



**13<sup>th</sup> PASCAL International Conference  
University of Glasgow**

**3-5 June 2016**

**City Showcase Presentations**

**PROFILES**

**Edited by Peter Kearns & Denise Reghenzani-Kearns**

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## INTRODUCTION

Peter Kearns  
Director  
PASCAL Learning City Networks

A highlight of the 13<sup>th</sup> PASCAL International Conference to be held at the University of Glasgow on 3-5 June 2016 will be City Showcase presentations for sixteen cities located in Asia, Europe, and Oceania.

Most of these cities have participated in the PASCAL Networks program which was inaugurated in 2014 to build on PASCAL experience with Learning Cities in the PIE program which ran from 2010 to 2014. However, there are also a number of very welcome additions to PIE and Networks participants that bring fresh ideas on Learning City development, in some cases in difficult contexts. These add to the evolving pool of good ideas on approaches to Learning City development in a range of contexts around the world.

The key idea illustrated by the Showcase presentations is the centrality of innovation linked to learning in building sustainable Learning Cities, often involving non-traditional forms of partnership, in responding to the unique situation of each city, including the heritage and culture of the situation, economic context, social composition, and stage of development. There are multiple paths to building inclusive, cohesive and sustainable Learning Cities as these Showcase presentations demonstrate. Much is to be gained from sharing ideas and experience.

### The conference strands

The experience of the PASCAL Networks and PIE programs led to five strands being selected for the conference, mainly derived from the topics of Networks, with a Conference Challenge Question added that reflected the central issue of progressing beyond silo initiatives to more holistic and integrated development.

The conference strands are around:

1. Inclusion: providing lifelong learning opportunities for all.
2. Culture-led development.
3. Connecting to complementary initiatives in holistic urban development.
4. Building enterprising Learning cities.
5. Harnessing technology and big data in building smart learning cities.

### Conference Challenge Question

The Conference Challenge Question came out of PASCAL work on holistic development since 2012 under the EcCoWell initiative led by the city of Cork. The question was set for the conference in the following terms.

*In a world of ever increasing silo initiatives, in what ways can Learning City initiatives be connected to complementary initiatives such as Smart Cities, Healthy Cities and Resilient Cities to facilitate holistic approaches to sustainable urban development and build good cities and communities that are inclusive, healthy, smart and resilient?*

## The Profiles

The Profiles for each Showcase presentation that follow have been prepared as short overviews of the presentations rather than as case studies. However, it will be seen that the Profiles overall illustrate each of the strands of the conference, at times several of the strands rather than a single strand. Several show cities addressing the Conference Challenge Question. In addition, several further important themes for Learning Cities are raised by the Profiles that provide opportunities for further creative development.

Brief comments on the Profiles and strands follow below.

### 1. Towards inclusion for all

Inclusion is central to the concept of a Learning City, and has been a key objective throughout the modern era since 1992. It is not surprising that most presentations show initiatives to address exclusion on a range of grounds. Several show ways in which cultural policies can be used to promote inclusion and a sense of belonging.

Inclusion is the core of the presentation of the Australian Learning Communities Network with case examples provided for a metropolitan community (Hume), rural community (Gwydir), and regional city (Townsville). These examples illustrate how approaches need to be adapted to the context and particular needs of the community. The entrepreneurial action taken in each of these cases to initiate a learning community also illustrates the important relationships between the conference strands.

Bristol provides an example of a Learning city that has sought to address disadvantage, including persistent health and wellbeing inequities, in a coherent manner with a set of Challenge Groups providing leadership. Bristol has designated 2016 the Year of Learning.

One of the main lessons of the PASCAL PIE program was the importance of local action to address exclusion. This led to learning neighbourhood pilot projects in Taipei and Cork while Beijing innovated with four exemplar learning districts. Beijing now has extended this innovation with the development of eight exemplary learning districts built into the new Five Year Plan for the Beijing Learning City.

A number of Showcase Profiles include inclusion initiatives as projects in their overall approach. Beijing illustrates this approach with an initiative for seniors titled *Sunset fulfilment of dream*.

### 2. Culture led development

PASCAL has taken a close interest in the role of cultural policies and institutions in building cohesive and inclusive Learning Cities, and in enhancing quality of life and global consciousness, since the PASCAL International Conference at Östersund in 2010. That conference focussed on Heritage, Regional Development and Social Cohesion and provided a platform for PASCAL interest in this subject in both PIE and Networks with leadership continuing to come from the Swedish city of Östersund.

Culture led development may be observed in the Erbil, Pecs, Karlstad, and Dohuk Profiles. It is particularly interesting that the Kurdish city of Erbil in northern Iraq has found ways to harness development of the UNESCO Heritage listed Erbil Citadel into an open air museum and learning environment. In Duhok, another Kurdish city in northern Iraq, cultural policies are given a strong moral purpose as a key component in a peace building process through universities linked to a range of cultural institutions.

Municipal and university collaboration may be observed in the Swedish city of Karlstad in harnessing culture and cultural activities to enhance work environments and the wellbeing of employees, students, and city residents.

The Duhok presentation shows how an alliance of universities connected to cultural institutions can address multi-cultural issues in a city suffering from conflict but driven by aspirations towards cultural democracy and human rights. This presentation shows cultural policies as an agent for social change with cultural institutions having a key role in the development of lifelong learning for all.

The Hungarian city of Pécs presentation will also show culture led development in a city with weakening economic strength. A Green City dimension has been added with substantial community involvement in planning future development

In addition to these cities with culture led strategies, other cities have reported strengthening their cultural assets as a significant aspect of their Learning City development. These include Limerick which was Ireland's 2014 National City of Culture, Cork which was the European Capital of Culture in 2005, Glasgow the European City of Culture in 1988, and Taipei with its Cultural City as one of six strands in their Learning City development. Glasgow illustrates how strong development of cultural policies can support a broad cross-sectoral and all ages approach to development as a Learning City. Overall, there are clear connections across a number of the Showcase cities between strengthening the cultural assets of the city and developing as a cohesive and sustainable Learning City.

In a world of mass migration and large numbers of refugees, cultural policies will be increasingly important in building tolerant, cohesive multicultural communities in this context which Rifkin has recently called an "empathic civilisation". Museums, libraries, and education institutions can play an important role within Learning City frameworks as can Learning Festivals. There is considerable experience in cities linked to PASCAL that can be built on in enhancing the Learning City contribution in this area.

### **3. Towards holistic urban development**

This has been a central concern of PASCAL since 2012 under our EcCoWell initiative led by the city of Cork. While PASCAL ideas on holistic development have been largely derived from the experiences of Taipei and Cork, the Showcase presentations show that other cities are starting to explore how complementary agendas in cities can be connected so as to build synergies and value added outcomes. This is an area requiring continued attention by Learning Cities.

PASCAL work on our EcCoWell initiative was derived from the broad cross-sectoral approach adopted by Taipei in building a Learning City. This involved a vision of the Taipei Learning City involving six strands linked to the unifying vision of the Taipei Learning City: Cultural City, Eco City, Waterfront City, Healthy City, Safe City, Welfare and Wellbeing City. The Showcase presentation will report of progress in these areas. Taipei is also notable for pilot projects undertaken in local areas, in some cases villages, that have contributed to PASCAL interest in the Learning Neighbourhood idea. The threat of climate change is a particular issue for Taipei that will be taken up in the presentation.

Cork has adopted a leadership position in the development of the EcCoWell ideas derived by PASCAL from the experience of Taipei. The Cork presentation overall is a reflection of Cork's Learning City journey since 2002 with milestones, challenges, hurdles, and crossroads shown. This includes the very important role of the successful annual Lifelong Learning Festival, the EcCoWell initiative, Learning Neighbourhood pilot projects, and Cork's achievement of an UNESCO Learning City award as one of the UNESCO case studies for the 2015 UNESCO International Conference on Learning Cities. The Cork approach to EcCoWell has

connected to the city's thinking about the Economy, Ecology, Community and Culture, Health and Wellbeing, and the role of lifelong learning in this context.

The Beijing presentation is interesting in showing a Learning City that has developed over fifteen years continuing to innovate in a broad way in the new Action Plan for 2016-2020 involving eight projects directed across a range of key areas. The Beijing experience shows the natural tendency of Learning City initiatives in later stages of development to broaden the lens of development as further connections are made. The new Action Plan for 2016-2020 includes projects directed at digital learning, an academic credit bank, learning organisations, workers, professional farmers, and the elderly. These are questions to be addressed in considering the sustainability of Learning City initiatives over time as a learning culture is built up in a city as a platform for more holistic development. This development is likely to go along with a strengthening of citizenship, at times through explicit policies as in the case of Taipei where community colleges have been established in each administrative district of the city with a mandate to promote learning and citizenship.

The citizenship theme is also taken up in the presentation of the Israeli Center for Learning Cities in Modi'in where the philosophy of the Center perceives the citizen as an active citizen who contributes something to the city. This is a feature that is likely to become more common in the future.

Glasgow is another city that will present a broad cross-sectoral approach to developing as a learning city over a number of years. This development goes back to 1999 as was linked to the aim of the city to make the transition from a traditional industrial city to a 21<sup>st</sup> Century Knowledge based economy.

The showcase will span initiatives in education, community development, cultural development, and the city's Resilience strategy. These will cover special events such as serving as the European City of Culture in 1988, hosting the Commonwealth Games in 2014, and recent cultural initiatives with the Kelvin Hall development which brings a unique partnership between civic, university and national institutions. All together, the Glasgow showcase adds much to the evolving PASCAL perspectives on ways to foster holistic development in Learning Cities.

#### **4. Building enterprising Learning Cities**

The city of Swansea put the question of building entrepreneurial learning cities on the agenda for learning city development with its initiative in convening a conference on this subject in 2014 with a book on this subject derived from the conference currently in preparation.

This initiative has shown that a range of policies over time can contribute to building an entrepreneurial culture in a city. Management guru Peter Drucker in his book on *Innovation and Entrepreneurship* has recognised that these attributes are needed as much in society as in the economy. There is a case that all Learning Cities should aim to develop as entrepreneurial cities so that enterprise and innovation are defining features of Learning Cities that are sustainable for the long haul in a context of rapidly changing conditions.

These questions are addressed in the Swansea Showcase which is able to build on the international conference held in Swansea. The Swansea Showcase places the Learning City development in the context of regional structures being developed by the Welsh Government and the Government's Youth Entrepreneurship Strategy. The presentation will define key characteristics of an entrepreneurial Learning City and illustrate the implications for both economic development and addressing disadvantage and exclusion.

The Profile of the Australian Learning City Network (ALCN) gives case examples in three cities where the learning community initiative resulted from entrepreneurial action by individuals or a small group of people. The Australian experience of ALCN suggests that this is a common approach in a country such as Australia where many isolated communities separated by vast distances exist.

The Beijing Profile provides an example of a project to foster entrepreneurship in a key group being built into strategic planning for the Learning City. This takes the form of a project in the new 2016-2020 Action Plan on *Enhancing the innovative worker's quality* directed at promoting public innovation and entrepreneurship.

## **5. Harnessing technology and big data**

While the role of technology was explored to some extent in PIE, this important theme was not included in the Networks program groups so that there are gaps in the showcase presentations in addressing this important subject. While one of the eight projects in the Beijing Action Plan for 2016-2020 is focussed on "Construction of a digital platform for lifelong learning", no other Showcase presentation has a focus on harnessing technology and big data. We must, instead, look to conference papers and the work of the Glasgow University Big Data Centre for insights into ways in which technology and big data are likely to impact on future directions for learning cities.

Nevertheless, some cities participating in Networks have started to consider the value of harnessing big data to add value to their Learning City development. Bristol is one of these with the Bristol Profile noting this in the following terms.

*We aim to learn through all aspects of our work and we are establishing a new approach to evaluating the city that incorporates big data and citizen engagement.*

Big Data refers to the vast amounts of information created and stored by organisations and can include traditional databases, private databases and technologically diverse sources of data such as social media, geographical mapping data, satellite and GPS.

PASCAL Learning City development is well placed to harness Big Data through the work of the New Urban Big Data Centre (UBDC) at the University of Glasgow, led by Dr Catherine Lido, which seeks to gather and ease access to data in urban areas of interest, such as sustainability, social mobility, communications, sense of place, and links with a variety of education-related variables and outcomes. The Centre is presently developing novel approaches to questions of access and success with various types of formal and non-formal learning, as well as attitudes, behaviours, skills and literacy linked with place and geographic variables.

The PASCAL Conference will introduce the work of UBDC, including its first Big Data outcome – the integrated Multi-Media City Data Product (MCD). The Conference will introduce and explore approaches to improving urban environments and achieving learning city success. It is hoped that the next cycle of PASCAL Learning City innovation networks, after this Glasgow International Conference, will draw on Big Data sources to stimulate and support new directions in learning city development.

### **From city to region**

Several presentations illustrate how Learning Cities as they develop may cast an eye beyond the city to explore how extending the Learning City initiative into the surrounding region might bring advantages. On the other hand, there are examples reported in the Showcases where regional development strategies have then impacted on the city development.

The Limerick Showcase presentation provides an example of this following a government decision to amalgamate Limerick City and County. The Limerick experience since 2013 gives a model of an approach to extending a successful Learning City initiative to the surrounding region. This has included establishing an enlarged co-ordinating group, now named Learning Limerick, to promote learning throughout the year across the county rather than only at the time of the annual Lifelong Learning Festival, an active online presence, and harnessing media to promote learning. These developments are reflected in the 2016 Limerick Lifelong Learning Festival which has been titled "*Learning for each other in a changed Limerick*".

Several Showcase presentations, such as Swansea, provide examples where regional development has encouraged development of a city within the region. The Kyber Pakhtunkhwa region in Pakistan offers a further example where regional development could stimulate development of a city in the region. In some cases, projects within a Learning City extend out to adjacent cities. Beijing provides an example with several projects in the new 2016-2020 Action Plan for the Learning City extending into the region to include nearby cities of Tianjin and Hebei.

This is an important theme for Learning cities in the digital era with technologies eroding borders and connecting people as never before, and with rampant urbanisation continuing to impact on rural and regional areas. PASCAL attempted to address this question in the Networks program with a Network titled *Connecting urban and rural learning initiatives*. However, this network failed to gain sufficient support, despite some interesting initiatives in Africa, and was not carried forward as a strand for the Glasgow conference. This is an area for further development that I hope will be taken up in a future Networks development.

If this happens, some of the African initiatives on subjects such as Rural Learning Ecologies should be brought into Learning City development. Learning Cities have failed to be sustained in Africa despite PASCAL interest over the past six years so that the search for a Learning City approach relevant to African conditions continues. It may be that a City/Region model, linked to digital technologies, could give the necessary boost to Learning Cities in Africa that has been missing up to now.

If the extension of Learning Cities to their surrounding region becomes a common practice, this may perhaps be a step towards the vision of the 1972 UNESCO Faure Report for a universal learning society. The Learning City idea has brought significant benefits to a large number of people in cities, it is perhaps now time to build on this experience to ensure that these benefits are also brought to the residents of rural and regional areas as well.

### **Innovation through a new lens**

While most of the Showcase presentations related to important themes for Learning City development designated by the conference themes, several showed approaches outside these areas that brought fresh ideas to thinking on approaches to building Learning Cities. These presentations on the Sino-German initiative, Arbroath, and Acireale defy easy classification but show how the Learning City model can be linked to innovations in key aspects of urban development in ways that add value to the concept of a Learning City.

The Sino-German initiative is linked to the cities of Essen and Changzhou in its initial phase. This initiative is innovative in using this comparative framework to involve students in both countries, working with mentors, to gain a better understanding of urban planning challenges confronting each city. The interdisciplinary studio model brought into this initiative merits further testing as an approach to



deepening the role and impact of Learning City development. As in Chinese Learning City initiatives such as Beijing and Shanghai, an adjacent university plays a key role.

The Arbroath presentation titled *Placemaking as learning* introduces the important theme of learning strategies in what I have termed complementary agendas such as place making, Healthy Cities, Resilient Cities, and Green Cities. All these initiatives depend on learning in some way so that an explicit recognition as in the Arbroath presentation has much value. The exploration of place making as learning in this presentation focuses on the Town Centre Action Plan and the Joint Housing Policy and Delivery Group. This project shows how small towns provide a suitable environment to bring people together to find ways to enhance services, and the quality of life in general. The idea of placemaking as learning provides a bridge for dialogue with placemaking organisations and leaders.

