

Building Learning Cities as a Strategy for Promoting Lifelong Learning



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Why learning?

Learning has forever been fundamental for the progress of humanity.

Learning for economic prosperity, social well-being, personal fulfilment and to help ensure a sustainable planet.

Learning is a mayor driving force for the future prosperity, stability and well-being of humanity

Developments in learning research now make clear that:

- Learning is an active, social process
- Motivation is critical to effective learning
- Learners bring different knowledge to a new learning challenge
- Learners start from different places and follow different routes to the same learning outcome
- To be effective, knowledge should be discovered as an authentic, integrated whole

Doing more and better

- Primary enrolment increase to 85% globally
- Literacy increase from 25% to 75% in developing countries
- Secondary enrolment increase from 50 million to 500 million

But still...

- 800 millions do not read and write, and 2/3 are women
- Poor quality, no access in rural areas, drop out...

The current education systems (even the high-performing ones) will never be able to meet the rising and challenging global demand for learning. Education systems are already failing to meet rising levels of demand.

EFA GOALS ARE ORGANISED BY AGE

1

Expand early childhood care and education

Early childhood

2

Complete primary education

School Age

3

Ensure youth and adult basic education

Youth / adults

4

Reduce adult literacy by half

Basic
Education

5

Promote gender equity

6

Improve quality

We need a different solution

Rather than
“How can we get people into school?”

The question should be
“How can we enable people to learn most effectively throughout their lives?”

We need new skills, new engaging ways
We need to think beyond the school/University

What do we do?

We must transform both, the world of learning,
And the place of learning in our world

- more people want to learn,
- different people want to learn,
- Everyone needs to learn.

