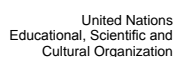


Case Studies of Sixteen Learning Cities



Unlocking the Potential of Urban Communities Volume II

Case Studies of
Sixteen Learning Cities



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning



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Design by Christiane Marwecki

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Foreword

As an integral part of sustainable development, lifelong learning can serve as a valuable guiding principle for social, economic and environmental transformation. Many cities have demonstrated that by following a lifelong learning approach, they can make a vital contribution to creating more inclusive, prosperous societies. To support the achievement of the Sustainable Development Goals and to ensure that lifelong learning becomes a reality for all, it will be essential to translate global goals into local actions.

Therefore, the UNESCO Global Network of Learning Cities (GNLC) supports cities in developing holistic and integrated approaches to lifelong learning, which recognize the needs of all learners and enhance access to learning for marginalized and disadvantaged groups. The network provides capacity development, fosters partnership and serves as a platform for the exchange of expertise and best practice among member cities around the world.

In 2017, UNESCO GNLC has conferred the Learning City Award on 16 member cities, which have achieved outstanding progress in promoting and implementing lifelong learning at a local level. This publication, the second volume of its kind, comprises case studies of the awarded learning cities, building on the previous *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities*.

The case studies show that many of the awarded cities follow a lifelong learning approach with the objective of reaching higher participation in education among all groups of society, particularly addressing the needs of the less privileged. Lifelong learning is regarded a valuable tool to provide new employment opportunities and tackle social exclusion, as well as to strengthen civil society and enhance participation in public decision-making. An increasing number of cities engage local communities and organize events to spread a culture of learning and to address social, environmental and health issues. The cases also show that cities increasingly integrate lifelong learning into their development plans, enabling a more strategic approach to sector-wide sustainable development.

I am pleased to see the growing number of cities joining UNESCO GNLC and hope that this compilation of best-practice cases will both provide guidance for lifelong learning initiatives in member cities and inspire and motivate urban communities worldwide to become learning cities themselves.

David Atchoarena
Director a.i.
UNESCO Institute for Lifelong Learning

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Introduction

In 2016, an estimated 54.5 per cent of the world's population lived in urban settlements. As cities expand rapidly, it is expected that, by 2030, one in three people will live in a city with at least half a million inhabitants. Notably, 95 per cent of urban expansion in the next decades will take place in developing countries (UN-Habitat, 2016). As cities evidently have higher productivity, stronger economies and more employment opportunities, the rapid pace of urbanization has helped millions to escape from extreme poverty. At the same time, the current model of urbanization cannot be regarded as fully sustainable with respect to cities' major contribution to issues such as pollution, climate change and social inequality. Understanding these trends is key to tapping into cities' full potential for sustainable development; governments must develop and implement inclusive policies to ensure that urban growth will benefit both urban and rural dwellers.

Global goals and local actions

The 2030 Agenda for Sustainable Development, adopted in 2015 by the UN General Assembly, aims to end poverty, protect the environment and ensure prosperity for all: it is a call to action that charts an ambitious course for the twenty-first century that will seek to transform the world. If the Sustainable Development Goals (SDGs) are to be achieved, sustainable development must be mainstreamed, translating global goals into national policies while acknowledging the vital role that urban communities play in this process.

The UNESCO Global Network of Learning Cities (GNLC) helps cities to unlock their transformative potential and contribute to the achievement of the SDGs, particularly SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong

learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable'). UNESCO's learning city concept essentially builds on the notion of lifelong learning, providing a holistic, inclusive and sector-wide approach to learning.

Cities provide particularly favourable conditions – high population densities, extensive infrastructures and the requisite human resources – for making lifelong learning opportunities universally available to citizens. Lifelong learning can support individual and social empowerment. It can also create the basis for transformations that will have a global impact. Citizens who enhance their knowledge, skills, values and attitudes throughout life will be more aware of the many challenges facing society, and they will be better equipped to help overcome them. Strengthening and expanding learning opportunities is therefore at the core of the learning city approach. The UNESCO Institute for Lifelong Learning (UIL) defines a learning city as a city that:

effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education; revitalizes learning in families and communities; facilitates learning for and in the workplace; extends the use of modern learning technologies; enhances quality and excellence in learning; and fosters a culture of learning throughout life. (UIL, 2015b)

Since being established in 2013, UNESCO GNLC has grown rapidly and now has close to 200 members. The network's central tenet is to promote policy dialogue, peer learning and experiential exchange among member cities. It forges links, fosters partnerships, provides capacity-building and develops instruments to encourage and recognize the progress made towards building a learning city.

The UNESCO Learning City Award

The UNESCO Learning City Award was introduced in 2015 to honour member cities that had made significant progress towards implementing the *Beijing Declaration on Building Learning Cities* (UIL, 2013) and the *Guidelines for Building Learning Cities* (UIL, 2015b), including the

Key Features of Learning Cities, which outline UNESCO's recommendations for building, enhancing and maintaining learning cities. The first biennial award was conferred on 12 cities during the Second International Conference on Learning Cities, held in Mexico City in September 2015 (UIL, 2015a).

The National Commissions for UNESCO nominated a total of 25 cities from 20 countries for the 2017 UNESCO Learning City Award. Winners were selected by an international jury, comprising the 12 members of the UIL Governing Board. The jury could select one city per country to receive the award, up to a maximum of six cities per region. The nominees were chosen according to multiple criteria, requiring them to:

- be committed to creating and expanding learning opportunities that meet the learning needs of all citizens;
- show strong political leadership, vision, foresight and governance;
- present comprehensive, actionable working plans for mobilizing resources and involving partners across the sectors;
- lay down clearly-defined focus areas and phase-based goals;
- implement concrete strategies to address specific challenges;
- develop effective policies, practices and projects that could be adopted by other cities;
- demonstrate the positive impact of their activities on individual empowerment, social cohesion, economic development, cultural prosperity and sustainable development.

2017 Learning City Award winners

In 2017, the UNESCO Learning City Award was conferred on the following cities: Villa María (Argentina), Contagem (Brazil), Mayo-Baléo (Cameroon), Hangzhou (China), Giza (Egypt), Gelsenkirchen (Germany), Larissa (Greece), N'Zérékoré (Guinea), Pécs (Hungary), Surabaya (Indonesia), Limerick (Ireland), Okayama City (Japan), Câmara de Lobos (Portugal), Suwon (Republic of Korea), Tunis (Tunisia) and Bristol (United Kingdom of Great Britain and Northern Ireland). The following set of case studies thus covers

all of the five UNESCO regions (Africa, the Arab States, Asia and the Pacific, Europe and North America, and Latin America and the Caribbean).

The GNLC coordination team has compiled this collection in order to share insights into these cities' successful lifelong learning practices and policies. It is hoped that *Unlocking the Potential of Urban Communities. Volume II. Case Studies of Sixteen Learning Cities* will encourage the creation of thriving urban learning communities by enhancing capacity development, communication and cooperation between cities around the world, and by giving stakeholders across the sectors a better understanding of the learning city approach.

The 2017 learning cities are all at very different stages of development and vary greatly in terms of size, population and gross domestic product (GDP) per capita. These differences are reflected in this publication, which provides insights into the various trajectories and backgrounds of each of the cities as they have progressed towards becoming a learning city. The overall aim is to contribute to a rich exchange of related ideas, experiences, expertise and best practice. Hence, the 16 case studies offer valuable examples of how the *Guidelines for Building Learning Cities* may be implemented, and show how lifelong learning for all can become a reality within urban communities. They add to the compilation of award-winning cities presented in the previous publication, *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities* (UIL, 2015c).

Achievements in building learning cities

The case studies reflect the diverse experiences of the award-winning learning cities, all of which strive to provide lifelong learning opportunities for all. They indicate that the reasons for adopting the learning city approach are diverse: cities' objectives included the enhancement of individual well-being, the stimulation of economic growth and the promotion of healthy living environments. Numerous cities have clearly succeeded in identifying the challenges that specifically affect them, and in aligning their comprehensive,

sector-wide planning strategies with the learning cities concept. By establishing dedicated structures, such as learning city forums, committees or partnerships, a number of cities have formalized existing local, regional and international networks, thereby creating a solid foundation for their strategic development. These governance structures foster stakeholder involvement while making sure that citizens' voices are heard; they often comprise public institutions, businesses, local communities and the voluntary sector.

While some partnerships primarily serve as advisory boards for building a learning city, others involve financial contributions, often through cost-sharing mechanisms. Although the creation of a learning city depends primarily on public funds, the private sector is playing an increasingly important role in cities' education systems. Private-sector educational initiatives include the establishment of private kindergartens and schools, the construction of science centres and the opening of colleges specializing in business skills. As well as mobilizing external funds, cities are using their existing resources more efficiently by making public facilities available for use as learning spaces (e.g. reading and information rooms in public places; training venues in health care centres). In addition, non-profit organizations and local initiatives are making a valuable contribution to local education by supporting activities in community learning centres, many of which are designed to equip learners with literacy and basic skills.

By involving stakeholders from different sectors in the process of building a learning city, municipalities are able to take stock of their existing learning activities and make them more visible and accessible to the public. They have raised citizens' awareness of the wider benefits of learning by establishing free public learning spaces and launching campaigns to promote learning opportunities (ranging from message boards located in public spaces to print magazines, online newsletters and extensive use of social media). Dedicated learning city festivals have similarly proven successful in fostering a citywide culture of learning and motivating citizens to make lifelong learning part of their everyday

lives. In addition, cities have started to integrate a lifelong learning approach into other events, such as annual city celebrations, media and arts festivals, and events for disabled and elderly people.

Ensuring access to learning opportunities for all, including vulnerable groups, is a priority for many learning cities. To enhance access to learning, cities offer free community education in deprived neighbourhoods and/or transportation services for citizens with disabilities. To promote informal and non-formal learning opportunities to the wider public, some cities have started organizing community educator programmes and providing incentives for citizens who act as multipliers of knowledge or learning ambassadors. Providing teachers with training throughout their careers is similarly viewed as an important means of securing high-quality education for all. Furthermore, new information and communication technologies now make it possible to offer educational opportunities to vast numbers of people, who can choose more flexibly when, where and how to learn. While examples of good practice in this area exist (e.g. through the provision of free massive open online courses/MOOCs), learning cities have yet to exploit the full potential of online learning.

Many municipalities, acknowledging the crucial role that their inhabitants play in the process of becoming a learning city, have started to promote civic involvement in the decision-making and evaluation processes, thereby ensuring that their learning provisions meet their population's needs. Many cities have developed strategic evaluation processes, along with specific indicators and targets, many of them aligned with UNESCO's *Key Features of Learning Cities*. To safeguard the quality of this process, cities find it beneficial to involve local universities and educational experts in monitoring and evaluation measures. Common progress indicators include family and community education levels; participation rates in volunteer activities; and the outcome of specific learning city activities. It is also evident that cities are increasingly adopting a citizen-led approach to planning and evaluation, inviting their inhabitants to provide feedback and actively engage in

building a learning city. The municipalities foster transparency by making evaluation results freely accessible to the public, for example by publishing them on the city's website.

As mentioned above, the award-winning cities vary greatly in terms of the stage of development they have reached, the challenges they face and the goals they have defined. Nonetheless, a number of common priorities can be identified. Most cities actively support the concept of sustainable development by creating better employment opportunities, promoting literacy for all, increasing health standards, ensuring unpolluted living environments, increasing women's education levels and fostering intercultural dialogue among different groups in society. To achieve this, sustainable development issues are increasingly being addressed through community learning activities and learning festivals, as well as being integrated into school curricula.

The following case studies demonstrate the impressive accomplishments of the learning cities honoured by UNESCO in 2017, and provide evidence that cities can indeed make a crucial contribution to meeting Sustainable Development Goals by following a lifelong learning approach.

Structure of the case studies

The 16 case studies presented in this collection all follow the same structure, starting with a short profile and summary. Following the introduction, each case study presents the city's medium- and long-term objectives, along with the key action points for building a learning city, taking into account the challenges faced. Next, measures to establish coordinated structures involving all stakeholders are discussed. Each case study examines the city's expertise in mobilizing and utilizing financial and other resources, with an emphasis on cost-sharing mechanisms and other innovative approaches. This is followed by a description of the city's efforts to meet the learning needs of its citizens, in general – and those of marginalized and underprivileged groups, in particular – while ensuring that its provisions are accessible to all. Celebratory events to promote lifelong

learning are also addressed, as are monitoring and evaluation mechanisms that have been established to assess and safeguard progress towards building a learning city. The case studies conclude with an overview of the social, cultural, environmental and economic impact that has been achieved by learning city programmes to date, and some reflections on the way forward.

The case studies are based on information that the individual cities submitted to UIL by completing the UNESCO Learning City Award 2017 Application Form and the UNESCO Global Network of Learning Cities Application Form. Where necessary, cities were asked to provide additional input. As for the city profiles, the cities provided information on their municipal population and area; country GDP per capita was taken from the World Bank database (2016); and information on the average years of schooling for each country was derived from the Human Development Reports (UNDP 2015). The content of each case study has been approved by the respective city.

Mo Wang and Edith Hammer

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World map of 2017 UNESCO Learning City Award winners





Pécs
Hungary

Suwon
Republic of Korea

Okayama City
Japan

Hangzhou
China

Larissa
Greece

Giza
Egypt

Surabaya
Indonesia

O1



Villa María

Argentina

Profile

Total population of the city* 77,198

Total area of the city*
in square kilometres 27

GDP per capita of the country*
in US dollars 12,449


Average years of schooling
completed by people aged 15
and above in the country*

Men 10

Women 9.7

* most recent available data






Learning is part of a person's whole life. Therefore, cities are ideal environments for establishing learning communities. In Villa María, we are convinced that this experience of learning in a community is the keystone to creating greater social justice, a more inclusive society and better opportunities for all.

Mr Martín Gill, Mayor of Villa María

Building a learning city



Villa María is a vibrant city with more than 77,000 inhabitants. Its rich agricultural land makes it Argentina's market leader in milk production. This is not the city's only asset: Villa María is also recognized nationwide for the standing of its educational institutions, which include the National University of Villa María (Universidad Nacional de Villa María). The city's reputation as a hub of higher education is unsurprising: the city allocates 55 per cent of its education budget to its universities. However, the city's commitment to education extends far beyond supporting universities. Learning is a focus of many of the municipality's public policies, particularly in health and social policy. Notably, Villa María guarantees free health care for children and young people, and free access to public transport for students, adults accompanying children, and senior citizens. All newborn infants and their families are given a municipal library card; a universal measure designed to trigger an interest in learning from a very young age and to foster family learning activities. A rich array of free learning activities provides opportunities for all of the city's inhabitants, especially the most vulnerable.

The municipality of Villa María has worked hard to encourage its inhabitants to participate in the political life of the city. Children receive civic education from an early age, and can go on to participate in an innovative Children's Parliament, while citizens can remain politically committed throughout their lives by becoming involved in the organization of mayoral meetings in neighbourhoods across the city. This political engagement is essential to the building of a learning city in Villa María. The municipality has also offered its citizens the tools they need to participate in shaping the city's strategy, by making its data public and offering free access to a broad range of useful statistics pertaining to social, economic and cultural matters.



© Municipality of Villa María

Bringing culture, art
and learning together

Introduction

The municipality strives to implement actions that support education and learning. First, it ensures that all children and young people have access to formal education by implementing initiatives such as free health care and public transportation. Vulnerable young people receive special attention, for example, through additional school support from a mobile team of professionals. They also benefit from access to sporting activities designed to encourage them to remain in education. Adults are given the chance to complete their studies, supported by dedicated tutors. No fewer than 725 adults have registered for this scheme to date. Villa María has also launched a number of powerful initiatives to encourage learning throughout life, including offering municipal library cards to all families free of charge. Mobile libraries and multiple learning venues increase access to learning in all of the city's neighbourhoods.

This comprehensive plan to provide learning and education for all is made possible by a strong coordinating structure that receives the full support of the city's departments, all of which are fully committed to making learning the unifying thread of all of their municipal policies.

As part of its learning strategy, Villa María has made its municipal data freely accessible through a dedicated online platform. This allows citizens to follow the city's progress, while encouraging them to think creatively and develop tools that enable an in-depth analysis of their living environment.

The city is constantly reinforcing its collaborations with other cities. This is integral to its overall strategy: Villa María's action plan includes projects that require municipal secretariats to work closely with other cities, provincial bodies and national institutions to achieve the city's objectives in an effective and sustainable way.

*The city's departments
are fully committed
to making learning
the unifying thread of
municipal policies*

Furthermore, and in order to encourage the exchange of best practice with other learning cities, Villa María has created an international cooperation office.

Developing a plan

In devising its learning city strategy, Villa María identified two primary requirements: high-quality, inclusive opportunities to generate the human resources needed to build a learning city; and measures to mobilize political will and help Villa María realize its potential as a learning city. A set of related objectives guides the implementation of concrete actions: universal literacy and improved completion rates; lifelong education; civic involvement in the political life of the city; and the promotion of technology transfer and scientific innovation.

Villa María carries out a wide range of actions related to education. It identifies individuals who have not accessed or completed education; develops learning programmes that target children, young

people and adults; and works in close cooperation with family welfare centres to assist the most vulnerable. It provides teachers with continuous training and additional support from mobile teams of professionals whose aim is to reduce school drop-out rates. Finally, the municipality has launched an inter-institutional programme to pave the way for the establishment of a vocational college.

In addition, Villa María provides its citizens with tools designed to encourage them to participate in political life. These include programmes for children and young people, such as a student council.

Villa María fosters the sharing of knowledge across the city by offering technology impact programmes through its research and knowledge transfer centres. To promote technology transfer, the National University of Villa María has worked with its integrated media centre to develop a software and video game design course. Moreover, the university broadcasts scientific programmes through its radio and television stations.

Workshops for children





Students benefit from free swimming lessons

Creating a coordinated structure involving all stakeholders

To lead its learning city project, the municipality of Villa María has formed an education secretariat with a dedicated coordinating unit. To ensure the best results for its strategy, the city has signed an agreement with the Latin American Social Sciences Institute, whereby the latter acts as a project consultant. Other partners include the city's communication department, which is responsible for reporting on the city's progress towards building a learning city. The education secretariat and Learning City Coordination Unit have their own budgets. Each of the city's government departments allocates part of its budget to the project, enabling a substantial increase in human resources.

In order to boost city-wide learning opportunities still further, Villa María is in the process of creating a Learning City Council, which will be ratified by the municipal council in order to guarantee that it represents the city as a whole.

In keeping with Villa María's multi-disciplinary approach to learning, members will represent a wide range of sectors, including the education sector (public and private universities, tertiary institutes and schools); the production sector; trade unions; arts bodies; and community organizations (social clubs, churches, etc.).

The Learning City Council will be responsible for forming committees, planning actions encouraging lifelong learning in the city, and liaising with local forums such as activity and event groups and community liaison committees. A study committee will focus on advocating for sustainability, human rights and gender equality, lifelong learning, and employment.

Mobilizing and utilizing resources

Villa María has implemented efficient cost-sharing mechanisms to increase the impact of its learning city strategy. The municipality cooperates with the private sector and other institutions at regional



Promoting technological skills among children

and national levels to support its efforts and ensure that its projects cater for all relevant stakeholders.

Villa María strongly encourages the private sector to contribute towards funding projects that benefit the entire population. As a result, the municipality has launched a number of public-private consortia. One example is the Industry and Technology Park that fosters innovation and research by reinforcing links between universities and the private sector. Another is the Tourism and Recreation Authority, which is responsible for implementing a number of sports and tourism-related public policies, plans, programmes and projects. These partnerships strengthen private-sector participation and help to create common learning and education goals across the city.

Furthermore, the city has signed cooperation agreements with provincial governments, covering areas such as funds to maintain school buildings. Other ongoing projects include the creation of two PRO-A (Programa Avanzado de Educación Secundaria) schools within the Advanced Programme of Secondary

Education of the Province of Córdoba. These experimental schools place a strong emphasis on information and communication technologies and follow pedagogical principles, which promote not only cognitive skills, but the emotional and social development of the students as well.

To further increase the efficiency of financing mechanisms for its learning city initiative, Villa María has worked to revitalize its local clubs, neighbourhood centres and rail network.

Making learning accessible to all

In order to create the conditions necessary to guarantee an inclusive education system that provides easy access to learning facilities for all regardless of their income, Villa María provides free public transportation for students, adults accompanying children up to the age of eight, and senior citizens. The city pays particular attention to vulnerable young people, offering new opportunities,

delivering workshops and encouraging them to continue their studies and engage in sports such as boxing and swimming.

Joint projects between schools and the municipal art museum, Museo Bonfiglioli, aim to stimulate children's appetite for art and culture, and allow them to access their cultural heritage. Exploration projects hosted by the museum confirm the role of cultural centres as learning sites that bring culture, art and learning together under one roof. Further opportunities for cultural learning in Villa María include special exhibitions, city-wide mobile libraries, and cultural and technological workshops, which have been attended by more than 1,100 participants. The National Institute of Cinema and Audiovisual Arts provides a programme offering discounted tickets for screenings of Argentinian films, attracting 3,200 spectators every month.

A broad range of projects aims to get senior citizens involved in learning activities. The senior citizens' council brings together people from various sectors to organize projects and events for older people, including a festival and a volunteering scheme. In addition, the National University of Villa María offers specific programmes for senior citizens.

Organizing celebratory events

Villa María organizes numerous events to maintain and increase inhabitants' interest in learning and in the city's rich cultural heritage. Attendance rates are high, testifying to the population's desire to learn and discover new things. The 2016 Senior Citizen's Festival, for example, attracted 9,000 participants. A further 3,000 attended the Creole circus and theatre, which promotes local talent by ensuring that all of the performers (including clowns, street artists, jugglers and actors) come from the city or the surrounding area. The Locro Championship is similarly designed to promote local culture: the competition, honouring the eponymous Argentinian dish, gives inhabitants from different neighbourhoods the opportunity to get together and celebrate their shared culture.

Villa María also organizes one-off events, such as the inauguration of the city's symphony orchestra. To support the city's aim of making culture accessible to all, the orchestra's opening concert was broadcast on the National University of Villa María's TV channel.

The 13th Education Conference, held in 2017, brought together 700 delegates and was attended by teachers from 80 communities in the Villa María area. In October 2017, the city will host a 10-day event entitled 'Villa María: Learning City', focusing on the role of the five senses in learning. Universities, the Institute of Fine Arts, the conservatoire, tertiary education institutes, schools and other learning institutions will be invited to attend.

