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on Learning Cities  
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## **Key Features of Learning Cities**

### **List of key features and measurements**

**Adopted at the International Conference on Learning Cities  
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## Key Features of Learning Cities

### A list of key features and measurements

| Area of focus   | Key features  | Possible measurements   | Source of data                             | Statistical data in 2012 or survey/review results  |                |
|---|---|---|--|--|----------------|
| <b>1. Wider benefits of building a learning city</b>  |   |   |  |  |                |
| <b>1.1 Empowering individuals and promoting social cohesion</b>   | 1.1.1 Ensuring that every citizen has the opportunity to become literate and obtain basic skills    | <b>Adult literacy rate:</b> Total number of literate persons aged 15 and above, expressed as a percentage of the total population of that age group | Official data provided by city authorities | Male   | %              |
|   |   |   |  | Female   | %              |
|   |   |   |  | Total  | %              |
|   | 1.1.2 Encouraging and enabling individuals to actively participate in the public life of their city | <b>Participation rate in election:</b> Participation rate of population of eligible age in the most recent major election in the city               | Official data provided by city authorities | (Year: ) %   |                |
|   |   |   |  | <b>Participation in volunteering and community activities:</b> Percentage of citizens involved in unpaid volunteering and community activities in the 12 months preceding the survey | Survey results |
|   | 1.1.3 Guaranteeing gender equality  | <b>Gender equality in politics:</b> Percentage of seats held by women in city council/congress  | Official data provided by city authorities | %  |                |
|   |   |   |  | <b>Gender equality in business management:</b> Percentage of seats held by women in boards of top 10 enterprises   | Survey results |
|   | 1.1.4 Creating a safe, harmonious and inclusive community   | <b>Crime level:</b> Number of recorded crimes per 100,000 inhabitants   | Official data provided by city authorities | %  |                |
| <b>Social mobility:</b> Percentage of citizens with disadvantaged social background who believe that their children will enjoy higher social status than themselves |   |   |  | Survey results   | %              |

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|--|--|--|--|---|----------------|-----------|-----------|-----------|--|
| 1.2<br>Enhancing economic development and cultural prosperity      | 1.2.1 Stimulating inclusive and sustainable economic growth  | <b>Gross Domestic Product (GDP) per capita:</b> Total value produced (adjusted for purchasing power parity in US\$) within a city divided by the total number of inhabitants | Official data provided by city authorities | US\$  |                |           |           |           |  |
|  |  | <b>Urban poverty:</b> Percentage of citizens living below US \$1.25 a day (PPP) at 2005 international prices   | Official data provided by city authorities | %   |                |           |           |           |  |
|  | 1.2.2 Creating employment opportunities for all citizens   | <b>Unemployment rate:</b> Unemployed working age population (15 years or older) as a percentage of the total labour force  | Official data provided by city authorities | Male  | %              |           |           |           |  |
|  |  |  |  | Female  | %              |           |           |           |  |
|  |  |  |  | Total   | %              |           |           |           |  |
|  | 1.2.3 Actively supporting science, technology and innovation   | <b>Human resources in science and technology (HRST):</b> Professionals working in a science and technology occupation as a percentage of total employment                    | Official data provided by city authorities | %   |                |           |           |           |  |
|  |  | <b>Patent filing:</b> Number of new patents per 100,000 inhabitants  | Official data provided by city authorities |   |                |           |           |           |  |
| 1.2.4 Ensuring access to diverse cultural activities               | <b>Participation in cultural activities:</b> Number of visits to museums, theatres, cinemas, concert halls and sporting events per inhabitant per month    | Official data provided by city authorities or survey results   | No. of visits                              |   |                |           |           |           |  |
| 1.2.5 Encouraging participation in leisure and physical recreation | <b>Participation in physical exercise and sports:</b> Percentage of population participating in physical exercise or sports no less than five times a week | Survey results   | %  |   |                |           |           |           |  |
| 1.3<br>Promoting sustainable development                           | 1.3.1 Reducing the negative impacts of economic and other human activities on the natural environment  | <b>CO<sub>2</sub> emissions:</b> Total CO <sub>2</sub> emissions, in tonnes per capita   | Official data provided by city authorities | No. of tonnes                                     |                |           |           |           |  |
|  |  | <b>Waste management:</b> Total annual domestic waste collected and processed, in kg per capita per year  | Official data provided by city authorities | Kg per capita                                     |                |           |           |           |  |
|  | 1.3.2 Enhancing the liveability of cities  | <b>Living condition:</b> Percentage of population living in slums  | Official data provided by city authorities | %   |                |           |           |           |  |
|  |  | <b>Public transportation:</b> Citizens' satisfaction with the public transportation system   | Survey results                             | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |  |
|  | 1.3.3 Promoting sustainable development through active learning in all settings  | <b>Education for sustainable development:</b> Effective measures for promoting sustainable development at all levels of education  | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |  |
|  |  | <b>Environmental stewardship:</b> Citizens' perception of their own behaviours in terms of environmental responsibility  | Survey results                             | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |  |