So learning needs to change

- We need a learning society

**LITERATE
SOCIETY**

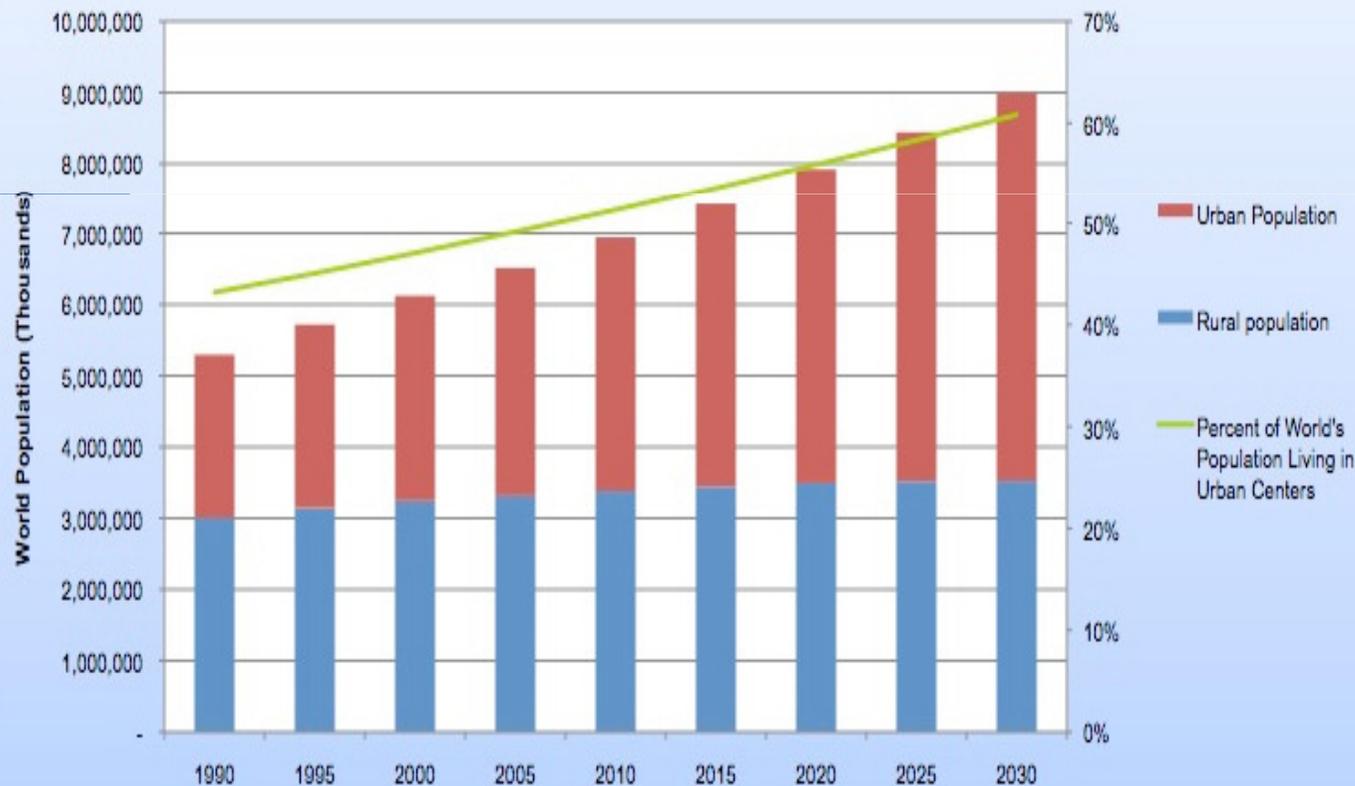
**INFORMATION
SOCIETY**

**KNOWLEDGE
SOCIETY**

**LEARNING
SOCIETY**

Why cities?

World Projected Population



Source: United Nations

In 2008, for the first time in history, more than half of the world's population lived in towns and cities.

Nearly all the population increases will be in urban areas in the developing countries.

Why cities

- Cities offer a more favourable setting to solve social and environmental problems;
- Cities generate jobs and income;
- Cities could deliver education, health care and other services more efficiently;
- Cities present opportunities for social mobilisation and women's empowerment;



Learning cities

A new understanding of the centrality for economical and social development of all forms of learning, informal, non-formal and formal, for people of all ages and in all sectors and spheres of family, community and working life. Prioritise excellent education and training systems at all levels, information to enable citizens to maximise their learning opportunities, monitor progress, and the last, social capital through partnerships and networks.



Learning cities

The European Union (EU) undertook concrete actions and in particular, implemented the European Lifelong Learning Initiative (ELLI) and the programme “Towards a European Learning Society” (TELS) .

A Learning Community is a City, Town or Region which mobilises all its resources in every sector to develop and enrich all its human potential for the fostering of personal growth, the maintenance of social cohesion, and the creation of prosperity.

(ELLI definition, quoted from Longworth, 1999).

A learning city will be characterized by a society which must:

- learn how it is changing;
- change what it has to learn;
- learn how to change;
- change the way it learns;
- involves all its members in learning:
 - What they are learning?
 - What demands are placed on the person who engaged in this kind of learning?

Ranson and Steward (1998, p.254)

The evolving concept of learning cities

R. Hutchins (1968) The Athenian educated by culture by *paideia*

The Faure Report (1972) Learning to Be:

Appealed to UNESCO Member States to reorganise their educational structures on 2 basic premises:

- All agencies become providers of education
- All citizens be engaged in learning, taking full advantages of the opportunities provided by the learning society

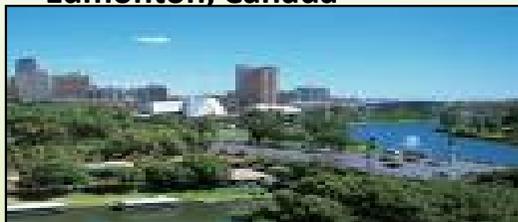
A new understanding of the centrality for economical and social development of all forms of learning, informal, non-formal and formal, for



➤ In 1973, OECD initiative to create the ‘Educating Cities’: seven cities participated



Edmonton, Canada



Adelaide, Australia



Vienna, Austria



Edinburgh, Scotland



Kakegawa, Japan



Pittsburgh, USA



Gothenburg, Sweden

Educating Cities

- The concept was further developed at the First International Congress on Educating Cities organised by the Barcelona City Council in 1990.
- The report of this congress considered education in its broadest sense, beyond the school system, and identified some of the principles that should be adopted by the educating city:
 - a need for integrated planning;
 - a relationship between education and cultural development;
 - the need to deal with inequality and demands for education throughout life.