Monitoring and evaluation

The municipality is deeply committed to developing a transparent evaluation system, open to administrative bodies, institutions and citizens. It has implemented the necessary components to encourage a citizen-led evaluation process. Its Open Government online platform is a crucial part of the learning city project, making information from the monitoring process publicly available. The platform provides a range of urban, rural, socio-demographic and health-related data. It is also used to certify processes, carry out internal monitoring tasks and apply GRI (Global Reporting Initiative) sustainability reporting guidelines to measure the social, economic and environmental impact of the city's institutions.

The National University of Villa María obtains and processes data from the integrated regional observatory and produces statistics for the community and wider region. Villa María's research institute successfully promotes the generation and transfer of knowledge. One example is the municipal education secretariat's adult literacy programme, which was designed using data pertaining to the education level of parents of preschool children attending kindergarten. The Open Data project allows progress towards building a learning city to be

Villa María organizes numerous events to maintain and increase inhabitants' interest in learning and in the city's rich cultural heritage



Children's parliament
for civic education

evaluated externally while simultaneously boosting citizens' participation in public life. This initiative is supported by the National University of Villa María and the National Technological University, which offer courses in statistical and socio-demographic research methods and academic writing, and provide opportunities for the development of long-term monitoring and evaluation strategies.

Every six months, the municipality rounds off the project by publishing public reports on education, health, open government, finance, inclusion, family, housing, neighbourhood government offices, sports and tourism.

Achievements and the way forward

Villa María's far-reaching efforts to ensure universal access to learning benefit its population in many ways. Citizens enjoy an extensive range of free learning activities and make full use of them: to date, 725 adults have registered to complete primary and secondary level education, and more than 1,000 students have benefited from free swimming lessons. Each year, more than 35,000 books are borrowed; every day, 400 children visit the technology library. In addition, the Bibliomóvil, a mobile library, reaches the city's urban and rural districts with a range of recreational activities, such as concerts, plays and storytelling events, which are open to participants of all ages.



Contact

Name

Mr Gabriel Antonio Rios

Official title/organization

Coordinator, Villa María Learning Cities Project

Email

gabrielrios5@hotmail.com

City website

www.villamaria.gob.ar/

Villa María's dynamic and comprehensive strategy also creates employment opportunities in the city. One example is the Technology Park that provides direct and indirect employment to more than 500 people.

The municipality of Villa María is planning a number of measures to further expand its learning city strategy. For example, it will increase the educational activities on offer by creating new spaces for civic participation, promoting public events and cultural sites, organizing scientific and cultural workshops for children and adults, and offering road-safety education. Furthermore, the municipality will organize periodic internal meetings on specific actions in order to intensify initiatives

among municipal secretariats and highlight the contribution to the provincial government policy made by the entities responsible for social matters, education, culture, health care and productivity. Finally, Villa María intends to systematize the projects that have been developed thus far, with the aim of disseminating successful outcomes to other cities.

Citizens enjoy an extensive range of free learning activities and make full use of them

O2



Contagem

Brazil

Profile

Total population of the city* 653.800

Total area of the city*
in square kilometres 195


GDP per capita of the country*
in US dollars 8,650

Average years of schooling
completed by people aged 15
and above in the country*

Men 7.5

Women 8.1

* most recent available data

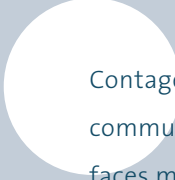


As Contagem's new mayor, my decision to take over and redimension the UNESCO learning city programme is based, above all, on a vision for the future for our city and on the conviction that it has the potential to produce means and resources for lifelong learning through the integration of various public and private facilities, guaranteeing the quality of life of its inhabitants in a sustainable, safe and peaceful environment.

Mr Alexis José Ferreira de Freitas, Mayor of Contagem



Building a learning city



Contagem's success in building a learning city stems from its strategy to foster community development and provide constant support to families. The city faces major challenges with regard to social exclusion, urban migration, racism, intolerance, juvenile violence and drug abuse. To tackle these challenges and to encourage inhabitants to learn, the city, in 2015, established the Community Educators Project, which promotes the strategic role of teachers at the interface between communities and city departments. With the 2016 elections and the change in municipal government in 2017, this programme was enlarged and renamed, becoming the Community Speaker Project, which is now one of the actions of the Contagem Learning City Programme. After completing specific training, teachers become *articuladores comunitários* (community speakers), serving as ambassadors in their communities. Close, long-term collaborations with local families enable them to give ongoing support to young people facing difficulties, while promoting the value of learning within the neighbourhood. The community speakers maintain constant links with management committees that bring together representatives from various city departments, including those responsible for health and education. Even in a short period of time, this cooperation enabled shared actions concerning health, education and the provision of safety equipment to improve the quality of life of children and adolescents.

To complement this innovative way of bringing learning closer to communities and families while tackling significant social challenges, Contagem has been developing a learner-friendly environment across the city. In January 2017, the Student Pass (Meio Passe Estudantil) was launched, serving 400 students. On Sundays, bus ticket prices were reduced by 50 per cent to facilitate the mobility of the population of Contagem across the city, also increasing their access to cultural facilities. The new management will expand the subway by five kilometers, providing more mobility to the population. Cultural events take place in various learning venues, and a wide range of informal learning activities ensure that learning benefits citizens in all of the city's neighbourhoods. In February 2016, Contagem's campaign to build a learning city was launched. In 2017, efforts in this direction were intensified through a set of inter-sectoral policies encompassing the fields of education, environment, health, culture, sports, work and income, among others.

Introduction

To increase the efficiency of its learning city campaign, one of Contagem's primary objectives was to break down the barriers between the city's 17 administrative departments, focusing particularly on health, education and human development. This first step led to integrated public policies, interdepartmental projects and greater efficiency overall. To lay the foundations for a learning city, it was necessary to gain a deeper understanding of the specific needs of the various communities spread out across Contagem's 67 neighbourhoods.

In order to comprehend and address citizens' learning needs more effectively, the municipality started to encourage learning within its own administration, and to offer training to public servants throughout their careers. School staff at all levels, social leaders and municipal guardians are in constant contact with inhabitants, which requires a profound understanding of the issues at stake in the respective neighbourhoods. The In-Service Training Programme (Programa de Formação em Serviço), which serves as a network and offers training in the workplace, has focused on the specific challenges that staff face on a daily basis. In 2017, this programme changed focus to promote the improvement of students' learning in the municipality of Contagem. The move was based on the idea that education is necessarily linked with the development of the country and that training for citizenship presupposes the construction of knowledge and the development of skills and competences that allow individuals to make choices and create a plan for personal and professional life.

In addition, Contagem cultivates a culture of learning throughout life and offers its inhabitants a wide range of learning activities, including non-formal learning opportunities, designed to address the



No Limit Programme

challenges facing the city. It has developed a guide to equality-related education policies that supports the creation of an inclusive society. Courses on disability, gender and racial equality further promote mutual understanding. The city's efforts to build a more inclusive society are also complemented by the provision of diversity training to working groups within the municipal services sector, and by offering Portuguese language courses for refugees.



School garden
planting

Developing a plan

Contagem's city administration is carrying out actions to address the challenges it faces, which include urban migration, racism, drug abuse and juvenile violence. One of its main goals for the years ahead is to support disadvantaged families and expand early childhood education, especially among the city's most vulnerable population. By May 2017, 790 new places had been created for children aged 0 to 5 years. They receive quality education, nutritious meals and health care, thereby allowing their mothers to work and pursue a career. By 2020, 19 city schools will have been built to cater for around 3,600 children.

In order to offer a higher-quality education, consistent with the challenges of the contemporary world, Contagem has launched the Full-Time School (Escola em Tempo Integral) project, which follows

an educational approach based on an integrated curriculum, including a strong technological dimension and extended school time, comprising more than six hours of daily activities. The project will provide students with access to foreign-language courses, sports, computer science classes, vocational courses and other activities. The schools will also benefit the wider community by allowing inhabitants to use school facilities, such as sports venues, auditoriums and libraries. The construction of the first school with a sustainable architectural plan will begin in 2017 with the first educational activities scheduled for August 2018. By 2020, eight schools will be built in socially vulnerable areas, each capable of accommodating between 560 and 620 students from the local community and approximately 2,000 students from the surrounding areas. The current government also invests in school safety. All 115 educational institutions in the city rely on security cameras.

The equipment records for 24 hours. In addition, the civil guard is active, inside and outside schools, in ensuring student safety. Through these actions, crimes, such as thefts and robberies, were reduced by 70 per cent. To improve students' learning environments, all the schools in Contagem are being renovated.

Creating a coordinated structure involving all stakeholders

At the heart of the learning city initiative in Contagem are management committees responsible for creating a dialogue between the municipal departments and citizens.

These committees comprise representatives of government departments (notably those for health, education, human development and social security), neighbourhoods, private universities and local associations.

Committees meet once a month to discuss the issues faced by students and their families. Drawing on reports from community speakers, they discuss priority cases related to learning, as well as to social or health care. Having established an ongoing dialogue between citizens and city departments, the management committees can react in the most efficient manner possible to help at-risk children and young people.

Contagem values this dialogue with its citizens and seeks to include them when defining its public priorities

In August 2016, participants at a conference on children's education, including representatives from schools, universities and local communities, discussed the positive effects of the Community Speaker Project and the improvements that needed to be made. Discussion enhanced understanding of the impact of community speakers on the development of a learning city in Contagem, while simultaneously promoting their activities.

To lay the foundations for a learning city, it was necessary to gain a deeper understanding of the needs of communities



March against Racism



Contagem working out

Additionally, social programmes for schools are being developed in partnership with private companies. Arcor, for example, schedules training sessions with municipal schoolteachers in order to develop successful educational practices, while BelgoMineira Bekaert is involved in developing projects in schools related to sustainability and the environment.

Mobilizing and utilizing resources

Within the city's In-Service Training Programme (Programa de Formação em Serviço), community leaders work with staff from different departments (including education and health) and private-sector bodies to support the concept of lifelong learning. To support the dynamic use of resources, universities share the cost of the Community Speaker Project (which is part of the In-Service Training Programme) with the city. They also provide rooms for conferences, meetings and workshops for public

servants who are members of management committees. In addition, psychology students support community speakers in their work in the 10 schools involved in the project.

Schools, churches and public squares are used as venues by the city during learning events such as the June Festival or Students' Day, in August. Both events offer cultural activities for children and adults, centred on food, music, art, theatre and circus performances.

Through the No Limit Programme (Programa Sem Limite), the city supports individuals with restricted mobility and insufficient financial resources by offering them free transportation to learning venues and health care institutions. The scheme provides vehicles adapted to users' needs and is run jointly by the secretariats of health and education. To increase accessibility for people with hearing impairments and to integrate them into society, the municipality offers interpretation services courtesy of the Brazilian Sign Language Service (Central de Libras).

Making learning accessible to all

Contagem has established numerous programmes and local initiatives to provide citizens with access to learning opportunities. The Community Speaker Project plays a particularly valuable role in helping underprivileged students and their families. A number of teachers have attended courses and seminars coordinated by the Secretariat of Education and are now part of an after-hours programme, working as community speakers. They visit students at home, gaining a deeper understanding of their situation and providing them with individual support. In 2015 alone, 2,100 families received support from a community speaker. This service mainly targets socially vulnerable students.

In 2017, another activity was included in the Community Speaker Project, aimed at listening to the community and to young people while planning actions that help the community to face their difficulties. This activity is directed by the councils of parents and students. The councils are organized by school units and aim, through monthly meetings, to address issues pertinent to the educational context of the community. Every two months, representatives of the councils meet with the secretary of education with a view to thinking about strategies for improving the quality of education in the city.

The Special Education Service (Atendimento Educacional Especializado), which offers specialized care for children and teenagers, is another important way of supporting social inclusion in Contagem. Schools have been provided with multifunctional classrooms to assist students with both physical disabilities and developmental disorders. In the second half of 2017, the Reference Centre for Inclusion and Special Education Service (Centro de Referência em Inclusão e Atendimento Educacional Especializado) will be created, by a partnership of the secretariats of education, health, social development and human rights and citizenship, to qualify and expedite the care of people with disabilities, seeking to provide this in an integrated way.

In addition, the training directory of the State Secretary of Education (SEDUC) aims to promote discussions related to ethnic and gender diversity within the school curriculum. Other diversity initiatives include the March against Racism, which takes place annually. In 2017, 12 schools and approximately 500 students who have worked on related projects will take part. A new scheme will target refugees and immigrants to help school-age children and adults gain language skills and integrate into society and the labour market. Other projects, such as sports projects and school/community gardens and the Trampus Project, developed by the Lara Tupinambá Foundation, which offers free professional qualification courses for young people aged 15 to 29 (at the Municipal School of Apio Cardoso, in the Nova Contagem neighborhood), promote child and youth development, contributing to civic education, social inclusion and better quality of life, giving priority to students living in socially vulnerable areas.

Organizing celebratory events

In early 2016, the Contagem Learning City campaign was launched and a series of cultural programmes announced, promoting Contagem as a learning city to its inhabitants.

For a number of years now, yearly festivals and events promoting learning activities have been making inhabitants more aware of their cultural and artistic heritage. The Arturo Community Festival celebrates the significant heritage of the descendants of black Angolan immigrants, considered to be one of the country's earliest communities. The festival is devoted to the Virgin Mary and the black Saints, and supports the community in overcoming the challenges of everyday life.

During the June Festival, musical and artistic events take place in schools, churches and squares around the city. The festival invites all members of the community to come together to showcase their culture and traditional cuisine.



Contagem has established numerous programmes and local initiatives to provide citizens with access to learning opportunities. The Community Speaker Project plays a particularly valuable role in helping underprivileged students and their families

Meanwhile, Students' Day offers learning opportunities (including theatrical performances, a circus and educational presentations) in numerous public spaces across the city.

Finally, Citizenship Day organizes a number of educational and awareness campaigns to provide local people with information and services. On that day, various events and activities are held to bring the government and the community closer together.

Monitoring and evaluation

In 2016, Contagem evaluated the first steps of its learning city strategy, focusing particularly on the Community Educators Project that it had launched a year earlier. The assessment was based on data provided in online forms filled out by families; a qualitative and quantitative study carried out by the Secretariat of Education; and information gathered during conferences involving multiple stakeholders.

The results of the first year of the project proved extremely positive for the 2,100 students and families supported by the scheme. Students underlined the fact that they felt supported during the learning process and in their daily lives, while families recognized the significant positive impact on educators within their communities. These outcomes were supported by the findings of the study led by the Secretariat of Education.

Two 2016 conferences discussed Contagem's progress in building a learning city: the management committees conference and the children's education conference. The first brought together leading scholars and members of various management committees to assess the outcomes of the project's first year and the way forward. The second engaged with representatives from schools, universities and local communities to foster a discussion of their respective roles within the community. The children's

education conference furthermore carried out a broader assessment of the way in which learning activities had improved across the city.

Following the new management's evaluation of the project in 2017, it was renamed the Community Speaker Project. The project maintained its main characteristics, but expanded the participation of the community by instituting parents' and students' councils, which, as previously mentioned, meet every two months with the Secretary of Education to discuss and make proposals for education in Contagem. The purpose of these councils is to increase the participation of the community in debate about education in the municipality and in the country.

Achievements and the way forward

Contagem's social and cultural development is reflected in its communities' increasing autonomy and the involvement of various public and private-sector professionals as advisers, social leaders, counsellors and municipal guardians. In addition, communication between the city departments has been facilitated, leading to increased efficiency and a better use of municipal resources. This has had a positive impact on learning and education, while also benefiting the health and social sectors.

Furthermore, the municipality is elaborating an Action Plan for the Learning City of Contagem. The Secretariat of Education is actively collaborating with other secretariats in order to link and integrate their various actions more effectively. These include, among others, the annual March against Racism, the No Limit Programme (carried out in collaboration with the Secretariat of Human Rights and Citizenship) the Vegetable Garden Project (in cooperation with the Secretariat of the Environment), and the Street is Ours (A Rua é Nossa) programme (Sports, Leisure and Youth Secretariat).



Second Half
Programme

By implementing an innovative strategy and following up closely on the issues at stake in its neighbourhoods, Contagem has proved that the positive impacts of a learning strategy extend far beyond the limits of education and learning; an outcome that Contagem is committed to consolidating in the coming years by reinforcing the various actions it has initiated to date.

Contact

Name

Ms Ghisene Santos Alecrim
Gonçalves

Official title/organization

Director of Continuing Education

Email

ghisenealecrim@gmail.com

City website

www.contagem.mg.gov.br/

03



Mayo-Baléo

Cameroon

Profile

Total population of the city*	30,000 (approx.)
Total area of the city* <i>in square kilometres</i>	3048
GDP per capita of the country* <i>in US dollars</i>	1,033
Average years of schooling completed by people aged 15 and above in the country*	
<i>Men</i>	7.4
<i>Women</i>	4.6

* most recent available data

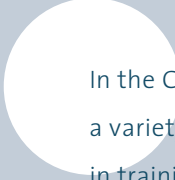




Our main mission is to improve the living conditions of our people through community development that is participatory and inclusive, based on the education and training of all, without discrimination, and respecting the natural environment. The development of our commune as a learning city comforts us in the realization of this mission and is proof that we are moving forward on the right track.

Mr ABBA, Mayor of Mayo-Baléo

Building a learning city



In the Cameroonian commune of Mayo-Baléo, learners have access to a variety of formal and non-formal education centres that specialize in training illiterate adults. In recent years, the commune of around 30,000 inhabitants has successfully improved its learning environment and involved a greater number of citizens in the municipality's decision-making processes.

Mayo-Baléo's communal development plan supports an ongoing dialogue between the local government and the public. Local groups, such as cooperatives and women's organizations, serve as representatives for the community.

The municipality has also increased the number of available classrooms and approved the construction of a new Centre for the Promotion of Women and the Family. In addition, Mayo-Baléo has advocated for better mobile infrastructure, which enables people to learn outside a traditional classroom setting, and increased support for disadvantaged groups.



Consultation between municipal authorities and grassroots communities on adult education

Introduction

For Mayo-Baléo, building a learning city calls for community involvement. To encourage active participation in public life, the commune enlisted local representatives to help devise its communal development plan. A strong commitment to the city's development and an open dialogue with the government led to the creation of local groups, notably youth and women's associations. Regular meetings between these groups and the city allows key actors to share information with the larger community.

The second component of Mayo-Baléo's learning city strategy is to improve its education facilities by increasing the number of classrooms in schools and learning centres. In partnership with the

National Programme of Participatory Development, the municipality is currently funding the construction of the Centre for the Promotion of Women and the Family in Mayo-Baléo to train women, girls and young people in running small businesses and to offer them a range of other courses (languages, sewing, computer courses, catering, etc.). The municipality has also developed a financing project to build a Centre for Community Education and Action, which will maximize learning opportunities for young people and adults in agriculture, livestock farming and community development. Finances are still sought for the centre. There are also eight centres of formal learning and eight centres of non-formal learning in the area.

A strong commitment to development and an open dialogue with government led to the creation of youth and women's associations



© Commune of Mayo-Baléo

Community work is strongly encouraged

The commune distributes mobility aids to people with disabilities to enable them to access learning centres more easily.

Finally, in order to encourage citizens' desire to learn, the municipality constantly looks for ways to improve public services in the area. It has, for example, increased access to health facilities and invested in renewable energy systems.

Developing a plan

Mayo-Baléo faces challenges related to poverty, available educational facilities, health and sanitary infrastructure, as well as basic infrastructure to support the local economy. Its learning city strategy is directed at improving these conditions and empowering citizens by creating an environment conducive to the participation of individuals and communities in local development processes.

To reach these goals, Mayo-Baléo launched a communal development plan in 2009 setting out its objectives and key action points. The revised plan in 2016 followed consultation with local communities and resulted in three key priority areas. The first concerns environmental issues and public health, and in particular the improvement of access to health facilities and to drinking water. It also encourages the construction of renewable energy facilities and infrastructure likely to further develop the economy and to effectively combat poverty.

The second set of priorities seeks to increase the number of classrooms in schools as well as to make full use of existing educational materials, while also developing new ones for students and staff. Upgrading the local infrastructure is also part of this goal. As noted above, there are eight formal adult education centres and eight non-formal learning

Distribution of donations to vulnerable people



© Commune of Mayo-Baléo



Workshop for the planning and validation of the communal development plan

centres spread across the commune, which need to be appropriately maintained and equipped. Ensuring easy access to the centres is essential in increasing levels of literacy and education.

A third key objective is to motivate citizens to participate in local government decision-making processes by bringing together the municipality, communities and association representatives.

To facilitate people's involvement in development activities, the construction of any infrastructure in the above mentioned areas is carried out with their active participation. The municipality encourages them to define their needs, and leads strategic reflection on priorities in light of the means available. Decisions regarding the projects, such as place of realization and engagement of local residents, are made consensually. Therefore, the projects require several meetings and talks, which represent frameworks for learning in community development activities.

Creating a coordinated structure involving all stakeholders

The planning and organization of projects or initiatives related to Mayo-Baléo's learning city strategy are undertaken by local government representatives, who work in close collaboration with key stakeholders from the public and private sectors. These stakeholders include entrepreneurs and cooperatives' representatives. The municipality also works with citizens' associations, decentralized state services in the region, and consultation committees from surrounding villages.

Various stakeholders, including individuals and associations, are also encouraged to participate in planning meetings, discuss local issues, and present their needs and progress. The Federation of Communes of the Department of Faro-et-Déou and the

United Communes and Cities of Cameroon also support the implementation of training programmes for municipal employees and allow the city to exchange best practice and to promote itself at local, regional and national levels.

Mobilizing and utilizing resources

Most of the projects related to Mayo-Baléo's learning city initiative are paid for using the municipal budget. The Cameroonian Government assists Mayo-Baléo through public investment and decentralization budgets, as well as through grants from the National Programme for Participative Development. The commune is also in partnership with the Cameroon Bank of Communes' Special Fund for Equipment and Intercommunal Intervention, which provides technical and financial assistance for the development of decentralized communities and the funding of special equipment. At local level, the development committees in the cantons contribute equally to the financing of projects and are encouraged by the commune to take the initiative in project implementation. Mayo-Baléo also invests subsidies given by NGOs and international organizations in learning programmes for its citizens through decentralized cooperation.

This financing mechanism creates an equitable division of responsibilities and a sense of shared vision for Mayo-Baléo's learning city development.

Making learning accessible to all

Mayo-Baléo is committed to guaranteeing access to education for all its citizens. The dialogue between the community and the city enables the commune to understand the needs of its inhabitants.

