

Manager Sonderborg, Denmark

11:30: **Espoo as a Learning City. Role and activities of youth** - Ms Paula

Vihiniemi, Senior Plannig Officer, International Affairs, EspooEspoo, Finland:

12:00: **Lucca Learning city. The strategic alliance for Lifelong Learning** - Dr. Roberta Plazza, University of Catania, Member of the Scientific Committee of Lucca Learning City

INTERNATIONAL LEARNING COMMUNITY - INTENSIVE LEARNING EXCHANGE

CHANCES AND LIMITATIONS IN THE COOPERATION

The preliminary research has so far identified..

- Successful cooperation of the local adult educators and local communities
- Learning community to foster learning for sustainability
- The role of the adult educator in ESD (Education for sustainability) – mindset?!
- Time and engagement- participation in the activities
- Professional skills, key competencies of the adult educator to foster communities for sustainability

CHANCES AND LIMITATIONS IN THE COOPERATION

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Role of Higher Education Institutions? for sustainability

- NGOs, a growing need for acknowledgment and support from the local authorities

- NGOs and local Institutions cooperation to foster participation in civil society: associations, non formal learning communities

- Higher Education Institution: TMU: Third Mission of Universities?