Learning, Inclusion and Skills
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Global Challenges Week
University of Derby, 2021

Global problems need shared solutions

- Pollution and pandemics do not respect borders

- Economic migration from rural areas to the city

- Climate migration from areas which are becoming too wet, too hot & too dry for human life

- Migration caused by conflict

- Countries have inequal access to health care, vaccines, education

- We have similar ambitions but different challenges to be 'inclusive' in learning

UNESCO's role in supporting cities through the 'Key Features of Learning Cities', in **empowering individuals** and **promoting social cohesion**, and in **enhancing economic development and cultural prosperity** and **sustainable development**

Learning, Inclusion and Skills : Progress in Bangladesh

Progress in net enrolment rate in primary level (91.40%) with a drop out rate of 8.74%

9.66% children can't access education due to engagement in work and 35.56% work while studying

Only 28% receive govt. stipend at primary school

Urban exclusion & spatial imbalance of service distribution

Poor access to quality education facilities. Low spending on education

Literacy rate 59.09% (7+years), 58.60% (adult)

High urban unemployment rate

National Policies in Support

Quality education provision

Goals for literacy and adult education

Stress on gender and geographically inclusive education

Community learning opportunities and inclusive educational facilities for different education level

life-oriented learning to foster creativity among learners

Distance learning and e-learning platform in higher education

Promotion of teacher's training to enhance the quality of learning, and extended use of modern learning infrastructures and technologies

National Education Plan 2000
National Education Plan 2010
Strategic Plan for Higher Education in Bangladesh 2018-2030
Education sector plan 2020-2024

Fifth Five Year Plan 1997-2002
National Sustainable Development Strategy 2010-2021
Sixth Five Year Plan 2011-2015
National Plan of Action
Seventh Five Year Plan 2016-2020

City Level Policies

City level physical plans are less explicit about this social service

There is a serious lack of educational strategies at the local level

Inclusive learning irrespective of social class through funding and investment in infrastructure

Education is particularly emphasized while planning for neighbourhoods

School centric neighbourhood planning is a major consideration

Access to open spaces and nature-based education
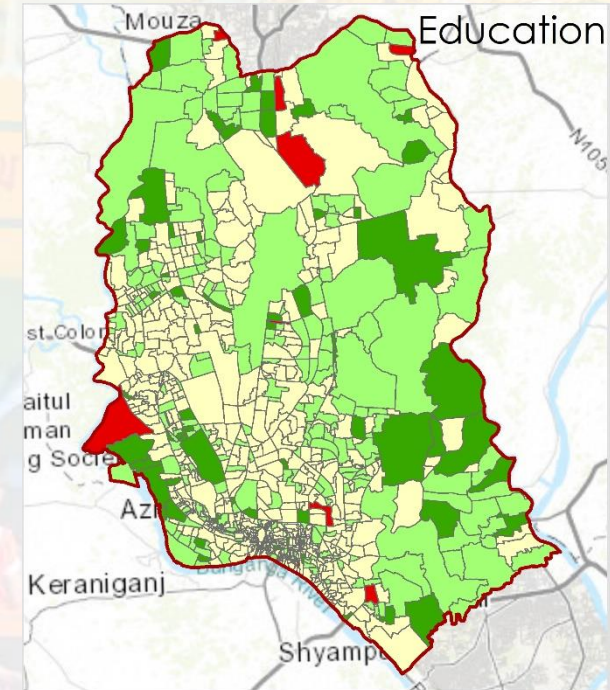
Institutes for 1000 People

0.00 - 0.58	1.80 - 5.06
0.59 - 1.79	5.07 - 15.69
Dhaka City Boundary	
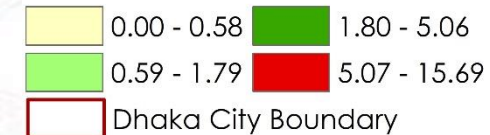
The unequal distribution of opportunities (SHLC-Bangladesh, 2020)

City Level Initiatives

Government primary school in a low-income neighbourhood of Khulna (SHLC-Bangladesh, 2020)

Free education for all in govt. primary schools

Monthly ration or one meal per day in deprived areas

Mobile library of Bishwo Shahitto Kendro running to facilitate the habit of reading books in every corner of the country (Shutterstock)

Citizen-led learning city activities

Isolated and piecemeal initiatives which are not locked into a holistic framework

City Level Initiatives

A colourful kindergarten school in Korail slum SHLC-Bangladesh, 2020

A NGO funded school in Khuna city that offers education to the Dalit community SHLC-Bangladesh, 2020

Community based skill training and NFE by NGOs

City Level Initiatives

Some institutes provide free non-formal primary education to the dropout children and pre-vocational training to 15+ aged children

Females receive subsidised admission fees in TVET programs.