Furthermore, an increase in the number and quality of formal education facilities, from primary to higher education, enables better access to education for younger people. Youth representatives are also

encouraged to have their say on municipal projects.


To respond to the needs of all learners, the municipality also provides the necessary tools for people with disabilities to enable them to access learning facilities throughout the city. Meetings between state representatives, traditional community leaders, worker representatives and individuals further ensure an increase in common understanding and participation.

Organizing celebratory events

In January 2016, the city organized a celebration during which educational material was given to primary and secondary schools. To advocate the importance of learning for all citizens and to give the most vulnerable the tools to be independent, the municipality also distributed mobility aids during the event.

Annual events provide more opportunities to celebrate culture, learning and acceptance of one another. Mayo-Baléo actively promotes core values such as peace, fraternity, development and social cohesion at all community events.

International Youth Day, which takes place in February and includes parades and evening entertainment, also provides a sense of social cohesion. International Women's Week in March, meanwhile, brings together representatives from local women's groups. A broad range of events, such as talks on education, traditional dancing, cultural celebrations, sport events and a parade, are organized in cooperation with schools, youth associations and community leaders.



Mayo-Baléo is committed to guaranteeing access to education for all its citizens. The dialogue between the community and the city enables the commune to understand the needs of its inhabitants

Monitoring and evaluation

The city assesses its achievements based on its communal development plan, which includes specific indicators for monitoring progress such as access to quality education and availability of facilities such as schools and sports areas. The promotion of traditional communal culture and support for women and vulnerable families are other defined goals related to education that are assessed as part of the development plan.

By encouraging citizens to take part in decision-making, Mayo-Baléo inspired community participation

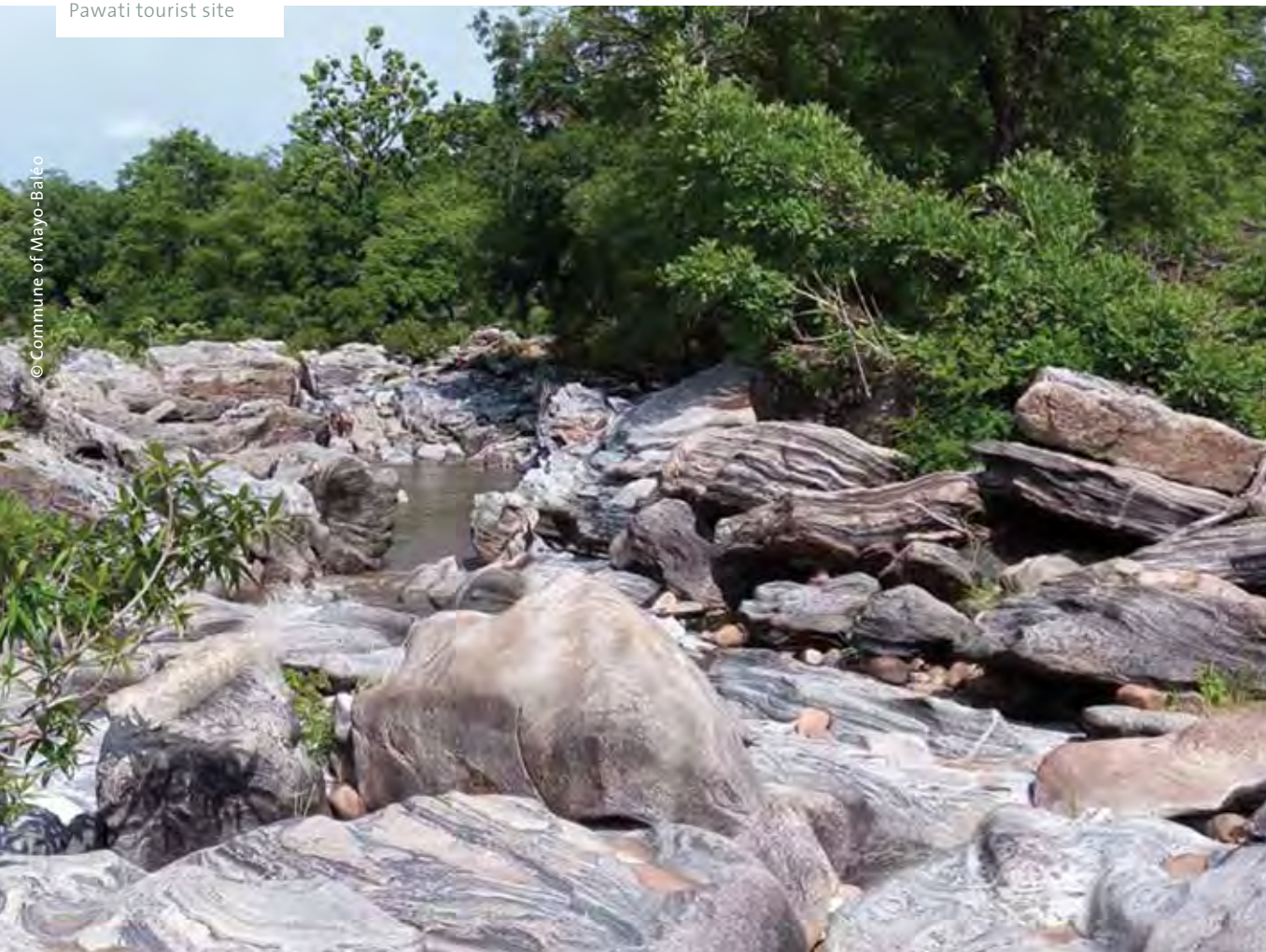
Mayo-Baléo evaluates its learning city development at regular committee meetings. These are organized by the municipality and include representatives from different project committees and associations. Through dialogue with key actors from civil society, Mayo-Baléo collects feedback and comments. These exchanges also provide an opportunity to acknowledge citizens' progress. Project stakeholders and associations also report on community involvement in local development.

In practice, to facilitate progress in building a learning city in Mayo-Baléo, the commune has set up a committee which monitors the development plan. This committee meets and evaluates progress against the forecasts of the municipal development plan.

Achievements and the way forward

Creating Mayo-Baléo's communal development plan led the city to achieve one of its main goals: demonstrating to the community that it plays a key role in the city's development. By opening up dialogue and encouraging citizens to take part in the municipality's decision-making processes, Mayo-Baléo inspired community participation. Youth associations, women's groups and community leaders now exchange extensively on numerous topics, including education and learning.

Pawati tourist site





Learning in the
commune

In addition, Mayo-Baléo, which is located in a savanna area where the vegetation is threatened, engages in activities to raise citizens' awareness of the importance of their environment and wildlife conservation.

Building on these achievements, Mayo-Baléo continues to work towards creating a successful learning city. On a social level, the commune promotes a culture of national integration and social cohesion as well as securing basic public infrastructure. With regard to environmental development, the municipality continues to pursue sustainable energy solutions, fight against poaching and support reforestation. On a cultural level, it seeks to encourage tourism to the area by promoting local culture. To boost economic development, the city endeavours to attract tourists and entrepreneurs, and aims to engage citizens in Mayo-Baléo's economy.

Contact

Name

Mr Emmanuel Fecwa

Official title/organization

Head of Technical Service for Urban Planning and Development

Email

emmanuelgetabay@gmail.com
emmanuelgetabay2013@yahoo.fr

City website

Not available

04



Hangzhou

China

Profile

Total population of the city* 9,018,000

Total area of the city*
in square kilometres 16,840

GDP per capita of the country*
in US dollars 8,123

Average years of schooling
completed by people aged 15
and above in the country*
Men 7.9
Women 7.2


* most recent available data



I would like to express my deepest appreciation to the UNESCO Institute for Lifelong Learning for granting the 2017 Learning City Award to Hangzhou. Winning this award is a result of Hangzhou's ongoing process of developing a learning city. We would like to take this opportunity to improve policy, increase investment, promote legislation, balance urban and rural education resources, and further develop the application of new learning technologies such as online learning. We will further establish the concept of lifelong learning for all, which could promote economic transformation and social welfare, giving impetus to the sustainable development of the city. We are looking forward to enhancing cooperation with UNESCO and UIL, strengthening international communication, enlarging the cooperation between cities, and sharing the development experience.

Mr Liyi Xu, Mayor of Hangzhou

Building a learning city



Learning city initiatives play a significant role in Hangzhou's strategy to improve the well-being of its inhabitants.

Hangzhou is one of the most innovative cities in China when it comes to the learning opportunities it offers its citizens. The city is a front-runner in terms of the improvements made to its education system, which include making it compulsory to attend school for 15 years, compared to nine years nationwide. As a result, citizens over the age of 15 currently average 9.79 years of schooling – one of the highest rates in the country.

While Hangzhou already possesses an excellent, government-led, formal education system, the city also oversees numerous non-formal and informal learning activities that contribute to creating a culture of lifelong learning. Students are invited to learn in and out of school, and more than 100 extracurricular activities are available to young people. A vocational high school – the Migrant College – enables migrant workers to obtain professional qualifications, helping them to integrate into society. Learning opportunities are proliferating: there are 200 communal and mobile library facilities across the city, allowing thousands of learners to satisfy their desire to expand their knowledge. In addition, Hangzhou has created what it terms the '15-minute cultural circle concept', stipulating that there should be a cultural centre, such as a museum, theatre or library, located no more than 15 minutes' walk away from every citizen's home. Furthermore, Hangzhou extensively promotes digital learning, and organized its first Digital Reading Conference in 2015.

This thriving learning and cultural environment created by the city of Hangzhou has fostered the development of digital and creative industries, boosted the city's overall economy and contributed to the well-being of all of its citizens.

Introduction

Situated in the Bay of Hangzhou between Shanghai and Ningbo, Hangzhou is famous for its unique scenery. It is known in China and worldwide for being one of the country's most beautiful cities, with a rich historical heritage. The city, which is built around the West Lake, was granted UNESCO World Heritage Site status in 2011. However, the city is not dependent on its heritage alone: with more than 9 million inhabitants in 2015 and 21 million people living in its metropolitan area in 2010, it is now one of China's most innovative technological hubs. Major technology companies, including the Alibaba Group, have their headquarters in the city. Hangzhou capitalizes on lifelong learning to maintain the continuous growth of its thriving economy while increasing the well-being of its citizens. Indeed, the city was awarded the title of 'Happiest City in China' for the ninth consecutive

year following a survey carried out by Xinhua, one of China's two official press agencies, in collaboration with the mayors' association of mainland China.

Hangzhou is the capital of Zhejiang Province, whose strong commitment to education has been evident since 1992 when it launched a plan to build a better future based on education and science. Since then, the province has implemented several steps of its plan. One of its many successes has been the achievement of an enrolment rate of almost 100 per cent in primary and secondary schools.

For Hangzhou, education and learning are part of a virtuous circle: an inclusive learning system geared towards excellence that promotes both culture and modern technology will benefit inhabitants and the economy alike.

Hangzhou capitalizes on lifelong learning to maintain the continuous growth of its thriving economy while increasing the well-being of its citizens

Grand Canal Hangzhou
Section, World
Cultural Heritage



Developing a plan

Hangzhou aims to maintain the well-being of its inhabitants and to sustain economic growth in the region. The more the city does to create a thriving learning environment for its citizens, the more educated and creative its workforce becomes. At the same time, more exciting job opportunities become available as new and innovative companies are established. These two, intertwined goals at the heart of Hangzhou's strategy have informed the city's initiatives to promote lifelong learning.

In order to achieve these goals, the city developed a lifelong learning system based on three pillars: excellent education, easy access to vocational training for all, and family and community education. Hangzhou is committed to the development of a dynamic teaching system, and positions itself as a pioneer among Chinese cities in this regard. Since 2004, it has extended compulsory schooling to 15 years in lieu of the nine years stipulated nationwide, and now advocates for this model.

To support this main strategic axis, Hangzhou has multiplied the learning opportunities available to its citizens.

Access to physical and digital learning platforms has been facilitated and remains free of charge. More than 400 museums, theatres, memorials, galleries and cultural centres are accessible to all in the urban area. The same applies to cultural centres in rural areas.

Hangzhou is creating a comprehensive network of learning communities at the local level. In order to learn from best practices worldwide and to inspire other cities to follow its example, Hangzhou is actively cooperating with international networks and organizing international events.

Creating a coordinated structure involving all stakeholders

In 2011, Hangzhou created a structure dedicated to managing the development of a learning city, which reflects its ambition and commitment to that goal. One of its main aims is to coordinate collaboration between public administrative bodies and private initiatives, particularly from the corporate sector. With this management structure in place, the city is better able to promote and encourage learning,

Stage for Traditional Chinese Opera





© Municipal Government of Hangzhou

Children learning to hand-weave cloth

disseminate information across the public and private sectors, and increase the availability of learning opportunities for citizens. The steering committee of the Learning City Construction initiative, composed of the heads of various municipal bodies (specifically, those responsible for education, civil affairs, culture, statistics and finance) alongside representatives from the media and various cultural organizations, is in charge of managing and promoting learning and cultural activities citywide. The specific structure of this steering committee underlines the importance of cross-sectoral interventions when building a learning city. It is important also to note that the Steering Committee of Hangzhou's Learning City Construction initiative works in close cooperation with Zhejiang University.

Another outcome of the kind of public-private sector cooperation championed by the steering committee was the first Digital Reading Conference, hosted by Hangzhou in 2015. It is now an annual event, recognized nationwide, which promotes innovative access to learning.

Mobilizing and utilizing resources

In 2015, the city spent 19.5 billion yuan (US \$2.8 billion) – 16 per cent of its total public expenditure – on culture and education. The city's financial resources are used to fund its numerous high schools and vocational training colleges. Hangzhou also provides significant funds to train teachers throughout their careers, as a means of guaranteeing the excellent quality of the city's education system. The municipal budget for education and culture is also used to finance other city initiatives to promote lifelong learning, such as the 200 bookcases placed in various locations across the city, where inhabitants are invited to borrow books for free.

Effective collaboration between public and private sectors is at the heart of Hangzhou's strategy to stimulate excellence in learning. The private sector thus plays an important role in the city's educational system: more than 520,000 people benefit from 1,050 private kindergartens, primary schools,



People reading poems in front of the Confucian Temple

lower-secondary schools, upper-secondary schools and non-degree awarding institutes in Hangzhou. In 2015, Jack Ma, Executive Chairman of the Alibaba Group, founded Hupan College as a private, non-profit organization dedicated to fostering entrepreneurship among China's business leaders. Working with other Chinese entrepreneurs and academics, Ma aims to create a curriculum centred on start-up businesses.

Making learning accessible to all

Hangzhou's view of education and learning is comprehensive and inclusive. This view is reflected in the '3 Ls' (Lifelong, Life-wide and Life-deep) and the '6 Ws' (which ensure that learning is accessible no matter Who, What, Where, When, Why or How) that underpin the city's learning city policy.

Hangzhou envisages a lifelong learning system that serves communities, workplaces and families, and encompasses

pre-school, basic education, higher education, adult education and special education. The city's policy targets all citizens, with a particular focus on vulnerable groups. As a result, the city has increased the school enrolment rate for children with disabilities to 100 per cent.

Hangzhou encourages learning through innovative initiatives. One of these ensures that all citizens can easily access culture by offering free entrance to museums and memorials. Since 2008, the city has organized regular events for school pupils: 111 museums, historic buildings, galleries and youth centres have become designated activity sites, holding regular events for schoolchildren. Since 2008, nearly 10 million students from 490 schools have benefited from these activities, which have in turn served to underscore the role that museums, libraries and youth centres play as public learning spaces.

The education of domestic migrant workers and their children is a prominent issue facing many Chinese cities in the wake of rapid urbanization. Hangzhou has addressed it by launching policies aimed

specifically at migrant workers and their children, who are likely to be less well-off and more marginalized than the majority of the population. In Hangzhou, migrant workers' children are enrolled in the standard education system, while adults can access a 'Migrant College' and follow specific training courses designed to meet the requirements of potential employers. Learners who pass these courses receive an adult vocational high school qualification and professional certificates. Over the past five years, 128,500 people have obtained these dual certificates.

Organizing celebratory events

Hangzhou promotes lifelong learning through regular events such as the Hangzhou Learning Festival or the Digital Reading Festival, which take place once a year and have a local and national impact.

Just five years after it was founded, the Hangzhou Learning Festival was already hosting more than 100 cultural events and attracting 10 million visitors. The festival aims to promote lifelong learning and culture for all. It is the result of a fruitful collaboration between the public and private sectors: it was initiated by the Hangzhou Daily Press Group and the

Hangzhou Cultural, Radio and Television Group, but is organized in cooperation with a number of administrative bodies in Hangzhou and Zhejiang Province. Associations such as the Municipal Women's Federation are also involved. In addition, the festival is supported by multiple private cultural and creative organizations, notably publishing groups.

As mentioned above, the city also hosts the national Digital Reading Festival. The festival is a collaboration between the city's public and private sectors. Since its launch in 2015, it has successfully promoted the use of modern learning technologies.

Monitoring and evaluation

Hangzhou cooperated with Zhejiang University's Education College to create the Hangzhou Research Centre for Lifelong Learning, tasked with evaluating progress achieved in building a learning city. To do this, it asked a sample of 250 citizens to complete a survey based on the *Key Features of Learning Cities* and the *Beijing Declaration on Building Learning Cities*. The survey focused on three aspects of Hangzhou's strategy: its benefits, the major goals of a learning city, and the conditions needed to establish such a city.

Just five years after it was founded, the Hangzhou Learning Festival was already hosting more than 100 cultural events and attracting 10 million visitors

Cultural visit in
Liangzhu Museum





Hangzhou-West Lake
Book Fair

The survey's findings provided the city with an in-depth sense of its citizens' needs and Hangzhou's achievements to date. It highlighted the fact that building a learning city in Hangzhou required strong support from the government, as well as the participation of key actors, including the Zhejiang University research group and a panel of educational experts.

Moreover, the survey underlined the benefits of putting learning and education at the centre of the city's development. It stressed the positive role of activities designed specifically for disabled people and vulnerable groups in helping them integrate into society. Citizens' high level of satisfaction with social care, education and housing provision is closely linked to Hangzhou's learning city strategy. Free vocational training for the unemployed and funds for poor families, for example, benefit citizens in their daily lives. Another of the survey's key findings was that focusing on the city's unique cultural, urban and historical heritage proved particularly effective in fostering citizens' interest in learning. Finally, the survey's findings highlighted the importance of promoting activities on an ongoing basis to maintain interest in learning.

Achievements and the way forward

Several years have passed since Hangzhou launched its strategy to build a learning city, identifying three main beneficiaries: citizens, the economy and the city as a whole.

Citizens are at the core of Hangzhou's strategy, and building a learning city is key to their well-being. An inclusive learning system offering multiple learning opportunities and easy access to culture is partly why Hangzhou has been repeatedly judged the happiest city in China. Education, culture and learning allow citizens to have access to appealing job opportunities and higher incomes, and increase their quality of life.

Building a learning city has considerable economic benefits. Hangzhou is seen as one of China's most innovative technological hubs. A stimulating work and learning environment, along with a qualified workforce, attracts competitive and innovative companies. Businesses from the creative and digital industries, such as Migu Digital Media, are more likely to



Cultural learning in the library

settle in Hangzhou because of its thriving learning environment. The education and training industry also brings economic benefits for the city, generating an income of 59.67 billion yuan (US \$8.7 billion) in 2015 alone.

In summary, learning city initiatives benefit the city on a number of levels. Joining a global network has improved Hangzhou's reputation and visibility internationally: in 2016, for example, it hosted the G20 summit. At the same time, learning promotes sustainable and creative development locally.

The survey's findings provided the city with an in-depth sense of its citizens' needs and Hangzhou's achievements to date. It highlighted the fact that building a learning city in Hangzhou required strong support from the government, as well as the participation of key actors, including the Zhejiang University research group and a panel of educational experts.

Contact

Name

Mr Zhengpin Lu

Official title/organization

Director of Municipal Steering
Committee of Learning City
Construction

Email

jing_hangzhou@126.com

City website

eng.hangzhou.gov.cn/

05



Giza

Egypt

Profile

Total population of the city* 8,025,003

Total area of the city* 38,157
in square kilometres


GDP per capita of the country* 3,515
in US dollars

Average years of schooling
completed by people aged 15
and above in the country*

Men 7.9

Women 6.4

* most recent available data

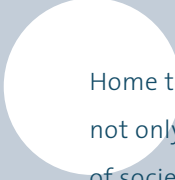


Learning is a light that illuminates both the future and human life. To this end, the city of Giza has taken on the responsibility of educating its citizens and eliminating illiteracy. Just as the body lives on food and air, the mind lives on science and knowledge. In addition, Giza has devoted all of its resources to ensuring that learning reaches all citizens because they represent the wheels of progress on which our society depends.

Ms Manal Awad, Deputy Governor of Giza for Community Service and Environmental Affairs



Building a learning city



Home to more than 7 million people, the Giza Governorate considers learning to be not only a tool to improve literacy skills for all, but also a way to increase the welfare of society while encouraging citizens to share experience and knowledge among themselves.

Giza, the capital of the governorate, is the first learning city in Egypt. Its main priority, as a learning city, is to reduce school drop-outs to a minimum level and to ensure that all citizens, regardless of their economic background, are able to read and write. To achieve this, in 2016 Giza intensified its campaign to improve people's literacy skills. The governorate provides disadvantaged families with financial support and promotes learning for adults. Adult learners who attend classes and obtain a literacy certificate are rewarded with free healthcare and further education. University students and teachers have been strongly encouraged to help other citizens obtain literacy certificates. This not only helps increase literacy in the region, but also consolidates links within the community by supporting the mutual exchange of experiences. As a result of Giza's strong commitment to increasing literacy levels, the governorate has established preparatory classes for adults so that they can realize their learning ambitions.

To complement its activities focusing on literacy, Giza has launched several campaigns to increase women's awareness of health issues and to empower them. Campaigns directed at women also reach the family and the community as a whole. Giza has been working successfully with non-governmental organizations (NGOs), not-for-profits and religious organizations to promote learning to its citizens, in urban as well as remote rural areas.

The initiatives launched in Giza to foster community learning have provided citizens with more tools to strengthen their commitment to building the society of the future.



View of Giza from
the Nile

Introduction

Since the 2011 revolution, the serious instability of Egypt's political system has had an impact on the country's development, social structures and economy. Continuous change has had a negative effect on education and learning policies. Illiteracy mars the daily lives of a quarter of Egypt's population aged 15 and over. This is especially true for women, whose literacy rate is 67 per cent compared to 83 per cent for men. Transforming Giza into a learning city therefore tackles multiple challenges relating to social cohesion and economic development. Located on the west bank of the Nile River, the Giza Governorate boasts a rich history and culture. Almost 60 per cent of Giza's population resides in urban areas, although some inhabitants live in secluded villages.

