



UNESCO Institute
for Lifelong Learning

Lifelong Learning for All & the International Platform for Learning Cities

ITU Symposium on ICT, the Environment and Climate Change

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7 May 2013

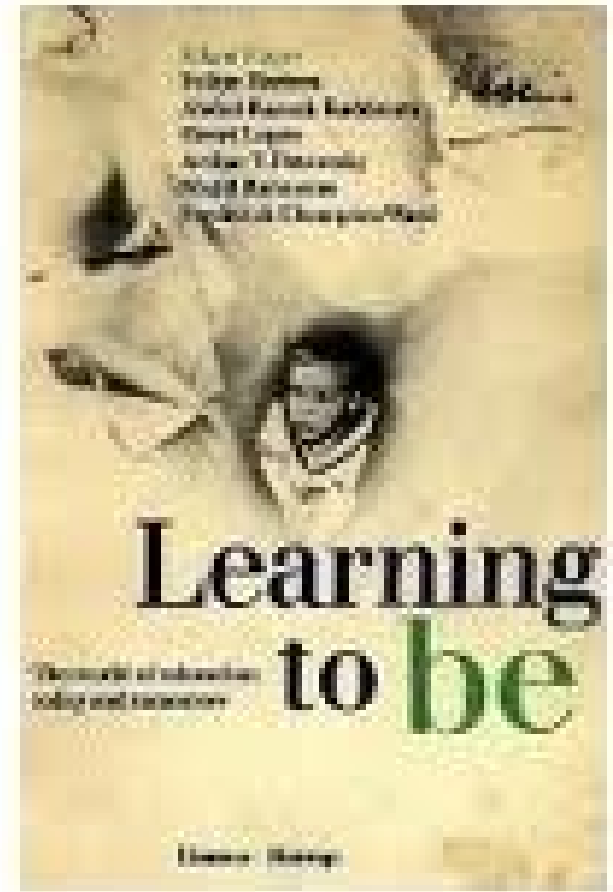
Introduction

- **For human beings, living and learning are indeed synonymous; Learning is an inseparable part of life.**
- **The notion of lifelong learning has been shared by many cultures, societies and religions, and it has several thousands years of history.**

The Faure Report (1972)

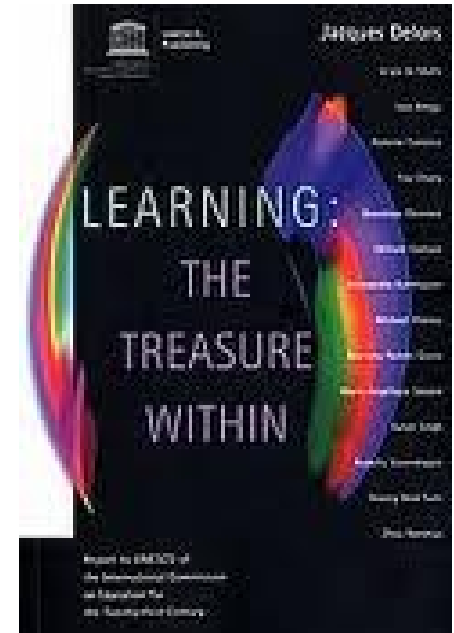
Learning to Be: The World of Education Today and Tomorrow put forward the learning society concept

- **Appealed to UNESCO Member States** to re-organise their educational structures on 2 basic premises:
 - All agencies become providers of education
 - All citizens be engaged in learning, taking full advantages of the opportunities provided by the learning society



Delors Report: *Learning: The Treasure Within* (1996)

- The concept of learning throughout life leads straight on to that of a learning society which offers many and varied opportunities of learning, both at school and in economic, social and cultural life
- More collaboration and partnerships with families, industry and business, voluntary associations, people active in cultural life, etc



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Some basic conclusions drawn from previous research

- The discourse of 'lifelong learning' as a 'master concept for educational policies' has been widely accepted;
- Some pragmatic approaches have been adopted to make the visionary discourse of lifelong learning 'handle-able';
- A learning society in a country can only be built province by province, city by city, community by community.