Public and private sector financed technical and vocational learning institutes for the youth and adults

A systematic place-based learning city structure is absent

Visitors at a stall during 'Ekushey Boi Mela' book fair (Shtterstock)

Key Priority Areas for Future

Addressing the disadvantages to build learning cities

- Application of city-specific education policies to shape inclusive, fair, and equitable education opportunities with consideration of socio-demographical, economic, geographical, and situational characteristics of neighbourhoods.

- Increase in public funding, effective coordination among different levels of education, and decentralisation of responsibilities among the local authorities to ensure equitable and quality learning outcomes to all including the elderly, physically disabled, and other disadvantaged groups.

- Proper spatial distribution of educational institutions with equal opportunity, and appropriate infrastructure, and environment to benefit all.

Key Priority Areas for Future

Reimagining inclusive economic futures

- Prioritisation of NFE and TVET focused learning opportunities for up-skilling human resources and decent work opportunities for all.

- Enablement of the environment for 'Entrepreneurship Ecosystem' through public-private collaborative training and skill-based education, increased financing, and support to ensure inclusive access to all in response to the changing economy.

Swansea: Key Economic Facts at the start of the Learning City journey

94% of companies employed less than 10 people

High numbers in low value-added sectors

Public sector employment high 10.2% (8.5% UK)

Youth unemployment high 19.3% (18.6% UK)

Economic inactivity high 26.3% (22.2% UK)

Swansea's motives to develop a UNESCO Learning City

To meet the challenges of

1. Poor post-industrial economy

2. Lack of engagement and motivation of some learners

3. Poverty, inclusion and the need to address social justice

Swansea Learning City and Region needed to be Innovative, Entrepreneurial and Inclusive

Learn, innovate and prosper- a perspective on learning cities

"The ability to create economic foresight requires a learning environment that not only understands the past but can also interpret the present and has the skills and intuition to predict the future"

Why entrepreneurial skills for all?

Creative thinking: innovation, emotional intelligence, ability to understand root problems, identify causes, technology, **ability to think outside the box…**

Leadership: building a team, persuasion, tenacity, perseverance, initiative, confidence, competitive…