| Area of focus  | Key features   | Possible measurements   | Source of data                             | Statistical data in 2012 or survey/review results |                |           |           |           |   |
|--|--|---|--|---|----------------|-----------|-----------|-----------|---|
| <b>2. Major building blocks of a learning city</b>   |  |   |  |   |                |           |           |           |   |
| <b>2.1 Promoting inclusive learning in the education system</b>  | 2.1.1 Expanding access to early childhood care and education   | <b>Enrolment in pre-primary education:</b> Net enrolment rate in pre-primary education (ISCED 0)  | Official data provided by city authorities | Gender  |                | Boys      | %         |           |   |
|  |  |   |  |   | Girls          |           | %         |           |   |
|  |  |   |  |   | Total          |           |           | %         |   |
|  | 2.1.2 Expanding access to education from primary to tertiary level   | <b>Mean years of schooling:</b> Average number of years of formal schooling received by people aged 25 and older  | Official data provided by city authorities | Gender  |                | Male      | years     |           |   |
|  |  |   |  |   | Female         |           | years     |           |   |
|  |  |   |  |   | Total          |           |           | years     |   |
| 2.1.3 Expanding access to and participation in adult education and technical and vocational education and training | <b>Participation in adult learning and education:</b> Percentage of citizens aged 25–64 that reported receiving education/training in the 12 months preceding the survey | Survey results  |  |   |                |           |           | %         |   |
| 2.1.4 Providing support for marginalized groups, including migrant families, to ensure access to education         | <b>Support for disadvantaged groups:</b> Measures adopted by the city authorities to support learners from linguistic/ethnic minorities and disadvantaged backgrounds    | Experts' review   | 5<br>Excellent                             | 4<br>Very good                                    | 3<br>Good      | 2<br>Fair | 1<br>Poor |           |   |
|  | <b>Support for senior citizens:</b> Measures adopted by the city authorities to support senior-citizen learners (aged 65 years and older)                                | Experts' review   | 5<br>Excellent                             | 4<br>Very good                                    | 3<br>Good      | 2<br>Fair | 1<br>Poor |           |   |
| <b>2.2 Revitalising learning in families and communities</b>   | 2.2.1 Establishing community-based learning spaces and providing resources for learning in families and communities  | <b>Infrastructure:</b> Number of functional community-based learning spaces (including community learning centres, cultural houses and public libraries) per 100,000 inhabitants                    | Official data provided by city authorities |   |                |           |           |           |   |
|  |  | <b>Policy initiative for supporting learning in families:</b> Availability of policy to support learning in families  | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |   |
|  | 2.2.2 Motivating people to participate in family and community learning  | <b>Participation in community learning:</b> Percentage of citizens participating in community learning activities on a regular basis (not less than 2 hours per week)                               | Official data provided by city authorities |   |                |           |           |           | % |
|  |  | <b>Participation in family learning:</b> Percentage of citizens engaging in learning activities in their families in the 12 months preceding the survey   | Survey results                             |   |                |           |           |           | % |
|  | 2.2.3 Recognising community history and culture, and indigenous ways of knowing and learning as unique and precious resources  | <b>Development of learning resources through indigenous knowledge:</b> Number of learning programmes based on community history, culture and indigenous knowledge developed by the city authorities | Official data provided by city authorities |   |                |           |           |           |   |