- The building of a learning region/area is one of the practical or operational approaches;
- The concept of a learning region/area can apply at all levels of local government, the main focus tends to be on cities



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Definition of a learning city

A Learning City is one which effectively mobilises its resources in every sector to

- ***promote inclusive learning from basic to higher education;***
- ***re-vitalise learning in families and communities;***
- ***facilitate learning for and in the workplace;***
- ***extend the use of modern learning technologies;***
- ***enhance quality and excellence in learning; and***
- ***nurture a culture of learning throughout life.***

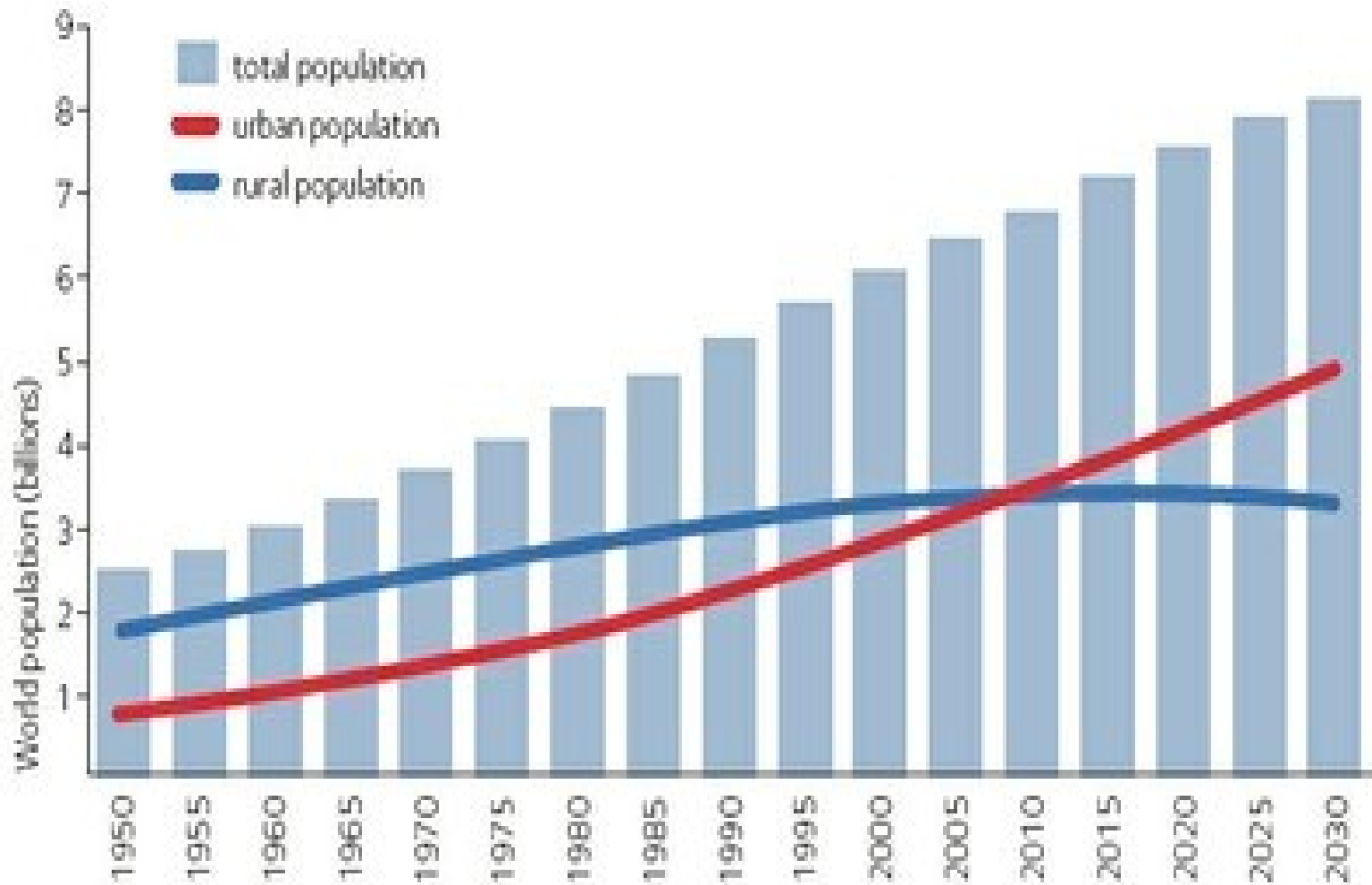
In so doing it will create and reinforce individual empowerment and social cohesion, economic and cultural prosperity, and sustainable development.