There is some similarity in the planning/learning issues raised in the Sicilian city of Acireale which is attempting to revitalise the “Urban Centre” as both a physical and virtual space under an Integrated Plan for Ecological/Urban Reorganisation and Socio-Economic Revitalisation. This approach has led to the Urban Centre project being defined as the Acireale Learning City. The project is innovative in attempting to harness culture as well as individual and collective learning mechanisms to increase social and human capital and create new opportunities for economic development. As in a number of showcase presentations, partnership with the University of Catania is important.

### **Innovation as a learning process**

Overall, innovation and learning is the theme that connects all the City Showcase presentations with a range of approaches evident in the Showcase Profiles. While this is implicit in some presentations, there is also in some, as for example in the Swansea Profile, a more explicit commitment to the need for innovation in building innovation linked to learning into the DNA of Learning Cities. Bristol provides such an example which is articulated in the Bristol Profile in the following terms:

*Innovation is a key priority for our work, to enable us to develop new ways of working and deliver a greater impact in the city.*

The search for new ways of learning, thinking, and working is a necessary attribute of Learning Cities in a world of constant change. Sharing ideas and experience in international networks of Learning Cities should continue as a key stimulus to this process.

### **Beyond Glasgow**

The PASCAL Glasgow Conference may be seen as the culmination of the PASCAL Networks program which had its roots in the PIE experience from 2010 to 2013. The rich suite of City Showcase presentations brought to the Glasgow conference holds a fertile array of ideas for future Learning City development under the PASCAL Networks 2 program. While much has been learned from PIE and Networks, it is time to move on and build for the future. The Showcase presentations overall demonstrate a new maturity and depth in Learning City ideas.

While I have discussed the Profiles in this Introduction mainly in terms of the strands of the conference, connections between the strands are evident throughout the Profiles suggesting signs of an organic growth towards the objectives of the Conference Challenge Question set for the conference. Perhaps we are on the threshold of a new Stage in Learning City development with a new generation of Learning Cities that is responsive to the big issues confronting Planet Earth and which are able to harness the power and reach of learning to contribute to the common good.

The new PASCAL Networks 2 program of Innovation Networks will provide a two year development period up to the 15th PASCAL International Conference in 2018 for this collaborative program of sharing and testing ideas. I hope that cities that have been leaders in developing Learning City ideas over the past six years will continue to contribute in this way together with the new cities that have brought much to this conference adding diversity and richness to a process that is potentially creative. PASCAL looks forward to co-operating with the UNESCO Institute for Lifelong Learning during this period so that good ideas are shared and developed.

While Learning Cities bring a range of practical benefits to their citizens, Learning Cities should also be seen as fundamentally a moral force that can contribute much to global consciousness and citizenship in a world much in need of these attributes.



2010-2013



2014-2016



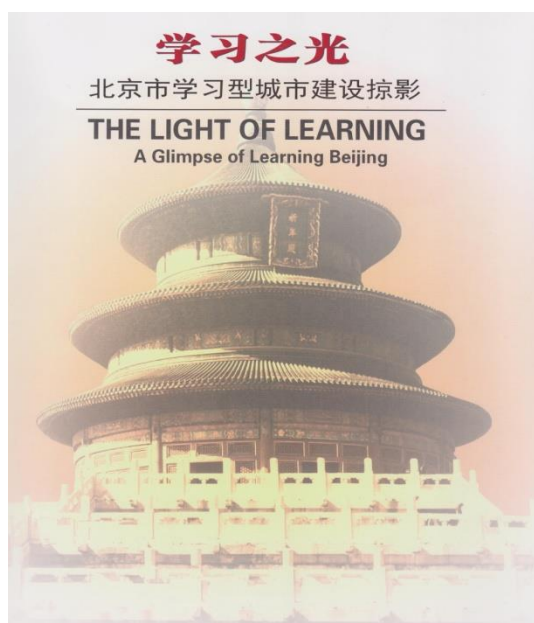
Action Plan for the Construction of Learning Beijing (2016-2020)



Beijing has been developing as a Learning City for the past fifteen years. The Beijing presentation will focus on the new Action Plan for 2016-2020 for the further development of the Beijing Learning City.

Beijing is a world famous historic and cultural city, which has more than 3000 years' city building history, and more than 800 years' capital building history. Beijing is not only the capital of China, but also the political centre, cultural centre, international communication centre and technological innovation centre.

Beijing has carried out the learning city construction for 15 years. We put the comprehensive development of people as the core, and try to create an environment where everyone can learn anywhere, anytime. We also put learning and innovation as a sustainable development approach to address the deep-seated problems that constrain the development of a mega-city.



In the past three years, as the host city of the first International Conference on the Learning City, Beijing strived to practice the *Beijing Declaration* and *Key Features of a Learning City*. This conference opened a new chapter in building a Learning City. In May 2014, President Xi proposed that “China should always be a learning city”. In October 2014, the Chinese government released the first special files of learning city *Opinions on Promoting the Building of the Learning City*. In this context, the building of the Learning City in Beijing has entered a new stage. Facing this new situation, as a starting point, Beijing city government is issuing "Beijing Action: Five Years Plan for Building the Learning City", focusing on eight projects. Beijing Normal University has collaborated with the Beijing city government in the development of these projects.

**Project I. Pushing the construction of ‘exemplary learning districts’**

The construction of learning districts is a key move to deepen the construction of the learning city. This involves gradually building up the learning society in selected administrative regions so as to continue to

promote the construction and development of the learning city; and to continuously build up 8 ‘exemplary learning districts’ based on 4 existing ‘exemplary learning districts’.

### **Project II. Exemplary lifelong learning bases construction**

To build up 100 municipal “Exemplary lifelong learning bases” in stages, the government will fund each base in order to enhance public life-long learning ability, and enhance the lifelong learning service mechanism, and play the governmental social participation role.

### **Project III. Construction of a digital platform for lifelong learning**

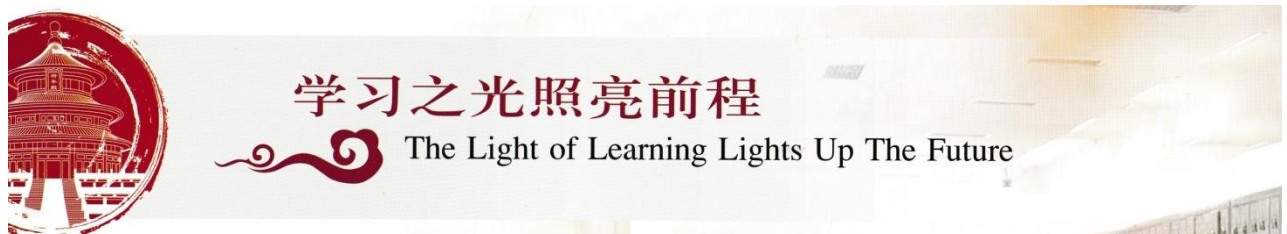
To adapt to the development trends of “the Internet+” base in the Beijing Learning Network, an open, shared service platform for lifelong learning will be constructed by the Beijing Open University, to provide public open learning services. This will involve the construction of learning platforms in districts, refining the data interconnection of municipal and district platforms, realizing the unification, resource sharing, data interconnection and interlinking operation in 2 levels of users, and building up the interconnected intelligent public service platform for lifelong learning in the city, as well as support services for 5 million users with the provision of extensive personalized learning services.

### **Project IV. Academic credit bank construction**

This project aims to establish a personal learning account and accumulative system of credits, and to smooth the course of continuing education and lifelong learning; and to achieve a personal learning information storage system. It will provide for learning result certification, accumulation and conversion of credits, as well as encouraging public demand for lifelong learning, and building up the lifelong learning account and management system for the public in Beijing. Setting up the lifelong learning account and releasing the “Jingxue Card” for 5 million people will be undertaken in stages.

### **Project V. Learning organization cultivation**

This project will promote all kinds of organizations to improve managerial efficiency and innovative vitality, It will foster and affirm 100 pilot learning organizations by perfecting the management, training guidance, capacity building and promote these ways in stages. It will also further refine the evaluation index system for all types of learning organizations.



### **Project VI. Enhancing the innovative worker’s quality**

To take the advantage of continuing education developed in vocational colleges, adult education institutions and all kinds of social training institutions, the project will improve the worker’s cultural knowledge level and the level of technical skills, and promote public entrepreneurship and public innovation. It will also promote the coordinated development, transformation and upgrading of the industrial structure in the Beijing-Tianjin-Hebei area; and build up 50 worker’s continuing education bases to take full advantage of training bases and the education and teaching resource database. Teachers of technical skills will be shared between the schools and businesses in order to promote continuing education for more than 1 million workers.

### **Project VII. Training the new professional farmer**

To improve the academic level and technical skills of new professional farmers, this project will further implement the strategy of “prospering agriculture through science and education, strengthening agriculture through the talents of farmers and consolidating agriculture with new professional farmers”. The project will rely on existing large and medium-sized enterprises, vocational colleges, adult education centres, and all training institutions to construct 100 pilot adult schools in stages, and support the construction of 50 training bases for new professional farmers, and promote the training of new professional farmers in the Beijing, Tianjin and Hebei areas.

### **Project VIII. “Sunset Fulfilment of a Dream” a project on education for the elderly**

Based on the objective of driving the development of education for the elderly, and cultivating talent in business by older people, this project will progressively form a modern educational system for the elderly which meets requirements for harnessing the education and service talents of older people, and which reflects the lifelong education idea as well as the hybrid training mode in their upbringing and their previous education.

The project will build on the lives, interests, hobbies of older people, and the hybrid mix of upbringing and education so as to relate to both academic education and skills training simultaneously. It will provide both online and offline education and training and integrate social resources with those of education and training providers.

### **Presenters**

**Dr Xie Hao**, is the program specialist of Beijing Institute for the Learning Society, Beijing Normal University, China. His research interests and expertise include lifelong learning, policy analytics and evaluation. His research projects have included “Research on a monitoring and evaluation tool for building the Beijing Learning City” supported by the Beijing Education Research Fund, and “Research on the construction and application of the Learning City Development Index” funded by the Chinese Ministry of Education. He has published several research papers in these fields.

**Dr Dayong Yuan**, is a researcher from Beijing Academy of Educational Sciences (BAES), his research mainly focuses on lifelong and adult education, international and comparative education. Currently he is working on a number of research projects about lifelong education in Beijing including the *Learning Evaluation Index Project*. He provides consulting and academic service to Beijing Municipal Education Commission as well as the vocational colleges in Beijing. He has published the English book (Glasgow Caledonian University): *Towards the Learning City of Beijing: A review of the contribution made by the different education sectors* and in Chinese journals.

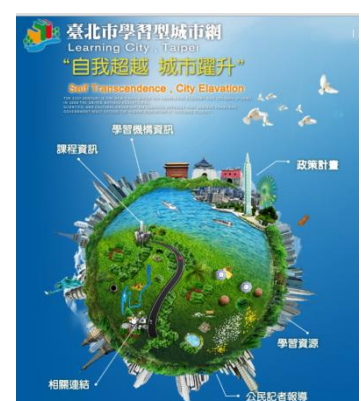
## Taipei



Taipei has developed as an innovative Learning City since 2012 marked by a broad cross-sectoral approach that influenced the PASCAL EcCoWell approach to building integrated Learning Cities.

Taipei City is the capital and a special municipality of Taiwan. Taipei is a basin region located in northern Taiwan in Asia. The population of Taipei City is 2.7 million. The population in Taipei metropolitan area is more than 6 million. Though the history of Taipei being the capital of Taiwan is only 140 years, yet the influence by the Chinese (Qin Dynasty of China), Japanese colonization (1895-1945), and the Republic of China have provided abundant cultural diversity. Taipei is located in the Taipei basin, bounded by the Datun volcanic mountains and the Tamsui River running through the whole city. These special geographic features make Taipei a biodiversity city with a convenient rapid public transportation system, a wealth of cultural assets, and a great diversity of city life activities.

Taipei has launched the Learning City since 2011. In line with the policy of lifelong learning adopted in 1998 by the central government, the first community college was established in Taipei City in the same year. The government started the policy of Learning Cities and Towns in 2010, then Taipei began the preparation work for Learning City. Professor Tsai will illustrate the promoting strategies with three foundation works and five supporting blocks. Taipei is on the move toward becoming a Learning City.



The work of the Taipei Learning City can be represented by seven features. Some of them will be discussed further, clear visions, a comprehensive system of education, collaboration between public and private sectors, and the innovative way of learning for civic engagement. Taipei has proposed six strands in the unified vision for the Learning City: Cultural city, Eco city, Waterfront city, Healthy city, Safe city, and Welfare and Well-being city. Taipei has a full school system in providing formal and non-formal education for all citizens. Taipei City has established the website, and provide various learning materials online. The participation rate in adult education for Taipei citizens over 18 years old has reached 35% according to a national survey.

The establishment of Community Learning Centers in community colleges represents the collaboration between public and civic groups in promoting the Learning City. Taipei City now has 12 community colleges (one in each administrative region), serving from 2,500 to 5,000 learners each year. Since the community colleges are public lifelong learning organisations under private management, they offer multiple curricula and attract a great number of Taipei citizens.

Community colleges have contributed a lot on environment protection, community empowerment, cultural preservation, city renewal work, to care of disadvantaged citizens. Community colleges have become the major lifelong learning places for adults in Taipei. Through learning, citizens gather and form communities to discuss different urban issues, looking for consensus with practical ideas.



Therefore, the community learning centers and community colleges in Taipei map out the promotion of strategies for the Learning City in Taipei to cover different aspects such as inclusion for all, health promotion, ecology and disaster prevention. Taipei Learning City has set up an exclusive website <http://www.lct.tp.edu.tw/> to record achievements. At the same time, 114 editions of the City Learning e-Newsletter have been issued and can be read on smartphones, <http://www.lct.tp.edu.tw/m/412-1001-310.php>.

This time, the Deputy Commissioner of the Department of Education, Taipei City Government will lead a group of 16 members in total, including the heads of six community colleges, professors from National Universities and Waseda University of Japan to attend the 2016 PASCAL International Conference. We would like to share and exchange ideas and experiences in promoting the Learning City with people from all over the world.

The Taipei Showcase will include four presentations covering the following topics:

- the major achievements and promoting strategies of the Taipei Learning City,
- two case reports of Community Learning Centers from Datung and Songshan district, and
- issues about community capacity building with community learning projects.

Posters and flyers will be available as reference materials. We are very happy to welcome all of Learning City partners and participants to join our discussions.

#### **Experiences we would like to share with other cities are as follows:**

1. Even before the Taipei Learning City was launched, Taiwan had achieved some progress in lifelong learning. There are all kinds of schools to meet the learning needs of young students, various types of learning opportunities for adults are also offered. Community colleges became important institutes for citizens to participate in lifelong learning.
2. Taipei has abundant human resources and citizens with high capacity in mobile technology. The Learning City started with seven features to integrate libraries, schools, NGOs and community colleges. The Learning City can be progressed through a lifelong learning website, learning in information technology, adult learning, family learning and senior learning.
3. The Community Learning Centers (CLC) have played a role in encouraging citizens to participate in community issues and actions. The CLCs cooperate with government, professionals, community organizations to explore local issues and resources. Therefore, citizen participation and resource

mobilization can be seen in caring for the elderly, environmental protection, urban renewal, and cultural festivals.

#### Issues we think could be discussed:

1. While the provision of learning opportunities and website information was made available for all citizens, what other strategies can we employ to build up the learning culture in order to realize the vision of the 6-Dimension Taipei Learning City?
2. Facing the challenges from globalization, Taipei citizens are concerned with the issues of income inequality, environmental protection, energy consumption, and care for the disadvantaged. What are innovative ways to encourage citizens to participate in these learning projects in line with the mission of learning cities?
3. In order to promote citizen participation in regional and city development, what are the strategies to build up a capacity for civic engagement and continue to deal with the challenges that citizens face?

#### Lead Presenter

**Tsai, Hsiu-Mei** Ph.D., Professor Tsai is currently associate professor in National Chung Cheng University, Taiwan. She is former chair of the Department of Adult and Continuing Education. She has been teaching and doing research on the subject of adult community education and community empowerment for 22 years. She works as a member of the advisory committee for promoting Learning Cities in the Ministry of Education.

#### Delegation Presenters

**Chang, Wan-Chun**, Principal of Taipei City Datong Community College, majored in the Education Administration Doctoral Research Program of University of Oregon U.S.A. and the Marriage and Family Therapy in M.A. of Northwest Christian University. Working at Datong Community College as the principal, and an Instructor at the Taiwan National University Hospital Volunteer Organization for many years, she has achieved for her own goal.