| Area of focus   | Key features  | Possible measurements   | Source of data  | Statistical data in 2012 or survey/review results |                |           |           |           |  |
|---|---|---|---|---|----------------|-----------|-----------|-----------|--|
| 2.3<br>Facilitating learning for and in the workplace                 | 2.3.1 Ensuring that all members of the workforce, including migrant workers, have access to a broad array of learning opportunities | <b>Employees' participation in education and training:</b> Employed people's participation rate in job-related education and training   | Official data provided by city authorities or survey results  | %   |                |           |           |           |  |
|   |   | <b>Migrant workers' participation in education and training:</b> Existence of initiatives or strategies adopted by city to support migrant workers' participation in education and training         | Experts' review   | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |  |
|   | 2.3.2 Helping public and private organisations to become learning organisations   | <b>Learning organisations:</b> Existence of initiatives or strategies to develop learning organisations that encourage employees' participation in learning   | Experts' review   | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |  |
|   | 2.3.3 Encouraging employers and trade unions to support workplace learning  | <b>Employers' financial commitment to skill development:</b> Total investment in employees' education and training as a percentage of the employees' payroll in both the public and private sectors | Official data provided by city authorities  | Public sector                                     |                | %         |           |           |  |
|   |   |   |   | Private sector                                    |                | %         |           |           |  |
|   | 2.3.4 Providing appropriate learning opportunities for unemployed youth and adults  | <b>Youth involvement in education and employment:</b> Total number of youth (aged 15–24) not in education, employment or training as a percentage of the total youth population                     | Official data provided by city authorities  | %   |                |           |           |           |  |
|   |   |   |   | Official data provided by city authorities        | %              |           |           |           |  |
|   | 2.4<br>Extending the use of modern learning technologies  | 2.4.1 Training administrators, teachers and educators to use technologies that enhance learning   | <b>ICT Training for administrators, teachers and educators:</b> Percentage of teachers/educators who have received ICT training in the last 12 months | Survey results                                    | Schools        |           | %         |           |  |
|   |   |   | Community learning spaces   |   | %              |           |           |           |  |
| 2.4.2 Expanding citizens' access to ICT tools and learning programmes |   | <b>Use of ICT for class activities:</b> Percentage of teachers/educators who use ICT on a regular basis for class activities in schools and community learning spaces                               | Survey results  | Schools   |                | %         |           |           |  |
|   |   |   | Community learning spaces   |   | %              |           |           |           |  |
|   |   |   | Official data provided by city authorities  | %   |                |           |           |           |  |
|   |   |   | Survey results  | %   |                |           |           |           |  |
|   |   |   | Survey results  | hours   |                |           |           |           |  |

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|--|--|--|--|---|----------------|-----------|-----------|-----------|
| 2.5<br>Enhancing quality in learning                   | 2.5.1 Promoting a paradigm shift in education and learning   | <b>Paradigm shift in education and learning:</b> Education policy to promote a paradigm shift from teaching to learning, and from the mere acquisition of information to the development of creativity and learning skills | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |
|  | 2.5.2 Raising awareness of shared moral, ethical and cultural values, and promoting tolerance of differences                       | <b>Learning to live together:</b> Percentage of citizens who socialized with people from other cultures on a regular basis   | Survey results                             |   |                |           |           |           |
|  | 2.5.3 Employing appropriately trained administrators, teachers and educators   | <b>Availability of appropriately trained teachers/educators:</b> Ratio of students/learners to teachers/ educators in pre-primary, primary, secondary, and adult and continuing education                                  | Official data provided by city authorities | Pre-primary education                             |                |           |           |           |
|  |  |  |  | Primary education                                 |                |           |           |           |
|  |  |  |  | Secondary education                               |                |           |           |           |
|  |  |  |  | Adult and continuing education                    |                |           |           |           |
| 2.5.4 Fostering a learner-friendly environment         | <b>Learner-friendly environment:</b> Percentage of learners' satisfied with their learning environment                             | Survey results   | Schools                                    |   |                |           |           |           |
|  |  |  | Community learning spaces                  |   |                |           |           |           |
| 2.6<br>Fostering a culture of learning throughout life | 2.6.1 Organising and supporting public events that encourage and celebrate learning  | <b>Advocacy for learning:</b> Existence of public activities (adult learning week and learning festivals) and use of all media to promote and celebrate learning   | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |
|  | 2.6.2 Providing adequate information, guidance and support to all citizens, and stimulating them to learn through diverse pathways | <b>Information and services:</b> Percentage of learners satisfied with the provision of information and counselling to learners  | Survey results                             |   |                |           |           |           |
|  | 2.6.3 Developing systems that recognize and reward all forms of learning   | <b>Recognition and reward of learning outcomes:</b> Availability of policy and practice of recognising, validating and accrediting all learning outcomes   | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |