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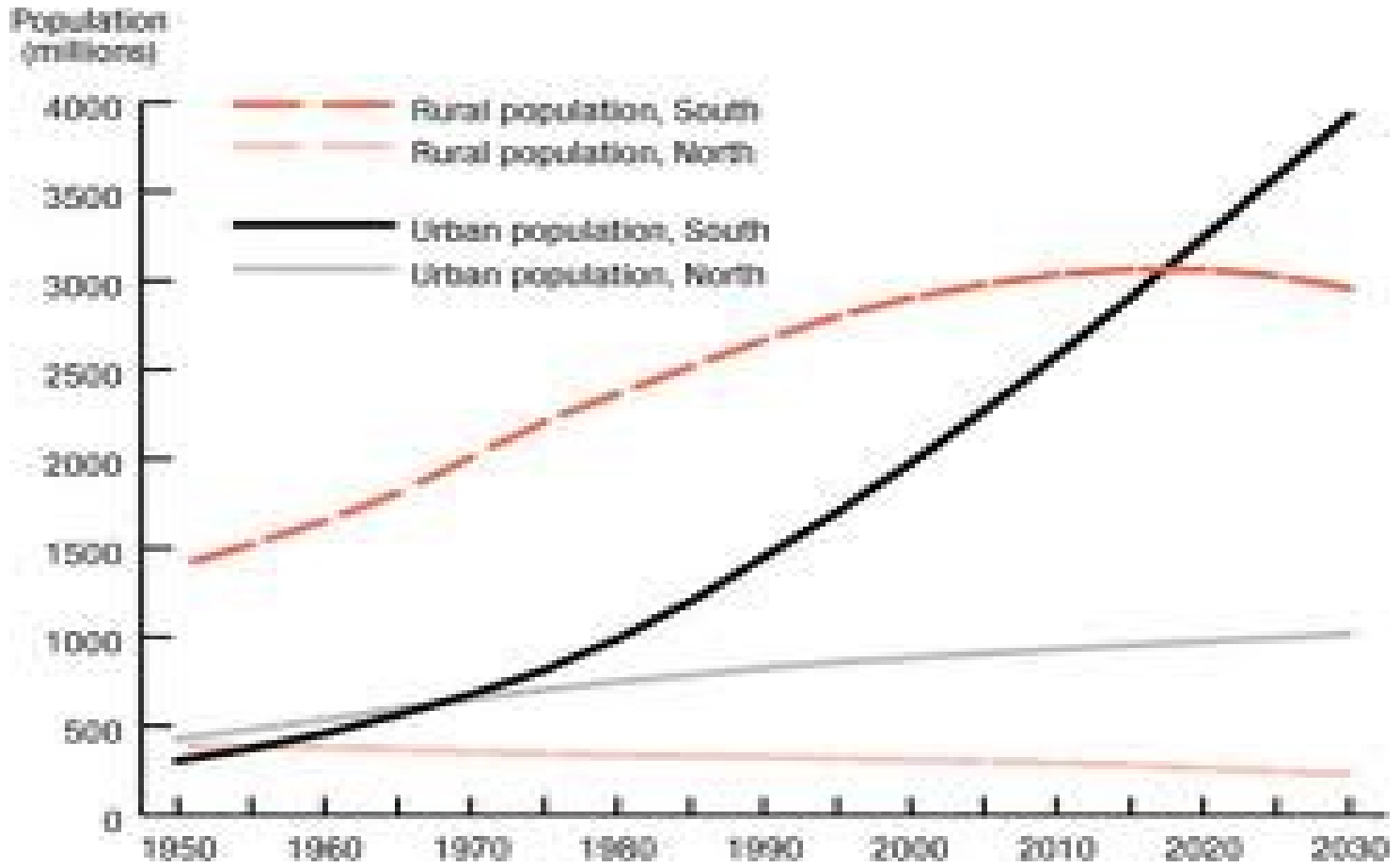


Why cities?