Giza has developed a comprehensive strategy to offer all of its inhabitants the best chance of improving their reading and writing skills. First, to boost literacy class attendance rates among young people, it provides poor families with material support and has implemented a number of campaigns promoting the benefits of education, which target families and communities. Second, it gives individuals of all ages the opportunity to attend literacy classes, offering incentives such as free healthcare or education to all those who obtain a literacy certificate. Additional courses are open to those who have obtained basic literacy skills, to enable them to improve their skills further. Finally, Giza provides community classes in remote villages to increase access to learning opportunities.



Introductory seminar
to raise awareness
of the importance of
education

In line with the 2014 constitution, women represent a major target group within Giza's learning strategy. Non-formal courses and workshops specifically for women are designed to raise their awareness of health issues and transform them into community health advocates. Teachers and educators, meanwhile, are given the best tools with which to spread knowledge among the population, and receive regular workshops throughout their initial training and subsequent career.

Developing a plan

Giza's primary objective is to increase citizens' literacy skills across the board. Its powerful commitment to this goal has underpinned the governorate's considerable successes to date, and created a need for additional preparatory classes for those who have completed basic literacy classes and wish to improve their skills further. Giza has committed

to achieving a 100 per cent literacy rate among its population in the coming years. In particular, it has been increasing its efforts to provide specially adapted literacy classes for disabled people. In rural areas, events have been held to celebrate women's successful completion of literacy classes, thereby creating a strong sense of community while promoting the benefits of learning. To increase the well-being of poor families and healthy behaviours across the governorate as a whole, Giza has, moreover, been providing women with health-related skills courses and workshops.

In the long term, Giza is determined to expand its learning initiatives to benefit all of its inhabitants. By training a generation of young people as teachers and by promoting the importance of acquiring knowledge, the city is striving to increase its commitment to the development of a flourishing learning environment. Vocational training courses are being



developed to increase individuals' skills and employability, and to benefit the economy. In addition to ensuring the acquisition of proficient literacy skills, Giza sees learning as a means of fostering critical thinking across communities and empowering its citizens.

Creating a coordinated structure involving all stakeholders

The Giza Governorate and its departments and agencies work across sectors to build a learning city. Its projects are overseen by the Governor and Deputy Governor for Community Service and Environmental Affairs; a service comprising the Directorate of Education, the Adult Education Authority and the Educational Buildings Authority. In Egypt, each of the 27 governorates has its own directorate

of education. Besides being in charge of practical school matters, Giza's Directorate of Education is involved in local campaigns to promote schooling and the benefits of literacy. All of the bodies working in the area of Community Service and Environmental Affairs collaborate closely to ensure that all target groups, among them children, women and poor families, are included in the process of building a learning city.

A number of projects promoting education and learning are joint initiatives with government bodies other than the Ministry of Education, such as the National Council of Women or the Ministry of Youth and Sports. The Takaful wa Karama project, which supports children's school attendance, for example, was launched by the Egyptian Ministry of Social Solidarity. Giza Governorate bodies also work in close cooperation with NGOs. These organizations include UNICEF (collaborating on the community schools initiative launched in 1992 to establish schools in secluded areas of the governorate); Caritas; and the Vodafone Egypt Foundation (partnering the governorate on the Vodafone Literacy Initiative launched in cooperation with UNESCO and 20 other organizations). In addition, religious organizations, such as Al-Azhar and the Coptic Evangelical Organization, currently play a major role at local level in promoting the importance of education.

Mobilizing and utilizing resources

In cooperation with non-governmental organizations and associations, Giza has expanded learning opportunities in urban and rural areas. Working with the governorate, a number of private associations agreed to allow their headquarters to be used as venues for learning activities targeting adults. Through these associations' links with marginalized or underprivileged families, the governorate was able both to reach the most vulnerable and to make more efficient use of existing resources. In order to make learning more accessible to the inhabitants of secluded areas in the region,



Distributing literacy prizes to women

Giza worked hand-in-hand with NGOs to establish community classes. These classes take place in community centres, and represent a flexible means of increasing citizens' access to knowledge. With support from the World Food Programme, Giza promotes school attendance in remote areas by providing meals for students and their families. It has also opened a new public library, whose aim is twofold: to serve as a learning space for individuals of all ages; and to continue to build on the reading skills that learners have acquired to date.

Citizens who take literacy classes and receive literacy certificates are awarded free healthcare and further education

Making learning accessible to all

Many initiatives in Giza offer learning opportunities for deprived or marginalized groups. These include community-based classes in remote villages, provided with the support of NGOs, and non-formal learning classes hosted in the headquarters of various private associations to ensure access to education for all inhabitants.

The Giza Governorate stepped up its efforts in 2015 with the launch of Giza's far-reaching literacy initiative, implementing a range of mechanisms designed to achieve the governorate's target literacy rate of 100 per cent. Citizens who take literacy classes and receive literacy certificates are awarded free healthcare and further education. To support the initiative, Giza worked with universities to implement a programme encouraging university



Celebration of learning achievements

students to take part in efforts to reduce illiteracy. Students volunteering to help other community members acquire reading and writing skills are compensated for their contribution: for example, once students have assisted a minimum of five people, they receive a financial incentive or free training course. Compensatory packages of this kind foster participation in community learning, as well as intergenerational exchange.

Additionally, the Giza Governorate and the Social Fund for Development have agreed to award the sum of one million Egyptian pounds (US \$55,585) to associations or NGOs that establish 50 literacy classes serving 20 students per class. To date, nine associations have received the grant.

Giza is, moreover, one of the first regions to implement the national Takaful Wa Karama project. It provides 98,500 families in 29 villages with a monthly stipend,

on condition that their children's school attendance rate is at least 80 per cent. In light of its success, the governorate plans to extend the project further.

Organizing celebratory events

Giza organizes several campaigns and events targeting teachers and healthcare workers to boost their awareness of issues linked to illiteracy. These campaigns are supported by conferences and roundtables held at the University of Cairo. Citizens are invited to attend events in order to make the process of building a learning city a participatory one.

The Giza Governorate also oversees a number of events, including a celebration to mark an increase in literacy skills among rural women, organized in cooperation



Literacy classes in the village of Kerdasa

with local communities and NGOs. The event was sponsored by the Women's Association and the Social Fund for Development in Giza, with funding from the European Union and the World Bank. It serves two purposes: to create a sense of community and belonging centred on education; and to establish female role models within Giza's rural community, with the aim of promoting access to education for women.

Monitoring and evaluation

The Giza Governorate has formed a committee of experts that works with the relevant authorities to track the progress of efforts to establish a system of continuous education in the governorate. The committee is in charge of establishing mechanisms to document the learning process, collect information and determine where citizens' interests lie. Residents' learning needs are recorded in order to increase the impact of the governorate's initiatives and achieve the city's ambitious targets in the most efficient way.

Furthermore, the committee prepares regular reports highlighting the lessons learned during the implementation of each learning project/strategy. After these results have been thoroughly analysed, the committee proposes improvements. By evaluating data in this way – and by factoring in the views of the stakeholders involved – the committee is responsible for developing collective strategies and keeping stakeholders informed in order to improve the way in which projects and strategies are coordinated.

To complement the work of the experts' committee, the Giza Directorate of Education has implemented an integrated strategic plan. The plan aims to enhance learning quality, and it includes a number of programmes that are closely monitored by the Directorate of Education: a School Reform Programme; an operational plan for technological development (currently in development); and an implementation plan to reform the various stages of education.

Achievements and the way forward

With a deep-seated commitment to literacy that has resulted in an increase in the number and quality of essential skills acquired by its citizens, Giza has paved the way for an abundance of thriving learning communities. Individuals who complete literacy classes are now able to persevere with their studies and acquire a broader set of skills. The ability to read and write already offers them substantial benefits in their daily lives. Moreover, they have far more confidence in their own ability to gain more knowledge. With initiatives encouraging university students and teachers to support disadvantaged individuals or families, Giza's learning strategy has enabled societal links to be established, thereby fostering mutual understanding. Intergenerational exchanges concerning learning experiences and knowledge, meanwhile, have further strengthened community ties.

Learning has equally affected the behaviours of individuals towards the environment. It has promoted a sounder use of resources in the city and stimulated awareness of sustainable development. In the long-term, the powerful and diverse impact that learning has on society as a whole, boosting economic growth in the region and stimulating the creation of small businesses, will also encourage entrepreneurs to create green businesses and thereby contribute to regional sustainability.

Learning has promoted a sounder use of resources in the city and stimulated awareness of sustainable development

Contact

Name

Ms Manal Awad

Official title/organization

Deputy Governor

Email

manal.ghatas@hotmail.com

City website

www.giza.gov.eg/

06



Gelsenkirchen

Germany

Profile

Total population of the city* 257,651

Total area of the city*
in square kilometres 104


GDP per capita of the country*
in US dollars 41,936

Average years of schooling
completed by people aged 15
and above in the country*

Men 13.6

Women 12.9

* most recent available data

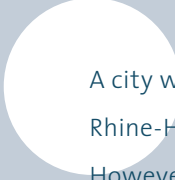


Education is the key! We in Gelsenkirchen are only too aware of that. We are therefore always determined to provide the best possible, earliest education for all. We are pioneers and a model authority in the regional 'leave no child behind' project and we have developed a whole series of support services across educational life, both for the very young and the more mature. And it delights me to see how much this subject also moves Gelsenkirchen society – such as in respect of education for sustainable development.

Mr Frank Baranowski, Mayor of Gelsenkirchen



Building a learning city



A city with a population of more than 260,000, Gelsenkirchen is situated on the Rhine-Herne Canal. It once had a flourishing economy centred on coal mining. However, the city is now one of the most deprived areas in the state of North Rhine-Westphalia. It has a high unemployment rate (14.9 per cent) with 40 per cent of children under the age of 3 years growing up in families dependent on social welfare.

As part of its efforts to build a learning city, Gelsenkirchen has sought to revive its city centre and surroundings. It combines lifelong learning measures with a dynamic sustainable development strategy. Since 2008, the city's initiatives have been based on the concept of education for sustainable development (ESD). These two goals – lifelong learning and sustainable development – have been supported by the implementation of innovative and efficient measures tackling multiple issues. Gelsenkirchen's efforts have already significantly benefited its inhabitants and boosted the city's image. Its commitment to providing learning activities inclusive of everyone, from early childhood to the third age, has enabled Gelsenkirchen to become Germany's first learning city.

With its continuous efforts to include citizens in the decision-making process, Gelsenkirchen has achieved a high rate of civic participation and a strong commitment to the development of a learning city, laying fertile ground for future projects. The learning city roadmap, adopted in 2016, was the product of a participatory process while the 2016 Joint Declaration on Learning was signed by more than 120 institutions, local businesses and organizations, confirming the commitment of all actors involved to the development of a vibrant, sustainable learning community.

Introduction

Since 1998, when the city launched its local Agenda 21 initiative (known as aGEnda 21) – a non-binding plan for the attainment of the Sustainable Development Goals – Gelsenkirchen has been initiating educational projects in line with the three pillars of sustainable development: economic development, social development and environmental protection.

The municipality has used aGEnda 21 as a means of involving public and private actors in its overall learning strategy. Projects have been created to improve individuals' opportunities, with a particular focus on children, young people and informal out-of-school learning activities. Examples of initiatives include KreativWerkstatt (Creative Workshop) and Kolleg21. KreativWerkstatt aims to encourage young people to think creatively and increase their awareness of environmental issues. Kolleg21 offers young people specific training on urban issues and sustainable development throughout their education. This helps new generations gain additional skills, and increases their employability in the context of a more sustainable economy. The progress made through aGEnda 21 has also enabled the municipality to build civic participation and include its citizens in decision-making processes, thereby ensuring they feel more connected to their city.

In 2015, the municipality took the opportunity to step up its learning city strategy by entering the Zukunftsstadt 2030+ (Future City) competition held by the German Federal Ministry of Education and Research. Gelsenkirchen's participation enabled the city to test further learning activities and launch several pilot projects. It also reinforced civic participation in the learning city process through a Learning



Students run in support of Climate Partnership projects in the Global South



One World Conference
for youth

City Vision drafted in collaboration with local residents and issued in 2016. That same year, it brought together inhabitants, associations, private sector representatives – members from 120 organizations overall – to sign a joint declaration on building a learning city.

Developing a plan

The development of Gelsenkirchen as a learning city is intrinsically linked both to its industrial legacy and to its current economic and social problems. A high unemployment rate is one of the main issues facing the city. In August 2016, it stood at 14.9 per cent, far higher than the national average of 6.1 per cent. The city's current challenges and industrial past are reflected in the city's objectives: to utilize learning as a way of reconnecting citizens with their living environment; and to revive the economy and create employment opportunities.

The first step the city took was to increase stakeholders' involvement to ensure that solutions were developed that matched citizens' needs and encouraged them to participate in public life. Once this had been achieved, a number of medium-term goals were established, all of which were closely linked to the city's Zukunftsbildung (Education for the Future) project. This project aims to equip individuals with the full range of skills and competencies that an information and knowledge society requires. The project also aims to ensure that inhabitants have a more positive image of their city. Gelsenkirchen's participation in the Zukunftsstadt 2030+ (Future City) competition cemented its efforts to build a learning city, leading to projects linking learning and sustainability, with medium-term goals built on flexible coordination structures and networks.

In the long term, the city's objective is to institutionalize these structures fully in alignment with the UN's 2030 Agenda for Sustainable Development, thereby

transforming Gelsenkirchen into a learning organism and establishing sustainable urban development. This notion of a learning organism reflects another of the city's long-term ambitions: to become an attractive, economically dynamic and liveable city, respectful of its natural environment.

Creating a coordinated structure involving all stakeholders

The aGEnda 21 Office serves as the key coordination structure for Gelsenkirchen's learning city project. It is a joint collaboration between the municipality and the Protestant church in the district of Gelsenkirchen/Wattenscheid. It was founded in 1998, following the Rio de Janeiro Earth Summit, to tackle environmental, economic and social challenges at the local level. Gelsenkirchen's aGEnda 21 Office initiates, encourages and organizes a wide range of projects focusing on topics such as Children/Youth, Consumption/Lifestyle

and Nature/Ecology. The Office's remit is thus to coordinate the development of a learning city. It takes a bottom-up approach centred on various working groups and workshops.

Gelsenkirchen's participation in the Federal Government's Zukunftsstadt 2030+ competition stepped up its practice of integrating citizens, local businesses and associations into the learning city project. Since 2013, a participatory process has led to the development of a common vision and a joint declaration, signed by 120 key actors in 2016. The city has also created a Zukunftsstadt-Büro (Future City Office) to coordinate learning city activities related to the Future City contest.

At the regional level, the municipality has been cooperating on a number of projects with the cities of Essen and Bottrop. This exchange of knowledge and competencies is essential to all three cities, which are pursuing different but complementary goals: Bottrop is the 'Innovation City' and Essen, the 'European Green Capital'.

Learning at
Biomassenpark Hugo





aGenda 21 project,
Children's Rights

Mobilizing and utilizing resources

Gelsenkirchen is mobilizing resources creatively to finance its development into a 'learning organism'. From the outset, the city has used its projects to build a network of stakeholders, all of whom are fully committed to achieving this goal. Learning activities are jointly financed by the city and the Protestant church in Gelsenkirchen/Wattenscheid. A dedicated group of experienced volunteers from aGenda 21-Förderverein – an association that supports the initiative – is working with the city to mobilize funding. Several grants have been acquired through the Zukunftsstadt 2030+ competition and academic support for the Future City initiative is provided by the Free University of Berlin's Institut Futur.

In 2016, local businesses signed a joint declaration with the municipality, confirming their commitment to the development of learning measures and their willingness to help fund such measures. Local businesses have subsidized learning activities in Gelsenkirchen in the past, including the KreativWerkstatt (Creative Workshop) project, which benefited young people from all backgrounds and was subsidized by a local bank, Volksbank Ruhr-Mitte.

In addition, all of the city's public facilities can be used as learning places. For example, Biomassenpark Hugo (biomass park), a former coal mine that has been converted into a sustainable park, serves a double function. It is both a green public space and an educational space equipped with a number of interactive features, such as the ESD Learning Trail, which was built to promote inhabitants' awareness of environmental issues and sustainable development.

Making learning accessible to all

Gelsenkirchen's projects comprise various fields of action to address the objectives laid down in the city's joint vision. These projects range from out-of-school learning facilities to participatory learning activities. Many of them, including the Biomassenpark Hugo project, focus on young people and children. Others, such as Kolleg21, teach teenagers and young adults practical skills related to sustainable urban planning.

Formal education institutions often overlook the importance of developing individual creativity. Gelsenkirchen has implemented the KreativWerkstatt to provide children and young people with a more balanced education. Since it was launched in 2007, around 4,500 young people across the city have participated in the project, engaging in a variety of activities that stimulate their imagination and foster creative thinking.

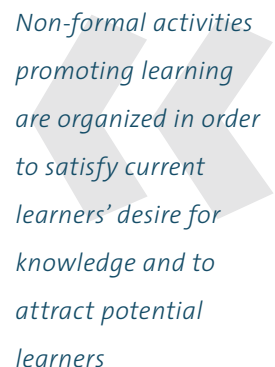
The KreativWerkstatt project offers children and young people the opportunity to take part in a wide range of activities free of charge. Informal learning activities take the form of long-term courses or one-off workshops. They cover a broad assortment of topics designed to challenge all aspects of a child's imagination. Some examples of activities proposed to date are: experiencing nature up close; creating art from new materials; and experimenting with modern technologies. To ensure that activities are available to as broad a public as possible, they are held in youth centres across the city.

Since 2010, the project has been recognized three times as an official project of the UN Decade of Education for Sustainable Development from the German Commission for UNESCO.

Organizing celebratory events

Gelsenkirchen organizes a number of events that either promote the joys of learning; invite citizens and stakeholders to participate in the process of building a learning city; or highlight progress achieved to date.

Non-formal activities promoting learning are organized in order to satisfy current learners' desire for knowledge and to attract potential learners. To fit with the city's strategy of linking learning and sustainable development, activities have focused on environmental issues. These include open-air breakfasts, youth forest conferences and night biking events. Inhabitants and members of local businesses and organizations have been invited to work with local government to define the concept of a learning city. Since 2013, the city has scheduled a number of events, workshops and conferences in order to promote dialogue with its citizens and thereby fully understand the needs and wishes of all concerned. This comprehensive set of strategies, designed to encourage discussions centring on Gelsenkirchen's vision for a learning city, ensures strong stakeholder engagement. The city has organized events at crucial stages of the learning city project. Local and regional guests were invited to attend the opening of a Learning Trail in Gelsenkirchen's Biomassenpark Hugo. Representatives from the Regional Ministry for Schools and Further Education, and the Regional Ministry for Economic Affairs, Energy, Industry, Small and Medium-Sized Businesses and Trade were present, highlighting the project's pioneering approach to interlinking environmental, economic and educational issues. The city plans to host a number of events in 2017, as well as workshops to develop further planning and implementation concepts for building a learning city. In 2018, a final conference will be held, culminating in a ceremony in which the outcomes are formally adopted by the organizations involved.



Non-formal activities promoting learning are organized in order to satisfy current learners' desire for knowledge and to attract potential learners

Monitoring and evaluation

In Gelsenkirchen, established mechanisms such as education monitoring and parent surveys are used to improve activities in the field of education.

The Institut Futur (Free University of Berlin) has provided academic support to help Gelsenkirchen develop its ideas on learning and enter the Zukunftsstadt 2030+ competition. Initial results from the academic reflection of the process indicate that the city's objectives have been achieved. Citizens' participation in developing a vision for the city and identifying fields of action has proved successful. The success of the communication process is reflected in the desire, expressed by administrators and citizens alike, to enshrine this vision in a mission statement. Steps will also be taken to monitor the educational and administrative impact of related activities.

So far, monitoring measures relate mainly to the 'fundamental conditions for building a learning city', as defined in the *Key Features of Learning Cities*. In the course of continuing cooperation with the Institut Futur, research results will be used to develop more effective solutions that will inform the construction of a learning city. Other key features – namely the 'major building blocks of a learning city' and the 'wider benefits of building a learning city' – will be addressed within the ongoing process of becoming a learning city and through collaborations with other academic partners.

Additionally, a number of specific ESD-related projects have been assessed both internally and externally. Gelsenkirchen is part of the 'QuaSi BNE' initiative, a research project focusing on quality assurance in ESD, which is strongly supported by universities working together with communes. As such, Gelsenkirchen's Waldwärts project, an environmental education initiative focusing on forests, receives academic support from the University of Bielefeld, whose adult education centre conducts interviews for the purpose of quality assurance. Also, one year after the launch of the local Kolleg²¹



project, its participants worked with social scientists to evaluate the project's progress thus far.

Achievements and the way forward

A variety of learning projects and measures has enabled Gelsenkirchen to reach major milestones as part of its vision of becoming a learning organism.

The high rate of civic participation in the decision-making process is one of the municipality's most significant accomplishments. It illustrates both that inhabitants have a keen interest in learning, and that they are strongly committed to the development of their city. Citizens want

Since 2010, the city has received the UN Decade of ESD award for communes four times



Pupils design the
'School of the future'

educational attainment to be independent of (parents') social background and financial means. The continuous rise in the number of youth and adult learners participating in local programmes testifies to a concomitant increase in citizens' commitment and development.

The multiple awards that Gelsenkirchen's learning initiatives have received over the years have also improved Gelsenkirchen's image in Germany as a whole. Since 2010, the city has received the UN Decade of ESD award for communes four times, in addition to specific projects which have also been awarded. It has won a German Sustainability Award (national prize for ESD), and, in 2016, was recognized for its achievements under the UNESCO Global Action Programme on ESD in Germany. By gaining a reputation as a learning city, Gelsenkirchen increasingly attracts businesses and families to the area.

Contact

Name

Mr Werner Rybarski

Official title/organization

Manager, aGEnda 21 Office

Email

buero@agenda21.info

City website

www.gelsenkirchen.de/

07



Larissa

Greece

Profile

Total population of the city* 162,591

Total area of the city*
in square kilometres 336

GDP per capita of the country*
in US dollars 18,104

Average years of schooling
completed by people aged 15
and above in the country*

Men 10.8

Women 10.5

* most recent available data

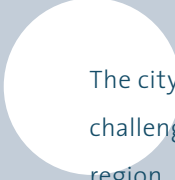


Despite the current economic and social challenges, Larissa continuously invests in culture and education in a friendly learning environment, works on building successful networks, and initiates projects for all citizens that combine joy and learning. Larissa's vision is to make active learning a daily lifestyle. We believe that, in the long run, active and cultivated citizens are fundamental to the development of a society of solidarity, equality and democracy.