**Chou, Chun-Nan** -- Chief Secretary, Songshan Community College, graduated from Yuan Pei College of Medical Technology, and completed Management Consultant training by the China Productivity Center. He threw himself into the work of NPO for about 10 years, with concern about education, multicultural, social welfare, community building, healthy cities to environment protection. He likes to work with community and NPO partners, because they always give him good feedback, and creative new learning.

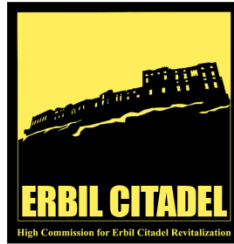
**Chang, Te-Yung Ph.D.**, is a Professor at the National Taiwan Normal University, majoring in adult and community education. He is also Secretary General of the Chinese Community Education Society (Taipei). As an adult educator, he presided over many projects about community colleges, senior active learning centers and non-formal learning accreditation programs in Taiwan in the past few years. He is now Chair of the Department of Adult and Continuing Education, Director of the Research Center for Adult education, and is also Director of the Non-formal Education Programs Accreditation Center at NTNU.





## Erbil

### The Role of cultural heritage in Erbil city as a motivation for Social learning, Erbil Citadel as case study



**Affiliations:** Erbil Citadel, University of Salahaddin, Erbil Governorate

#### **Erbil Citadel Showcase profile:**

**Erbil** (the historical Kurdish city in the northern region of Iraq) is one of the oldest continuous inhabited settlements in the world (six thousand years), grown and evolved over time up to the present days, flourished throughout history and served as an active centre of a larger region several times throughout history. Thus, Erbil can be considered as one of the cities that witnessed various Golden Ages, progress and continuous development in its society throughout its long history up to the present.

**Erbil Citadel** (UNESCO Heritage Site) is today both physically and symbolically at the centre of the modern city of Erbil and has played a big role in its social life, still powerful in its image in the memory of citizens of Erbil, and is defined by its inhabitants as the crown of Erbil. It is a rare surviving example of an ancient urban settlement which developed on an archaeological mound as a result of the accumulation of successive diverse civilizations for many thousand years with a spontaneous growth that was influenced by a combination of earlier urban layouts and successive architectural and urban fabrics.

**The significance of Erbil Citadel** is not only its archaeology and the historical events it has witnessed, but also in the stories, feelings, and relationships that the inhabitants of Erbil still have with their Citadel. The inclusion of the Erbil Citadel in the UNESCO World Heritage Sites List, represents an international recognition of the Citadel's outstanding universal value, and highlights its significance as a testimony to the evolution of human civilization.

The Citadel has also value as a social learning role as an open-air museum and a learning environment, in addition to many other opportunities and specialized activities, for promoting local and traditional heritage it represents in interpreting the culture of the region and the city of Erbil. All these activities play a role in educating society, especially younger generations and school students, who make up the larger proportion of overall visitors, and accordingly providing and updating them with information in a friendly manner within a pleasant environment is a main objective for making the Citadel a pleasant learning environment.

#### **Erbil Citadel Revitalization Project**

The Kurdistan Regional Government (KRG) initiated a project and set up a dedicated body (the High Commission for Erbil Citadel Revitalization) to develop and revitalize the Citadel as a living active historical, cultural and recreational centre, in the heart of the modern Erbil City. Since 2010, Comprehensive and strategic plans were developed for revitalizing the Citadel by applying conservation and management measures in line with international standards, while enhancing national capacities in the field of heritage conservation, management and interpretation through the High Commission for Erbil Citadel (HCECR) and UNESCO Iraq Office.

**The vision for Erbil Citadel** is to become a national treasure, internationally recognized as a symbol of the development of human culture and urban civilization, but also the living, dynamic and self-sustaining historic centre of the modern City of Erbil and the Kurdistan Region of Iraq, conserved to international standards for future generations and interpreted for visitors from inside and outside Iraq.



*School Visit*



*School Visit*



*"Unite 4 Peace"*



*Kurdish Textile Museum Event*

**The PowerPoint presentation** starts with a brief description and overview on Erbil City and its learning development perspectives, exploring general information, geographical data, historical background, and the most notable golden ages and events within its long history. The presentation will focus on Erbil Citadel as a case study in detail, demonstrating how the present-day Citadel is becoming a site that has a potential learning capacity for the modern City of Erbil, showing its evolution up to the present days as a settlement with continuing role in social learning practices along its long history. The presentation describes the evolution of Erbil Citadel as a historical landmark within the heart of modern Erbil City and how it developed to an open air museum and learning environment, exploring its role as a dynamic learning tool for interpreting the history and the culture of the City and the region, providing information for visitors, especially the young generations, in a pleasant atmosphere and friendly welcoming environment, making the Citadel a positive learning environment.

The PowerPoint Presentation will cover the following main themes:

1. Erbil City overview (brief description, location, figures and statistics)
2. Historical background, golden ages and key events in history.
3. Schools and education in Erbil city (historical background and contemporary overview )
4. Erbil Citadel (significance, architecture, urban fabric and archeological investigation)
5. Erbil Citadel revitalization project (overview, vision, management and achievements.
6. Management perspectives, stakeholders, UNESCO and other parties.
7. The role of Erbil Citadel as cultural learning environment and open air museum.
8. Erbil Citadel Cultural activities (museums, exhibitions, seminars, lectures).
9. Visitors to the Citadel, Schools and Universities, delegations and tourists.
10. Events, national ceremonies, social gathering and other activities in the citadel.

In addition to the presentation there will be other supporting materials and documents, including a book (Highlights of Erbil Citadel), 4 brochures (leaflets), 4 posters, 2 short films or videos.

The session ends with open discussions through raising questions on different topics related to the presented case and the future development of Erbil as a cultural Learning City.

### Issues for discussion:

1. How can Erbil city be developed to become a learning city
2. How Erbil city has the potential to meet PASCAL objectives
3. In what ways can-Erbil citadel site can function as an open-air museum and learning environment.
4. Erbil citadel can host and act as motivation for social learning activities

### Lead Presenter

**Dara al Yaqoobi**, Senior Consultant - Master's degree in Architecture and Planning and BSc in Business Administration. Since 1974: practising architecture, construction management and consultation for many projects in different provinces in Iraq. Academic experience: as staff member and lecturer for around thirty years in the Universities of Baghdad and Salahaddin/Erbil, Governing Board member of Kurdistan University for two years. UN Habitat and UNDP: Program officer, Team Leader and Consultant for ten years. Member of several committees and professional associations for supporting heritage projects in many Iraqi cities, including Erbil. From 2007 to 2009: Erbil Citadel Site Manager. Since 2010: appointed as Senior Advisor in the Council of Ministers of the KRG and Head of the High Commission for Citadel Revitalization (HCECR), responsible for overall management, conservation and revitalisation of Erbil Citadel as the vibrant cultural centre of the city of Erbil in close coordination with UNESCO Iraq office. Played a substantial role for the inscription of Erbil Citadel on the UNESCO World Heritage List 2014.

### Prepared by

**Dara al Yaqoobi**, Head of the High Commission for Erbil Citadel Revitalization (HCECR), Erbil

**Dr. Mahmood Khayat**, Head of Architectural Department, University of Salahaddin, Erbil

**Taher Abdollah**, Deputy Governor, Erbil Governorate, Kurdistan Region





*Learning as a Way of Life*

# The Israeli Center for Learning Cities

## Modi'in city showcase presentation Our Motto - From Theory to Practice

**Modi'in is the Israeli Center for Learning Cities that has supported the development of a network of Learning Cities.**

Modi'in, a large new city, is located in the center of Israel between Tel Aviv to Jerusalem and is comprised of a young diverse population. Modi'in, the country's first planned city is spread over 55,000 dunams – half is comprised of developed areas and the other half green areas. The city was planned in two phases: the first phase will house approximately 125,000 residents and the second will house close to a quarter of a million residents.

The average Modi'in resident in 2014 is **32** years of age, educated, professional, married, Jewish and Israeli born. The ratio of men to woman is almost equal. About 12% of the city's residents are defined as new immigrants from the United States of America, England and France. About **70%** of the adult residents are college graduates. The remaining 35% is comprised mainly of high school graduates. Most residents work in the fields of teaching, engineering or technical professions medicine, computers, economics and senior positions in the army. These areas of employment correspond to the city's population of young, educated, dynamic and successful individuals.



Modi'in is a young, developing city, which encourages active citizenship and enables the development and assimilation of innovative and creative models in all areas of society. Leading the novel approach of Modi'in Municipality towards the needs of its citizens, our mission is to create the language of a Learning City, to generate learning, encourage active citizenship and focus on the potential of each individual.

**The Multi Disciplinary Center, Modiin Israel | Tel: 972-8-9714229**



Our presentation will introduce the changes in perceptions that led to the creation of the Learning City model:

- The perception of the local authority was transformed from creator and supplier of services, activities and educational programs to that of a partner in a cooperation which generates learning in the city.
- The Learning city perceives the resident as an **active citizen** who takes responsibility and contributes something to the city and not as a passive consumer. The Learning City works to make active citizens part of the process.
- The learning city utilizes and maximizes in the best way possible the existing resources in the city in order to match them to the needs of the residents.
- The learning city serves as a supportive platform for all the community and supplies suitable frameworks for citizen needs.

We chose to lead two processes simultaneously to generate a balance between two motivating forces: **top down and bottom up forces**. Using the top-down direction - we worked very intensively to brand the model in order to influence policy makers, and to raise it to their public agenda. The learning city model was now perceived by national policy makers as a brand, as a stamp of quality. We demonstrated the importance of lifelong learning as a driving force for the individuals' potential, and also for the city potential.

Parallel to the branding process, in 2008, we embarked on a local bottom up pilot project in the city of Modi'in through the MDCM Center and Modi'in became a learning laboratory for other cities. As a result, local authorities started to express their interest in the model of the learning city. In order to maintain the values of the Learning City such as protecting the environment and ensuring the sustainability of resources in society, our Center relies on two major models we have developed:

1. Improvement teams -the social improvement team is a group of residents, representatives of the public and institutional representatives with a common goal to work together systematically to achieve a positive change in the existing situation in the field of social choice. The Improvement teams' methodology is defined as a system for managing and optimizing processes in a short time. It is based on the accumulated experience and proven track record in the business and industrial world and its core is the provision of solutions in a short period of time.
2. Urban Space for Business & Social Entrepreneurship as a lever for Employability -  
The Urban Space for Business & Social Entrepreneurship in Modi'in is an enterprise by city residents, entrepreneurs and self-employed workers who share a workspace, enabling support, interaction and inspiration for promoting social and business entrepreneurship.



Our presentation will introduce the Israel Center for Learning Cities that we have established in Modi'in, which serves as a **LAB**, and a start-up incubator for the learning cities that are joining the network. The goal is to concentrate all the accumulated knowledge in Modi'in, and with international cooperation, to pass it on to other authorities that join the network.

The network of Learning Cities consists of 8 member cities which have signed the treaty and have been officially declared learning cities, and in 2016, another 7-10 local authorities will join that network. The Israeli Center supports learning cities with advice, guidance, and with joint learning and developing innovative up-to-

date models for the cities that join the network. We function together with, and under the auspices of, the Israel Union of Local Authorities (IULA), the Israel Ministry of Foreign Affairs, and the UNESCO General Secretariat in Israel, the Association of Adult Education in Israel, the Modi'in Municipality and other government ministries.

We will present recent news from the Israeli Center and discuss our role in the context of the first National Convention of the Israeli Forum for Gender Equality – Israel 2030, with the support of the PASCAL International Learning Cities Network. The convention opened the *International Women's Day* events under the auspices of the Ministry for Social Equality and the Federation of Local Authorities in Israel. Participants in the convention included leaders of gender equality and promotion of women in government, academia, women's organizations and media. PASCAL was represented by Prof. Roberta Piazza, a director of PASCAL Observatory.



#### Presenter

**Dr Orna Mager**, Director, Multi-Disciplinary Centre, Modi'in and developer of the "Learning City" model in Israel, she is head of the Israeli Centre for Learning Cities and the National Network of Learning Cities, and the Israeli Union of Adult Education Institutions. Dr Mager is also mayoral advisor on the status of women, inaugural Chairwoman of the Association of Advisors on the Status of Women in Israel, and was selected "Pioneering Woman" in local government for 2002 and 2005. She has been a candidate for the Rappaport Prize as pioneering woman and for creating significant change in Israeli society.

## Duhok



### Duhok City initiatives to become a 'Learning City'

Duhok is a historic city in the Kurdistan region of Iraq which has suffered from conflict in that country. The Duhok presentation will be about a peace-building process through universities linked to communities through cultural centres, libraries, museums, and other organisations. The presentation starts with a background on Duhok City and the perspectives of lifelong learning and the peaceful life in the area.

At the heart of the presentation there will be a focus on the change in a number of the population during the years 2011- 2014 and its effects on the Duhoki people. Due to the uprising in Syria and the IS invasion in some parts of Iraq, which lead to double the number of inhabitants in Duhok rising from 1.2 million to over 2.2 million to create a mix of host community, refugees and IDPs.



*Lake and dam of Duhok city*



*Duhok dam, a closer look*

Duhok is a multi-cultural city now with a new mixture of people from different nationalities, religions, and other groups. Duhok governorate and namely the General Directorate of Culture and Arts and Duhok Universities have undertaken many workshops and seminars to bring all the 'different colours' of Duhok together through different means to build a peace-building process. The significant of this mission hinges upon the on-going threats from other neighbouring countries surrounding Iraq as a result of the ideas of some terrorist groups. Those threats make the whole middle-east region a source of reproducing terrorists while earlier in the start of the millennium there was Al-Qaidah and Ansar-Islam and now IS.

After the rapid change in oil prices, Iraq, including the Kurdistan Region has faced an economic crisis so that life has become difficult. In addition, thousands of Iraqi people started to immigrate to EU countries. This situation is difficult for an aspiring learning city, though there are some ways for promoting cultural democracy by the following means:

1. Making education available to every learner as a right;
2. Developing various kinds of cultural institutions as participatory, pro-active learning environments;
3. Encouraging greater participation and social inclusion;
4. Acknowledging the inter-relatedness of culture, learning and participation.
5. Government initiatives to revitalise the private sector and give possible help for small projects.

6. Strategic planning by government and NGOs so as to benefit from the resources of the country such as oil, gas, agriculture, tourism, etc. This supposes that PASCAL can give support to extend its path-finding work on learning regions and cities along with the Organisation for Economic Cooperation and Development (OECD) and UNESCO.

There is a collection of ethnic groups and religions in Duhok living together peacefully. Thus, it is a successful story of democracy and respect for each other in the country, Iraq. We have six big Universities and many community centres that can be used to serve a vital role in society. Besides, we are trying to activate the role of the private sector to change the perspective of people to depend on themselves and not only the government and for this reason we have asked for international collaboration and the Kurdistan Region Government to seek all means to make a better life for its people towards a prosperous and peaceful region.



*Yezidi & Christian clergymen*



*Some Kurdish girls wearing Kurdish traditional outfits*

### Earlier strategy

#### **City of Duhok strategy (Cultural engagement and lifelong learning)**

Society has a great need for places where people of all ages can meet and learn together and where meaning is created through the knowledge, understanding and appreciation of valuable objects to reach cultural engagement. This kind of learning environment already exists free from the bias created by commerce or politics. In this sense, non-formal agencies including museums, galleries and libraries in [promoting](#) learning within their communities must play a leading role as learning environments.



*One of the museums of Duhok city*



*Yezidi girls wishing peace after been victims by ISIS*

Universities and academic institutions should play their role to spread initiatives and positive ideas which brought lifelong education, arts and culture to the forefront of social and cultural development. This can be done, for instance, by supporting collaboration between universities and cultural organizations. Some of these key learning themes, such as peace and human security, human rights, participatory decision-making, gender equality and cultural diversity, are clear socio-cultural challenges which are core to the sustainable development agenda, but also critically relevant to culture plans and programmes.



Whilst other key sustainable development themes are considered to be part of the economic and environmental dimensions of sustainability, their links to culture are inevitably established. In the Kurdistan region of Iraq, and especially in Duhok city, we need such a cultural engagement as the city is a multi-ethnic and religion city where community centres must do their role beside non-formal agencies to reach a sustainable development community, particularly in this time as the region is in a fragile situation due to religious and ideological conflicts.

