



ASEAN YOUTH REPORT ON LEARNING CITIES:  
DRIVERS FOR YOUTH PARTICIPATION IN CLIMATE CHANGE  
GOVERNANCE

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Berendi Carmel  
ASEM Lifelong Learning Hub Research Network 6 on Learning Cities and Regions  
Pécsi Tudományegyetem Humán Fejlesztési és Művelődéstudományi Intézet

# FROM CITY... TO A *LEARNING CITY*

Wider benefits  
of building a  
learning city



Major building  
blocks of a  
learning city



Fundamental  
conditions  
for building a  
learning city



Wider benefits  
of building a  
learning city



Major building  
blocks of a  
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Fundamental  
conditions  
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learning city





# STAKEHOLDER COOPERATION TO FOSTER LIFELONG LEARNING

Stakeholders come from across civil society and they work in

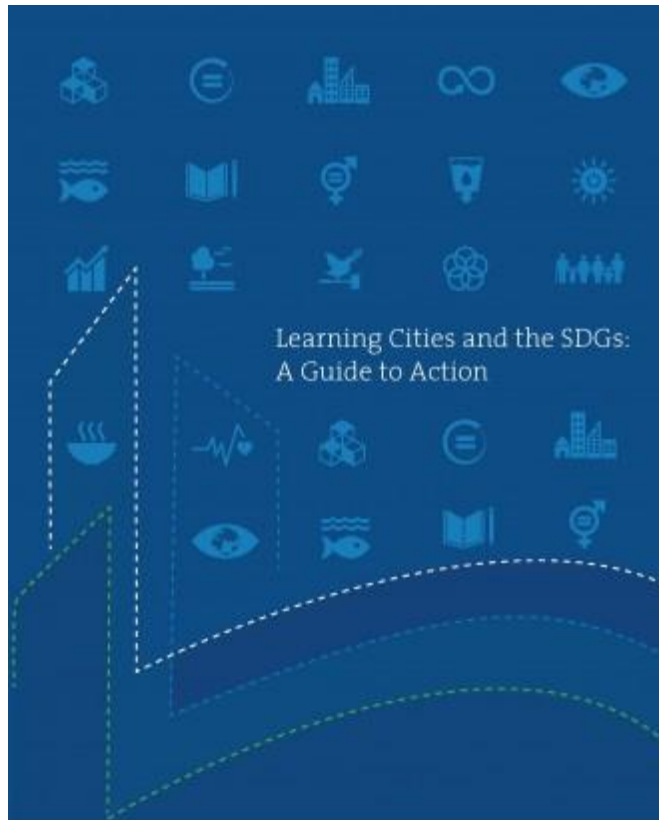
- formal
- non-formal and
- informal settings

„**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.