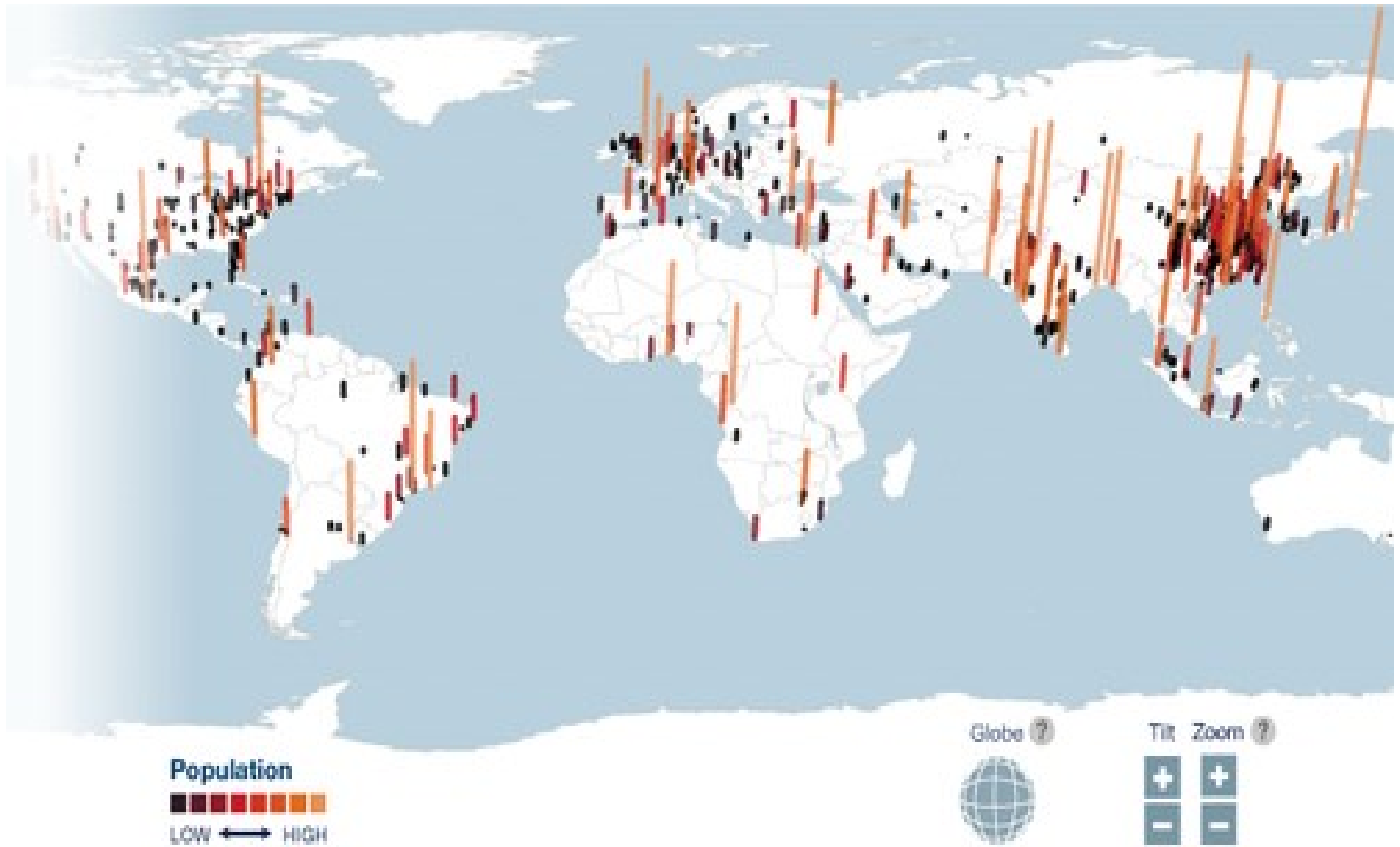
- Cities offer a more favourable setting to solve social and environmental problems
- Cities generate jobs and income
- Cities could deliver education, health care and other services more efficiently
- Cities present opportunities for social mobilisation and women's empowerment