Mr Kalogiannis Apostolos, Mayor of Larissa



Building a learning city



The city of Larissa developed its learning city strategy in response to the challenges posed by the severe financial crisis in Greece. Capital of the Thessaly region, Larissa has established a strongly committed network, involving a broad range of partners from public bodies, more than 30 associations, non-governmental organizations (NGOs) and civil society. Together with these partners, the city has launched a wide range of initiatives and projects targeting all citizens. Learning opportunities are available all year round and in a variety of forms that illustrate the plurality of learning; these include two Second Chance Schools, an alternative school for recovering drug addicts, vocational centres, a lifelong learning centre, the Technological Educational Institute of Larissa and the University of Thessaly. In addition, there are more than 15 educational, cultural and sporting activities, hosted by community centres in different neighbourhoods, while the municipal library attracts 3,800 readers annually. One-off events have also met with significant success, drawing in thousands of participants each year. Larissa stresses the importance of making learning enjoyable to increase citizens' interest and create a friendly learning environment.

In order to ensure high-quality activities, the municipality and volunteer experts jointly organize multiple training programmes. Cooperation is one of Larissa's bywords. The local government's commitment to it has led to the creation of a vast network of partners and, most importantly, encouraged citizens – including experts and teachers – to volunteer their services to the city. Larissa has fostered a profound interest in learning among its inhabitants through major efforts to increase the efficiency of its material and human resources, activate a powerful network of partners, and provide a wide range of learning activities.

Introduction

Larissa has based its learning strategy on the activation of a solid network of partners, as well as a committed community of citizens, to build a thriving, inclusive learning environment. The city faced serious financial and social problems in the wake of the economic crisis. Despite a lack of public funds, Larissa saw the crisis as an opportunity to strengthen community bonds and tackle these challenges.

Projects that combine joy and learning are now available to a growing community of learners of every age and gender, as well as to vulnerable groups such as people with disabilities, those from disadvantaged backgrounds and the Roma community. To ensure that everyone can participate in these activities, they are provided free

of charge to less well-off citizens and vulnerable families. Dedicated centres designed for children with disabilities and access to facilities for disabled people now exist throughout the city. These include the White Taxi service, which offers free transportation for all people with disabilities, and a book-production studio for people with visual impairments. Larissa provides ongoing support to marginalized communities through its learning strategy, targeted at creating an inclusive city. The municipality has launched projects aimed at promoting intergenerational exchange between young people and senior citizens, as well as specific courses designed to familiarize the latter with computers and modern technologies. Two Second Chance Schools and an alternative school for recovering drug addicts offer courses to

Projects that combine joy and learning are available to a growing community of learners of every age and gender



Summer Camp in the City project

more than 200 adults, allowing them to gain a high school diploma. In addition, a specific initiative has been developed in partnership with educational institutions and employment bodies to foster entrepreneurship in the Roma community. Through its learning and information provision, Larissa has also created a supportive environment for refugees in the region.

The creation of this welcoming learning environment has been made possible by the city's significant efforts to build a strong network of partners at local, regional, national and international level. With the city's support, partners – such as the administrative units of the Region of Thessaly, the Association of Municipalities of the Region of Thessaly, the Greek Institute of Employment, the University of Thessaly, local associations and citizen volunteers – share resources, exchange good practice and participate in multiple projects.

The municipality has created a close network of social organizations, collaborating with the municipality to develop social policies and projects

Developing a plan

Larissa faces many challenges linked to the crisis that has affected Greece over the past decade: a lack of public funds, a major recession, and unemployment. In addition, inhabitants have become increasingly vulnerable due to the weakening of the welfare state and traditional family support networks. The absence of links with and within civil society has been identified as a further challenge that the city must tackle.

In 2015, the newly elected city government defined a number of mid-term goals: to create a solid network at all levels of society; to increase dialogue between civil society and the public and private sectors; and to develop a holistic approach to supporting vulnerable groups. Over the past two years, the municipality has succeeded in creating a close network of social organizations, collaborating with the municipality to develop social policies and projects, particularly in the area of learning and education. More than 30 organizations now support vulnerable groups, including



The second Larissa Learning City Conference

refugees and the Roma community. Furthermore, through networking activities at local, national and international levels, the municipality has initiated a dialogue with citizens and international organizations. At the same time, Larissa is moving forward with its plans to build a learning city: it recently set up a dedicated Learning City Committee backed by the city council.

Larissa has laid solid foundations for an ever-growing, friendly learning environment that will, in the long run, be integral to the development of a sustainable city offering a high quality of life. By continuously focusing on accessibility, public transport and local consumption, Larissa aims to become an eco-friendly city. One of its overarching goals is to become a national role model: a city that transforms crises into opportunities by providing education for all. The city's ambition is to prioritize its citizens by promoting civic engagement and encouraging them to be active learners throughout their lives.

Creating a coordinated structure involving all stakeholders

The municipality has set up a Learning City Committee as a means of formalizing the local, regional, national and international networks that the city has created in recent years. Larissa has signed a cooperation pact with the Hellenic Adult Education Association, making the latter organization responsible for implementing the city's dedicated Learning City Committee through its cooperation, participation and networking activities.

Larissa has already laid down the conditions for the development of a strong network. Back in October 2015, the city organized its first workshop, 'Networking and Developing Social Skills', which brought together representatives from 30 public, private and third-sector organizations. The members of this network now meet regularly and engage in an open dialogue to share knowledge and best practice, and to discuss potential



© Social Services Department - Municipality of Larissa

Training programme for staff of day care centres



Training in
Community Elderly
Clubs

project collaboration. A second workshop is planned for October 2017, and will bring together members of the Learning City Committee.

In addition, the city has signed numerous cooperation agreements, notably with the Hellenic Adult Education Association and the Greek Institute of Employment, to foster employment among vulnerable groups. In May 2015, a national conference on education for people with disabilities was held to exchange experiences, set priorities and raise community awareness. Two years later, the municipality and the Thessaly Federation of Disabled People signed a cooperation agreement in order to promote actions, services and create environments that are accessible to all citizens, especially those with disabilities.

As the regional leader of the Fund for European Aid to the Most Deprived, Larissa coordinates six neighbouring municipalities to support 5,000 families. Moreover, Larissa is a member of a committee that coordinates action to support refugees in the Thessaly region, thereby mobilizing a network of civil society organizations, volunteers and social services. The UN Refugee Agency in Greece, which is in constant communication with

local authorities and offers training to refugee camp personnel, also supports the network. Additionally, NGOs, the Red Cross and teachers from private learning centres are working together to coordinate a variety of actions to benefit refugees.

Mobilizing and utilizing resources

Larissa has succeeded in mobilizing the resources of its network partners. The city leads or is a member of various programmes advocating a holistic approach to social inclusion and the empowerment of the most disadvantaged, one example being the Fund for European Aid to the Most Deprived. Larissa uses the funds it receives from these groups to build an inclusive learning city. It allows municipal bodies and partners – such as the employment office, drug abuse prevention centres, private schools and other educational institutions – to cooperate on various actions.

In many cases, project costs are shared between the city and its partners: both the Administrative Units of the Region of Thessaly and the Association of Municipalities of the Region of Thessaly help to fund educational and celebratory events such as the Larissa Learning City Conference. The University Hospital of Larissa, local health care services and the Municipal Polyclinic support the most deprived communities by providing free health care and advice. Larissa has collaborated with partners to set up a mobile health unit in every neighbourhood, offering free access to clinical laboratory tests. To increase the efficient use of available resources, existing facilities are used to host learning city projects: for example, health care facilities and local drug abuse prevention centres are used as training venues for civil servants.

Citizens also participate on a voluntary basis in the building of a learning city. For example, retired teachers work with the Department of Education to upgrade and extend school library materials, while experts from the network provide training for civil servants. Two such training seminars, on adult education and

lifelong learning, were paid for by the municipality and provided 50 civil servants with information and guidance on Larissa's learning city initiative.

Making learning accessible to all

Larissa has developed a comprehensive range of attractive learning activities, which take place across the city and all year round. These activities cater for people of all ages and genders, and are accessible free of charge to the less well-off. In collaboration with private learning centres and volunteer teachers, the city provides more than 200 disadvantaged pupils with free tuition throughout the academic year. Through community cultural clubs, citizens can access more than 15 learning, cultural and sporting activities. In response to popular demand, these venues also host meetings and discussion groups on parenting and personal growth at least twice a month.

A pilot project, Summer Camp in the City, was launched in 2015 to give children access to fun learning activities during the summer. Its success led to the establishment of 10 creative activity centres, two of which are accessible to children with disabilities. Moreover, the Disability and the Local Community project brings together various organizations to explore ways of improving transportation, education and creative activities for people with disabilities.

As regards the learning needs of senior citizens, various initiatives have been launched, including a project organized by community clubs for senior citizens and the General Secretariat for Lifelong Learning, which helped more than 300 participants to become computer literate. The Living Together initiative, meanwhile, encourages an intergenerational exchange of knowledge, thus strengthening family bonds and creating a sense of belonging. In addition, senior citizens are invited to attend educational and informal meetings, and recently published their own newspaper.



Football academy for refugee children

© Municipality of Larissa

The Second Chance Schools and other collaborating social structures also provide vulnerable groups (recovering drug addicts, prisoners, etc.) an opportunity to obtain their high-school diploma.

Organizing celebratory events

In 2015, Larissa hosted an International Conference on Adult Education and Lifelong Learning. Following its success, the city held a second conference in October 2016, entitled 'Seeking Common Actions in a Period of Crisis'. This conference was organized in cooperation with the Administrative Units of the Region of Thessaly, the Association of Municipalities of the Region of Thessaly, the General Union of Municipal Clerks and the Hellenic Adult Education Association. Citizens were invited to participate in the conference, help define the parameters for an efficient learning city, and plan the next steps for Larissa's strategy alongside national and international experts, including representatives from the learning cities of Swansea and Cork, and all Greek cities belonging to the UNESCO Global Network of Learning Cities.

In response to the refugee crisis, the city has promoted social cohesion by mobilizing its local network and fostering empathy for refugees among local inhabitants

Larissa organizes many other events celebrating tolerance, learning and culture. In 2016, a disability awareness week highlighting related learning activities was held in collaboration with the Greek National Confederation of Disabled People (ESAEA), local disability associations, parent associations and schools.

More than 60,000 people participated in the Pinios River Festival, which hosts a series of fun educational activities. For the past 15 years, the annual Book Exhibition has been held in the central square, attracting more than 50,000 people each year. The Mill Performing Arts and Media Festival, meanwhile, gives young artists and creative groups a public platform to present contemporary artworks and stage interactive performances.

Monitoring and evaluation

Several methods are used to evaluate the evolution of the Larissa learning city initiative and related projects over time, inviting citizens, experts and municipal representatives to assess the city's progress and suggest possible ways forward.

First, to understand citizens' ever-changing needs and interests, the municipality invites them to fill in dedicated forms. This also allows Larissa to gather information about learners' profiles (their socio-economic status, learning capacities, needs, etc.). Personal tracking forms provide an insight into the educational curricula on offer, as well as further information about the courses, projects and activities in which learners have participated. Moreover, the municipality conducts evaluation interviews with learners in order to gain a better understanding of their perspectives and views on their progress. For example, the vast majority (95 per cent) of those who participated in the Networking and Developing Social Skills workshop said that their attitude to networking had changed significantly or very significantly as a result.

The two learning city conferences enabled Larissa's progress to be evaluated more broadly through a series of workshops and exchanges with international participants and experts. The city used the outcomes from these meetings to plan the next steps of its strategy.

The municipality complements this assessment of its strategy by citizens and experts with a series of annual reports and meetings. Each of the municipal departments presents a report highlighting qualitative and quantitative progress, such as the number of people participating in activities. Meetings with local groups and representatives from the organizations involved in the Larissa learning city project serve as an occasion to discuss related issues and opportunities.

Achievements and the way forward

Many citizens have benefited from the building of a learning city in Larissa: to cite one example, more than 3,800 readers now borrow a total of 28,000 books from the municipal library each year.

A strong network has been established, bringing together public sector representatives, NGOs and local citizens to maximise the use of existing material and human resources, and to build a shared vision of a culture of lifelong learning that supports the successful implementation of creative projects. Take, for example, the Summer Camp in the City pilot project: a high participation rate among children led to the establishment of 10 creative activity centres. Applications to attend the Summer Camp in the City have since soared, from 50 for the pilot project in 2015 to 1,400 applications for the 2017 Summer Camp.

Larissa's various learning city projects also contribute to making the city more inclusive. Fifty adults from the Roma community attend the Second Chance School, which offers them the opportunity to gain a high-school diploma. They are also invited to participate in events, courses and workshops organized in cooperation with educational institutions and employment bodies, and designed to foster entrepreneurship in the Roma community.

In response to the refugee crisis, the city has successfully promoted social cohesion by mobilizing its local network and fostering empathy for refugees among local inhabitants.

The city council has furthermore agreed to fund the establishment of a youth centre and has collaborated with youth groups, thereby illustrating a growing political awareness of the need for young people to participate actively in local society, notably through learning.

In the near future, Larissa plans to open a training centre in cooperation with the Hellenic Adult Education Association in order to provide guidance for civil servants, members of the UNESCO Network of Learning Cities, and the city's stakeholders from Greece and abroad. This will be an opportunity to promote Larissa's learning city initiative in a creative way, strengthen networks, and share information, knowledge and skills based on the *Guidelines for Building Learning Cities*.

Larissa is also planning to develop an Open People's University, which will utilize the resources of its network partners (including the Hellenic Adult Education Association, University of Thessaly and municipal executives) to promote community-based non-formal education.

Contact

Name

Mr Dimitris Deligannis

Official title/organization

Deputy Mayor

Email

adh8@larissa-dimos.gr

City website

www.larissa-dimos.gr/



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City of Larissa

08



N'Zérékoré

Guinea

Profile

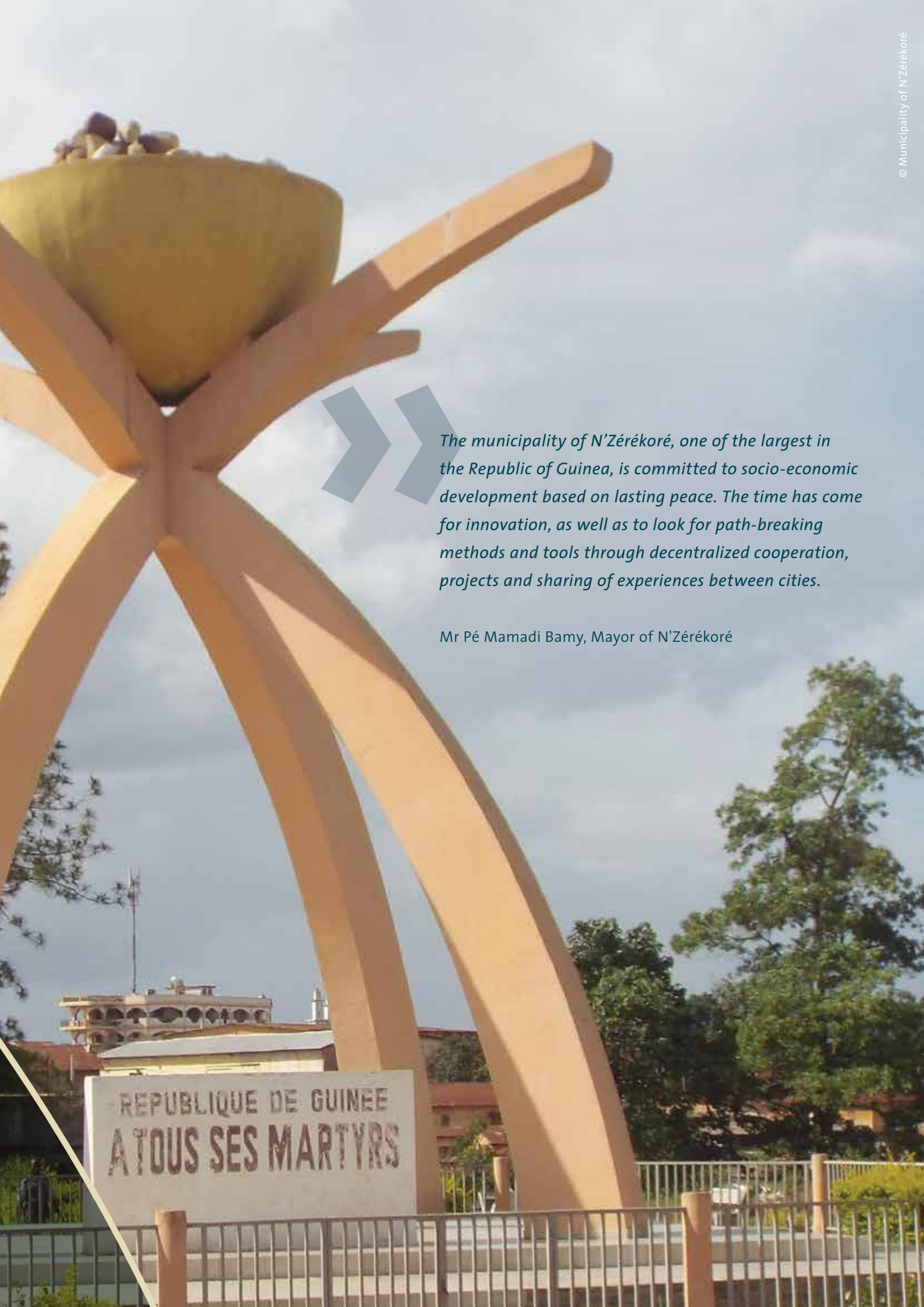
Total population of the city* 195,330

Total area of the city*
in square kilometres 112

GDP per capita of the country*
in US dollars 508

Average years of schooling
completed by people aged 15
and above in the country*
Men 3.9
Women 1.5


* most recent available data



The municipality of N'Zérékoré, one of the largest in the Republic of Guinea, is committed to socio-economic development based on lasting peace. The time has come for innovation, as well as to look for path-breaking methods and tools through decentralized cooperation, projects and sharing of experiences between cities.

Mr Pé Mamadi Bamy, Mayor of N'Zérékoré

Building a learning city



N'Zérékoré, located by the border of Liberia and Sierra Leone, is home to almost 200,000 people, making it the second most populous city in Guinea after the capital, Conakry. It is also the capital of the prefecture of the same name, and is known for its lively markets and prosperous silverworking trade.

The municipality is facing many challenges relating to health and education and, in response, has launched an extensive learning strategy that aims to improve the living conditions of its citizens. Since initiating the strategy, N'Zérékoré has succeeded in stimulating collective awareness of hygiene and health issues. To create an integrative lifelong learning-oriented environment, the city has set up designated activity zones across the city to inform and train the population about environmental and public hygiene. This is part of a comprehensive waste management project that also provides employment opportunities to vulnerable groups. Sanitation committees working at the interface between the municipality and its inhabitants play a key role in the project's success. Set up by N'Zérékoré to inform, spread and foster good public health practices, the committees' actions have won municipal prizes. These, in turn, have fostered the sanitation committees' strong commitment to their mission to improve hygiene conditions across the city.

In addition to its multiple actions to boost health, N'Zérékoré has deployed various initiatives designed to enhance the education system by augmenting the number of classrooms and increasing access to learning and sports facilities. This has been made possible thanks to the intelligent cost-sharing and fundraising mechanisms established by the city over the years.

Introduction

N'Zérékoré has developed a far-reaching plan that focuses on health and the need to foster effective waste management

N'Zérékoré faces significant challenges related to education: a low literacy rate among its population, overcrowded classrooms and a lack of teachers. The city has also identified a lack of learning facilities and sport grounds. Other challenges include sub-standard roads linking the various districts of the city – home to almost 200,000 inhabitants – and public health issues, such as pollution, insalubrious living conditions and periodic sewer overflows.

To tackle these challenges, N'Zérékoré has developed a far-reaching plan that focuses on health and the need to foster effective waste management. Workshops led by local sanitation committees increase inhabitants' awareness of hygiene, waste treatment and urban sanitation. Functional literacy classes have also been devised in collaboration with NGOs. In order to encourage local citizens to participate enthusiastically in combating these issues, the city has organized a series

View of the city centre



of recreational activities and fun events, such as short plays and celebrations, that take place in public venues.

Such events also serve as an opportunity to appeal to public and private partners for project funding that will help build a learning city in N'Zérékoré. Additionally, the city regularly hosts advocacy events, which have proved to be a particularly successful means of establishing agreements with partners, leading to an enhanced commitment to learning initiatives. These agreements profit the city as a whole by improving its road network and creating learning venues and sports facilities. Efficient collaboration between all of the actors participating in these projects has guided them towards a shared vision of a better, safer city for all.

Developing a plan

Building a learning city is seen as a vital way of raising awareness of N'Zérékoré's challenges and improving inhabitants' learning and living conditions. The city has therefore launched a comprehensive action plan to achieve its medium and long-term objectives. First, it has established targets designed to increase the literacy rate among its inhabitants and improve education settings for young people. It has worked with NGOs to organize functional literacy classes that allow citizens of all ages to become independent. The city has also reduced the maximum number of pupils per class to 50 by recruiting additional community teachers and making more classrooms available.

Centre for elementary
school examination





© Municipality of N'Zérékoré

Sanitation activity at the central market roundabout

Second, the municipality has introduced a broad range of measures to improve public health, including regular awareness-raising sessions that are open to the general public. These workshops cover topics such as urban sanitation, environmental pollution and waste collection, and are helping to reduce dumping and pollution across the city. This initiative is being supported by introducing bins into individuals' homes and creating teams of street cleaners. In addition, N'Zérékoré is taking active steps to extend health coverage for its citizens. Efforts to improve public health and education levels are having a universally positive impact on local people's living conditions.

In the long term, N'Zérékoré aims to improve its transport infrastructure and increase the range of learning

facilities available across the city. It has contracted companies to upgrade derelict link roads between city districts, and build new roads, crossings, tunnels and bridges. Together with the construction of shared local sports facilities and cultural centres, this strong push to improve urban infrastructure is facilitating public access to learning.