### City of Duhok plans as a Learning City

We focus on the role of non-formal agencies including museums, galleries and libraries in [promoting](#) learning within their communities including:

- cultural polices as an agent for social change;
- using cultural resources in an inclusive fashion to create a culture of learning throughout life;
- meeting the challenge of access, learning and creativity through historical art collections.

The role of museums, libraries and community centres in the development of lifelong learning are both rich and diverse. Museums, libraries and community centres can provide learning opportunities, and encourage and support learning communities to reach cultural engagement.

To achieve further development in lifelong learning, it is necessary to promote cultural democracy. This requires that museums, libraries and heritage and cultural institutions be recognized as places which reflect society in all its complexity and diversity. We recommend promoting cultural democracy by the following means:

- making it available to every learner as a right;
- developing various kinds of cultural institutions as participatory, pro-active learning environments;
- encouraging greater participation and social inclusion;
- acknowledging the inter-relatedness of culture, learning and participation.



*PASCAL seminar at UOD, a moment of respect for the victims of terrorist action*

### Presenter

**Dr Kamal Ketuly**, Associate Professor, Faculty of Medicine, University of Dohuk.

He has been the co-founder of many organisations such as the Kurdish Cultural Centre which opened in London in 1985, the Kurdish Aid Association Scotland. He established the Friends of Kurdish Society-Scotland in 1983 and was appointed by the Kurdish Regional Government - Iraq as their representative for the Far East mission based in Malaysia.



## Khyber Pakhtunkhwa Region

### Towards a Learning Region - Khyber Pakhtunkhwa, Pakistan



Khyber Pakhtunkhwa, formerly North West Frontier Province, forms one of the four provinces of Pakistan covering a territory of approximately 74,521 sq km with a population of over 22 million. The province is governed through a provincial assembly with 124 elected members. Elections to the provincial assembly take place every 5 years.



Described by the World Bank (2015) as ‘one of the most crisis-affected provinces in Pakistan,’ the challenges for the region are considerable. The fallout of the conflict in Afghanistan has resulted in a precarious security situation as well as prolonged political and social instability (World Bank, 2015). According to the World Bank, Khyber Pakhtunkhwa is also one of Pakistan’s less developed regions and in terms of human development, the province has also traditionally lagged behind, especially in education (World Bank, 2015). Consequently the development of the education sector has become a priority for the provincial government as a means to build capacity and capability in the region.

This has meant considerable investment in the higher education sector in particular, with the number of universities in the region continuing to grow and a focus in a number of Pakistan’s cities on the development of knowledge cities, science and technology parks and technopoles to promote innovation and creativity. This showcase explores these developments in the context of Khyber Pakhtunkhwa and considers the evolution of Khyber Pakhtunkhwa towards becoming a learning region.

#### Presenters

**Dr Margery McMahon**, is a Senior Lecturer in Professional Learning and Leadership in the School of Education, University of Glasgow, and Director of the Professional Learning and Leadership Research and Teaching Group. She is a member of the board of the International Council for Education for Teaching (ICET) and the board of the Universities Council on Education of Teachers (UCET). She is also Scottish convenor of the International Professional Development Association and co-founder of the new Leadership Network of the Scottish Educational Research Association.

**Shaista Khan**, University of Glasgow, doctoral researcher who studies social structure, linguistic landscape and Ecolinguistics.



**Wuppertal  
Institut**



UNIVERSITÄT  
**DUISBURG  
ESSEN**  
*Open-Minded*

#### The Learning City: Interdisciplinary Studios for Sustainable Urban Development — A Sino-German Initiative

With the rapid process of urbanization in China, cities have become more and more important in terms of economic development but also in terms of environmental issues. As today more than half of the Chinese population lives in urban areas it becomes increasingly necessary to direct urbanization towards a socially and ecologically sustainable path. In Europe, cities are as well important economic and ecologic hotspots, as they contribute the lion's share of Europe's GDP but also its environmental pollution.

Both Germany and China have proactively pursued the pathway of sustainable urbanization, due to the high rate of urbanization and its associated environmental impacts. Having gathered experiences in the past and seeking for solutions of current and future environmental challenges, German and Chinese cities could bring in highly valuable expertise and know-how into a Sino-German knowledge exchange to start a mutual learning process. In order to enable such a learning process to that enables the production of urban sustainable solutions, substantial projects and activities are needed in order to create shared experiences and common lessons learnt among the partner cities.

Against this background, the Learning City project (2015-2016) funded by Stiftung Mercator aims to support Sino-German city partnerships in pursuing a sustainable urban development by establishing an innovative mechanism for developing strategic solutions towards urban challenges of the partner cities. The process involves students and experts from German and Chinese universities as well as stakeholders in partner cities.

The initial project phase that is supporting the city partnership of Essen and Changzhou will be presented at the 13th PASCAL international conference. Both the city of Essen including the surrounding Ruhr area (around 5.5 million people) and the metropolitan region of Changzhou (around 3.7 million people) are industrialized areas whereas particularly the former one has to manage a transformation of the industrial sector (e.g. mining and steel industry). The project team represented by the Wuppertal Institute and University of Duisburg-Essen will introduce the Learning City project, the two partner cities and their challenges in urban development, the mechanism implemented to support city partnership in pursuing sustainable development and mutual learning processes among young professionals and cities.



*Impressions from Wujin District in Changzhou with regard to studio topics – overarching urban system, revitalization of the old city area and water culture*



*Impressions from good practices in the Ruhr area with regard to structural challenges (transformation of industrial sector; right: Zeche Zollverein - left: Phoenix See)*

Two key project activities to support the mutual city learning process will be illustrated in detail at the conference: the summer studio in China and a good practice tour in Germany.

The studio took place in September 2015 at the Southeast University in Nanjing and provided a creative space for students – supervised by experts – for exchanging ideas and developing together innovative urban planning concepts for Wujin, which is a district in Changzhou and has been selected for its potential in terms of sustainable and inclusive urbanization process. The studio started with a series of lectures where students that are enrolled in different disciplines at German universities gained a better understanding of urban planning in China and the challenges faced at the Chinese urban system level. These lectures were combined with innovative and participatory data collection methods to gain an in-depth understanding of the challenges and local needs in the area. The interdisciplinary background of the students helped to develop effective sustainable strategies and projects as a result of the in-depth analysis and discussions guided by academic experts from urban planning, design, architecture and management. Four topics guided the development of innovative and sustainable concepts by students: (1) rethinking the overarching urban system; (2) the improvement of the so-called “Sunan Business Model” (a typical business model in Changzhou); (3) the revitalization of the old city area; and (4) the rethinking of the water culture. The interdisciplinary student teams contributed to the development of a holistic perspective and approach that supports the sustainable urban development which aims in creating inclusive, healthy, smart and resilient cities and communities. This requires rethinking the decision-making process by linking a top-down and bottom-up approach as well as involving multiple stakeholders.

A good practice tour in Essen and the surrounding Ruhr area in the end of October 2015 complemented the summer studio in Nanjing, whereas Chinese students and representatives visited good practices related to the topics of the urban studio and in particular with industrial transformation challenges that are relevant for both Essen and Changzhou. The tour whereby also German student participated has been developed together with the government of Essen and provided beside good practices also exchange activities with stakeholders and experts. This exchange opened opportunities for participants to learn from German experiences. The developed concepts have finally been introduced to representatives of the Wujing urban planning bureau and stakeholders from Germany. At the end of the good practice tour, the students visited “Zeche Bonifacius” together with one representative from Essen urban planning bureau, where students presented ideas for this specific area. The output and the mutual learning city experiences from the good practice tour will be illustrated at the conference.

In May 2016 a final stakeholder forum in Changzhou will provide for all students finally the opportunity to present selected solutions to decision-makers of the Chinese city government and to discuss the implementation of the concepts, strategies and projects. The forum will provide in addition a platform for both cities to strengthen collaboration with regard to the implementation of the developed concepts.

The city showcase Essen-Changzhou will illustrate the role of the academic sector as key stakeholder in the strategic planning and decision-making process at the city level to provide a holistic perspective. The city showcase will furthermore present how the Learning City project acts as an innovative mechanism to integrate interdisciplinary and participatory approaches into the Chinese academic system in order to support decision-making processes for achieving a sustainable urban development.

## **Presenters**

### **Gloria Gavaría (University of Duisburg-Essen)**

Gloria Gavaría is trained as an architect and has conducted a Master of Science in Urban Management at Technical University of Berlin. She has substantial international work experience in the development of urban planning projects and strategies in cities located in Germany, China, South Africa, Nepal and Colombia. Currently she is completing a Ph.d at the University of Duisburg-Essen, focusing on the temporary uses as an experimental way of planning cities. She is working as a research associate in the institute for urban planning and urban design, contributing with expertise on the Learning city project; a Sino-German interdisciplinary initiative for urban sustainable development in the frame of the urban industrial transformation process.

### **Dr. Chun Xia-Bauer (Wuppertal Institute for Climate, Environment and Energy)**

Dr. Chun Xia-Bauer works as Project Coordinator at Research Group „Energy, Transport, Climate Policy at the Wuppertal Institute for Climate, Environment and Energy since 2010. She has been coordinating/working in various international building energy efficiency and sustainable city projects. Dr. Xia-Bauer holds a Doctor degree of natural science, a MSc. of Integrated Assessment from the University of Osnabrueck, and another MSc. of renewable energy management from the University of Freiburg.

### **Thomas Fink (Wuppertal Institute for Climate, Environment and Energy)**

Thomas Fink is a research fellow at the Wuppertal Institute and is part of the institute’s research group “Future Energy and Mobility Structures” where he is coordinating the Learning City project. He studied business and economics in Wuppertal and Cairo. His research has a specific focus on complex transformation processes and socio-economic impacts of investments in renewable energy manufacturing capacities. He has worked on the implementation of a scientific research platform involving multiple stakeholders and acting as science-policy interface.

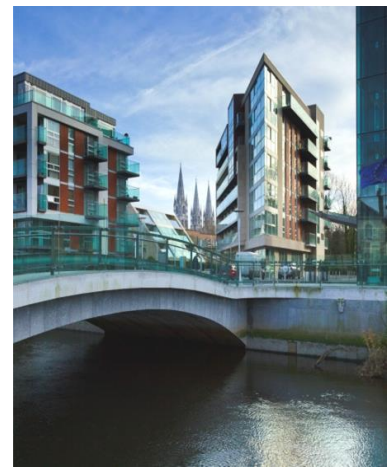
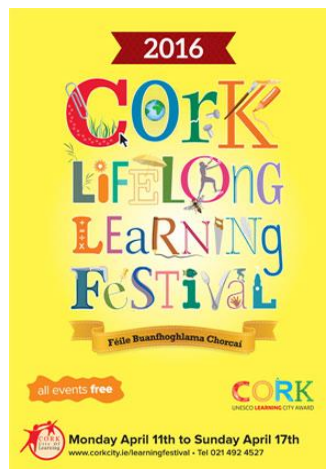
## Europe

### Cork

#### Cork's Learning City journey so far – a story of Investigation, Participation, Celebration and Motivation

Cork's presentation is a reflection on milestones, challenges, hurdles and crossroads faced on the city's Learning City journey since 2002. It focuses on lessons learned from:

- Our annual Lifelong Learning Festival, successfully grown exponentially since 2004 to now include almost 500 events across all sectors, statutory, private and community;
- Applying the EcCoWeLL concept for holistic learning city development since 2012;
- Learning Neighbourhoods – our 2 current pilots in disadvantaged communities;
- Dealing with the challenges of governance and sustainability;
- Exploring the possibilities and impact of the Learning City award given by UNESCO in 2015 as one of the 12 case study cities featured in their publication 'Unlocking the Potential of Urban Communities'.



A mixed media presentation, it will be delivered by a panel of experienced leaders and practitioners drawn from the city's Civic, Educational and Community Sectors.

#### Cork City Overview

Cork is a port city, located on the south coast of the island of Ireland on the second largest natural harbour in the world. Its name comes from the Gaelic word for 'marsh' and many of the city streets were once channels of the River Lee that flows into the harbour.

Founded as a monastic settlement by Saint Finbarr, later inhabited by the Vikings, it developed as a regional trading port, receiving its city charter in 1185, and grew most markedly in the 18<sup>th</sup> century when it was at the centre of sea trading routes between Europe, the British Empire and the 'New World.'

In the 19<sup>th</sup> century it developed as an industrial, manufacturing and naval base, all of which declined markedly in the 20<sup>th</sup> century causing areas of high unemployment among traditionally working class communities. Since the 1970s the city and harbour have become a hub for multinational pharmaceutical companies and from 1980 on for the I.C.T. industry, with the European HQ of Apple among the companies located here.

The economic driver of the region, it is the second largest city in the Republic of Ireland, with a population in its Metropolitan area of c. 300,000.

As a port it has always attracted immigrants, which have integrated into areas of the city. Among them French Protestant Huguenots in the city centre, a Jewish quarter and, since the 1990s, a large immigrant population from Eastern Europe – from Poland in particular – has come to live in different areas of the city, along with smaller communities of African, Middle Eastern and Asian immigrants.

The city has always had its own strong identity, motivated by its status as the second city of the Republic of Ireland, with locals proud of their independent spirit. The city is the principal city of the large County of Cork, traditionally known as the ‘Rebel County.’

Cork was European Capital of Culture in 2005, and is known as a city of festivals, with a rich cultural tradition, with the oldest Opera House in the country and International Jazz, Film, and Choral festivals among the highlights of the annual cultural calendar. The city and its surrounding county also has a rich sporting tradition, with a proud record of success in our national Gaelic Games, and in Rugby, Football and International Athletics.

All of these elements are included in our learning city approaches, and particularly in our lifelong learning festival as will be reflected in our panel presentation, chaired by Denis Barrett, Cork ETB.



### **Cork's development as a learning city**

Cork's progress as a Learning City can be traced back to the 2002 publication of 'Imagine our Future', Cork City Development Board's 10 Year Strategy for the economic, social and cultural development of the city. The vision of developing Cork as a Learning City as one of just seven overarching goals in that plan, which aimed to improve the quality of life of all citizens and to tackle the causes of social exclusion, including poverty and unemployment.

Cork City Council approved this plan and set up a Learning Forum for the city and has provided leadership in the development of the concept since then, formally adopting the UNESCO *Beijing Declaration on Building Learning Cities* in 2014.

The city has a strong learning infrastructure that includes: two major higher education institutions, University College Cork (UCC) & Cork Institute of Technology (CIT); three of the state's five largest Colleges of Further Education which are, along with the South West Regional Training Centre, under the auspices of Cork Education and Training Board (CETB), which also provides a wide range of complementary and second chance educational opportunities, and initiatives tackling educational disadvantage in both formal and informal settings.

In 2015 a Memorandum of Understanding was signed by these four key organisations: Cork City Council, Cork Education & Training Board, UCC & CIT, to act as a steering group to advance the aspirations of the Beijing Declaration. The working group GLLiC (Growing Lifelong Learning in Cork) operates under this



umbrella and, having taken an EcCoWeLL approach to the development of a Learning City, includes representatives of a wide range of agencies and organisations drawn from across the Economic, Health, Environment, Cultural and Social Inclusion sectors, adding these perspectives to those of education and learning stakeholders.

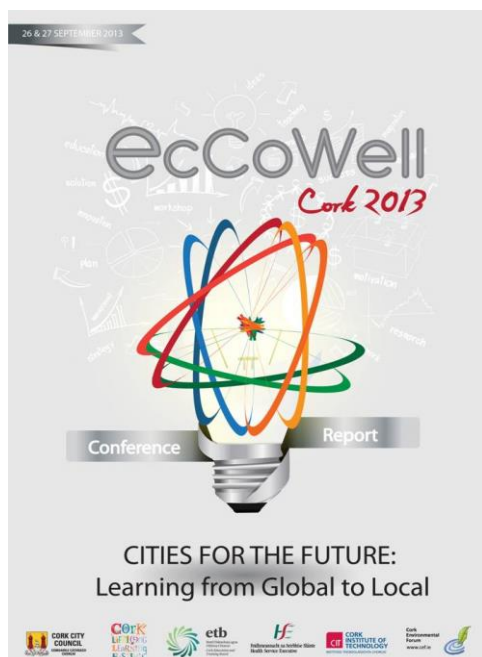
The presentation of a Learning City Award to Cork by UNESCO at their second International Conference on Building Learning Cities in 2015 as one of the 12 case study cities featured in their publication 'Unlocking the Potential of Urban Communities' was widely celebrated and has created new opportunities and a renewed momentum that we are beginning to explore.