Urban and rural population of the world, 1950 - 2030
 Source: UN Population Division.



http://cdnimg.visualizeus.com/thumbs/8c/ec/chart,people,population,rural,urban,cities-8cec9968e4bf76de910f891ff9ab45d9_h.jpg



<http://enterpriseresilienceblog.typepad.com/.a/6a00d8341c4ebd53ef01538ed7ee6e970b-popup>

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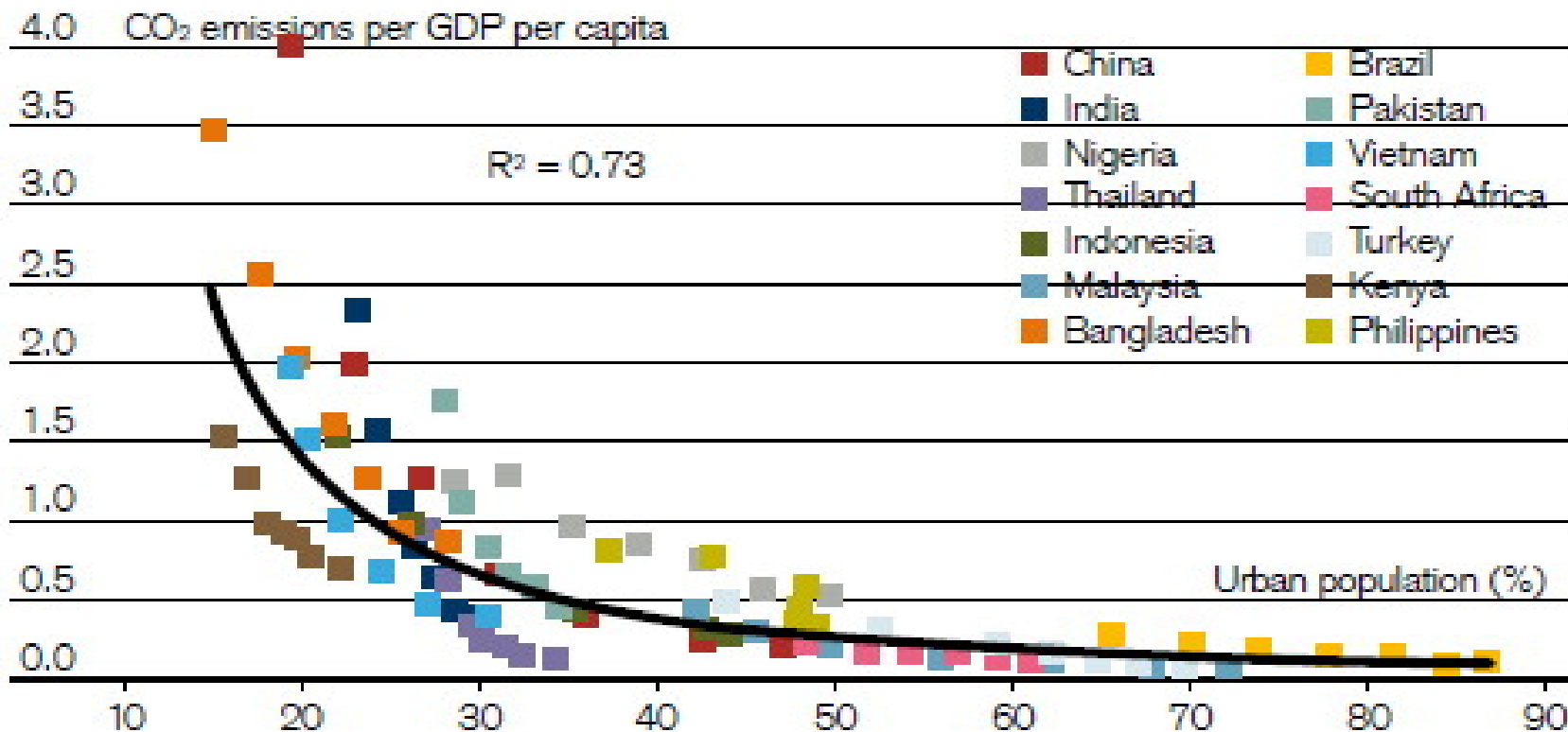
The [McKinsey Global Institute](#) estimates that in India, cities will provide the overwhelming share of economic growth (70%), new jobs (70%), and tax revenues (85%) by 2030.