Risk Management: experimentation, risk taking, self-efficacy, on-going improvement, negotiation, analytical….
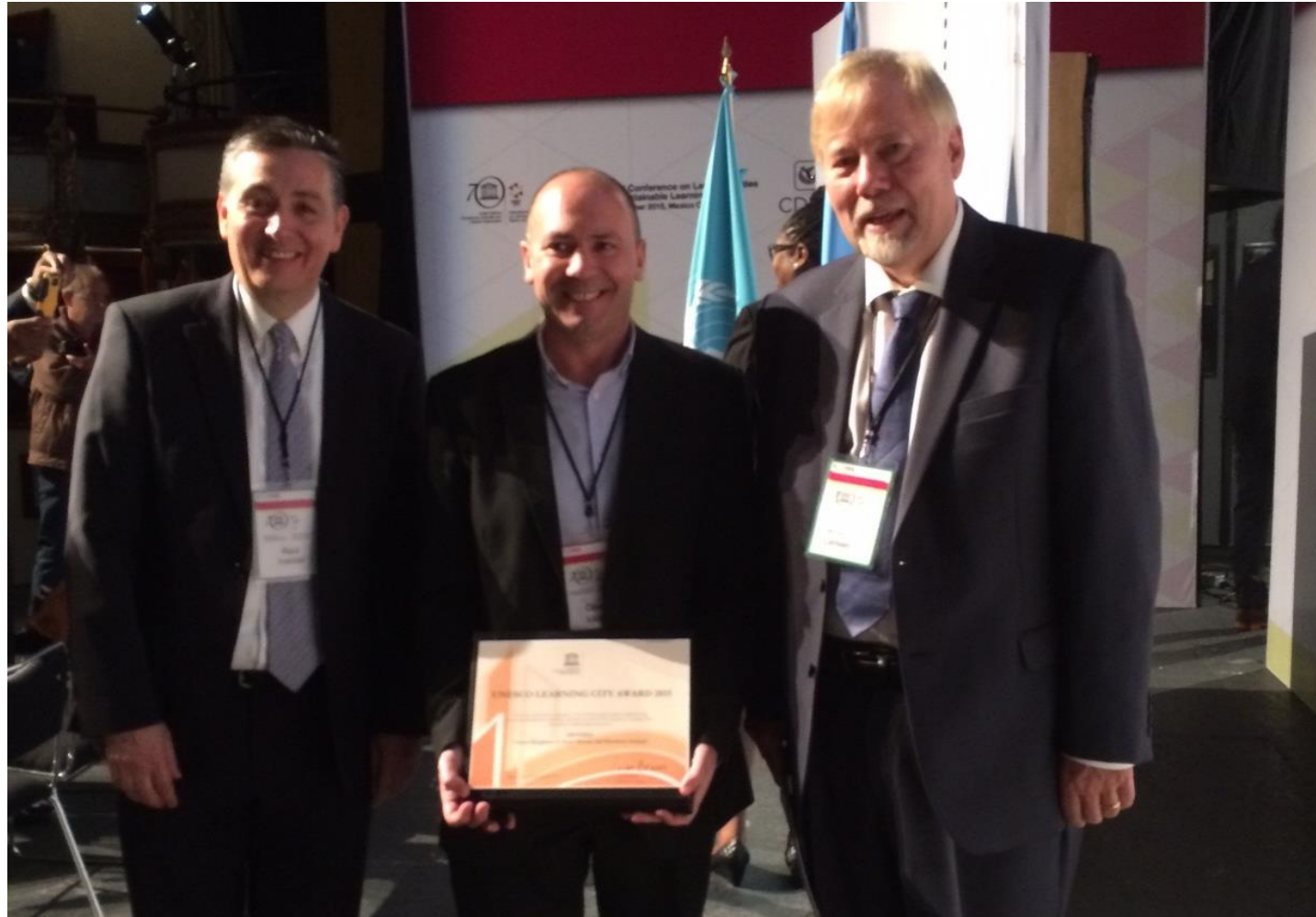
Work Independently: consistency, diligence, focus, project management, goal oriented, results oriented, strong work ethic…..

Inclusive Lifelong Learning which develops creativity, innovation and entrepreneurial skills

Entrepreneurial learning- why is this seen as inclusive?

Swansea was awarded the
UNESCO Learning City Award in 2015

Swansea Learning Festival 2019
Unlocking Opportunities

Theme: Innovative, Entrepreneurial and Inclusive

- Increase opportunities & involvement in lifelong learning

(500 events over one week and 9,000 learners)

- Promote a culture of learning

- Increase participation in community learning opportunities

- Co-produce learning opportunities

- Celebrate learning activity in Swansea

- Create a legacy of learning from the Festival

'Lifelong Learning for all is our City's future.'
Inclusion needs to be 'City-wide and Community Deep'

100 ukuleles!

DEWCH A'CH IWCALILI I ...
BRING YOUR UKULELE TO ...

The BIG Strum
SGWÂR Y CASTELL / CASTLE SQUARE

DYDD SADWRN 6 EBRILL / SATURDAY 6 APRIL

From a "right to learn"
to a learning culture….
Try to "leave no-one behind"

Cyngor **Abertawe**
Swansea Council

Swansea now…

"Swansea has made tremendous steps towards addressing barriers to participation, narrowing the gap between rich and poor, enhancing social cohesion, and developing a thriving knowledge economy."

https://uil.unesco.org/lifelong-learning/learning-cities/promoting-entrepreneurship-unesco-learning-city-swansea
Rob Stewart, Leader of City and County of Swansea

Chris Sivers

(Previously Director of People, City and County of Swansea)

Working in Partnership

"Addressing the concept of 'wicked issues' takes a wider view of the causes of inequality, poverty and social interaction, and how they interact with one another in complex systems. Partnerships of different agencies can bring together the organisational knowledge and know-how to create a different narrative for learning cities"

The UNESCO Global Network of Learning Cities is an international policy-oriented network providing inspiration, know-how and best practice.

Cities from around the world with a commitment to lifelong learning are invited to **apply for membership** in the UNESCO Global Network of Learning Cities.

1 September to 1 November 2021: Cities submit applications to the National Commission for UNESCO in their country

30 November 2021: National Commissions for UNESCO submit applications of maximum three candidates to the UNESCO Institute for Lifelong Learning

28 February 2022: Announcement of new members

Thank you

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