### **Cork Lifelong Learning Festival – a 'bottom up' model of Inclusion, Culture and Citizen Engagement**

At the heart of the showcase will be a presentation on the annual Cork Lifelong Learning Festival - the key factor in Cork's Learning City development since it was first run in 2004. It will focus on our reflections on the main reasons for the festival's success, on the part it has played in involving citizens, communities and a wide range of agencies across all sectors in Cork, and on our recommendations to other cities interested in taking this step.

To bring the festival to life, we will show a short film featuring footage taken over the 13 years of the festival and featuring a variety of events, people and images. This section will be presented by two people who have been involved in the festival since the outset, the co-ordinator Tina Neylon, and Chairperson Willie McAuliffe.

### **Holistic Development – applying the EcCoWeLL approach in the Cork City context**



Creating international links and taking inspiration from learning city approaches elsewhere created a paradigm shift in Cork's learning city vision. Membership of PASCAL International Exchanges (PIE) initiated a series of international seminars since 2012 and led to the city's involvement in the first UNESCO International Conference and Declaration in Beijing in 2013.

It also led directly to the decision to take PASCAL's EcCoWeLL approach to our Learning City development, linking the city's thinking about Economy and Ecology (Ec) with Community and Culture (Co), Health and Wellbeing (Well) to Lifelong Learning (LL).

The success and growth of the Festival created the conditions for successfully connecting the Learning Festival Organising Committee with the City Council Economic Directorate and leaders from the Health, Environmental and Cultural Sectors.

This section of the showcase will outline how applying the EcCoWeLL approach in Cork changed our thinking, added cross-sectoral value and a holistic development perspective to the Learning City Agenda. This development has brought us towards the achievement of an aspiration voiced at the 2013 Hong Kong PASCAL conference of having 'Learning in all policies.' This section, illustrated with images from EcCoWeLL Cork events, will be delivered by a panel drawn from members of its steering group.

## Learning Neighbourhoods – our learning so far

### Initial lessons emerging from our current pilots on making the Learning City concept a lived experience for citizens in two disadvantaged communities

Our showcase will feature a section on a recent development in Cork - the co-creation of two Learning Neighbourhood Pilots in disadvantaged communities. Informed and inspired by the thinking and writings of PASCAL's Peter Kearns, and supported by the University's Adult Continuing Education Centre (UCC ACE), there has been an ongoing approach in two communities on different sides of the city. Cork's delegation will include leaders in this Learning Neighbourhood initiative and the voice of local citizens.

### Governance, Motivation and Sustainability

As is likely to be the case elsewhere, Cork's Learning City journey brought us to a series of crossroads and challenges along the way. The biggest of these was faced in 2014. Unlike some other countries, local government in Ireland is not directly responsible for the provision of education or training. When a change of Government Policy caused the dissolution of the City Development Board in 2013, its sub structures, including the Learning Forum, were also dissolved creating a vacuum that could have caused the abandonment of the Learning City Agenda at that time. This was in the context of public spending cuts imposed as part of the austerity policies being followed by the Government under the 'troika' of the EU, European Central Bank and IMF. The Lifelong Learning Festival itself was thus operating for a time without either an overarching policy framework or a supporting learning city structure and was likewise facing possible dissolution. That it was not dissolved is a story of perseverance, and explores the motivations that proved vital for sustaining Learning City efforts. This section of the presentation focuses on the factors that turned this situation around and created conditions for the subsequent rebuilding of both the local government policy framework and our ongoing work on the supporting structures. It will be delivered by people who fought to keep the Learning City vision alive in Cork at that time.

### Learning from a Learning City

It is hoped that our story so far may offer some lessons, comparisons and encouragement for Learning City strategies in cities of a similar size. It is also our intention to create new connections with cities that have similar interests as a way to advance our own thinking and as a means of delivering on our PASCAL EcCoWeLL Learning City network intentions.

### Presenters

**Tina Neylon**, Co-ordinator - Cork Lifelong Learning Festival. After graduating from University College Cork as a mature student with a MA, Tina has worked in a number of jobs; in the arts, as curator of a historic house, as a radio presenter, as a researcher & editor, in PR, as a journalist, including 6 years as Literary Editor of national newspaper *The Irish Examiner*, and as Parliamentary Assistant to the chair of the Irish government's Banking Inquiry. She has been Co-ordinator of the Cork Lifelong Learning Festival since its foundation in 2004, and believes her varied background contributes to its success.

**Denis Barrett**, Community Education Facilitator, Cork Education and Training Board (one of the first appointees in Ireland following *Learning for Life*, 2000). He was founding chair of the National Community Education Facilitators Association, and served on the Executive committee of AONTAS, having been a Youth and Community Worker, and co-ordinating outreach programmes for Waterford Institute of Technology. A passionate and committed advocate for inclusive and holistic education, Denis has been active with the Cork Lifelong Learning Festival since 2004, as founding chair of the Cork Music Education Partnership since 2011, and in the EcCoWeLL Cork steering group with other sector representatives since 2012.

# BRISTOL

## LEARNING CITY

### Introduction to Bristol

Bristol is a beautiful and vibrant city with an international reputation as a good place to live and do business, a thriving arts scene and a modern city centre. Bristol has a population of about 442,500, and is the largest city in the South West of England. In Bristol there are currently more children under the age of sixteen than people of pensionable age and 16% of the population belongs to black or minority ethnic groups.

In 2014 Bristol was named the best place to live in the UK (Sunday Times), and was the European Green Capital in 2015, reinforcing its international reputation as a leading sustainable city in the UK and Europe. Bristol is a prosperous city nationally and internationally, built on a wide and varied industrial base including high-tech industries, business services, finance, retail and the creative industries. It is well-connected by road, rail, sea and air. Despite this prosperity, in some parts of the city residents have a 5% chance of attending university compared to 83% in other areas.

Bristol also won the 2014 International Making Cities Liveable Lewis Mumford Award for a healthy and liveable city, and is one of the first Rockefeller 100 Resilient Cities. Yet, the city still faces a number of challenges. There are persistent health and wellbeing inequalities between different parts of the city. It can be a city of contrasts, and its relative prosperity throws these into sharp relief. Life expectancy varies across the city, with a significant gap existing between the north and south of the city.

The city has a rapidly growing population, especially child population. There are two very successful and popular universities and a highly educated and skilled workforce. However, Bristol's economic success has also brought with it problems and challenges, such as congestion, environmental pollution and high house prices (relative to income) causing problems for key workers and younger people looking for affordable housing.



### Bristol as a Learning City

The ambition to establish Bristol as a Learning City was set out in the Mayor's 2013 Vision, with the aim of increasing social mobility for all citizens. At its core was the desire to create coherence across the education and skills landscape which, as a result of government policy, risked becoming increasingly fragmented. During the development phase with city leaders, to establish the scope and model for a Learning City in Bristol, it was agreed that to create a culture of learning in the city both formal and informal learning across all ages was an essential part of the concept.

The Learning City Partnership (LCP) Board was established at the beginning of 2015 and met for the first time in March of that year, with a role to plan strategically, maximise resources and encourage innovation. Initial work had already been taking place through a series of task groups, which became known as Challenge Groups, each considering a specific theme aimed at tackling systemic challenges in the city.

The council's constitution was amended in the summer of 2015 to allow the Mayor to make decisions of the council about education at the LCP Board; this was further amended in December 2015 to include key

decisions. The Mayor took the first key decision, approving the Integrated Education and Capital Strategy, and associated capital spending of £34 million, at a meeting of the LCP Board on 27 January 2016.

Towards the end of 2015 the Mayor determined that 2016 would be the Year of Learning in Bristol; this will support the LCP ambition of promoting a culture of learning across the city and particularly engaging those who are least likely to access learning. Bristol is the first city in England to become part of the UNESCO Global Network of Learning Cities, affirming the city's strong commitment to lifelong learning.

Bristol Learning City is also seeking to address local issues, such as isolation and engagement, by creating communities of learning anchored to existing resources; such as children's centres and libraries. Maximising our resources will help us to develop resilience and open up new opportunities for our citizens to learn and work.



### The Power of Learning

Our presentation will cover the following core elements that have helped us shape our Learning City Partnership;

**Resilient Governance** - Learning from other successful Learning Cities, Bristol has developed strong governance arrangements with influential city leaders

**Wide Engagement** – The Learning City Partnership is drawn from a wide range of representatives in both the public and private sectors. We have sought to increase engagement by developing a Learning Ambassador role, to champion the power of learning to change lives

**Sustainability** - Bristol is a rapidly developing City and partners are working together to address some systemic learning challenges; the aim is to ensure that all citizens are able to take advantage of the growing opportunities in the city and as a result the gap of disadvantage is narrowed.

Challenge Groups have been established to bring together partner expertise and resource across sectors, to realise greater capacity, increase impact and develop cross cutting projects in the City.

**Innovation** – Innovation is a key priority for our work, to enable us to develop new ways of working and deliver a greater impact in the City.



We aim to learn through all aspects of our work and we are establishing a new approach to evaluating the city that incorporates big data and citizen engagement.

## Learning for Bristol

Bristol Learning City is incorporating resilience and sustainability into the heart of its work and bringing together diminishing resources to work more effectively and achieve greater impact so that as partners we make a difference in the City. The PASCAL Conference will provide us with a chance to benchmark our progress against other Learning Cities, and open up new networking and collaboration opportunities for future development.

## Presenters

**John Readman**, Strategic Director for People, Bristol City Council – John oversees services which include adult care, children's services and education and skills, and his career has been mainly in London boroughs, then Hull and in Bristol since 2014. John is one of the founding members of Bristol Learning City and continues to play a pivotal role in its development. As a passionate advocate for inclusive learning, John is working with Learning City partners to address the systemic challenges facing the city.

**Sian Rees**, Learning City Lead – Sian has more than twenty-five years strategic, advisory and operational experience in education service delivery and organisational development across a range of local government, not-for-profit and private sector organisations. She has held regional and national, executive and non-executive, directorships in the UK, including Chair of a national charity, Director of a newly created University and found Director of a national association for guidance practitioners.

**Rebecca Phillips**, Learning City Lead – Rebecca brings her wealth of experience in learning, partnership and creative development to support City leaders to establish an innovative and ambitious way of working together and cultivate a culture of learning for all in Bristol. Professional learning in organisational development and creative and systems thinking has formed a foundation, including her time as a Chief Executive of a young people's charity, in local government, the cultural sector and consultancy.

**Professor Judith Squires**, Pro-Vice Chancellor, University of Bristol – Professor Squires took up the post of Pro Vice-Chancellor for Education in August 2013. She was a member of the ESRC Training and Skills Committee (2009-14) and is currently a member of the Peer Review College and is also a member of the REF (sub-panel 21). She was made an Academician of the Academy of Social Science in 2009 and is also a Fellow of the RSA. She is also a member of Bristol's Festival of Ideas Advisory Board.

## Glasgow

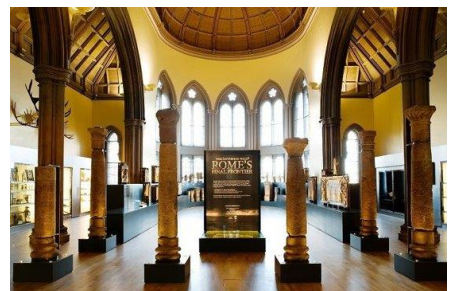


### Glasgow as a Learning City

Glasgow first adopted the designation of a Learning City in 1999, and the concept continues to be a driving force in the city's development. The City has pursued that general objective of promoting learning in many ways, covering many facets of the life of the city, and the learning city remains one of the 5 main priorities of the City in its current strategic plan. This presentation will highlight several of these, and allow the conference to explore a broad approach to the learning city idea, consistent with the theme of the Conference organisers.

The decision by Glasgow to become a learning city was seen as a logical response to facing up to the challenges of the loss of traditional industries, and to wanting to compete in the developing knowledge-based economy of the 21st century. The central place given to lifelong learning was also in the spirit of the traditions of a city whose oldest university had been built on the traditions of the Scottish enlightenment to bring opportunities for learning to the broader community.

The showcase will span initiatives in education, in community development, in the development of the City's Resilience strategy, and in relation to cultural development. It brings together too the contributions of different agencies to the overall objective of providing learning opportunities for all. Presentations will be led by Maureen McKenna, Executive Director of Education for the City of Glasgow, and will include contributions from Andrew Olney, Head of Communities and Libraries, Glasgow Life, Alastair Brown, Chief Resilience Officer for the City of Glasgow, and Professor David Gaimster, at Glasgow University and Director of the Hunterian Museum in the city.



Glasgow continues to build on its success as European City of Culture in 1988 through its promotion of a wide range educational, community learning, cultural and sporting events, for example as host city for the Commonwealth Games in 2014. Its museums and cultural facilities adopt an open inclusive approach and form an important contribution to the creativity and vitality of the City.

### Education- Maureen McKenna

Maureen will introduce the presentation around the theme of the learning journey for people from pre-school through school and on to continuing education. The city sees itself as a nurturing city, encouraging

learning on an inclusive basis through all stages and widening access to further and higher education opportunities. She will describe several major initiatives in the city towards this goal.

**Communities – Andrew Olney**

Glasgow Life is a charity which delivers cultural, sporting and learning activities on behalf of Glasgow City Council with a vision to inspire Glasgow’s citizens and communities to lead more active and richer lives through culture and sport. Andrew will describe initiatives taken by Glasgow Life to promote learning in the community through libraries and community-based learning centres.



**Resilience – Alastair Brown**

Glasgow, like all cities, faces a number of major challenges. In Glasgow’s case the legacy of declining heavy industries has left its mark and presents major issues as the city seeks to secure its place in the 21<sup>st</sup> century world economy. Glasgow was one of the first cities to join the Rockefeller Foundation programme of Resilient Cities. It will shortly be publishing its Resilience strategy. Alastair will describe the work which has been undertaken in the city in the preparation of the strategy.

**Cultural development – David Gaimster**

Glasgow has one of the highest concentrations of cultural and heritage collections in the UK, if not in Europe. Glasgow Museums are the largest civic service in the UK, and the Hunterian at the University of Glasgow is among the largest university collections and by far the most extensive in Scotland. This rich ecology of museums and galleries enriches the learning journey for all from primary through to higher education and on to lifelong learning. The new Kelvin Hall development, with its unique partnership between civic, university and national institutions re-enforces Glasgow’s learning city ambitions.

**Bringing the strands together**

The showcase will end with a discussion chaired by John Tibbitt, PASCAL Head of Policy, which will aim to explore the opportunities and benefits which arise from this cross-sector approach to the learning city.



## Presenters

**Maureen McKenna OBE**, Executive Director of Education, Glasgow City Council has responsibility for learning across the city. She is a former maths teacher/specialist and worked for 7 years as a member of Her Majesty's Inspectorate of Schools, overseeing schools, education authorities and child protection. Since joining the Glasgow City Council, there has been a marked improvement in attainment and attendance in schools. Maureen is Vice President of the Association of Directors of Education of Scotland and honorary Vice President of Basketball Scotland. Her OBE was awarded for services to education in Glasgow and Malawi.

**Andrew Olney**, Head of Communities and Libraries at Glasgow Life formerly held area management roles. He has a management background in a range of positions in local government in the UK including sports and recreation administration, to business and community development. His interests include arts and culture, economic empowerment, children, education, health, poverty alleviation and social services.

**Alastair Brown**, Head of Sustainability and the Environment - Glasgow City Council where he has responsibility for a number of projects relating to social, economic and environmental benefits for the City. As Chief Resilience Officer for the City of Glasgow, his role is part of the Rockefeller Foundation's global network of 100 resilient cities with a particular focus on vulnerable communities, climate resilience and long term planning. Alastair is lead coordinator for the Sustainable Glasgow public/private partnership and continues to lead the Greener Legacy. He has a background in environmental and public health.

**David Gaimster PhD**, Director - Hunterian Museum, Glasgow University, the largest university museum service in Scotland and the nation's oldest museum. Previously David worked as General Secretary and CEO of the Society of Antiquaries of London (2004-2010); as Senior Policy Advisor for Cultural Property, Department for Culture, Media & Sport (2002-04); and as an Assistant Keeper in the Department for Medieval & Later Antiquities, British Museum (1986-2001). David is a board member of Museums Galleries Scotland and of Historic Environment Scotland. He was recently elected a Fellow of the Royal Society of Edinburgh (FRSE).



## Swansea Bay City Region



The presentation will consider progress in developing Swansea Bay Entrepreneurial Learning City Region.