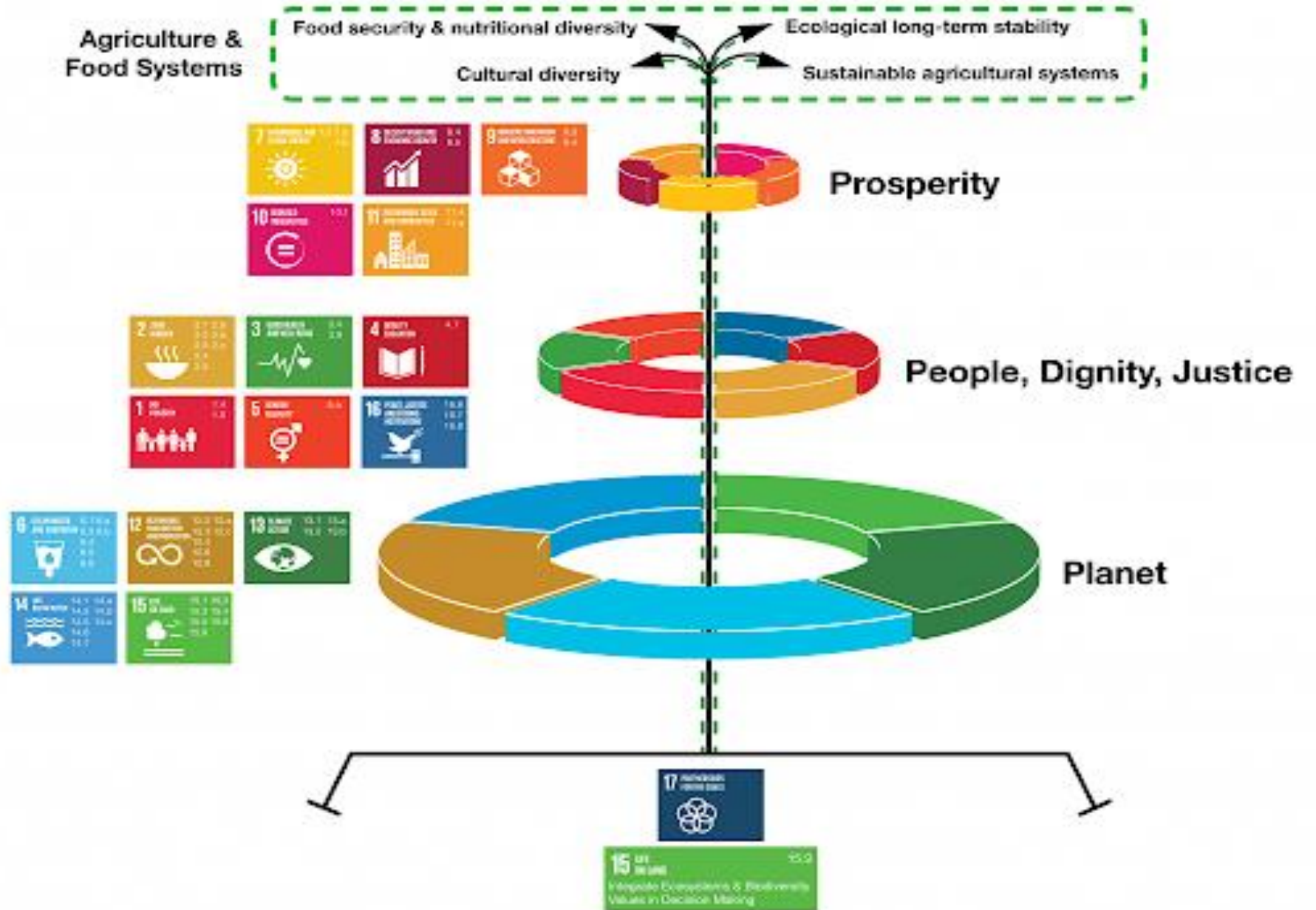


# LEARNING CITIES AND THE SDGs: A GUIDE TO ACTION (2017)



- 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>



# POLICY DOCUMENTS

**Global Network of Learning Cities - Guiding Document 2015**

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



## SUSTAINABLE DEVELOPMENT GOALS

 <p><b>4 QUALITY EDUCATION</b></p> <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	 <p><b>11 SUSTAINABLE CITIES AND COMMUNITIES</b></p>	<p><b>Make cities and human settlements inclusive, safe, resilient and sustainable</b></p>
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# 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



# RECENT TOPICS OF LEARNING CITIES

Local communities: proactive actions respond to the challenges of...

climate change, climate action

ageing, intergenerational learning

social inequalities, inclusion

employment,

digitalisation and technological advancement,

**matters of active democratic citizenship**

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

# UNESCO Learning City Awardees 2017



The 2017 awardees are: Bristol (United Kingdom), Gelsenkirchen (Germany), Larissa (Greece), N'Zérékoré (Guinea), Okayama (Japan), Pecs (Hungary), Surabaya (Indonesia), Suwon (Republic of Korea), Tunis (Tunisia), Villa María (Uruguay).