Learning Cities

- In 1993 OECD published a report *City Strategies for Lifelong Learning*, which defines a *'Learning City'* as *a city in which communities attempt to learn to learn collectively as a means of changing their own futures.*
- In 1996, three rather synchronised international efforts highlighted the importance of learning for the society of the future:
 - UNESCO: *Learning: The treasure within*
 - OECD: *Lifelong Learning for All*
 - The European Union proclaimed 1996 as the "European Year of Lifelong Learning"



Global Learning Cities Network (GLCN)

The overall aim of the establishment of the GLCN is to create a global platform to mobilise and exemplify cities in the international community to effectively use all its resources in every sector to develop and enrich all its human potential for the fostering of lifelong personal growth, the maintenance of harmonious social cohesion, and the creation of sustainable prosperity.

Learning cities in action

United Kingdom: In 1996, Liverpool declared itself to be a ‘City of Learning’ and the UK Learning Cities Network (LCN) was established. Now, LCN has 80 member cities and regions.

Germany: the national programme ‘Learning Regions - Providing Support for Networks’ was launched in 2001, which supported some 70 regions.

Canada: In 2003, Victoria set a goal of being a “leading learning community” by 2020. Vancouver aims to be a Learning City. St. John’s and Edmonton have made efforts to become learning communities.

Learning cities in action

Japan: In as early as 1979, the city of Kakegawa was declared the first Lifelong Learning City in Japan. Since then, the Japanese lifelong learning city project has been implemented as part of the policy for promoting lifelong learning by city/town/community units.

South Korea: The *Lifelong Education Law* was enacted in 1999, which states that “government can designate and support selected municipalities, districts, and counties as lifelong learning cities”. In 2001, the first 3 cities were selected and announced as ‘Lifelong Learning Cities’. Up to 2008, a total of 76 local governments were designated as ‘Lifelong Learning Cities’.

Learning cities in action

Vietnam: From 2005 to 2010, Vietnam implemented the first national scheme on building a learning society. At the moment, the national steering committee is in the process to develop the “National Scheme on Building a Learning Society in Vietnam (2011 – 2020)” which proposes an initiative to pilot the building of learning provinces, learning cities, learning districts and learning communities.

Learning cities in action

South Africa: In 2001, the Western Cape, one of the nine provinces in South Africa, started the 'Learning Cape' framework as one of the four key pillars for economic and social development.

China: During 2002-2005, the city of Beijing participated in the EU funded PALLACE project. Since the national government has strived to build a learning society, many cities and communities have been mobilised to build learning cities and communities. In October 2011, more than 210 cities (districts and counties) in China organised the lifelong learning activities week, many of them have set up the goal for constructing learning cities.

Learning cities in action

Thailand: The lessons can be summarised as follows:

Lifelong learning and a learning society must be institutionalised as the goals of education and development policies.

Well-informed and self-directed learners are preconditions for a learning society

Government cannot own or bring about a learning society, but does have concrete roles to play. And,

Do not be overwhelmed by the concepts of lifelong learning and learning society. Think big, begin small and gradually go to scale, being guided by the widening needs of the learners.

Learning cities in action

Since the 1st Congress held in Barcelona in 1990, eleven International Congresses of Educating Cities have been held.

By the end of 2010, the International Association of Educating Cities (IAEC) has a membership of 422 cities in 36 countries. By November 2011, the membership has increased to 450 cities in 32 countries.