Creating a coordinated structure involving all stakeholders

The city has created a coordination committee that is responsible for increasing collaboration between the different municipal departments

involved in building a learning city. The coordination committee has worked to bring together the relevant stakeholders from all of the public bodies involved, with the aim of increasing the efficiency of citywide measures and facilitating the development of learning facilities and learning activities in N'Zérékoré. The coordination committee has succeeded in reducing municipal departments' overall workload, and in fostering mutual comprehension that favours the learning city's continuous development.

The committee coordinates the implementation of learning city projects and supervises the work of three subcommittees, each of which has a clearly defined set of responsibilities. The subcommittee for economic affairs, finance and housing is responsible for fundraising as well as for the allocation of market stalls. The subcommittee for sanitation, roads, hygiene and public works runs the waste collection service and develops actions related to urban sanitation, the application of hygiene rules, and road building and maintenance. Finally, the subcommittee for social affairs, education, health, youth, arts and sports focuses on security, public order, arts provisions, sports facilities, education and women's issues.

The subcommittees have established partnerships with representatives from civil society, the private sector and NGOs. The coordination committee organizes periodic meetings that bring together the heads of these subcommittees and their project partners to analyse issues and achievements, plan new projects and share a common vision of a learning city.

Mobilizing and utilizing resources

N'Zérékoré has supplemented municipal funds and state subsidies by developing a specific and efficient cost-sharing mechanism to finance the development of a learning city. Citywide projects and events are financed in collaboration with various partners.

The municipality advances its co-financing strategy in two ways: first, through cost-sharing meetings between the three subcommittees and their partners, which contribute funds to the various projects in which they participate, thus helping to fund their implementation. N'Zérékoré uses these meetings to foster partners' involvement in the building of a learning city, and to determine how costs will be shared.

Secondly, the municipality raises funds during advocacy events as a means of further increasing the impact of its ambitious vision for learning and education. During these events, the municipality encourages individuals, institutions, NGOs and the private sector to participate in its projects, and to support them through donations and bequests.

Making learning accessible to all

N'Zérékoré's projects respond to its citizens' learning needs. As well as increasing literacy, they focus primarily on transforming hygiene and health-related behaviours. They aim to change inhabitants' attitudes towards waste management, and encourage them to adopt safe and respectful environment practices.

The city has, for example, implemented a comprehensive waste management project to inform the population of the risks of poor waste management and environmental pollution. By providing targeted training that tackles two interconnected issues – the dangers of poor waste management and the benefits of healthy practices – the project has triggered a change in citizens' behaviours. The waste management project also addresses the needs of disadvantaged groups by providing them with professional training. This measure has had several positive outcomes. It harnesses the voices of people who have participated in the training to promote the spread of good practices. At the same time, it provides vulnerable groups with job opportunities. For example, a number of women have subsequently found employment as street and market stall cleaners.

The municipality has organized events to promote learning and education, as well as to highlight increased awareness and behaviour change



© Municipality of N'Zérékoré

Waste management
for healthy living
environments

To make the waste management project still more efficient, the municipality has set up sanitation committees to encourage behavioural change and public hygiene. It has created an excellence award to foster participation in these committees and promote the positive outcomes of their work. Committees are also responsible for organizing information sessions for inhabitants, with the support of the media.

Organizing celebratory events

The municipality has organized events to promote learning and education, as well as to highlight increased awareness and behavioural change among its inhabitants.

To raise health awareness, N'Zérékoré organizes an event to mark Global Handwashing Day. It promotes handwashing as an easy and affordable way of preventing infections. Other events include public performances that emphasize the importance of green issues such as waste management and

environmental protection, and societal priorities, such as peace and social cohesion. During these events that bring individuals, families and communities together, learning activities foster social bonds between the diverse communities living side by side in N'Zérékoré.

The city hosted a major celebration to mark the end of the Ebola virus epidemic. This also served as an occasion to celebrate significant improvements in terms of public hygiene and living conditions achieved collectively through initiatives led by local inhabitants and the municipality. During this collective celebration, the municipality advocated the benefits of hygiene to its citizens.

Monitoring and evaluation

The construction of the city of N'Zérékoré as a learning city began with a needs analysis to identify the actions to be carried out, the actors involved, the duration of the work and the expected results. At the end of this analysis, the



Examination for a
study certificate

implementation of priority actions began. A follow-up committee has been set up.

The municipality's progress towards building a learning city is evaluated during regular meetings attended by the coordination committee and subcommittees, as well as all of the stakeholders involved in the project. Prior to scheduling these meetings, the municipality conducts field inspections and produces reports analysing the work of the various subcommittees and the progress made towards establishing a learning city.

The meetings organized by the municipality allow it to exchange with the key actors involved in the learning city project, inform them of the progress made to date, and share a common and ambitious vision for N'Zérékoré. Based on

these meetings, stakeholders can take strategic decisions to further develop learning activities across the city.

Achievements and the way forward

An ambitious vision, strenuous efforts, and the creation of an efficient project coordination structure have generated multiple positive outcomes for the city and its inhabitants. The creation of a learning city has, for example, increased public awareness of sanitation issues, improved hygiene practices and transformed environmental practices. This has been achieved through the various actions and events organized by the municipality's subcommittees and sanitation committees.



Cleaning activity
by agents of the
communal brigade

The city's waste management project has provided disadvantaged groups, including women, with opportunities to access jobs. This project has had many positive repercussions: as well as creating jobs, it has enhanced public hygiene among its communities, and improved living conditions and public health across the city.

In addition, significant efforts to improve learning provision for young people and increase access to existing and new learning facilities (for example, by building new roads and bridges) have created a better learning environment while simultaneously improving inhabitants' mobility and living conditions. N'Zérékoré proves that strong commitment and creative cost-sharing mechanisms enable the construction of a learning city that benefits all areas of public life.

Contact

Name

Mr Pé Mamadi Bamy

Official title/organization

Mayor

Email

pmamadibamy11@gmail.com

City website

Not available

09



Pécs

Hungary

Profile

Total population of the city* 145,666

Total area of the city*
in square kilometres 163

GDP per capita of the country*
in US dollars 12,665


Average years of schooling
completed by people aged 15
and above in the country*

Men 12.1

Women 12

* most recent available data






The history, cultural life and international focus of the city of Pécs show that it is a learning city. Drawing on its deep-rooted cultural and educational traditions, and in cooperation with its 650-year-old university, Pécs offers an innovative model for partnership-based lifelong learning through its Learning City-Region Forum, the network of organizations that coordinates learning cities activities, and its Learning Festival. As the proud recipient of a 2017 Learning City Award, Pécs is committed to improving the community and building a sustainable and green urban development policy that encourages growth, supported by ground-breaking learning processes.

Mr Zsolt Páva, Mayor of Pécs



Building a learning city



Pécs's strategy for building a learning city is focused on sharing among communities. The city considers its multicultural character to be an asset, and an opportunity for communities to engage in cultural exchange. Its philosophy of 'gaining and learning through sharing' is reflected in its actions to promote learning and highlight the cultural specificity of each of the nine minority groups embedded in the city, thereby creating a truly unique culture.

The numerous learning programmes organized by Pécs through the Learning City-Region Forum network bring together thousands of participants every year. The variety of programmes on offer attracts learners from all backgrounds and every community. Festivals are held to celebrate minority cultures. Cultural programmes enable historical knowledge and art of all kinds to be shared, and increase public awareness of learning. Intergenerational activities designed to highlight environmental issues are organized in schools and neighbourhoods as a means of promoting better waste and resource management.

The city works with the University of Pécs to promote adult learning. Non-formal courses have enjoyed considerable success. Scientific programmes attract 15,000 participants each year, while a Senior Academy project gives more than 500 older learners a year the opportunity to improve their skills and knowledge.

With its broad range of learning activities and efficient administrative structures, the city of Pécs has succeeded in creating a shared culture of learning among its citizens.



Introduction

Pécs is the fifth-largest city in Hungary, and the second most influential (after Budapest) when it comes to culture and art. The University of Pécs is one of the country's largest, with more than 20,000 students.

The city is Hungary's gateway to the Balkans, thanks to its proximity to the Croatian and Serbian borders. Its location, coupled with its rich and historical blend of different cultures, inspired the city's nickname: the 'Borderless City'. Indeed, no fewer than nine minorities are represented in the local government: German, Romani, Croatian, Serbian, Bulgarian, Polish, Greek, Ukrainian and Ruthenian. Pécs recognizes the importance of all these minorities through its cultural and educational provisions. It hosts a German school, theatre and cultural centre, while education is provided in the Romani

language from kindergarten to university, with the aim of giving the Romani minority equal opportunities in terms of learning.

Following its nomination as a European Capital of Culture in 2010, the city implemented a detailed plan to turn Pécs into a learning city. The plan is built around three main ideas. First, education and lifelong learning are crucial to empowering citizens to face economic changes in the region in the wake of rapid growth in the healthcare sector. Consequently, the city's aim is to mobilize its human capital as a means of sustaining development. Second, lifelong learning, in the form of community learning, is central to building a habitable, resource-efficient and green city. Finally, learning is a significant way of strengthening communities in the long term.

Developing a plan

Pécs's strategy for becoming a learning city emphasizes building local initiatives inspired by global best practices in order to develop the economy and increase the quality of life of its citizens. Pécs adopts a bottom-up strategy: in 2014, it created the Learning City-Region Forum, dedicated to fostering initiatives led by local residents and companies.

The city aims to unlock its citizens' potential and highlight its many multicultural assets. Pécs wishes to continue strengthening links between its communities and intensifying knowledge transfer among its inhabitants. In this regard, community and informal learning are particularly important to the city. In addition, and in cooperation with schools and the university, Pécs has implemented a series of intergenerational exchanges focusing on the city's heritage. Annual festivals are held to celebrate minority

cultures, attracting more than 25,000 visitors in total. It is no exaggeration to say that encouraging mutual respect between cultures and religions is part of the city's DNA.

Pécs's strategy, anchored in its goal of developing into a healthier, greener and more resource-efficient city, builds on community learning initiatives across its neighbourhoods. It encompasses intergenerational workshops that encourage more efficient waste and resource management at the local level, and aims to challenge people's perceptions of the responsibilities of citizens. In the long term, Pécs wants to become a hub for the healthcare and renewable energy industries and, therefore, promotes vocational training in these fields. In 1988, Pécs joined the World Health Organization's Healthy Cities project to support the development of a healthy urban environment, with a view to promoting sustainable urban well-being.

Environmental
education and learning
for sustainable
development





Culture-based learning

Creating a coordinated structure involving all stakeholders

Pécs's commitment to building a learning city is integral to the city's political agenda. Since 2005, Pécs has been a member of the PASCAL International Observatory, which promotes the balanced development of cities and regions with an emphasis on learning. The city is also a member of the PASCAL European Network of Lifelong Learning Regions (PENR3L) and EuroLOCAL, two European networks that aim to bring together regions that promote learning in order to encourage partnerships and foster the exchange of best practices among them.

Building on the experience and knowledge gained through these international partnerships, Pécs collaborated with the University of Pécs and 12 other organizations to establish a Learning City Consortium in 2010. Participating organizations included local businesses and institutions such as the Chamber of Commerce and Industry, the Regional Development Agency, the Pécs Regional Training Centre and Baranya County

Council. The Learning City Consortium was charged with defining the concept of a learning city for Pécs and developing innovative learning activities adapted to the needs of its citizens.

Following the success of the consortium, the Learning City-Region Forum was created. It brings together civil society organizations, NGOs and private institutions, offering them a space in which they can exchange and cooperate on learning initiatives in Pécs. The Learning City-Region Forum is in charge of organizing learning activities, coordinating the actions of its members and promoting them across a range of media.

Mobilizing and utilizing resources

Pécs is mobilizing both financial and non-financial resources to build a learning city. The city is using its own funds to finance the management of learning city projects, as well as the organization and coordination of related events. The Learning City-Region Forum's projects are co-financed by the University of Pécs.

The city collaborates with the university to provide courses all year round to stimulate a culture of learning. They centre on activities designed to reach citizens of all ages and create a thriving learning environment

To boost their impact, both the city and the university are applying for funds from the European Union and a number of international organizations. Steps are being taken to supplement public grants by encouraging the co-financing of projects at the local level by private foundations, companies, industries, civil society organizations and NGOs.

The city is working to generate publicity for the learning city project through local and social media. It is also striving to ensure its social legitimization by supporting bottom-up initiatives, community-based programmes, and social and cultural events dedicated to lifelong learning, all of which take place in formal, non-formal and informal settings at the heart of the local community. The 'Learning City' label is applied to all related projects in order to underscore its role as an umbrella term and anchor that term in public discourse.

Making learning accessible to all

The city collaborates with the university to provide courses all year round to stimulate a culture of learning. They centre on activities designed to reach citizens of all ages and create a thriving learning environment. With the exception of a few specific programmes, learning activities organized by the city are free of charge to ensure that all inhabitants can participate.

Three types of course are on offer: educational, cultural and environmental. Educational programmes are mainly organized by the university. Non-formal scientific programmes are open to all and cater for 15,000 participants every year. The Senior Academy gives more than 500 senior citizens each year the opportunity to study a variety of subjects. The House of Civil Communities, home to 50 NGOs and art groups, has its own learning schemes that attract 30,000 participants each year. In addition to its educational and cultural events, the city organizes a number of programmes to promote environmental education. School initiatives ensure that 15,000 students, teachers and parents are learning more about the environment,

while neighbourhood initiatives are increasing awareness of environmental concerns and sustainable living across the city's local communities.

In addition, Pécs adapts its learning output according to the neighbourhood in question. In cooperation with local organizations such as the Knowledge Centre, the House of Civil Communities, the Janus Pannonius Museum and the Zsolnay Cultural Quarter, dedicated programmes are organized in the city's least-privileged districts. These programmes take into account learner expectations to provide the less well-off with a range of tailored cultural and learning opportunities.



© Municipality of Pécs



Development of
learning communities

To ensure that every inhabitant is aware of the wide range of cultural and educational programmes on offer, the city actively promotes them through various channels. Social media are used to disseminate information and to reach a broad and diverse audience.

Organizing celebratory events

Pécs hosts a number of festivals celebrating culture and learning. The 2015 Europa Cantat singing festival stimulated intercultural exchange. Members of local choirs were invited to sing alongside guest

choirs, bringing together 540 local singers and 10,000 active participants to share their music.

A number of events specifically highlight the rich cultural heritage of local minorities, each of which has its own special festival. This not only strengthens minority groups but also enables them to learn from each other's culture. Minority group festivals allow people to discuss what it is that makes individuals special – their cultural background – while also emphasising the commonalities they share with society as a whole. Every year, more than 25,000 people attend these festivals to learn from one another and exchange experiences.



History-focused teaching and learning in early-Christian sites in the centre of town

Pécs is a uniquely multicultural city, and this is key to the city's plan to foster a common identity through learning

In addition, Pécs is working with key partners to organize an annual Learning Festival, the first of which is to be held in September 2017. The festival will encourage participants to share their learning experiences and best practices. The festival's programmes are coordinated by one of Pécs's partners, the House of Civil Communities, and will offer an opportunity to celebrate lifelong learning for all.

Monitoring and evaluation

The Learning City-Region Forum, the network of organizations created by the city of Pécs in collaboration with the University of Pécs to coordinate the learning city programmes, has approved the development of appropriate tools to measure Pécs's progress in building a learning city. National and international experts from the University of Cork, the PASCAL Observatory and the Hungarian National Commission for UNESCO have been invited to contribute. The evaluation mechanism, based on UNESCO's *Key Features of Learning Cities* guidelines, aims to assess both the impact of lifelong learning initiatives on civil participation rates and the ways in which learning activities benefit inhabitants.

The city is also constantly gathering feedback by communicating with associations and communities to collect ideas from local inhabitants. To step up this ongoing exchange, Pécs has worked on innovative ways of gathering citizens' feedback ahead of the Learning Festival scheduled to take place in September 2017. The city is implementing dedicated social media platforms and a website that will invite inhabitants to give their opinions on the current state of learning activities in their city. Through these platforms, inhabitants will also be able to raise issues that affect them with regard to current or future learning opportunities. To ensure that citizens complete the Learning Festival evaluation, Pécs has already called on its inhabitants to participate actively in this project.

Achievements and the way forward

Pécs is a uniquely multicultural city, and this is key to the city's plan to foster a common identity through learning while promoting the diversity of its community. Cultural and music festivals have played a significant role in highlighting the richness of each minority culture and building a common foundation for all. During these festivals, individuals share their specific

knowledge with one another, with the aim of working together to create a multi-faceted yet harmonious society. Free city tours have also served to promote a common history and culture.

In Pécs, building a community that shares its cultural heritage with others is key to unlocking the full potential of its citizens. The city has encouraged dialogue within communities by organizing learning activities that facilitate mutual understanding. This deeper awareness of cultural diversity represents the starting point for increased solidarity between communities.

Building a learning city in Pécs provides the basis for sustainable and sensitive urban development. Pécs has already hosted workshops designed to encourage children and families to learn more about the environment and to increase citizens' awareness of green issues. These workshops were supported by neighbourhood programmes promoting effective waste management practices. By harnessing non-formal learning to increase public awareness on an ongoing basis, Pécs has been promoting sustainable living, and has plans to develop into a fully sustainable city.

In Pécs, building a community that shares its cultural heritage with others is key to unlocking the full potential of its citizens

Contact

Name

Ms Szentirmay Piroska

Official title/organization

Foreign Relations Officer

Email

szentirmay.piroska@ph.pecs.hu

City website

<http://www.pecs.hu/>

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Surabaya

Indonesia

Profile

Total population of the city* 3,307,300

Total area of the city*
in square kilometres 335


GDP per capita of the country*
in US dollars 3,570

Average years of schooling
completed by people aged 15
and above in the country*

Men 8.5

Women 7.4

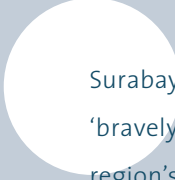
* most recent available data



I hope our children will achieve many accomplishments – not only in Indonesia, but also in other countries, across many fields, whether in sport, the arts or academia. If this was to happen, I will have served my primary purpose. Go, children of Surabaya, go! Because God provides every child with different talents.

Ms Tri Rismaharini, Mayor of Surabaya

Building a learning city



Surabaya, comprising the words *sura* (brave) and *baya* (danger), literally means 'bravely face the danger'. It is the capital of Indonesia's East Java province, the region's largest metropolitan city and home to more than 3 million people. Originally a trading and port city, Surabaya has since established itself as a centre for business, industry and education, and its Human Development Index, which measures average achievements in life expectancy, education and income per capita, reflects this. To fulfil its learning city objectives, Surabaya has implemented several strategies to improve literacy levels among all age groups. One way in which the city has done this has been to increase the number of places where people can borrow books, such as municipal libraries and reading corners: from 2012 to 2015, over 1,000 new reading venues were established.

Inter-district reading competitions and new school curricula were established to promote literacy across the city. As part of a new school curriculum, for example, students are encouraged to read for at least 15 minutes per day. Because of these initiatives, the number of citizens who expressed an interest in reading rose from 28 per cent in 2009 to 60 per cent in 2015 and the number of visits to public reading venues more than tripled, reaching more than 4.7 million visits in 2015.

Introduction

Through its learning city initiatives, Surabaya seeks to provide its citizens with the tools to develop their reading skills, stimulate continued interest in learning and increase learning opportunities throughout the city.

Learning festivals and motivational speakers are used to encourage children and young people to stay in school, while non-formal and informal learning opportunities take place in the city's many public parks and libraries. These programmes are free of charge and available to everyone, regardless of age or income. Online education tools are also freely available through the city's dedicated literacy websites. Here, parents and students can enrol in online courses and freely access academic publications.

The city also established the Surabaya Akseliterasi programme in order to improve literacy rates among those aged 15 and older. Annual events organized in cooperation with various stakeholders help to promote literacy throughout the city. Through the establishment of initiatives with the private sector and civil society, including universities and NGOs, Surabaya hopes to promote lifelong learning for all.

The city has established many initiatives to address the learning needs of disadvantaged groups

Developing a plan

Surabaya faces various challenges related to poverty, with more than 164,000 people in the city living below the poverty line. The city has therefore established many initiatives to address the learning needs of these disadvantaged groups, including



© Surabaya City Government

Surabaya offers 1,377 reading corners

The city works with the media to raise awareness of the importance of learning through campaigns and the promotion of literacy ambassadors and role models

free access to schools and public learning venues, as well an increase in the number of learning facilities across the city to ensure accessibility. To further boost the city's economy and promote lifelong learning, the Mayor of Surabaya has established several initiatives, including developing a stronger workforce to sustain the economy, and strengthening local cultural values within communities.

In order to transform Surabaya into a learning city, the municipality set long-term goals that involve the active participation of all stakeholders, especially the private sector. The city also works with the media to raise awareness of the importance of learning through campaigns and the promotion of literacy ambassadors and role models.

The city deployed a number of additional measures to reach these goals, including allocating funds to benefit formal and informal education. This funding has resulted in the development of arts programmes and activities at the Balai Pemuda, a performing arts centre in the

city, which offers courses ranging from cinematography to playing gamelan (a traditional Indonesian instrumental ensemble) music.

Creating a coordinated structure involving all stakeholders

Surabaya's learning city concept is based on the 'Triple Helix' model, which calls for collaboration between universities, the private sector and the government. The first step to implementing this approach requires internal coordination at government level.

Regional Regulation No 14, issued in 2016, was therefore established to assign specific duties and functions to each regional government unit. The local government cooperates actively with central government to monitor projects and workflow, and to ensure all new projects adhere to the guidelines of the regulation.

Broadband Learning Center



© Surabaya City Government



© Surabaya City Government

Adults learning about technology

Surabaya has signed agreements with the private and educational sectors to guarantee a balanced sharing of responsibilities, rights and obligations among all stakeholders. Cooperative projects have since included the promotion of continuous education in school and the construction of learning venues by industries and the private sector. These facilities are used as learning venues as well as training schools for teachers. NGOs, such as the Education Council and the School Committee, are also involved as independent institutions providing advice to the city and suggesting improvements. Finally, citizens also play an important role in Surabaya's development as a learning city, and their participation in the decision-making process during conferences on education is encouraged.

Mobilizing and utilizing resources

Surabaya strongly supports the financing of learning city programmes. The city allocates 30 per cent of its \$533 million annual budget to education and has developed cost-sharing mechanisms with multiple stakeholders. The city also works with central government to develop innovative programmes such as the Adiwiyata School Programme, which rewards schools for developing environmental conservation curricula.

Surabaya also collaborates with other cities, both nationally and internationally, to share costs more efficiently – for example, on student-exchange programmes or training workshops for government representatives.