The Welsh Government identifies two key themes, “developing a buoyant economy” and “supporting social justice”, as essential for development in Wales. The presentation considers steps taken to implement these themes through a focus on developing entrepreneurial skills and attitudes.

**Norman Longworth** will define the key features of an entrepreneurial learning city by outlining attributes that can be translated into action. These impact a city’s economic, social and entrepreneurial development through learning. By encouraging all public and private organisations to be learning organisations it is expected that Swansea’s educational, administrative and wealth-creating organisations will work together in partnership so that talents are “unlocked”. Adaptive skills, outward-looking vision and capitalising on the power of modern technologies are essential for creating entrepreneurial abilities. Longer-term strategies to foster and sustain innovative, creative and diverse opportunities are envisaged and are to be communicated internally and externally throughout the city/region.

**Jean Preece** will examine the policy context in Wales. Wales has a devolved administration with responsibilities for 20 subjects including education and training and economic development. Jean will review the regional structures which enable the development of an entrepreneurial learning city. There are three complementary pillars which support the development of the Swansea Bay Entrepreneurial Learning City Region.

1. Swansea Bay City Region Partnership leads on economic regeneration. It ensures that the infrastructure and investment which support research, development and innovation are in place.
2. The Regional Learning Partnership is a collaboration of all learning providers and develops learning and skills pathways which are responsive to employer needs for growth.
3. The UNESCO Learning City Initiative supports the development of entrepreneurial capacity and reviews entrepreneurial learning provision to ensure inclusivity.

The progress of Swansea Bay Entrepreneurial Learning City Region was reviewed as a Case Study which was published by UNESCO in “Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities.”



**Judith James** will explain how the implementation is located within an anti-poverty agenda, which is the priority for the City and County of Swansea.

Swansea can be viewed as a city of two halves, with an increasing divide between affluent neighbourhoods and local areas identified within the Welsh Index of Multiple Deprivation.

Our Learning City developments are focused on entrepreneurial learning. The presentation will explain the reasons for the selection of entrepreneurial learning as a theme and the impact of this on inclusive learning.



Entrepreneurial learning can enable citizens living in disadvantaged communities to access new opportunities which arise as a result of an improved economy. Judith will review the Welsh Government's Youth Entrepreneurship Strategy and consider results.

In 2015 Swansea Bay City Region received the UNESCO Learning City Award as one of only three cities in Europe to be honoured among a total of 12 worldwide.

Finally **Norman Longworth** will review Swansea Bay City Region's progress in his key features to identify strengths, weaknesses and direction of travel.

### Presenters

**Norman Longworth** is a former President of the European Lifelong Learning Initiative and a UNESCO Professor. He has also been a visiting Professor of Lifelong Learning at several European universities. He managed many of the European Commission's (EC) Learning City projects, developing tools and techniques to stimulate their growth. He wrote the EC's strategy paper on learning city and region development, has written and edited books and lectured on the subject in more than twenty-five countries. He has worked with UNESCO, OECD and the European Commission on the same topics, and has recently helped the former to develop a network of global learning cities.

**Judith James** has extensive experience in higher education management, with particular reference to equality and diversity, entrepreneurship and widening participation from under-represented groups in H.E. Her recent roles have focused on change management in higher education and currently she is Head of Strategic Regional Collaboration at Swansea University. Her previous role was Deputy Head of the Department of Adult Continuing Education. She is a member of the UNESCO International Expert Group on Developing Learning Cities and has contributed to the development of the UNESCO Global Network of Learning Cities. She has undertaken consultancies for the UK Government Equalities Office and the Welsh Government.

**Jean Preece** is an experienced ICT Programme Manager and European Project Manager in the Department for Adult Continuing Education. She has managed the training of over 3,000 disadvantaged community learners in ICT and personal development with great success in achieving employment outcomes, including self-employment. Her project 'Swansea Arrivals' supported refugees and asylum seekers to integrate into the community. She supported 'Parenting in a Multicultural European City' with eleven European partners. She has also participated in Transversal, Horizon, and Lingua projects, including the XPLOIT Multilateral project which focused on the development of learning regions. Jean's publications focus on the use of ICT training to enhance widening participation in higher education.

# Limerick

## Learning Limerick Showcase

### Brief Overview of Limerick City and County



Limerick is the Republic of Ireland's third largest City and is located on the River Shannon, in the Mid-West Region of Ireland. The County of Limerick is located in the province of Munster with a population of 191,809 (Census 2011). Limerick is the hub of transport, economic, educational and social activities in the Mid-West Region. The city has a rich medieval past and was conquered by the Vikings in the ninth century. Its medieval precinct includes the famous King John's Castle. The County of Limerick is a place of rural charm and beauty, with a landscape that varies from the mountains of Ballyhoura in the Golden Vale to the Shannon Estuary.

In 2014, Limerick became Ireland's National City of Culture, and has an ambitious plan to establish the city as an internationally recognised location for culture activities beyond this and is currently a candidate for the European Capital of Culture bid for 2020. Learning Limerick is collaborating with Limerick 2020 on our common goal of promoting Limerick at international level as a learning and cultural region of excellence.

### Learning Limerick

The Learning Limerick Steering Group is a partnership forum that brings together sectoral networks and partnerships, and is committed to creating a culture of learning in Limerick. It is made up of statutory, local development, business, and community & voluntary sector partners that have a role in Learning in Limerick.

The original Limerick City of Learning Steering Group was established as a sub-committee of the Limerick City Development Board in 2002. A key goal of the Board's Strategy for the City was that Limerick would become a City of Learning – a city full of opportunities.

The group's first strategy document '*Together for a Brighter Future - Collaborative Framework for Progress*' (2008) highlighted 4 pillars for the Strategy for Learning for Limerick:

1. Creating a spark for learning,
2. Giving children and young people the best start in life,
3. Fostering a thriving and inclusive city,
4. Promoting quality learning environments



In late 2010, the membership of the group was reconstituted around key sectoral networks and fora in Limerick. There has been a part-time facilitator employed since this time, with funding from the Limerick Regeneration Agency. This has enabled the group to hold an annual Limerick Lifelong Learning Festival since 2011.

The expansion of its membership in 2013 to include both City and County partners resulted in the name of the group being rebranded to: '**Learning Limerick**'. Government reform which included the amalgamation of Limerick City and County Councils has been a key factor in driving the development for Learning Limerick.

The aims of the now expanded Learning Limerick (encompassing City and County) group were agreed at a number of planning sessions in 2014:

1. To promote the value of learning in Limerick, across all stages of the life cycle.
2. To share information that enhances members and partners organisational learning.
3. To support the range of sectoral networks and groups in their efforts to engage people in positive learning experiences.

The Showcase for Limerick will focus on 3 strands of Learning Limerick's work activity – each of which illustrates the connections that are highlighted in the group's Conference paper:

1. **Building a Limerick Learning Region**
2. **Limerick Lifelong Learning Festival**
3. **Promotion of Learning in Limerick Region**

**Building a Limerick Learning Region:** - The growth of the work of Learning Limerick has involved working with our partners in the County over the last three years. We work together in the promotion of learning and also examining some of the particular issues for engaging learners in rural Limerick.

Some examples of these issues would include: - Difficulties of transport and the distance to travel, (especially an issue for those on low incomes and without their own cars.)

- Demographic imbalance - small population size in some areas making running learning events and activities unviable
- Broadband connectivity - access
- Difficulty in rural areas in access to either information, advice guidance, as well as actual courses,
- Lack of timely, affordable access to key services or to well-paid employment
- Costs associated with learning, including fees, travel, and childcare.

**Connections** - The connections relevant to this strand are Geographical and Developmental Connections.



**Limerick Lifelong Learning Festival 2016**, entitled *Learning from Each Other in a Changed Limerick*: - The Festival is now in its 6<sup>th</sup> year and includes 200 events across the City and County. It promotes Limerick as a superb location for personal, social and work-related learning and development. There are two features of this year's festival that are particularly noteworthy:

**(a) Thomond Park Showcase 2016**

The Festival Showcase will be held in Thomond Park, a venue which is renowned sporting venue, the home of Munster Rugby, on Saturday 16<sup>th</sup> April to open Festival week. The selection of very interactive events, activities and workshops spans across all areas of learning such as history, fashion, activities for children and young people, culture, business and personal development, arts and crafts, music and dancing, sports and leisure, health studies, as well as many events exploring more traditional education and training areas. The day will offer a snapshot of what the festival week offers. The event this year also links closely with Limerick's celebration of the Centenary of the 1916 Rising; and we look into our rich and diverse cultural heritage for inspiration!

## **(b) Business Sector Participation**

There is enhanced involvement of the business sector and the participation of this important sector is valued by Learning Limerick. Collaborative events with the Business Sector and Local Development and Community demonstrate the importance of each of the forms of capital (social capital with human capital and economic capital) and the connections between them. There are also examples of collaboration between private companies and educational institutions, as well as government.

There will be informal learning sessions provided to participants of all ages on the following topics: Social Media, Income Tax, Personal Development, Law, Upskilling and Further Education, Digital Media PR, Team Building, Business Mentoring, Raising Awareness of Disability in the Workplace, Mediation and Conflict Resolution, Lean Workshop, Innovative and New Technologies, Knowing Your Brain to Improve Performance, and many more.

*Connections* – The connections relevant to this strand are Sectoral, Generational, and Cultural.

**Promotion of Learning in Limerick Region:** - The group's Media Campaign including a strong online presence is being further developed. There are two strands to this promotion:

- (a) Learning Limerick acknowledges the range of initiatives that go into making Limerick a Learning City and County. Learning Partnership Initiatives that are taking place in Limerick throughout the year are promoted by the group.
- (b) Learning Limerick acknowledges the critical importance of Learning to the future development of Limerick City and County.

Some examples of the ongoing work on promotion include:

- Distinguishing between Learning Limerick and the Lifelong Learning Festival in the message – ensuring people recognise that Learning Limerick 'brings and presents' the Limerick Lifelong Learning Festival Project.
- Keeping the brand active all year round, and not just at the time of the Festival.
- Online presence, Website and Social Media.
- Resources, publications.
- Networking with public and private sector – including group meetings and one-to-one meetings with representatives from key sectors.
- Engaging with print media and radio sponsors.
- Signage with Learning Limerick and Festival Branding.

The goal of this promotion campaign is to create a platform for learners and providers of learning in the Limerick Region and to support the range of key partnership learning initiatives across Limerick.

*Connections* – The connections relevant to this strand are Technological connections.

## **Presenters**

**Pat Dowling**, Deputy Chief Executive, Limerick City and County Council with responsibility for Social Development, Pat was assigned the task of managing the merger of the former Limerick City Council and Limerick County Council in charting a new operating model in arriving at a unified authority for Limerick. From Knockaderry in West Limerick and a graduate of UL, he joined Limerick Corporation in 1999.

**Anna Rooney**, since 2016, Anna has worked with Learning Limerick, organising the Limerick Lifelong Learning Festival and the Thomond Park Showcase this year. Anna was elected to the Clones Town Council in 2009, was honoured with a LeaDeR award in the area of cultural integration, been appointed to the Leinster Regional Forum of the Ministerial Council on Integration and represented Ireland on the European Integration Forum 2009–2011. She has been working in community development and delivered training through enterprises.

**Yvonne Lane**, Lifelong Learning Facilitator, Learning Limerick, she has coordinated the Limerick Lifelong Learning since it began its first pilot festival in 2011. With a background in Education, she taught at second and PLC-level and worked in Instructional Design and Planning. She facilitated the Learning Limerick Steering Group, implemented the PAUL Partnership Work Plan and works closely with the Limerick and Clare Education and Training Board and with the Limerick City and County Council.

# Karlstad

## Profile - City Showcase Presentation Karlstad



### Introduction

This city showcase of Karlstad, Sweden, will describe a municipality-university collaboration which aims to create cross-sectoral synergies between cultural activities, directed at enhancing work environments, and the well-being of employees, students, and local residents. The collaboration draws on interactions between researchers, local cultural institutions, and municipalities.

### Background

The city of Karlstad, in the region of Värmland, is a city in a rural region of mid-western Sweden, situated between Stockholm and Oslo. It was founded on an islet that used to be market place in the Viking age, and was granted a city charter in 1584 by King Charles IX of Sweden, Duke of Värmland. Karlstad is literally the name for Charles' city.

Karlstad is the largest city in the province [Värmland](#) in Sweden, and has approximately 88,000 inhabitants. It is situated at the river of [Klarälven](#) and on the shores of Lake, [Vänern, the largest lake in Sweden as well as in the European Union](#). Business and economic development in Karlstad is closely connected to the natural resources in the region. Thus, traditional industries are, in addition to service and retail, steel and engineering, paper production. Today there are around 9000 companies within different branches.

The municipality of Karlstad provides a wide range of local health and social services. The municipality is headed by politicians who are locally elected every four years.

Karlstad has a longstanding tradition of systematic and strategic work to produce and foster an attractive and inclusive city, capitalizing on local cultural assets, such as several world famous authors and musicians. The long-term vision for the city and the municipal strategic plan emphasize the importance of a broad range of municipal activities related to culture and leisure, which are available to the local residents.

### Culture policies for cohesive and sustainable cities

In the municipality and at Karlstad University, there is a growing awareness of the role of culture and cultural policies as a tool for creating sustainability and cohesion as well as the embracement of diversity. These hopes and ambitions are based partly on research revealing positive association between cultural activity, work satisfaction, improved self-perceived health and superior work engagement. Several past and ongoing collaborations aim to foster an inclusive and sustainable life environment that promotes quality of life, health and wellbeing among the residents of Karlstad. In these initiatives, a rich offering of cultural activities has been regarded as an important factor for an optimal life environment.

The municipality-university collaboration, specifically, aims to create synergies, by infusing the organizations with culture and cultural activities. Working groups are currently trying to identify sustainable processes for

regular offerings of cultural activities, in order to enhance work environments and the wellbeing among employees, students and city members. Furthermore, at the university, a platform for interaction between researchers and local cultural institutions and cultural actors, the municipality and regional actors is currently being developed.

In March 2010, Karlstad was appointed as the Cultural municipality of the year.



### Presenters

**Camilla Kylin**, PhD, Assistant Professor of Psychology, Institution of Social and Psychological Studies, Karlstad University, Sweden. Camilla works as a deputy head researcher focusing on work-life balance; work, stress and health; social identity; and leadership. She is a member of the Culture Committee Board, Karlstad municipality, and the International Collegium for Advanced Transdisciplinary Gender Studies.

**Ingrid Rystedt**, MD, PhD, Assistant Professor of Public Health, Department of Health Sciences, Karlstad University, Sweden. Ingrid is principal investigator for a research project exploring models of integrated care for mental illness and substance abuse in compulsory care settings. She is also interested in how community activities, e.g. cultural programs, contribute to social support and wellbeing for all citizens, including vulnerable populations.



**Planned Content:**

**I. PÉCS-Profile and its distinctiveness**

A relatively small-scale university city (150 thousand inhabitants) where the university with its 6000 employees is the largest employer with weakening economic strength (the South-Western region is the 12<sup>th</sup> poorest of the European Union), aiming at focussing on culture-led development in an historic multi-ethnic and multi-religious community, a former European Capital of Culture (2010), labelling itself at present „The city of culture”, and making an effort to achieve the title of EUROPEAN GREEN CAPITAL in the future as well.

**II. The City has a long-term DEVELOPMENT PLAN for the 2014-2030 period** complying with sustainability criteria, and engaged in applying system-wide policies that jointly support the three – environmental, economical and social – dimensions of sustainability.

It is recognized that the strategic goals can't be accomplished without an integrated approach that is able to foster widespread cultural change that involves a complex web of social organizations from various sectors and the community at large.

Various forms of community involvement (consultation through questionnaires, focus groups, participatory planning) in operational planning are experimented in the *city*.

*The principle of multi-stakeholder approach is declared in the document. Resilience, diversity as a source for renewal, growing efficiency of systems, individual and community responsibility, ensuring access as a means for opportunity-growth* were named as the 5 horizontal goals mainstreaming all dimensions of sustainable development.

**III. The Pécs Learning City-Learning Region Initiative** has had its upsides and downsides in its history since 2010 but all the growing member of local actors involved share the belief that the learning city is a network of collaborators acting to create a capable system that reaches a critical mass of social (transformative) learning.

The Learning City Forum has been successful in identifying existing cultural learning networks and creating new learning communities for the purpose of discovering and mobilizing local resources. The university's role, especially the contribution of the Institute for Adult and Human Development is rather strong in fostering the development of collaborative action for better knowledge transfer and lifelong learning. The University of Pécs helps collecting and sharing valuable knowledge and practice around learning and, at the same time, it tries to demonstrate how lifelong learning ought to be recognised and considered as important in social and community dimensions and, moreover, in aspects of urban development and local-regional innovations.