International Association of **Educating Cities**

Association Internationale des **Villes Éducatrices**

Asociación Internacional de **Ciudades Educadoras**

[How to join](#) | [FAQ](#) | [Intranet](#)

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14/11/2011

Members cities of the IAEC

- || Educating City
- || IAEC
- || Charter
- || Member Cities
- || Organization
- || Territorial Networks
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- || Congresses
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Learning cities in action

More than 1000 cities in the world have already become or are building Learning/Educating cities.

This clearly shows that the building of Learning/Educating Cities has become a considerable world-wide phenomenon.

Building a learning city

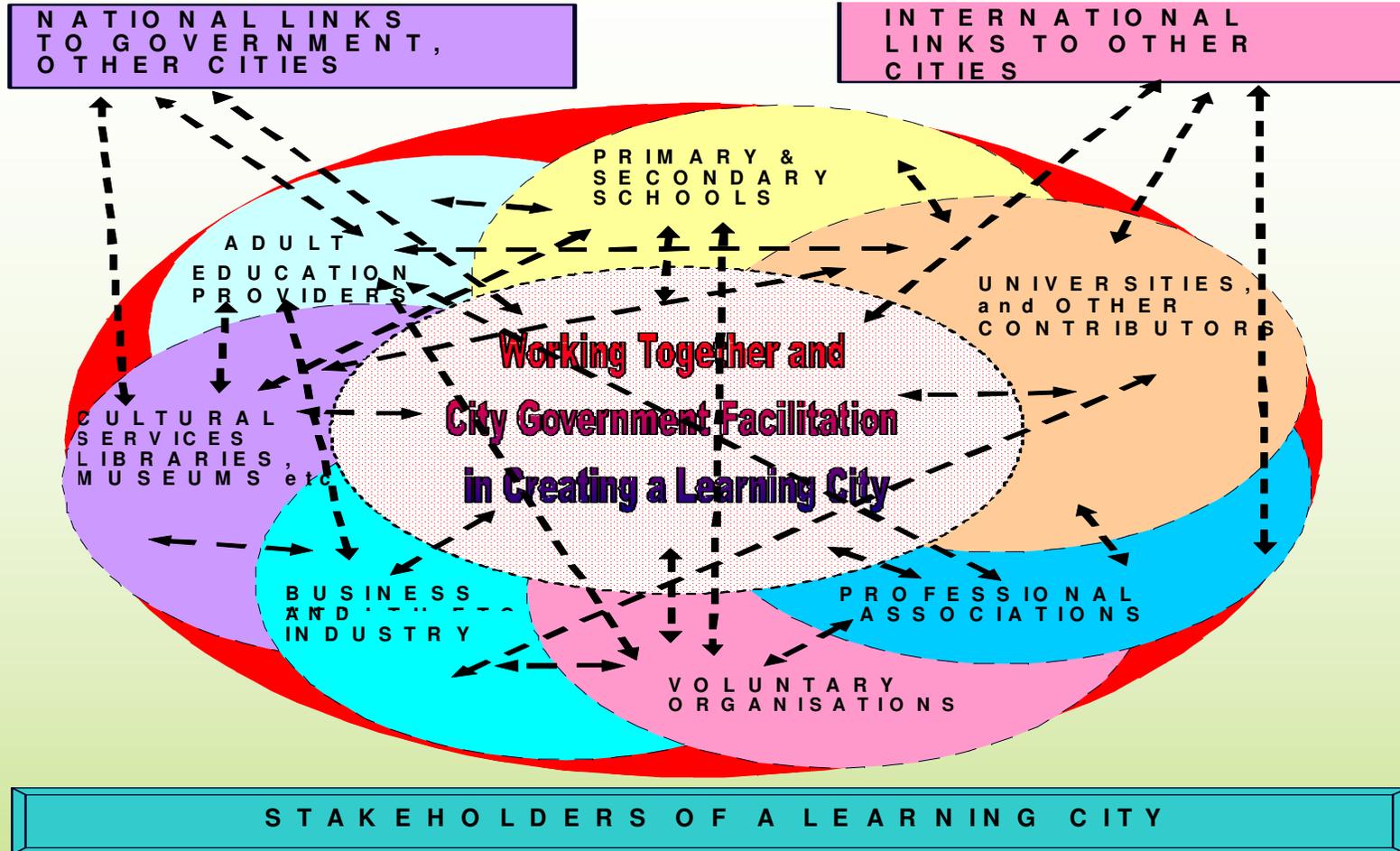
Political will and commitment

The first sentence of the Charter for Learning Cities created by the ELLI in 1998 is:

We recognise the crucial importance of learning as the major driving force for the future prosperity, stability and well-being of our citizens.

Building a learning cities

- Partnership and Networking
- Assessment of learning needs
- Increasing learning opportunities
- All stakeholders as learning organisations
- Promoting wealth creation & employability
- Involving higher education institutions
- Celebrating and rewarding learning



Lifelong Learning Framework

Early Childhood	Childhood and Early Adolescence	Later Adolescence and Early Adulthood	Adulthood	Later Life
<p>Promote the importance of prenatal care and education</p> <p>Emphasize parental involvement in early learning</p> <p>Focus on providing the best possible conditions for early learning—a nurturing, secure and stimulating environment</p> <p>Connect families to community services—e.g., healthy beginnings, story times, etc.</p> <p>Focus on early literacy, creativity, inquiry and physical activity</p> <p>Identify and address barriers to learning—e.g., parental capacities, learning disabilities, etc.</p>	<p>Emphasize parental involvement in learning</p> <p>Connect children to community services—e.g., community centres, libraries, etc.