The House of Languages offers free foreign language courses

In addition to financial support, the city utilizes existing resources and provides learning opportunities for its inhabitants in public places throughout the city, including for the less privileged. Reading corners spread across the city provide all with a wide range of books, all public learning venues are free for citizens, and parks propose educational tools to know more about the rich cultural heritage, fauna and flora of the region. With a free access to a broad range of online tools, such as portals providing free courses and academic journals, the city is spreading knowledge efficiently among inhabitants. To ensure that all can reach these precious resources, a free internet hotspot is available in every association.

Making learning accessible to all

Surabaya sees learning as fundamental to building a prosperous and inclusive society. Learning opportunities are therefore accessible to all, regardless of economic background: entry to public learning facilities is free of charge and public parks, such as Taman Flora Park, offer free courses about the local flora and fauna. Meanwhile, the city's Broadband Learning Center provides free computer literacy classes and Rumah Bahasa (House of Languages) offers free language training. The latter institute is open six days a week and enlists 85 volunteering professionals to teach 13 different languages to more than 2,200 visitors per month. In addition, workshops to develop skills such as cooking and sewing are available to help disadvantaged groups.



The Akseliterasi programme promotes literacy

Free online tools also play a significant role in Surabaya's learning city development, with Wi-Fi hotspots ensuring everyone has access to the internet. Citizens are also encouraged to visit the Surabaya Education Department portal, where information about schools, the education system, free online courses and academic journals is available. The website eHealth, meanwhile, offers information about the country's healthcare system and is available in three languages (Bahasa Indonesia, Bahasa Jawa and Bahasa Madura) to increase accessibility.

Community-based learning groups, known as Layanan Kelompok Belajar, also provide educational opportunities for citizens who are unable to continue formal education. Three types of so-called 'equivalency education' are available, comprising elementary, junior and high school levels. Layanan Kelompok Belajar receives funding from the city, and there are currently 36 such groups in operation.

Surabaya also promotes inclusive education for disabled children within the public school system at all levels and provides a forum to monitor learning development.

Organizing celebratory events

A series of events takes place every year to motivate students to remain in education. Various activities, such as tree planting, parades and city tours, further celebrate lifelong learning.

The city also organizes a literacy competition between districts as part of the Surabaya Akseliterasi programme. This annual event celebrates learning for all and encourages citizens' eagerness to learn. Last year's competition, which took place in August 2016, specifically targeted women's literacy.

Students enrolled in informal learning programmes are honoured during Widya Wahana Pendidikan, an education fair and awards ceremony that acknowledges achievements by students in training institutes and community learning centres. Surabaya also organizes an annual literature festival, Budaya Pustaka, to foster a lifelong reading culture, as well as the Surabaya Cross Culture, Folks and Art Festival, which brings together local and international stakeholders to celebrate the country's rich culture.

Monitoring and evaluation

Surabaya conducted several studies to understand the impact of its learning city policies and to see how people's awareness of learning and their reading habits had developed.

In 2012 and 2015, for example, a study of the community's reading habits concluded that citizens' interest in reading had soared from 42 per cent to almost 60 per cent in just three years.

An additional survey conducted in 2016, measuring community visits to public reading places in Surabaya, noted that visitors to public libraries and reading areas spent around 35 minutes per visit on average at different reading venues around the city, adding up to about 1 hour, 45 minutes per week.

Based on Surabaya's long-term development plans, key performance indicators to monitor its progress in becoming a learning city are the Human Development Index and Local Culture Index, the latter of which describes both how many cultures are preserved and how many people have literacy skills.

Achievements and the way forward

Surabaya's efforts to inspire a love of learning among its citizens and to provide free access to all public learning resources has had a positive impact



on the city as a whole. The Kampung Improvement Programme, for example, seeks to preserve the traditional way of life in Kampung (traditional low-income settlements), which are experiencing rapid urban development. Through the programme, which emphasizes human resource development and supports entrepreneurship, locals are encouraged to get involved in the Kampung's development (for example by producing and selling local products). The aim of the programme is to improve living conditions in these densely populated areas by upgrading the infrastructure (including roads, bridges and footpaths, water supplies and sanitation), provide more schools and health clinics, and raise environmental awareness.

Another initiative, Tantangan Membaca, launched in 2015, challenges students to read an additional number of

Citizens' interest in reading soared from 42 per cent to almost 60 per cent in just three years



Children in a reading corner

extracurricular books of their choice during different stages of their school education. Students who successfully complete the challenge receive a certificate from Surabaya Education Department. By encouraging youth to read, the city increases their reading interest, helping them to establish reading as a daily habit, as well as making them lifelong readers, increasing human development and leading to a better quality of life. Surabaya continues to facilitate inclusive learning and to allocate resources to education in order to empower its inhabitants and make progress towards a 100 per cent literacy rate in the future.

Contact

Name

Mr Agus Imam Sonhaji

Official title/organization

Head of Development Planning Board

Email

bappeko@surabaya.go.id

City website

www.surabaya.go.id/



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Limerick

Ireland

Profile

Total population of the city* 194,899

Total area of the city*
in square kilometres 2,756

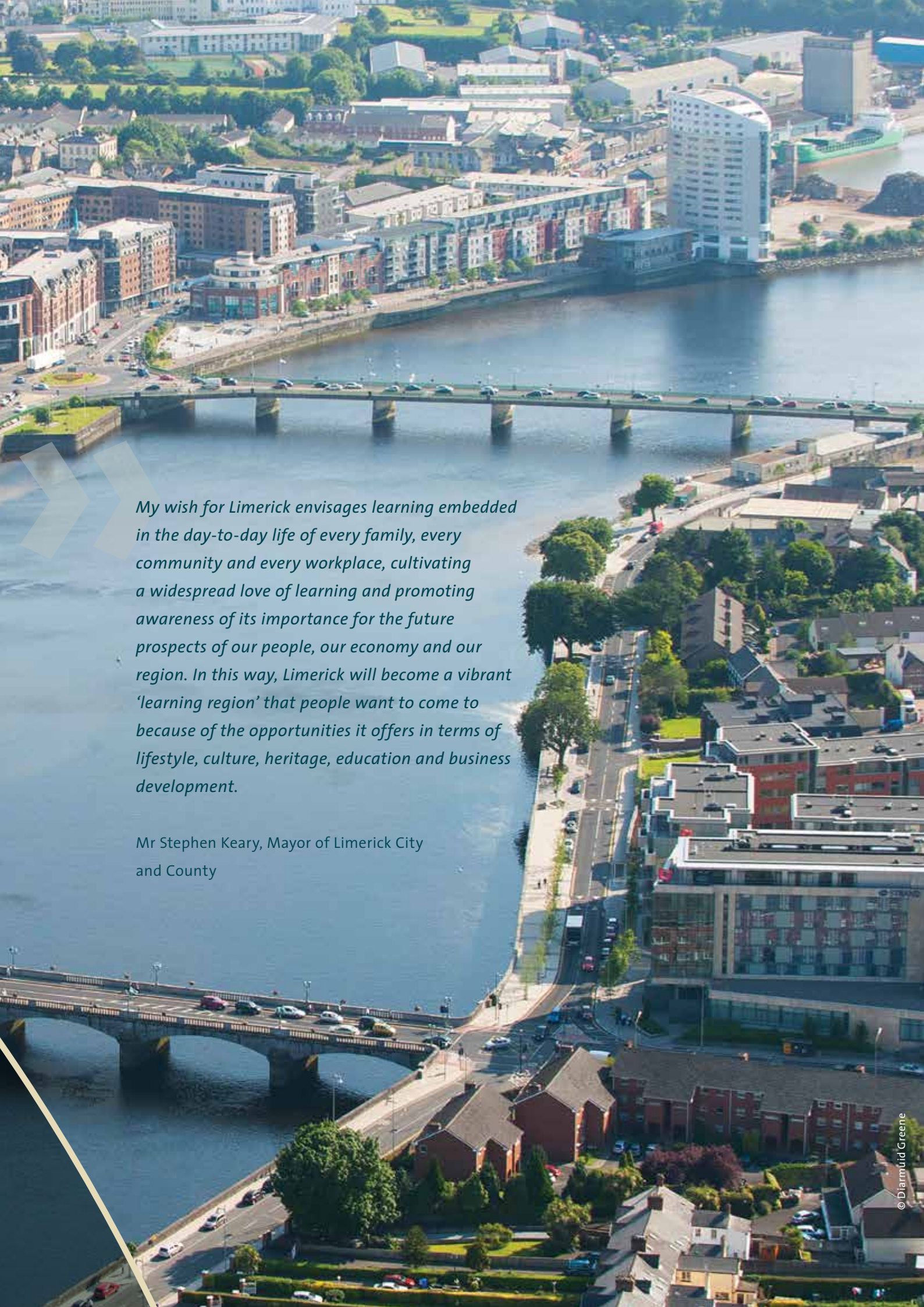
GDP per capita of the country*
in US dollars 61,607

Average years of schooling
completed by people aged 15
and above in the country*

Men 11.9

Women 12.5


* most recent available data

An aerial photograph of Limerick City and County, Ireland. The River Liffey flows through the center, with several bridges crossing it. The city is densely packed with buildings, including residential houses and commercial structures. A large bridge is visible in the foreground, and another bridge is further upstream. The river is surrounded by greenery and trees. The sky is clear and blue.

My wish for Limerick envisages learning embedded in the day-to-day life of every family, every community and every workplace, cultivating a widespread love of learning and promoting awareness of its importance for the future prospects of our people, our economy and our region. In this way, Limerick will become a vibrant 'learning region' that people want to come to because of the opportunities it offers in terms of lifestyle, culture, heritage, education and business development.

Mr Stephen Keary, Mayor of Limerick City and County

Building a learning city



Limerick City and County is located in the mid-west region of Ireland, and has a population of almost 200,000. Before Limerick's comprehensive 'learning region' initiative was launched, the city's market had been severely affected by the financial crisis and the recession that followed it, and unemployment had become a major problem. In fact, according to the 2011 census, 36 per cent of the city's inhabitants lived in disadvantaged areas. The city's unemployment challenges were still evident in the recent census of 2016, with 17 of Limerick's 38 electoral divisions identified as unemployment blackspots. The overall census figures for Limerick City and County in 2016 showed 14.4 per cent of the population were unemployed (in the state overall this figure is 12.9 per cent). Undaunted by this situation, the city council decided to champion formal and informal learning as part of its solution to the challenges it faced.

The City of Limerick began to promote lifelong learning in 2003. Following the merger of the city and county councils in 2014, it began pursuing a vision of a learning region. Limerick's ambition is to foster a thriving and inclusive city offering high-quality learning environments to inhabitants of all ages. Over the years, Limerick has paid particular attention to mobilizing a network of local stakeholders: key actors from the corporate, institutional, community and voluntary sectors. Through different partnerships, the local government has created links with and between stakeholders, fostering exchanges at city and regional levels. Close collaborations with partners have also enabled Limerick to meet the needs of learners and employers, developing innovative projects such as the Limerick Hospitality Education and Training Centre.

Since 2011, the city has held an annual Lifelong Learning Festival to celebrate all forms of learning. The festival takes place in public spaces and at multiple learning venues, including museums, libraries and community centres. It serves as a meeting point for educational stakeholders. Limerick has been highly successful in activating the region's inbuilt networks, enabling people to work together regularly without local government intervention. Limerick's effective promotion of a common learning region vision has fostered widespread commitment to its aim of building a better future for the area.



Promoting lifelong
learning through
science

Introduction

Limerick's strategy to become a learning city is grounded in three objectives: to increase people's level of education, to reduce the region's high long-term unemployment rate, and to improve inhabitants' living conditions.

In line with its ambition to develop an inclusive learning strategy, Limerick is collaborating extensively with communities and local groups. The Limerick and Clare Education and Training Board has established links with local communities in order to identify and cater for learners' needs. The Limerick Community Education Network, a network of providers and supporters of community-based adult education, has contributed substantially to improving access to education for adults living in deprived areas. By fostering community collaboration and stakeholder engagement, it has succeeded in encouraging the community's most disadvantaged citizens to participate in learning activities.

Limerick has implemented programmes to improve inhabitants' living conditions and provide them with the prospects for a better future. In 2007, it introduced a Regeneration Programme. In 2008, the City of Learning steering committee (a sub-committee of the Limerick City Development Board) launched its strategy document, *Together for a Brighter Future – Collaborative Framework for Progress*. Becoming a learning city is integral to Limerick's goal of giving people the best opportunities throughout life.

In its 2015 Action Plan, the City of Learning steering committee set out a number of clear objectives, which form the backbone of Limerick's learning city strategy. Furthermore, the local government has established a clear framework that the steering group can use to identify obstacles, establish goals, and review past achievements.

*Becoming a learning
city is integral to
Limerick's goal of
giving people the
best opportunities
throughout life*

Developing a plan

According to the census of 2016, the rate of higher education among Limerick County's adult population (30 per cent) is lower than the average in Ireland (33.4 per cent). In the region as a whole, 9 per cent of inhabitants live in deprived areas. In the city of Limerick, this figure rises to 36 per cent (according to the 2011 census).

Limerick's local government addressed these challenges by approving the Limerick City Development Board's Strategic Plan (2002–12), which set long-term goals designed to transform Limerick into a 'City of Learning and Opportunity'. It also spearheaded the aforementioned 2008 'Together for a Brighter Future' initiative, which laid down four strategic objectives that determined its course of action: (1) to spark a desire for learning, (2) to give children and young people the best start

Lifelong Learning
Festival '800 Years of
Fashion' workshop



in life, (3) to foster a thriving and inclusive city, and (4) to promote quality learning environments.

Limerick has worked to activate a busy network of schools and key representatives from the corporate sector, and to seal their commitment to its learning strategy. These efforts were scaled up to regional level with the amalgamation of Limerick city and county councils in 2014. Subsequently, the Learning Limerick steering group

launched its annual Action Plan in 2015. Its objectives are to develop the concept of Limerick as a learning region; enhance the profile of Limerick as a learning region by holding celebratory events; ensure Limerick is seen as a valued local, national and international partner; and ensure the inclusion and active participation of all key stakeholders. The current Local Economic and Community Plan also centres on a social goal: that of making Limerick a learning region.

These key measures are laying the foundations for quality learning environments and steering Limerick towards its goal of becoming a thriving and inclusive city. The city hopes that these initiatives will advance citizens' education levels by promoting continuous learning and providing access to various learning opportunities.

*Key measures
are laying the
foundations for
quality learning
environments and
steering Limerick
towards its goal of
becoming a thriving
and inclusive city*

Creating a coordinated structure involving all stakeholders

The Learning Limerick steering group was formed in 2003; it was then restructured in 2010 in line with the evolution of Limerick's learning city strategy. Today, it represents a wider range of partners involved in formal and non-formal learning; these include formal education institutions, businesses, local communities and the voluntary sector. In 2013, following the merger of Limerick's city and county councils, the steering group expanded its membership to include both city and county partners.

The steering group meets every six weeks. Its responsibilities are to promote the value of lifelong learning for all, and to support regional networks and groups in their efforts to provide high-quality learning. Wider networking meetings are held three times a year and are open to all city and county partners. These meetings, coupled with the annual Lifelong Learning Festival, build a shared and socially diverse vision of Limerick as a learning region.

The new city and county council's 'joined-up' approach to governance brings organizations and networks



together to tackle local challenges such as unemployment and inequality. Regional partnerships facilitate the creation of jobs and increase the impact of non-formal learning activities for adults. These partnerships, which include key representatives from the fields of information technology (IT) and engineering, and broader industry, education and training, are linked to the new Mid-West Regional Skills Forum, which allows individual skills and employer needs to be identified and more closely aligned.

Mobilizing and utilizing resources

The merger of Limerick city and county councils has maximized resources and knowledge, enabling learning region measures to be implemented more efficiently. Together with the Limerick and Clare Education and Training Board, the council employs a part-time facilitator to oversee Limerick's learning city activities. The cost is shared with a local development agency, PAUL Partnership, which hosts and supports the facilitator. PAUL Partnership works with local communities to promote social inclusion and quality of life. The facilitator thus has a reliable network of local groups on which to rely.

Formed in 2014, Limerick for IT is a skills partnership that brings together major industries (such as General Motors, Johnson and Johnson, the Kerry Group, and Dell), education providers (the University of Limerick, the Limerick Institute of Technology), Limerick and Clare Education and Training Board (LCETB), Limerick City and County Council, Limerick Chamber and IDA Ireland. This partnership is a flexible and adaptable employer-led skills cluster that assesses and addresses future skills needs.

The annual Lifelong Learning Festival is funded by partners that primarily include the council and formal education sector. These partners include the Limerick and Clare Education and Training Board (which specializes in adult and further education and training, as well as youth work and a number of second-level schools), the

University of Limerick, Mary Immaculate College, and the Limerick Institute of Technology. Both the Limerick Childcare Committee and the business sector have also shown a keen interest and have supported the festival financially. To maximize resources during the Lifelong Learning Festival, all of the city's learning and cultural venues (libraries, museums, youth/community centres, etc.) host various events.

Making learning accessible to all

A number of ongoing initiatives reflect the scope of the city's efforts to recognize, understand and meet the learning needs of all of its residents, and to provide equitable access to learning opportunities.

The Limerick Community Education Network, recognized nationally for its successful initiatives, is developing projects focusing primarily on community-based adult education in areas experiencing high levels of social and economic exclusion. Another good example is the Limerick Hospitality Education and Training Centre (an LCETB Training facility), which analyses mismatches between high unemployment figures and unfilled vacancies in the region's hospitality sector, with a longer-term aim of providing tourist industry training for adults. The training centre was set up in 2014 following collaboration between community groups and institutional partners (the Limerick Regeneration Agency, PAUL Partnership, LCETB and the local employment service). The Irish Hotel Federation, a key actor in the Irish tourist industry, also provides insight into employers' needs. The project has met with considerable success, and the training centre has been selected to pilot a new career path through a traineeship in hospitality.

Furthermore, Limerick established a Public Participation Network in 2015 in order to involve citizens and communities in its decision-making processes. Strengthening learning-related links with communities and businesses is a particularly effective way of tackling



© Sean Curtin

Partners from higher education and businesses working together to address future skills needs

Limerick's high unemployment rate. The city's official website (limerick.ie) provides information on tourism, business, sports and local services, and serves as a means of promoting learning opportunities and events, chief among them the Lifelong Learning Festival (limerick.ie/lovelearning).

Organizing celebratory events

Since 2011, Limerick has held its annual Lifelong Learning Festival. Each year, the event selects a specific theme to promote formal and informal learning. The 2016 Lifelong Learning Festival focused on the importance of learning together in families, at work or in broader communities, for example. Its theme was 'Learning from Each Other in a Changed Limerick'. The 2017 festival will highlight the power of learning to link communities with the theme 'Communities, Connecting, Learning'.

The weeklong festival is a convivial affair, bringing together local inhabitants and education providers from all sectors of society. It offers an excellent opportunity to advocate for the multiple benefits of learning, and for public stakeholders to connect with learners and local businesses. One of the festival's objectives is to create a space where businesses, organizations and communities can network and build partnerships. Participating bodies have testified to its success.

A wide range of events and learning activities are held in various public spaces and learning venues, inviting individuals to discover museums, libraries, and family and community centres in an enjoyable way. The festival connects potential learners, especially people from marginalized groups, to Limerick's learning environment. Learning events cover everything from arts and crafts, sports and gardening to health and business skills. As a sign of the festival's success, the number of events and activities on offer has soared from 70 in 2011 to 250 in 2016.



Primary School children participating in a 'Science of Flight' workshop

Limerick is fast becoming one of the most progressive Irish cities with regard to healthier, more sustainable travel

Monitoring and evaluation

In 2016, a consultant for Learning Limerick designed a review process to measure Limerick's progress as a learning region using indicators based on UNESCO's *Key Features of Learning Cities*. Workshop sessions with Learning Limerick members identified a set of geographical, sectoral, developmental, technological, cultural and generational indicators critical to the success of the learning city, and culminated in the production of a case study titled *Limerick's Journey from Learning City to Learning Region: The Power of Connections*.

Limerick's new regional structures (the amalgamation of Limerick's councils), with their joined-up systems and processes, show that a number of fundamental conditions for building a learning region are now in place, particularly related to governance and participation. The aforementioned case study confirmed that Limerick has succeeded in coordinating and building both stakeholder participation and private sector commitment over the years. The case study's recommendations highlight the need for a user-friendly evaluation framework, as well as the creation of a strong and unique brand identity around the region's learning initiatives.

In addition, Limerick conducts a yearly review of both its annual work plan and its Lifelong Learning Festival. The Lifelong Learning Festival is evaluated on the basis of surveys distributed to participants, and the findings are presented to the Learning Limerick steering group. These findings have emphasized the celebratory event's crucial role in establishing new partnerships that connect organizations with learners, and in conducting joint activities with community groups and organizations. Over the years, the festival has become a key tool for fostering intersectoral partnerships in the region, boosting Limerick's development as a learning city.

included a social innovation hub, a film studio, two county enterprise centres, and an international cluster conference. Capitalizing on the region's sporting fame, Innovate Limerick is currently promoting the establishment of a new National Sports Cluster in Limerick, with the potential to create up to 500 new jobs in start-ups and multinationals. In addition, Limerick for IT looks set to have a significant positive impact on the city, with the potential to create more than 1,000 jobs in its first four years.

Limerick is fast becoming one of the most progressive Irish cities with regard to healthier, more sustainable travel, and in 2012 was the first to be awarded the title of Ireland's Smarter Travel Demonstration City in a national competition funded by the Department of Transport, Tourism and Sport.

The Learning Limerick steering group's next step will be to develop a new strategic plan, drawing on UNESCO's *Key Features of Learning Cities* and the UN's Sustainable Development Goals. The group will also focus on identifying and documenting all of the collaborative learning and innovation taking place across the region.

Achievements and the way forward

Limerick's cultural heritage and vibrant outlook were rewarded in 2014 when it was designated the Irish City of Culture. That year, 156 projects organized more than 3,000 events across the city, attracting an estimated audience of 1.8 million people. A separate social impact study revealed that 364 new local partnerships had been formed and 2,504 Limerick artists were employed in various projects.