# ASEM: ASIA- EUROPE MEETING

**ASEM** Lifelong Learning Hub:

## **Research Network 6: Learning Cities and Learning**

### **Regions**

- build a strong research base that spans the many dimensions of Learning Cities and Learning Regions
- UNESCO Global Network of Learning Cities.
- bring together a range of researchers from across the ASEM community,
- spanning a diversity of disciplines, approaches, and theories.
- engage with laboratory cities and regions.
- aspires to include high-level researchers (across the disciplines),
- examples of good practice, bottom-up citizen science initiatives,
- engagement with policy-makers: to enriching the field (theories, concepts, methodologies, policy formation)
- align with the common project of Lifelong Learning research across the ASEM LLL Hub



**Network Coordinators:** Cork City Council, UCC Cork, Ireland (2020- 2024)

**European Coordinator:** University of Pécs

**Asian Coordinator:** Chulalongkorn University, Bangkok, Thailand

Sources:

<https://asef.org>

<https://asemlllhub.org>

# ASEF - AYO



ASEF: intergovernmental not-for-profit organisation: brings together the peoples of Asia and Europe to **address common global challenges**

- advancing mutual understanding and collaboration between the people of Asia and Europe through opportunities that **enable an exchange of ideas**;
- acting as the civil society outreach of the Asia-Europe Meeting (ASEM),
- platform for Asia-Europe **dialogue to stimulate permanent networks** that reinforce Asia-Europe bi-regional relations;
- interface between civil society and ASEM governments contributes to the ASEM process by generating **unique recommendations for officials' consideration**