</p> <p>Cultivate a joy of learning and a sense of inquiry</p> <p>Encourage involvement in arts, cultural, recreation and sports activities</p> <p>Develop strong analytical and technological skills</p> <p>Focus on literacy and numeracy</p> <p>Foster civic engagement and social responsibility</p> <p>Identify and address barriers to learning—e.g., learning disabilities</p>	<p>Cultivate a lifelong learning perspective</p> <p>Emphasize individual responsibility for learning</p> <p>Develop strong analytical and technological skills</p> <p>Focus on applied studies and career readiness</p> <p>Foster civic engagement and social responsibility</p> <p>Increase rates of secondary school graduation</p> <p>Develop seamless transitions between secondary and post-secondary systems</p> <p>Expand capacity for post-secondary education and training, including apprenticeship programs</p> <p>Increase post-secondary completion rates</p> <p>Identify and address barriers to learning</p>	<p>Cultivate a lifelong learning perspective</p> <p>Enhance adult literacy and numeracy</p> <p>Foster civic engagement and volunteerism</p> <p>Provide a range of adult and continuing education programs</p> <p>Workforce</p> <p>Encourage employers to create a culture which embraces lifelong learning</p> <p>Encourage employers to facilitate learning while on the job—e.g., job coaching</p> <p>Facilitate re-entry into the workforce for displaced and older workers</p> <p>Increase collaboration between business, labour and education around training</p> <p>Identify and address barriers to learning</p>	<p>Cultivate a lifelong learning perspective</p> <p>Enhance senior literacy and numeracy</p> <p>Foster civic engagement and volunteerism</p> <p>Promote inter-generational linkages and mentoring opportunities</p> <p>Provide learning opportunities in comfortable, non-threatening settings—e.g., libraries, seniors centres, etc.</p> <p>Identify and address barriers to learning—e.g., ageism, transportation, etc.</p>

Four Learning Environments

Seven Dimensions of Learning

Challenges

- Lack of clear and genuine political will, motivation and intention;
- Frequent political changes as well as changes of personnel and re-bordering of cities/regions;
- Some local authorities may have limited potential to coordinate various stakeholders; and
- Cities are bounded entities, and by definition borders and boundaries have the potential to be inclusive as well as excluding.

Obrigado



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