The values and basic principles addressing the issues of sustainability, like *the safety of human life, equal rights for access for acquisition and creation of culture, ensuring full participation in the society, protecting the*



*opportunities for development and action for all, the preservation and renewal of cultural heritage, nurturing social cohesion of the communities, intergenerational equity and fairness, recognition of diverse values and identities, ethical responsibility, awareness of long-term sustainability* in all societal dimension are core foundations for the participants of the Learning City Forum.

#### **IV. Policy agendas and Flagship Projects, Learning Communities and Community-based Development Networks**

- NGOs Capacity Development - the House of Civic Communities was the leading partner in a consortium involving 32 NGOs in the city to make them to conduct a self-reflective analysis and after having identified their weak points to address the deficiencies in a creative way. Empowered, these NGOs have developed new skills that opened new channels for development.
- Volunteering for Pécs - the Volunteer Centre has accomplished a very successful recruitment programme around the slogan 'Give 1% of your leisure time'!
- A-typical and non-formal learning networks and scenes, diverse needs - several foci have already come to the fore:
  - The Green Education platform contributing to 'Pécs Eco-City, Mecsek-Dráva Eco-Region' initiative. The network of NGOs groups, children and youth programmes on environmental topics with the aim of increasing environment-consciousness and sharing good practices.
  - The aged-focus learning initiatives (Senior Academy and other 60+ community learning groups).
  - The Cultural institutions' outreach efforts and interactive methods-based learning opportunities for students and their families.
- Heritage sites and their creative use:
  - City Development Games for Youth. An energetic cultural association of architects, art historians and young professionals in the field of urban development created several games for groups of youngsters in order to engage them in getting to know the public spaces and stimulate them as local citizens to think about how they can make living here more attractive. The youth groups are encouraged to generate their small projects to revitalise the spaces and accomplish them within a supportive framework offered by more experienced professionals and resource givers.
  - The PECSWORK project aims to develop the suburban areas of the city through fostering community initiatives and mobilizing their resources. These area communities/district centres have been creating platforms to meet and share good practices. Advocacy work has greatly improved and the needs of the district community are better served. Knowledge and skills of the volunteers and key local stakeholders have also been developed and local stakeholder networks for area based inclusion has been established.
  - Heritage identification processes through community involvement.
  - Families with children with special needs (i.e. autistic children).
- THE INCLUSIVE CITY - the fight against poverty and social exclusion in Eastern Pécs Area is one of the area-based projects of the city that heavily builds on creating a network of varied players (ngos, local government services, university experts and students, businesses) to develop the capacity of the local disadvantaged population to represent their interests in participatory planning processes and arrest the many faces of poverty. Earlier urban rehabilitation projects hasn't given enough importance to the soft approaches, only hard factors mattered. The human development side is crucial. The „Community

Coaching” method alongside with other facilitating techniques were able to generate „mini- projects” of the resident groups, access to education of various sorts and enhanced employment opportunities were promoted. The growth of social capital has been seen as contributing to both to the welfare of the individuals and to the potential collective action.



## V. Future directions

Creating a Community Foundation, a vehicle for pooling resources from the community for community initiatives.

### Presenter

**Balázs Németh**, Phd, Associate Professor of Lifelong Learning, Faculty of Adult Education and HRD, University of Pécs. He is Vice-Head of the Department of Adult Education, Head of the Regional Lifelong Learning Research Center of the Faculty and has participated in joint European networks and related projects, researching the role of higher education in adult and continuing education and lifelong learning, also on curriculum development for adult educators. He is the official representative of the University of Pécs in EUCEN and EAEA. Dr Németh was a key figure to take the learning region initiative into the focus of discussion of the Committee of Regions (CoR) of the European Union.

### Research and Coordination

**Terez Kleisz**, Phd, Associate Professor at the Institute for Culture, Faculty of Cultural Sciences, Education and Regional Development in University of Pécs. She has taught sociological and community development courses and is a civic activist in the field of youth culture, a member of the trustee-board of Pécs Community Foundation, and advocate of the Pécs Learning City Project. She is involved in international research and development focussing on learning regions, cultural policies, the local and regional dimension of lifelong learning and intergenerational learning.

**Csilla Vincze**, Director, The House of Civic Communities.

## Acireale

Acireale is a medium-sized city, belonging to the central-eastern urban system of Sicily. The city is part of the Metropolitan Area of Catania, and it possesses some peculiar characteristics that derive from its origins and history.



Between the nineteenth century and the first half of the twentieth century, Acireale played an important role in Sicilian cultural production, especially in training and education for the upper class, the so-called *elite*. This role has been guaranteed thanks to the presence of a large number of monasteries and buildings hosting numerous educational institutions, significant academies, art galleries, cultural associations, and so forth. In those years the city also played a key role in the economy of Sicily.

It was one of the first cities that invested in thermal baths and tourism, excelling in artistic productions and high quality handicrafts, as well as engaging in cultural and commercial relations outside Sicily.

These dynamics lasted throughout the first half of the twentieth century, culminating in the '60s, a sort of *golden age* for Acireale, when its economy is literally *fuelled* by the *Lemon economy* (production and export of lemons), together with the food industry and the rising business of concrete constructions. But still in those years, like in many other Italian areas, the city began to reduce its investments in culture, spending the majority of its financial resources in an insane urban growth. Moreover, in the last 30 years, the *Concrete economy* has produced devastating effects on the local productive habits and culture, transforming the local entrepreneurship. This insane process stopped only during the first years of the new millennium, after having consumed more than 30% of the municipal land, having transformed the natural environment, and having erased the majority of its historical and heritage landmarks, especially along the coast.



As a matter of fact, from the second half of the '80s, the city started experiencing a profound long-lasting crisis; on one side, due to the inability, for the entrepreneurial class, of adapting to the changing globalized markets; on the other hand, due to the loss of vital core functions, that have been transferred into the broader metropolitan context. But the crisis of Acireale is not only an economic one: it involves the identity of the city, reducing its human and social capital. These mechanisms have been reflected also on the political class that, for many years, has been committed to focus just on managing ordinary or emergency issues, with no capability of planning and designing the future development of the city, and no capability of generating any strategic visions for the medium-long run. This fact is in evidence, for instance, through the case of the elaboration of the Municipal Comprehensive Plan, a fundamental planning tool for the city, whose design process has lasted 35 years, and whose contents are not adequate for catalysing consistent forms of development, in relation with public funds and EU policies.

Within this background, something seems to have changed. The current municipal administration, elected in May 2014, has at the core of its political agenda to value the cultural system, implementing opportunities for improving human and social capital.

In this institutional context, there is an opportunity for Acireale: a new planning tool, defined as *Integrated Plan for Ecological/Urban Reorganization and Socio-Economic Revitalization*, seems to be a new start for the city of Acireale. The *Integrated Plan* is aimed at supporting environmental regeneration of the rural/urban areas, and the recovery/reutilization of existing buildings, in order to tackle the process of abandonment and degradation that characterizes the city, allowing a full regeneration. Along with these goals, the *Integrated*

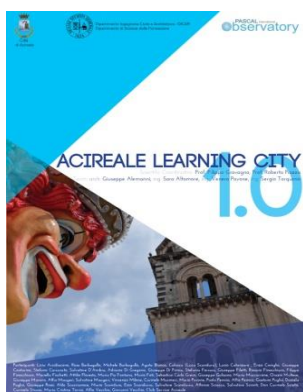
*Plan* targets other objectives. It aims to identify and to address the many forms of disadvantage and urban suffering in the city, the old and new forms of deprivation and poverty, focusing on the promotion and enhancement of behaviours based on cooperation and solidarity, boosting paths and processes of active citizenship.



In order to design and implement this ambitious *Integrated Plan*, the City Council has set up a Planning office and requested the collaboration of the University of Catania. The partnership between the Planning office and the University of Catania has already led to the draft of a first document containing goals, methodologies and strategies to be implemented. The document has been presented to the city in December 2015. It contains: the identification of a first system of themes and policies related with the overall goal of the *Integrated Plan*; the identification of the various forms of knowledge and the analytical framework to put at the base of the *Integrated Plan*; the set of strategies and tools required for implementing the policies; the articulation of the preliminary procedures and temporal phases for the construction of the *Integrated Plan* itself; the identification of roles, actors and stakeholders involved in the different stages of the planning process.

The core of the strategy is to institute a cultural iconic place, both a physical and a virtual space, that local authorities will use for public debates, involving the broad local community in the decision-making process: the so-called *Urban Centre*. The Urban Centre has been designed as a tool for implementing more inclusive forms of direct democracy and catalysing practices of active citizenship. It is therefore an important functional pivotal aimed at facilitating the dialogue between civil society and local authorities, and at building opportunities for collective analysis and reflection on the main topics of interest for the city.

The Urban Centre is a physical and a virtual space: the physical space is set up for organizing meetings, conferences, workshops, seminars, exhibitions and whatever else can be useful to fuel the discussion and the direct dialogue amongst the various community members, and between citizens and local authorities. The virtual space is a website containing more sections. Some sections are aimed to build and feed the system of memory and knowledge related to the city and its rural lands. Also, users can consult policy documents and planning tools, related to regional and local governance for instance. Other functions are more related to nurture a participatory and proactive involvement of citizens: users are updated on activities in progress; they can participate in the debate about on-going events, express their points of view, and promote ideas or projects to share with other citizens.



The full functioning of the Urban Centre is the great challenge of the new *Integrated Plan*. A challenge that has seen a first positive result with the project defined as *Acireale Learning City*. The project is aimed at developing an urban policy to enhance and to systematise the huge patrimony and the many cultural resources of Acireale, and it may be considered as a pilot project started thanks to the institution of the Urban Centre itself. In this path, the local authorities intend to make an important first step: entering Acireale in the international circuit of Learning Cities that propose to place at the heart of their development plan the culture as well as individual and collective learning mechanisms, in order to

increase social and human capital and to create new opportunities of economic development for their inhabitants.

Through the project *Acireale Learning City*, the local authorities of the City also wanted to fuel the debate on contents and goals of the municipal *Integrated Plan*, which should promote the huge cultural heritage of the city. This path has allowed testing new forms of urban governance, a new and different structuring mechanism of public decision-making, never attempted before. The debate has been supported by participatory and inclusive practices to facilitate dialogue between all the components, between all the actors present in the urban scene, moving from the various resources and the human capital that enrich the city itself.

### Presenters

**Filippo Gravagno**, PhD is an Associate Professor at the University of Catania, Department of Civil Engineering and Architecture, where He teaches Urban and Regional Planning and Designs. His research interests are centered on techniques for processes of local development through Participatory Action Research, with a specific focus on Mafia dynamics and anti-mafia practices. He is the scientific coordinator of *LabPEAT (Ecological and Environmental Design Lab)*.

**Giusy Pappalardo** (*LabPEAT* fellow) is a Postdoc Researcher at the University of Catania, Department of Civil Engineering and Architecture, with a strong interest for Action Research (AR) in places with environmental and social challenges. In 2009/2010, she developed a master thesis working closely with a distressed community aimed at regenerating the Simeto River Valley. She graduated cum laude and won the first prize of a national competition called “La Città dei Cittadini” (“A City Belonging to Citizens”).

**Roberta Piazza**, PhD, is a researcher on adult education, lifelong learning and career guidance. She is an associate professor in Adult Education and Lifelong Learning at the University of Catania, coordinator of University Postgraduate course in Expert in Job Placement Services, founded by European Social Funds (two editions) and key staff member of University J. Monnet Programme. Her most recent work has been directed towards the field of learning cities and the role of the University in spreading the lifelong learning culture. She is Associate member of PASCAL Observatory (from 2008), member of the Advisory Council Board (2013-), Associate Director in Europe (2014-).

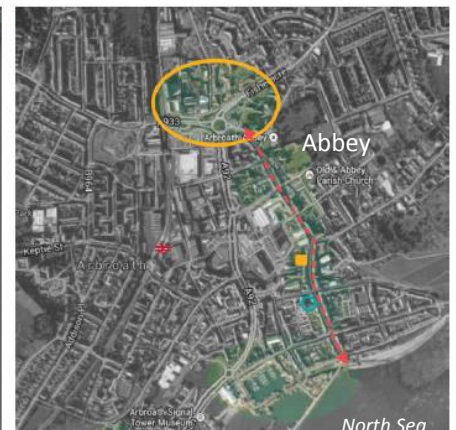
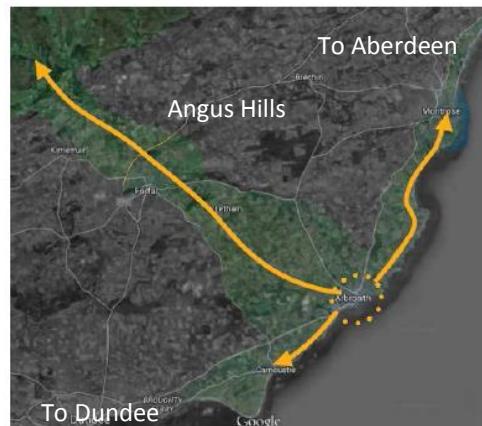
## Arbroath

### Arbroath: Placemaking as learning



'The Making of Urban Scotland' by Ian Adams highlights a tension in the narrative of Scotland. Though the Highlands represent a powerful, and significant part of the nation, most of Scotland's communities live in urban areas. But, almost 45% of the population live in towns of less than 10,000 people, and there are almost 500 urban settlements distributed across the landscapes of the country. These places build community, hold memory. Their resilience contradicts much of the city-centric view of contemporary development. In these places, collaboration is possible around the integration of citizenship, services and environment. The 'why' of re-making small places offers lessons to cities and regions. This is placemaking as learning.

Situated on the North Sea coast, around 16 miles (25.7 km) ENE of Dundee and 45 miles (72.4 km) SSW of Aberdeen, Arbroath is the largest town in the local authority area of Angus in Scotland. It has a population of 23,902. The town has a compact centre around a characterful High Street curving sinuously from the (working) harbour right up to the 12th century Abbey, which sits right in the town. The mid range and extensive Angus hills surround the town to the west. The Declaration of Arbroath in 1320 was a ringing affirmation for Scottish Independence: "it is in truth not for glory, nor riches, nor honours that we are fighting, but for freedom". There are fourteen primary schools, two secondary schools and one Further Education College located in the wider Arbroath area.



In winter 2015, Architecture and Design Scotland [[www.ads.org.uk](http://www.ads.org.uk)], Scottish Government, Angus Council and partners hosted a national symposium on town centre living using Arbroath as a live learning context [The Place Challenge]. A+DS are the national champion for placemaking and design, a non departmental public body of Scottish Government.

Town centre living has been identified as a national priority in the Town Centre Action Plan and the Joint Housing Policy and Delivery Group. The 'living' focus is greater than housing; it is about understanding citizen needs and building the conditions to support different lives in town centres collaboratively. Learning with and from citizens, and setting up the institutional frameworks to share learning about what works and why is key. The purpose of The Place Challenge was to bring practitioners on town centre living across Scotland to look at the possible 'how'.

In Scotland, each administrative area aligns its public services through the Community Planning Partnership, within which there is a duty to collaborate on all public sector partners. The Partnership takes a whole territory view of inputs and outcomes. The collaborative intent of the Partnership is set out in a Single Outcome Agreement. Recently, CPP's have been asked to develop locality plans, which particularise intent to align with the needs of places. Arbroath is currently shaping its locality plan, and some of the learning from The Place Challenge is feeding into this process.

### **Learning principles**

Town Centre Living is a complex problem. It is about integration of opportunities and experiences. We felt a positive way into this complexity would be to create a space to share the insights of people working with this issue across Scotland, and to commit to a synthesis of their discussions. We adopted three learning formats: first, we used Arbroath as a learning place, which was generously supported by the local authority and local community. Second, we committed to a process of 'problem based learning', inviting delegates to look at the problem of town centre living from different perspectives. Third, we used design as a vehicle to draw the strands of conversation together, to help make sense of what is possible.

### **Process**

The Place Challenge was carried out over two days. The first day involved some expert presentations, study visit and workshops on 'the problem'. The second day included the perspectives of communities across Scotland, and the UK trying to make Town Centre Living work; and workshop sessions on synthesis of the information shared to present possible solutions.