AYO: ASEAN YOUTH ORGANISATION



# ASOCIATION OF SOUTHEAST ASIAN NATIONS



## ASEAN

THE ASSOCIATION OF SOUTHEAST ASIAN NATIONS

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10 COUNTRIES



INDONESIA



MALAYSIA



THAILAND



SINGAPORE



PHILIPPINES



VIETNAM



CAMBODIA



MYANMAR

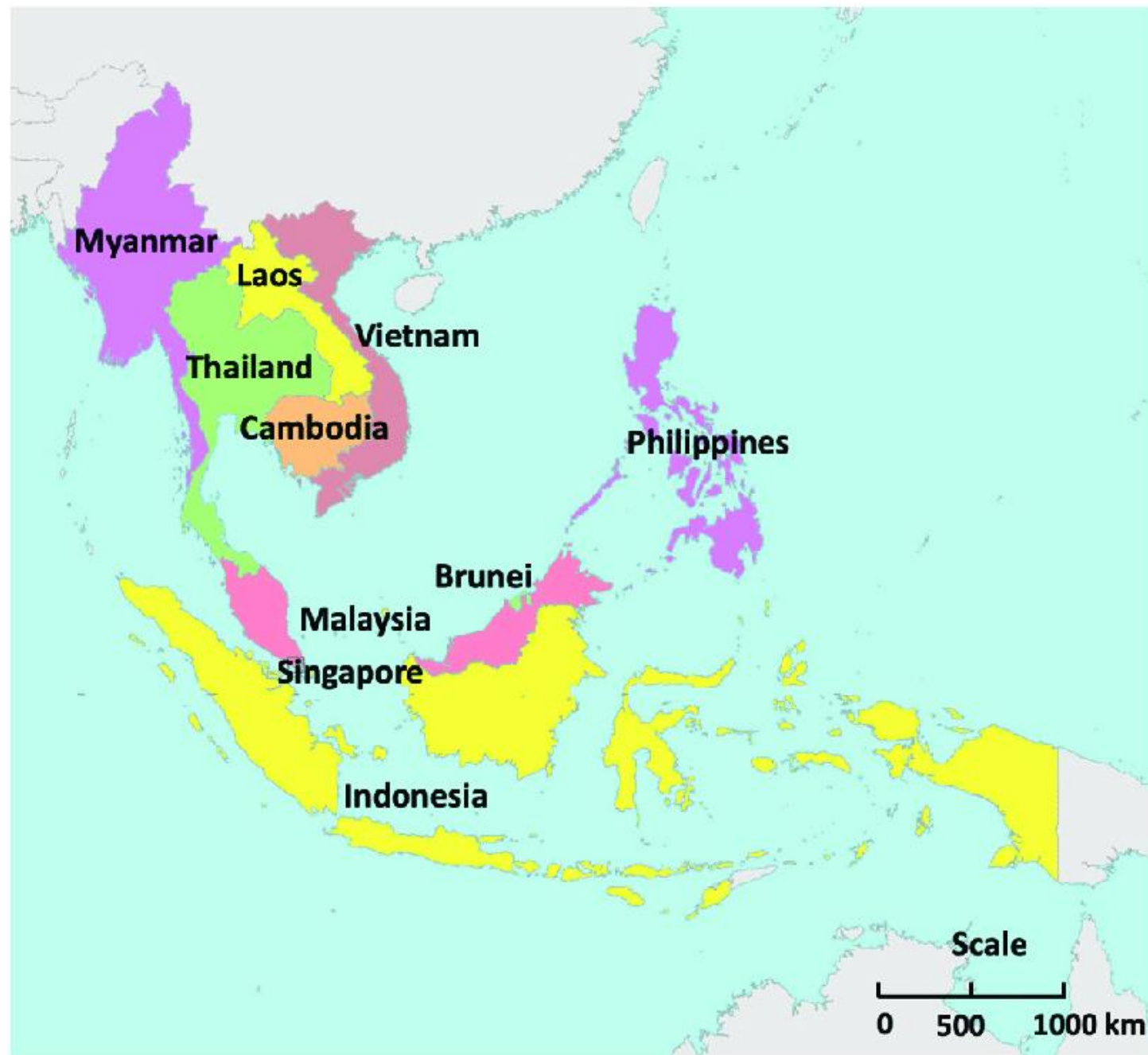


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LAOS

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# ASEAN

Political – economic union

Population: + 600 million

land area: 4.5 million km<sup>2</sup> (1.7 million sq mi).

GDP cca US\$10.2 trillion in 2022,  
(6.5% of global GDP)

ASEAN member states  
include the fastest growing  
economies in the world.



# UNESCO LEARNING CITIES IN ASEAN

Thailand 10 Learning Cities: Bangkok, Chachoengsao, Chiang Mai, Chiang Rai, Hat Yai, Khon Kaen, Phayao, Phuket, Sukhothai and Yala

Philippines: Balanga

Indonesia: Jakarta, Surabaya, Yogyakarta

Malaysia: Petaling Jaya



# 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





# ASEAN YOUTH REPORT: *LEARNING CITIES: DRIVERS FOR YOUTH PARTICIPATION IN CLIMATE CHANGE GOVERNANCE*

ASEM Lifelong Learning Hub, Research Network 6 on 'Learning Cities, Learning Regions'

- curriculum design of the program (2022)
- selection of participants (1200 applicants)
- on site facilitation of the study tour in Bangkok, Thailand, Manila, The Philippines (2023)
- engaging youth participants from ASEAN countries (2022- 2023)
- Country reports on Lifelong Learning in ASEAN
- AYR Survey
- Interviews: local experts, government representatives, by AYO participants

AYR:

Testimony of the collaborative efforts of organisations and individuals dedicated to fostering youth engagement for sustainability

Learning cities serve as nurturing grounds for initiatives and partnerships to propel youth participation in climate governance to the forefront of local and regional discourses

# ASEAN YOUTH REPORT

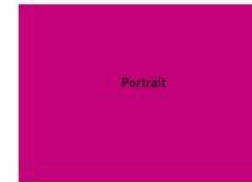


**Learning Cities:  
Drivers for Youth Participation in Climate Change Governance**

## 2 Messages



## ASEAN Centre for Biodiversity (ACB)



Firstname Lastname  
State Secretary,  
Federal Ministry for the Environment and  
Nature Conservation

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# INTERVIEWS

## 4.3 Indonesia

### Interview



**Gita Syahrani**  
Head of Secretariat  
Lingkar Temu Kabupaten Lestari (LTKL)  
Malaysia

LTKL envisions that its member districts are able to manage their administrative region sustainably. What strategic roles do young people play in achieving this vision? How would you define meaningful youth participation in the districts' decision-making processes and where are currently still gaps?