| Area of focus   | Key features   | Possible measurements   | Source of data                             | Statistical data in 2012 or survey/review results |                |           |           |           |
|---|--|---|--|---|----------------|-----------|-----------|-----------|
| <b>3. Fundamental conditions for building a learning city</b>         |  |   |  |   |                |           |           |           |
| <b>3.1 Strengthening political will and commitment</b>                | 3.1.1 Demonstrating strong political leadership and making a steadfast commitment to turning our cities into learning cities                       | <b>Leadership:</b> The strength and commitment of leadership demonstrated in developing and implementing the learning city strategy   | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |
|   | 3.1.2 Developing and implementing well grounded and participatory strategies for promoting lifelong learning for all                               | <b>Public policy and strategy:</b> Legislation, public policy and strategy for promoting 'lifelong learning for all' adopted by the city council/                                 | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |
|   | 3.1.3 Monitoring progress towards becoming a learning city   | <b>Measures to monitor progress:</b> Measures adopted by the city authorities to monitor progress in developing and implementing the learning city strategy                       | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |
| <b>3.2 Improving governance and participation of all stakeholders</b> | 3.2.1 Establishing inter-sectoral coordination mechanisms to involve governmental and non-governmental organisations and the private sector        | <b>Mechanisms for stakeholder coordination:</b> The effectiveness of measures to encourage stakeholder mobilisation and coordination in developing learning cities                | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |
|   | 3.2.2 Encouraging all stakeholders to provide quality learning opportunities and to make their own unique contribution to building a learning city | <b>Stakeholders' participation:</b> Stakeholders' commitment, plans and actions to develop better and more accessible learning opportunities within their areas of responsibility | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |
|   |  | <b>Private sectors' commitment:</b> The existence of partnerships and cooperation between the city and the private sectors to support the learning city strategy                  | Experts' review                            | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |
| <b>3.3 Boosting resource mobilisation and utilisation</b>             | 3.3.1 Encouraging greater financial investment in lifelong learning by government individuals  | <b>Financial investment in education and learning:</b> Public expenditure on education and learning as a percentage of the total city budget                                      | Official data provided by city authorities | %   |                |           |           |           |
|   |  | <b>Distribution of public education expenditure:</b> Percentage of public education expenditure spent at different levels/types of education                                      | Official data provided by city authorities | Basic education (ISCED 0 -3)                      | %              |           |           |           |
|   | Adult and continuing education   | %   |  |   |                |           |           |           |

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|---|---|--|-----------------|---|----------------|-----------|-----------|-----------|
| <b>3.3</b><br><b>Boosting resource mobilisation and utilisation</b> | 3.3.2 Making effective use of the learning resources of all stakeholders to support lifelong learning for all               | <b>Effective use of resources:</b> Innovative ways of mapping and utilising human, financial, cultural and other resources available to city to facilitate learning in the city  | Experts' review | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |
|   | 3.3.3 Adopting pro-poor funding policies and providing various types of support to disadvantaged groups                     | <b>Subsidies to disadvantaged groups:</b> The allocation and effective use of funds to support the participation of disadvantaged groups in learning   | Experts' review | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |
|   | 3.3.4 Encouraging citizens and residents to contribute their talents, skills, knowledge and experience on a voluntary basis | <b>Citizens' contribution to helping other citizens learn:</b> Percentage of citizens who contribute their skills, knowledge and experience to help other citizens learn at least once a month in the 12 months preceding the survey | Survey results  | %   |                |           |           |           |
|   | 3.3.5 Encouraging the exchange of ideas, experiences and best practice between different cities                             | <b>International partnership:</b> Progress in facilitating and utilizing opportunities for international partnerships and exchanges with other learning cities   | Experts' review | 5<br>Excellent                                    | 4<br>Very good | 3<br>Good | 2<br>Fair | 1<br>Poor |