### **Learning points [LP]**

A key output of The Place Challenge was the creation of 'user personas' which articulate citizen need across age group, socio economic class and investment.. A distillation of the learning into a process statement mirrors strongly many of the principles promoted by the Learning Cities network:

*It is important to begin by identifying the benefits and barriers to town centre living. Potential collaborators need to be identified and brought on board. Together, they need to understand the challenges from a range of perspectives and prepare a clear brief setting out what they are trying to achieve. In identifying possible solutions local knowledge is invaluable, it is also helpful to research how others have approached similar problems elsewhere and to learn from them. Collaborators should allow themselves time to reflect and refine their brief before developing a prototype or drawings to share with others and generate feedback.*

*The report of the event is a sourcebook of ideas and is available here: <http://www.ads.org.uk/place-challenge-2015-summary-report-2/>*

### **LP.1 Creating clusters to connect people and places**

Planned investment provides an opportunity to take a whole place view and remodel services into clusters which connect people and communities. Achieving this involves:

- thinking deeply about quality of service from the user's perspective
- the need for accessibility and quality of place to be linked
- the need to have choices, with the right things in the right place.

Clustering emerged as a strategic principle. This is about grouping services (public, private and third sector) in ways that make sense to local people. It is about creating places where people want to be by improving opportunities to socialise and share knowledge and resources. For example, co-locating play space, community space and social space can foster intergenerational living and care for people of all ages.

### ***LP. 2 Creating options for flexible places***

A 'one size fits all approach' should be avoided. A range of town centre living options and flexible places will be more adaptable and support different needs over time:

- A range of housing options should be available to support different needs and levels of affordability, for example, designating zones for living over the shop, remodelling old buildings, and high density regeneration. This is about a taxonomy of choice, affordability and 'affordance'.
- Streets, blocks and plots should be designed to be adaptable and change over time. Subdividing buildings will make it easier to change them over time than large footprint, single-use buildings. This is about re-learning town making as practical, contemporary asset management.
- There needs to be a clearly defined purpose for the High Street which may benefit from being broken down into a series of contrasting and complimentary experiences, relating to people's needs. This is about place specific management, the possibility of co-production in action.

### ***LP. 3 Creating conditions for participation by all***

Opportunities need to be created for people to connect. Developing old buildings can help to broker new relationships among people who don't know each other but share interests, resources, or ideas about how the building should be developed and managed. Remodelling old buildings can also support new forms of community enterprise. One way to do this is by creating a range of spaces and finishes, from shell spaces to fitted out studios, which encourage people to have a go at their own business idea and build their business incrementally over time in a 'safe' space. This type of redevelopment is likely to require a specific business model which supports low rents and overheads, and a collaborative form of management. It invites place specific means of capturing and sharing learning.

### ***LP. 4 Creating learning communities***

Regeneration is a learning process and it is important to ensure that the learning is captured and shared. The community and the people making the decisions may not have been involved in a project of this kind before so the learning can provide a reminder of how it came about and what has changed, and provide a resource for future generations. This is about the 'way' of the place, learning beyond systems.

### ***LP. 5 Creating leadership conditions***

A number of investment conditions are necessary for successful town centre developments including:

- Cross-sector partnership working to manage the complexity and risk of town centre sites.
- A deep understanding of user need and demand to create town centres that are viable investments. This may include the provision of a range of housing types.
- The integration of learning institutions, skills and training and community learning as a place based learning community to gather, share and embed insights; a new place institution
- The size of town centre development sites can provide entry level opportunities for local entrepreneurs and SMEs. These developers may need support to ensure they have workforces with the specific skills and capabilities needed for this type of work.
- As the SMEs grow and take on larger contracts, support will be needed to encourage new developers to enter the market and take on this scale of work.

### ***Lessons and issues for other places***

Dundee and Angus College recently ran a short interdisciplinary project. College students, a mix of non nationals and locals collaborated to interview local businesses relevant to their coursework. The output was captured as an online multimedia presentation. The project bridged communities, learning and enterprise and built place alliances. This form of deliberate place based learning can build a foundation for workforce development, enterprise and innovation; and, greater empathy between communities.

The future of towns as places to live must be about more than the failure of other traditional market driven initiatives for town centres, most notably retail. Success is not about mitigating the effects of other failed



strategies. Success is about mobilising the voice of citizens, optimising the specific assets and potential of the place, and deliberately shaping a narrative for living, collaboratively, backed by leadership and a commitment to learning.

Small towns make it possible to bring the right people together to have the conversations about possibilities, building on their understanding of the specifics of the place. We believe small towns can provide big lessons for city places.

**Presenter details**

Name	Position
<b>Diarmaid Lawlor</b>	<b>Head of Urbanism, Architecture and Design Scotland</b>
<b>Kate Givan</b>	<b>Programme Co-ordinator, [Urbanism] A+DS</b>
<b>Kevin McGowan</b>	<b>Team leader, Regeneration Strategy, Scottish Government</b>
<b>Kirsty Macari</b>	<b>Senior Planner, Angus Council</b>
<b>Biography</b>	Diarmaid is Head of Urbanism with Architecture and Design Scotland. An urbanist, with a multi disciplinary background, he has worked on projects involving the shaping and implementation of change for clients in Ireland, the UK and Europe, for the public, private and tertiary sectors. He has almost 20 years’ experience of helping clients make well informed decisions about complex, connected urban policy and investment challenges. He is an educator, communicator and collaborator who writes and speaks on creative approaches to making better places.



### Making connections – The Australian Learning Communities Network Inc and its members

Australia has a land area of 7,600,300 sq kms (2,965,150 sq. miles). To put that in perspective, the whole of Europe fits nicely into Australia with room to spare. While Australia is a large land mass, settlement has largely developed along the coastline. Despite the concentration of population in the coastal urban area, one of the constant challenges of building national networks of like-minded organisations has been the tyranny of distance. For example, how do we build a national network of learning cities/communities that provides leadership, advocacy and knowledge that supports learning community development over a vast continent? Is the online environment used to its full potential?

Formed in 2001, the Australian Learning Communities Network Inc (ALCN) has worked to create connections between learning communities to stimulate the sharing of knowledge and experience and foster lifelong learning as a catalyst for building civic responsibility and an inclusive community.

Current ALCN membership includes local governments, libraries, universities, technical colleges, neighbourhood centres, state authorities and individuals. The ALCN leads advocacy to government, maintains strong relationships with key organisations, facilitates an online library of resources and supports professional development and networking through biennial conferences. It is a committed supporter of urban and regional learning communities in throughout Australia including Gwydir Learning Region (NSW), Hume Global Learning Village (Vic), Townsville City Council (Qld), Melton City Council (Vic), Brimbank City Council (Vic) and Rockingham City Council (WA). While Gwydir, Hume and Townsville learning communities, have developed different learning community models in their response to particular community needs, there are significant similarities.

These key factors have contributed to the success of these learning communities. Significant in each case has been the strong leadership of local government which has extensive knowledge of the community and established networks and partners. It also has efficient structures and processes for monitoring developments and evaluating impact. Further it has the political authority and resources to develop and sustain a learning community. Each of the communities covered here has also had the support of enthusiastic community stakeholders who understand their community and who share a vision of lifelong learning as the foundation to building a cohesive community. Open and effective communication has been important in building a shared vision and maintaining collaborative relationships. This is not confined to the local area but extends to maintaining connections outside the immediate area with the ALCN and with other learning communities.

### Hume Global Learning Village – Entrepreneurial and Social Cohesion model



Hume City Council had a vision of Hume as a “prosperous, sustainable and vibrant city; renowned for social justice, lifelong learning and community inclusion”.

The area is one of Australia's fastest-growing and culturally-diverse communities and is home to more than 180,000 residents. It covers a total area of 504 square kilometres, and is located on the outskirts of Melbourne, about 15 kms from the centre of Melbourne. It is mix of new and established residential areas, major industrial and commercial precincts and rural uses. The population is culturally diverse; residents come from more than 166 different countries and speak over 125 languages.

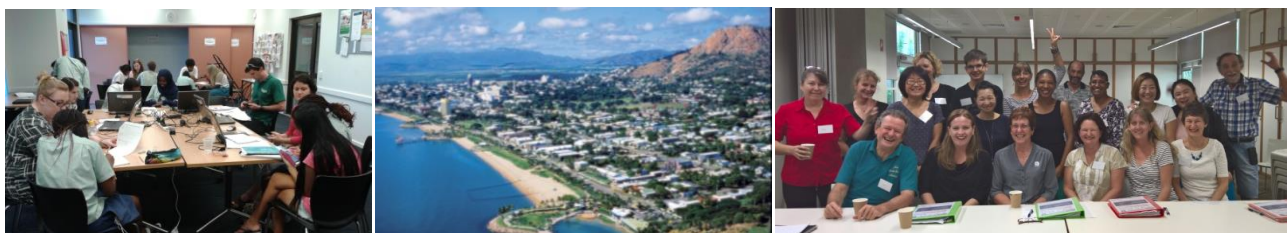
The local authority was created in 1994. In 2001 Hume was characterised by community disadvantage stemming from low income and lack of education and skills. This was the catalyst for developing a learning community. The Hume Global Learning Village (HGLV) evolved from the establishment of the Safe City Task Force and the adoption of a social justice charter and bill of human rights. The taskforce was chaired by Frank McGuire who had grown up in Broadmeadows. He considered learning as the key to community social and economic wellbeing so took a proactive approach to addressing issues in the community. With significant sponsorship from the Pratt Foundation, the Age and the Ford Motor Company the Hume Global Learning Centre was built that incorporated a public library, meeting and training rooms, coffee shop and access to the internet.



The learning community initiative was led by the council and was for ten years supported by the HGLV Board and the HGLV network of members who work at the operational level to deliver partnered lifelong learning programs. Innovation and continuous improvement is the key to Hume's success. Innovation was evident in the establishment of an Ideas Lab which worked closely with schools, teachers and schools to creatively use emerging technology in the learning and teaching environment. To maintain its relevance with current practice, Hume held an annual research day where research findings relevant to the ongoing development of HGLV were shared. The Four Seasons of Learning Program was implemented to maximise participation in learning through collaboration with other organisations such as Neighbourhood Houses.

Since 2003 three strategic plans have been developed which have fostered lifelong learning as the driver for change. At the completion of each learning plan, qualitative and quantitative data has been evaluated, learnings identified and improvements implemented. The HGLV has been seen as a best practice model for learning community development and the success of the initiative was evident in the establishment of a further learning centre at Craigieburn which has won international recognition.

### Townsville learning city – major regional model



Today Townsville City Council encompasses the former Thuringowa council and covers an area of 3,736 square kms. It is located 1337kms from the state capital, Brisbane. Townsville is a major regional administrative centre for state and federal government and for major companies and organisations. The area has a university, technical colleges and large regional hospital. In addition, there is an important army and air force bases in the city. The current population is 192,038. The percentage of the population that identifies as Indigenous population is higher than in southern parts of the state.

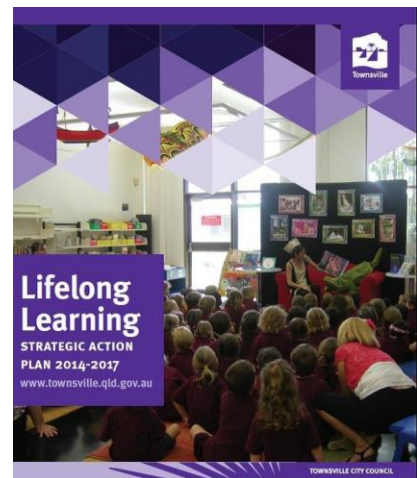
As the Thuringowa City Council was developing its corporate plan in 2004, it identified the place of lifelong learning in the development of an inclusive and strong community. It was considered that learning would foster active citizens; develop new skills for employment, business and recreation and encourage the uptake of opportunities stemming from the emerging knowledge economy.

At that time significant social and economic disadvantage existed in the community partly due to low education attainment and low level literacy. Changes in family and personal circumstances and the impact of work on families were placing a strain upon the community. The area was experiencing an increase in the number of young people at risk of disengaging from formal learning systems. The challenge was to provide educational and learning opportunities in a way that ensured every young person in the community reached their potential. A learning audit identified the need to enhance the level of access to, and awareness of career guidance services for all ages. This was identified as a priority across all ages particularly in regard to the impact of the regional skills shortage at the time. Further the provision of literacy and personal development opportunities were regarded as essential for encouraging community connections and responsible citizens.

The establishment of the Learning Communities Leadership Group, a committee of council, to link across sectoral and community levels in Townsville was considered a priority in the audit. The group has continued to advocate within their networks for the development of a learning community since their inception and they provide high level advice to council on strategies which foster inclusion and equitable access to lifelong learning. However unlike Hume City Council, Townsville has not established a Learning Network.

Similar to many learning communities the library is a key player in delivering learning in the community and has responsibility for the development of Townsville City Council's Lifelong Learning Strategic Action Plan. Since 2008 council has delivered two plans. Following the completion of each strategic plan, council and the leadership group have evaluated initiatives and progress towards building a learning city. However no longitudinal evaluation of community impact has been undertaken.

Some of the achievements include the delivery of annual learning festivals that encourage residents to try something new or develop a new skill and annual learning forums that provide professional development opportunities for members of local community organisations.



One of the first initiatives when the learning community was formed was to appoint an Indigenous Library Resource Officer who has responsibility for delivery of culturally appropriate programs and developing a special collection. This was considered a very positive and practical way to demonstrate commitment to overcoming disadvantage in the community through lifelong learning. The development of a strong partnership with the local multicultural support group has delivered English literacy programs for youth and adults, and programs that raise awareness of our changing community. These are achieving great outcomes. Other initiatives have focused on building literacy and improving digital skills both within the library and as outreach. A small level of support has come from sponsorship but, for the most part, the initiatives delivered are funded by council with some occasional funding through minor and major government grants.

### Gwydir Learning Region – Small Regional Community model



The Gwydir Learning Regional provides an example of a learning region where the community stakeholders have worked collaboratively to respond to social and environmental pressures. Gwydir is a large agricultural area of 9453 square kms in inland New South Wales. Despite the size of the region the area is sparsely

populated and has a total population of 5516 residents. The population is concentrated in the small rural towns within the region.

When the council was formed in 2004 it faced a number of challenges. It had a relatively small rate base and population but a large area to maintain and limitations in the delivery of services. There was no technical college or university presence in the region so young people were migrating to urban centres for education and employment. This migration, along with an ageing farming population impacted by climate change and market forces, had resulted in a declining population and health issues.

However while to some the Gwydir Shire Council appeared socially disadvantaged and economically fragile, this view was not shared by stakeholders in the Gwydir Learning Region. They took a positive approach, perceiving personalised learning for individual students as a means of addressing the skills shortage and building a sustainable, cohesive rural community.

The Gwydir Learning Region demonstrates the strength of a partnership between local government, education, business and community stakeholders. The partnership focuses on improving educational, social and economic outcomes for community members. It is managed by a Co-ordination Committee of Gwydir Shire Council that is chaired by the Mayor. While the committee has no delegated power, their role is significant in the coordination of activities of the learning region.

The Gwydir Learning Region is a registered training organisation which demonstrates the commitment to building the community through formal educational outcomes. The council established three Trade Training Centres (Hospitality, Primary Industries and Automotive) to encourage local training and skill development so that young people could study locally. Success is measured by the number of students who leave school with a job or go on to further study.

The ALCN has been successful in forming strong relationships with some learning communities in Australia as these case studies indicate, but it needs to do more. How do we connect with new and emerging learning communities and support them. With ongoing improvements in internet speed and the ability to communicate easily with someone on the other side of Australia, is digital technology the answer? How can we convince other local governments to adopt the learning community initiative? Can we improve our website by including an interactive forum for members? Are there other options?

## Presenters

**Jim Saleeba**, Honorary CEO, Australian Learning Communities Network Inc., started his professional life as a teacher in 1962 in the Victorian Education System, gaining overseas teaching experience in the UK in 1966. He was instrumental in setting up a well established adult education centre in Albury Wodonga in 1977 and was its CEO for 23 years. He then became co-ordinator of the Learning City Wodonga, the first learning city in Australia. When he retired in 2011, he was appointed the Honorary CEO of the Australian Learning Communities Network, with as membership of around 50 members.

**Dr Judith Jensen**, Co-ordinator, Learning and Information Services, Townsville Library Service administers the delivery of lifelong learning programs to the community both within the library and as outreach services. Judith is also responsible for the development of the council's strategic document on learning, the *Lifelong Learning Action Plan*. She has been on the management committee of the Australian Learning Communities Network since 2011.