Young people play a role as potential professional experts in developing their region. Therefore, we support and encourage youth in LTKL districts to identify potential career paths which they can also invest in for the future. From becoming farmers to business owners to data scientists in district planning, we facilitate processes which help youth to take a strategic position in multi-stakeholder collective actions at the district level. These multi-stakeholder



**Yessi Febrianty**  
Project Officer  
Generasi Lestari Unit  
Lingkar Temu Kabupaten Lestari (LTKL)  
Malaysia

actions involve local governments, NGOs, and the private sectors. This involvement not only allows young people to convey their aspirations, but also allows an equal cooperation between young people and policy makers. Currently, there are five youth-led innovation centers in LTKL districts which offer support to policymakers and collect data on various innovation ideas.

On a district level, how does the LTKL Secretariat promote young people's participation in Climate Change & Environmental Governance? Could you illustrate this with some initiatives and activities?

We provide opportunities and empower young people in the region. For example, together with several youth groups, we

## 4.8 The Philippines

### Interview

(or sometimes those who can influence them). One of the things I have learned over the past years is the practice of radical empathy. You empathize as much as you can with stakeholders to understand their backgrounds and interests. If you understand their backgrounds and interests, I believe you can craft an appropriate and more effective strategy to influence them to arrive at your preferred outcome.

What knowledge and skills do you think young people need to acquire and/or enhance to be better recognized as important stakeholders in decision-making processes? What are other challenges and structural barriers in this regard?

Based on personal reflection on past experiences, it is important that young people have at least a basic understanding of legal processes and frameworks in governance. If we want to influence policies, we should understand how they come to be, how they work, and how they are implemented. In addition to that, youth advocates and lobbyists should have a deep understanding of the issue/s we are lobbying for as it is possible to passionately feel towards an issue while having little knowledge about it. Though we recognise that we start somewhere, it is crucial that policymakers and government stakeholders see us as competent individuals who deserve a space in decision-making processes.

In an ideal world, we do not need to fight to be listened to because it is our right as citizens and, therefore, stakeholders; in

reality, we need to catch their attention first to be recognised either by our competence or constituency, which brings me to my next point: organisation. Young people need to know how to organise and create networks and coalitions. Politicians will listen to us if there are hundreds or thousands of us demanding that thing. As Saul Alinsky said, no politician can sit on an issue if an issue is hot enough. It is also part of our work to make the issue hot enough for policymakers to pay attention to and act on it. It is a known fact that organisation is a strong leverage for policymakers to listen.

However, there are also several other barriers to why young people cannot participate in decision-making processes. The lack of avenues, representations, access, and opportunities are among the key reasons why we cannot participate. Not because we do not want to but because there is limited space for us to participate in policymaking and governance, if at all. In addition, many territories in the Philippines still operate in patriarchal, conservative, patronage-based, undemocratic, and violent political systems that undermine youth participation.

This interview was conducted by Gaye Justina Reyes Delos Santos, Renz Louie Celeridad and Rexor Leong Amancio, youth participants from The Philippines.

“I am a strong believer that youth advocates need to study twice as hard as the other players in advocacy. To avoid being belittled and underestimated, it is important to show competency and comprehension of the issues we are fighting for.”

# FINDINGS

ASEM Lifelong Learning Hub, Research Network 6 on 'Learning Cities, Learning Regions' and the Hans Seidel Foundation

resulted in versatile papers informing the readers about lifelong learning:

- ❖ enrich our knowledge with diverse perspectives on youth participation in climate change action
- ❖ profound insights on the role and interrelation of climate change, sustainability and the potential of learning cities the state of the art in educational policy and its implementation
- ❖ sharing best practices, case studies of learning activities in the ASEAN region

Stakeholder cooperation with AYO:

- ❖ spark dialogue and action for youth participation
- ❖ instill a sense of responsibility among all stakeholders
- ❖ pave the way for a future where the voices and actions of youth shape the landscape of climate governance ensuring a more sustainable tomorrow for the ASEAN



# FINDINGS: 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 sustainability
- skills development, capacity building

Knowledge transfer

- to combine smart and creative goals with economic concerns
- relevant **responses to be made for sustainable futures**

# Thank you for your attention!

**Carmel Berendi**

ASEM Lifelong Learning Hub,

Research Network 6. on Learning Cities and Learning Regions

Doctoral School of Education, Eötvös Lorand University, Hungary