Figure 50

Total CO2 emissions versus urban population rate in emerging markets (1980–2010, 5-year intervals)

Source: World Bank Development Indicators, Population Division of Department of the Economic and Social Affairs of the United Nations Secretariat, Credit Suisse



<http://waldokrugell.blogspot.de/2012/04/few-good-posts-new-cities-place.html>

Why learning?

- Cities with better-educated individuals have stronger economies;
- In term of social inclusion or exclusion and learning, lower educational levels are associated, with unemployment;
- Learning is critically important in a city's efforts to attract and retain skilled and diverse workers;
- Learning is crucial to improve the quality of life;
- Cities in a globalised world cannot afford not to become learning cities (Longworth 2010)

Examples of learning cities around the world

More than 1000 cities in the world have already become or are building Learning/Educating cities. The building of Learning/Educating Cities has become a considerable world-wide phenomenon.

Finland

In the early 2000s Espoo, a dormitory city in the Helsinki agglomeration, was one of the world's major learning cities thanks largely to the efforts of its then deputy mayor - Liisa Tommila.



<http://eurolocal.info/publication/espoo-learning-city-project>

United Kingdom

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



Germany

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



Canada

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



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Australia

Every state has its own government inspired and funded learning cities association. In Victoria, for example, all municipalities of more than 5,000 people are expected to belong to this and to pursue learning city policies.



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Japan

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



掛川市

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Republic of Korea

The *Lifelong Education Law* was enacted in 1999, which states that “government can designate and support selected municipalities, districts, and counties as lifelong learning cities”. In 2012, a total of 80 local governments were designated as ‘Lifelong Learning Cities’.

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South Africa

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



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China

During 2002-2005, the city of Beijing participated in the EU funded PALLACE project. In October 2011, more than 210 cities (districts and counties) in China organised the lifelong learning activities week, many of them have set up the goal for constructing learning cities.



Viet Nam

The national steering committee for building a learning society is in the process to develop the “National Scheme on Building a Learning Society in Viet Nam (2011 – 2020)” which proposes an initiative to pilot the building of learning provinces, learning cities, learning districts and learning communities.



UIL Initiative

In response to Member States' call to adopt a more pragmatic and instrumental approach to promoting lifelong learning, UIL plans to establish:

International Platform for Learning Cities

I P L C

Overall aim of IPLC

- To create a global platform to mobilise cities and demonstrate how to use effectively their resources in every sector to develop and enrich all their human potential to foster lifelong learning for all, to develop equality and social justice, to maintain harmonious social cohesion, and to create sustainable prosperity.

Objectives of IPLC

- **Advocate lifelong learning for all;**
- **Facilitate research;**
- **Promote policy dialogue and peer learning;**
- **Serve as a clearing-house;**
- **Provide capacity development;**
- **Develop the Indicators for Building Learning Cities;**

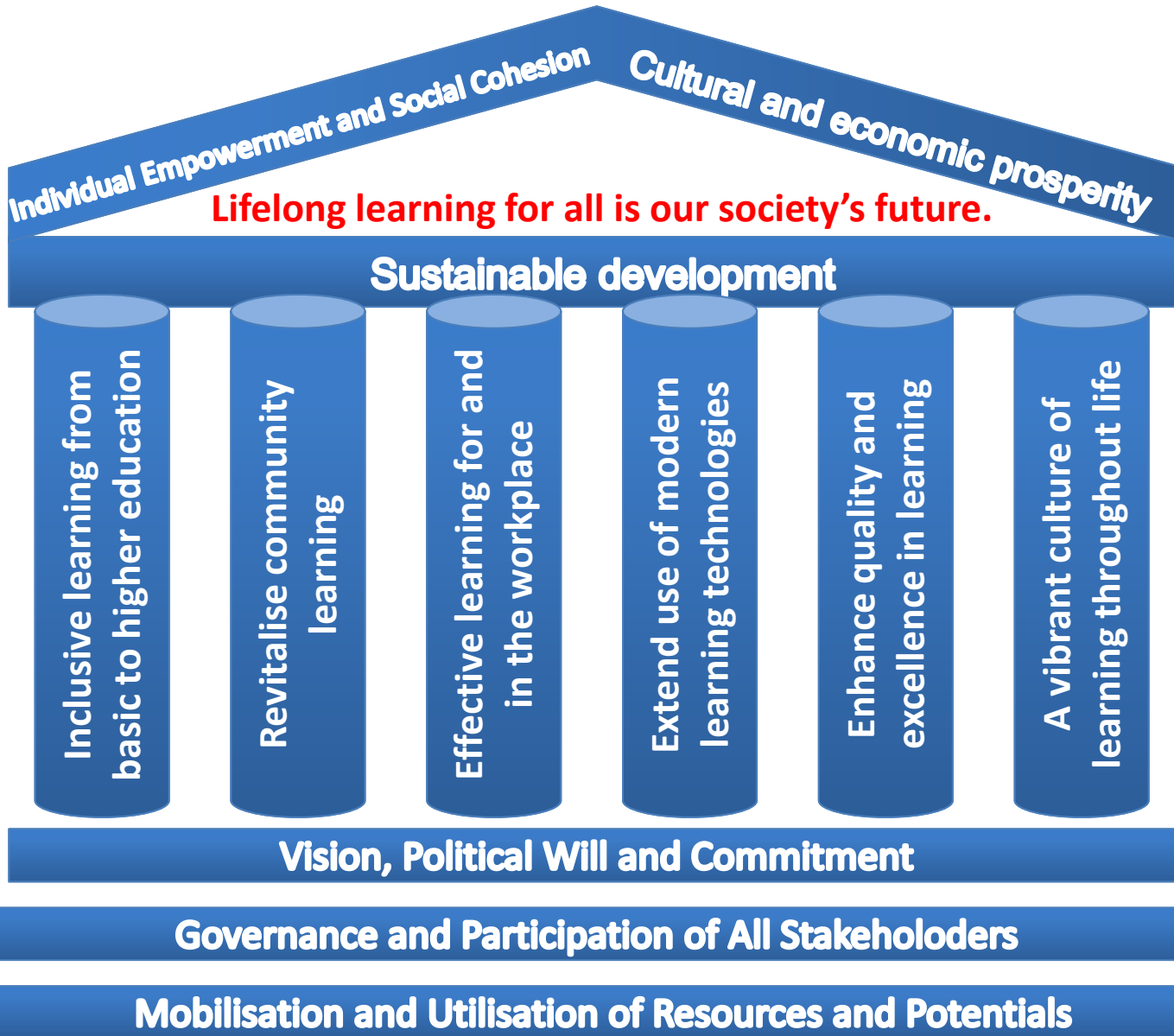
Developing partnerships (2012): approached about 30 possible partners

The role of Partners:

- Provide members of the Expert Group for Developing Learning Cities
- Contribute an initial grant if possible
- Mobilise cities to become members of the IPLC



A framework of key features of learning cities



International Conference on Learning Cities

21-22 October 2013 • Beijing

Co-organisers	UNESCO	Ministry of Education of China	Beijing Municipal City
Co-hosts	UNESCO Institute for Lifelong Learning (UIL)	National Commission of China for UNESCO	Beijing Municipal Education Commission
Supporters	All partners of the IPLC		

Objectives

- To adopt the Beijing Declaration on Building Learning Cities;
- To validate the Key Features of Learning Cities; and
- To exchange best practices in building learning cities in the international community.

Themes

Lifelong learning for all: Inclusion, prosperity and sustainability in cities

- Make a case for building a learning city
- The building blocks of a learning city
- The major strategies for building a learning city



Many thanks!

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