In 2015, the Limerick City and County Council sought to drive innovation in the region by setting up the new public-private partnership: Innovate Limerick. Projects spearheaded by this partnership

Contact

Name

Ms Yvonne Lane

Official title/organization

Lifelong Learning Facilitator,
PAUL Partnership

Email

ylane@paulpartnership.ie

City website

www.limerick.ie/



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Okayama City

Japan

Profile

Total population of the city* 705,310

Total area of the city*
in square kilometres 790

GDP per capita of the country*
in US dollars 38,895

Average years of schooling
completed by people aged 15
and above in the country*

Men 12.4

Women 12.6

* most recent available data

An aerial photograph of Okayama City, Japan, showing a dense urban landscape with numerous high-rise buildings and residential structures. A wide river flows through the city, with a bridge crossing it. In the foreground, there is a large green park area with a winding path and a small pond. The text is overlaid on the right side of the image, with a large grey arrow pointing right behind it.

Okayama City will enhance a 'whole-city approach' to education for sustainable development (ESD) in partnership with various stakeholders. That is because human development through ESD is key to the solution of complex issues which cities are facing, and to building a sustainable city. I believe the actions of cities around the world significantly contribute to the realization of SDGs.

Mr Masao Omori, Mayor of Okayama City

Building a learning city



In 2005, Okayama City started to plan for its sustainable development by establishing the ESD Promotion Commission with various stakeholders, based on the principles of education for sustainable development (ESD). This laid the foundations for an environmentally aware, economically vibrant learning city that would be developed for and with local communities.

The city is rich in cultural heritage, and is home to one of Japan's most beautiful gardens, a number of temples and shrines, and Okayama Castle. Its surroundings provide a natural habitat for fireflies. Alongside its thriving modern culture and technologies, Okayama City has made these historical and natural assets the backbone of its learning city strategy.

To increase the impact of its actions, Okayama City leverages its human and financial resources through a network of stakeholders, including private companies and citizen-led associations, that provide inhabitants with learning opportunities. Through various projects advocating learning and sustainability, key actors in the network promote sustainable activities, as well as more local production and consumption of goods.

Introduction

In the city of Okayama, formal, non-formal and informal learning go hand in hand with balanced community and environmental development. This not only guarantees citizens easy access to learning opportunities, it also benefits the economy and local ecosystem.

Formal educational institutions, operating from early childhood to higher education, as well as non-formal educational institutions such as Kominkan (community learning centres), libraries, museums and thematic centres, enable citizens of Okayama to learn according to their needs. For example, there are 37 Kominkan citywide and they provide a broad range of

courses, including Japanese for foreigners, computer classes for disabled people and community training for disaster risk reduction.

Kominkan support another of Okayama's strategic learning city goals: to foster citizens' commitment to their communities and to public life. The learning venues can be used as a space for citizen-led learning activities. Members of the community are invited to initiate their own learning programmes.

Since the inception of the ESD Promotion Commission, Okayama City has served as its secretariat, providing human and financial

Formal, non-formal and informal learning go hand in hand with balanced community and environmental development

Learning activities in the community



To build environmentally friendly, inclusive and economically sustainable communities, Okayama City has based its activities on the principles of education for sustainable development

resources. Within the framework of the Okayama ESD Project, the commission provides subsidies; carries out capacity-building through training; disseminates information; and organizes the ESD Okayama Award showcasing ESD practices worldwide. Twenty-four companies participate in the commission among more than 260 member organizations and provide active learning opportunities, with a focus on sustainable development, to employees and other citizens.

Developing a plan

In order to reach its long-term objective of building environmentally friendly, inclusive and economically sustainable communities, Okayama City has based its activities on the principles of ESD. It believes that the kind of formal, non-formal and informal education that results in a shift in inhabitants' beliefs and behaviours is the key to realizing sustainable development.

Consequently, Okayama City worked with 47 stakeholders to establish the ESD Promotion Commission in 2005. As of June

2017, 268 organizations were involved in the commission. A number of institutions, such as universities with research and education budgets, organizations promoting civic activities, and enterprises practising corporate social responsibility (CSR), currently deploy their resources to support ESD projects. Between 2005 and 2014, projects completed within the framework of the Okayama ESD Project Master Plan succeeded in harnessing formal and informal learning to extensively promote environmental conservation, multicultural cohabitation and sustainable behaviours for companies and consumers alike. Thirty-seven Kominkan and more than 50 schools have developed ESD programmes and informal learning opportunities for people of all ages.

The new Okayama ESD Project Master Plan (2015–2019) has defined eight concrete priorities to enable it to develop a vision for sustainable communities, and to foster commitment to learning among the city's young people and in the private sector. The city's sixth Comprehensive Plan, issued in March 2016, goes further still. This plan shares much common ground with the learning cities concept. It consolidates

Kominkan help to make learning accessible to all





Children performing
in school

the pillars of a learning city, for example through the following goals: to help people who think, learn and act to contribute towards building a sustainable future; to develop the city through civic engagement and collaboration; to create a new culture based on local traditions by encouraging intercultural exchange; to manage the city's rich environmental legacy; and to develop a strong economy for a vibrant city. Education is recognized as a key factor in achieving these objectives. In particular, Okayama City has been promoting ESD intensively in order to build a learning city that equips its citizens to acquire values and pursue a life shaped by an awareness of sustainable development.

Creating a coordinated structure involving all stakeholders

The ESD Promotion Commission is in charge of enabling cooperation between organizations in Okayama. It supports formal, non-formal and informal activities that put ESD principles into practice.

The commission offers subsidies and training to organizations, and organizes forums and events to facilitate networking between them. It promotes ESD to attract further organizations across the city. As of June 2017, the commission represented 268 organizations, including private companies involved in corporate social responsibility activities. They work together to develop more effective ways of using their resources. They also promote learning in the workplace to their employees and provide them with activities that match their desire to continue learning throughout their careers. Two committees are responsible for formulating and applying the commission's policies: the executive committee and the steering committee. Each comprises around 20 organizations representing the municipality, educational institutions, civic organizations and key private actors, such as media companies. Okayama City, currently the ESD Promotion Division, serves as the secretariat. The financial resources for the commission are mainly allocated by the city.



Outdoor learning
for sustainable
development

The region of Okayama is part of the global ESD Regional Centres of Expertise (RCE) network, made up of more than 150 RCEs worldwide that facilitate learning towards sustainable development in local and regional communities. Municipal community learning centres are part of a national network of Kominkan, but also work to build links with other community learning centres in the Asia-Pacific region. The 2014 Kominkan International Conference on ESD, organized by Okayama in cooperation with international institutes, fostered international exchange and the local dissemination of best practices.

Okayama City is a key partner of the UNESCO Global Action Programme on ESD, which focuses on generating and scaling up ESD actions at all levels, in all areas of education, and across the sectors.

To further encourage individual involvement in public life, the office of the Civic Centre to Promote Collaboration was opened in Okayama City Hall in 2016. The centre provides an exchange platform, bringing together local citizens,

city representatives and other actors to promote dialogue and help resolve municipal issues. Since its foundation, it has significantly strengthened links and improved collaboration between key stakeholders in the city.

Mobilizing and utilizing resources

Okayama City uses a leverage mechanism to mobilize resources for the creation of a learning city. The ESD Promotion Commission invests its resources in ESD projects through subsidies distributed to schools and civic organizations. Other organizations use their own resources to finance ESD initiatives and informal learning activities. The private sector, through its participation in the ESD Promotion Commission, is investing resources in the development of ESD schemes.

By providing strategic subsidies and organizational support, Okayama City amplifies the impact of its learning

strategy while spreading the benefits of learning across the whole population. It also coordinates activities to ensure the best possible use of members' resources.

To further support organizations that provide ESD-related learning opportunities on a voluntary basis, Okayama City finances training sessions for project leaders and coordinators. In order to promote learning opportunities and to support organizations further, the city is passing information on to its inhabitants through monthly magazines distributed to all households, as well as through a dedicated website and social media. A Kominkan newsletter is distributed locally to inform inhabitants of current learning activities.

Finally, it is important to note the significant contribution that Kominkan make towards fostering a culture of lifelong learning in local communities. They provide spaces that host non-formal and informal learning activities and various events all year round, and play a crucial role in conveying the benefits of learning to inhabitants.

Making learning accessible to all

Okayama City strives to assure learning opportunities for all of its citizens. As regards municipal schools, the city has 89 public elementary schools and 38 junior high schools. The enrolment rate is close to 100 per cent. There are also four schools for out-of-school children and students with special needs. In addition, the city has 64 kindergartens, more than 120 nursery centres and one high school.

In Okayama City, Kominkan based in each junior high school catchment area play a central role in making learning accessible to all.

To supplement its 10 municipal libraries, Okayama City operates four mobile libraries, which provide reading opportunities for all, especially people with disabilities, senior citizens and children below school age. Besides, a newly established system enables citizens

to borrow library books from their local Kominkan. Furthermore, the city is home to two municipal museums; five centres covering all aspects of lifelong learning, health and public welfare; and 12 thematic centres, including environmental centres.

Most of these lifelong learning centres are free of charge to participants, and are used by about 1.72 million citizens in total each year. Disabled people are entitled to attend some fee-paying institutions for free.

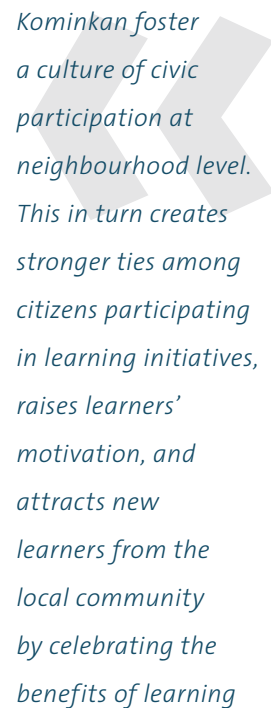
Citizens are informed of the range of learning programmes on offer through a variety of communication channels: monthly public relations magazines; websites; and social media, including Facebook. Each Kominkan also produces a regular newsletter containing detailed information for the local area.

Organizing celebratory events

Events promoting learning, environment and culture are organized throughout the year at the neighbourhood and city levels.

Kominkan have their own annual festival, planned by an executive committee of learners and citizens, to celebrate the success of their learning projects. By presenting the yearly outcomes of activities hosted by these community-based spaces, the Kominkan foster a culture of civic participation at neighbourhood level. This in turn creates stronger ties among citizens participating in learning initiatives, raises learners' motivation, and attracts new learners from the local community by celebrating the benefits of learning.

Local Kominkan also organize a Waste Reduction and Recycling Week, held in late May/early June each year. Each of them hosts a series of lectures for residents to share information and best practices with families and communities in the neighbourhood. In 2015, the project brought together 3,300 inhabitants to discuss issues related to waste management and the efficient use of resources.



Kominkan foster a culture of civic participation at neighbourhood level. This in turn creates stronger ties among citizens participating in learning initiatives, raises learners' motivation, and attracts new learners from the local community by celebrating the benefits of learning



Okayama City
operates four mobile
libraries

At city level, an ESD week is organized each autumn. Its events are scheduled by various regional stakeholders. Sixty-five events took place in 2015, including an ESD forum and an ESD fair to promote local production and consumption.

Lectures, forums and workshops on gender equality are held to mark the annual Gender Equality Promotion Week, which usually falls in June or July. In 2015, 37 such events took place, attracting around 3,800 participants.

Every year, the Okayama Art Festival celebrates a wide range of arts, from traditional to modern, offering cultural and citizen groups the opportunity to promote their activities.

Monitoring and evaluation

Each Kominkan in Okayama City regularly reviews its projects at the neighbourhood level. These assessments take place annually and are carried out by a steering committee made up of learners and local stakeholders. They meet to discuss issues facing the community, measures to address these issues, and the Kominkan's strategic vision for the following year. These yearly meetings allow local needs to be monitored on an ongoing basis.

Additionally, the city of Okayama has defined concrete indicators in line with the *Key Features of Learning Cities*. These are used to review the progress of each of the plans implemented to date, including its Comprehensive Plan.

To understand the impact of its learning strategy, Okayama City has, among other things, reviewed the level of education in families and local communities, and measured citizens' satisfaction with their lifelong learning environment, and their use of lifelong learning institutions, in particular, as a means of assessing the city's progress in fostering a culture of learning throughout life. Other indicators, including the rate of participation in local or volunteer activities, in cultural activities and in the establishment of voluntary disaster prevention groups, have been assessed to highlight the positive outcomes of the city's learning strategy on citizens' empowerment and social cohesion. The environmental benefits of learning are also evaluated through indicators such as the amount of daily waste generated per capita, the number of natural habitats for fireflies, and the number of ESD programmes and events offered. The number of organizations involved in Okayama ESD projects and the number of people participating in ESD coordinator training workshops are other key indicators of their success.

Achievements and the way forward

Through its strategy to build a learning city based on the principles of ESD, Okayama City has successfully created a network of stakeholders. In collaboration with private companies and associations, the city has established a rich learning environment accessible to citizens throughout their lives.

Okayama City has fostered the development of independent ESD projects. A fruitful educational collaboration between a local high school and a large retail company has led to the manufacturing of an environmentally friendly, fair-trade umbrella now sold all over Japan. A proportion of the profits from this joint venture are channelled back into the education system.

Increased collaboration between the city and its citizens has also helped to raise environmental awareness and engagement. For instance, the conservation project to protect the natural habitats of local species started off in two areas has expanded to 13. In addition, citizen groups are organizing regular fair-trade local markets; the number of solar-powered facilities has increased; and daily usage of community bike schemes has risen.

The city will continue working steadily to implement its sixth Comprehensive Plan (2016–2025), which prioritizes the enrichment of educational opportunities, alongside economic growth and environmental conservation. Drawing on this plan, the city will enhance human development through lifelong learning and community-based ESD. Okayama City will also develop frameworks and implement measures to achieve sustainable development, for example by revitalizing the city's central district; promoting renewable energy; and improving resilience among local communities. In addition, it will strengthen its network, building links with other learning cities to share experiences and further progress.

In collaboration with private companies and associations, the city has established a rich learning environment accessible to citizens throughout their lives

Contact

Name

Ms Miki Konishi

Official title/organization

Senior Staff, ESD Promotion Division

Email

esd@city.okayama.lg.jp

City website

www.city.okayama.jp/

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Câmara de Lobos

Portugal

Profile

Total population of the city* 35,666

Total area of the city*
in square kilometres 52


GDP per capita of the country*
in US dollars 19,813

Average years of schooling
completed by people aged 15
and above in the country*

Men 8.9

Women 8.9

* most recent available data




Education is one of the priorities of Câmara de Lobos, considering that this is the fundamental means to promote human development, understood as the basic condition for quality of life. Given that Câmara de Lobos is one of the largest and youngest educational communities on Madeira Island, we considered it important to focus on lifelong learning.

Mr Pedro Coelho, Mayor of Câmara de Lobos



Building a learning city



With almost 36,000 inhabitants, Câmara de Lobos is the third most populous municipality in Madeira after the region's capital, Funchal, and the municipality of Santa Cruz. It comprises five towns located across a mountainous region celebrated for its beauty. Câmara de Lobos has great developmental potential thanks to its environment, cultural and historical heritage, and young population. It is a small municipality with big learning goals. Drawing on an excellent understanding of the needs of its citizens and the particularities of the region, it has been able to harness its limited resources to strengthen the positive outcomes of its learning strategy. This strategy centres on skills development for workers, health-related skills acquisition, access to learning opportunities for all and environmental preservation.

Câmara de Lobos is the first municipality in Portugal to join UNESCO's Global Network of Learning Cities (GNLC). It is strongly committed to promoting learning in communities and families. To increase the impact of learning on both individuals and the regional economy, and to fully understand the needs of all involved, Câmara de Lobos has developed an innovative and flexible learning strategy based on constant dialogue with citizens and local associations and on the use of dynamic workshops. This ongoing exchange is led by the Grupo Dinamizador (Steering Group), which was created to facilitate dialogue among local institutions and citizens. The Carta Educativa (Educational Charter) – a strategic document created by the municipality to guide its learning strategy – is continuously evolving. It is updated regularly to provide citizens with adequate learning opportunities that meet their current needs. This agile strategy, a thorough understanding of the local issues at stake and ongoing dialogue are the three pillars underpinning the success of Câmara de Lobos's efforts to build a learning city.

Introduction

Câmara de Lobos has been increasing its presence on social media to reach a wider public and promote learning opportunities

All of Câmara de Lobos's actions are integral to a people-oriented approach to building a learning city. The municipality values dialogue with its citizens and is constantly liaising with not-for-profit organizations, such as Casas do Povo (Community Houses), in order to increase its impact on the community. As well as communicating directly with its citizens, Câmara de Lobos has been increasing its presence on social media to reach a wider public and promote learning opportunities more efficiently.

Câmara de Lobos draws on the potential of non-formal learning workshops and activities, particularly with regard to the development of key health-related skills for young people and parents. It has, for example, targeted vulnerable groups by offering them activities designed to improve parenting skills and promote healthy behaviours. Other activities are made available to the population as a whole, such as Andar Pela Saúde (Walking for Health), which organizes free walks all year round in cooperation with the hiking association, Club Pés Livres.

Participatory workshop
in the project
Intervenção Social
Participada



© Magno Bettencourt

Initiatives such as Andar Pela Saúde not only promote healthy behaviours; they also allow individuals of all ages to feel connected to their local area and rich environment. This is another aspect of the municipal learning strategy: it promotes sustainable growth and supports social entrepreneurship by encouraging citizens to make full, sustainable use of local resources.

The region's tourist industry is crucial to its economy, and Câmara de Lobos has identified a high potential for growth in this area. The municipality is thus building on its tourism assets and providing its citizens with the tools to access better job opportunities. It offers a range of courses (e.g. in foreign languages and computer literacy) to support adult learners' professional goals.

Finally, the municipality has been focusing on making its learning opportunities and venues accessible to all. It has worked to link rural areas and urban centres, and stresses the importance of giving people with disabilities the same access to learning as everyone else, notably by acquiring a wheelchair-accessible minibus and making it available to schools and associations.

Developing a plan

The municipality of Câmara de Lobos faces various challenges related to public health, well-being and social inclusion. Another substantial challenge is the promotion of learning activities in a rural context, characterized by mountainous terrain and a population spread across five different towns.

Eco-Schools Day
celebration



The municipality drafted a learning action plan to tackle these specific challenges. One of Câmara de Lobos's first objectives was to gain a clear overview of its citizens' needs. To do this, the municipality exchanged extensively with local associations and schools. It created a dedicated structure, the Grupo Dinamizador, involving local institutions and citizens exchanging information on well-being indicators. To achieve its second objective – to encourage a healthy lifestyle among citizens – it has targeted key groups: young people at risk, parents and children. The municipality has been working to make learning activities accessible to all by taking immediate action through the provision of a wheelchair-accessible minibus, which schools and associations can use according to need.

In early 2010, Câmara de Lobos adopted Local Agenda 21, a non-binding action plan to promote sustainable growth, with a focus on tourism. It has incorporated the action plan guidelines into its learning strategy, resulting in the creation of activities such as the Dia Eco-Escolas (Eco-Schools Day); efforts to increase community awareness of environmental issues; and Brincadores de Sonhos (Dreamcatchers) workshops that encourage entrepreneurship among pupils and, by extension, their families.

Câmara de Lobos is thus engaged in an ongoing process to connect individuals and foster their participation in municipal life in the long term.

Creating a coordinated structure involving all stakeholders

Câmara de Lobos's Grupo Dinamizador coordinates the actions of local stakeholders, fostering dialogue that centres on education and well-being.

Partners involved in the Grupo Dinamizador include the Regional Employment Institute; the Regional Social Security Institute; the Regional Education Service; Housing Investments Madeira (a private company); and the Regional Health Service. The group was tasked with pioneering a Diagnostic



Joaquim Pestana
Merit Award
Ceremony,
recognizing students'
performance

Survey on Social Participation and a 2016–2017 Action Plan for Social Cohesion in the Autonomous Region of Madeira, involving 120 social partners and 238 citizens. Participatory methodologies were fostered throughout, using a combination of workshops and SWOT (Strengths, Weaknesses, Opportunities and Threats) analyses.

Local partners involved in these participatory processes include associations and sports clubs; schools; rural municipalities; social solidarity initiatives; youth groups; employment support centres; child and youth protection services; security forces; and other community groups.

In terms of the results achieved and needs identified, the municipality has concluded that citizens (including young people) value community and participatory initiatives most highly, leading to strong participation and involvement rates. Effective and targeted action has been taken following a close analysis of individual needs carried out by the Grupo Dinamizador.

In addition, Câmara de Lobos has identified groups of individuals and neighbourhoods with specific educational needs. Its Intervenção Social Participada (Social Participation Intervention) forms part of the municipality's non-binding Local Agenda 21 action plan, implemented to support sustainable growth in the tourism sector.

Mobilizing and utilizing resources

The building of a learning city in Câmara de Lobos essentially depends on public funds. However, not-for-profits and associations also play a role, particularly in supporting access to education for the municipality's most disadvantaged groups.

Madeira's regional government is responsible for educational policies and funding across the board. The Secretaria Regional de Educação (Regional Secretary of Education) and Direção Regional

de Educação (Regional Directorate of Education) implement regionwide policies for pre-school, primary and secondary schools. These policies aim to increase learning quality and student success rates to ensure that citizens acquire individual, social and professional skills.

An additional support initiative spearheaded by municipal bodies, regional authorities and local institutions aims to promote children's access to schools and educational attainment. Depending on their incomes, families receive financial support to cover the cost of students' meals, transportation to and from school, learning materials and fees.

Other financial resources are provided by private schools and not-for-profits such as the Instituições Particulares de Solidariedade Social (Private Social Solidarity Institutions). They aim to promote and provide financial support for learning activities and initiatives for disadvantaged groups.

Sharing is essential if a city is to make full use of its resources. In Câmara de Lobos, associations and municipal authorities organize learning activities in a number of shared spaces, including the Casas do Povo community centres and the municipal library. In addition, the municipality's wheelchair-accessible minibus is another example of how Câmara de Lobos mobilizes resources.

Making learning accessible to all

In order to tackle the – primarily social and health-related – challenges facing the municipality, Câmara de Lobos has, among other things, established initiatives to promote health among disadvantaged families and communities. These initiatives aim to reduce child neglect and help the municipality's most vulnerable young people. More broadly, Câmara de Lobos's social and health-related projects focus on fostering an inclusive community through learning.

Sharing is essential if a city is to make full use of its resources. In Câmara de Lobos, associations and municipal authorities organize learning activities in shared spaces such as community centres and the municipal library



Senior University programme promoting community activities for older citizens

In 2015, the municipality launched a series of training courses to educate parents, which achieved a twofold target: to reduce child neglect by teaching parenting skills; and to improve the integration of socially marginalized families. Following the success of these initiatives, Câmara de Lobos launched new courses and activities in a number of neighbourhoods in 2016 and 2017.

Many other initiatives exist to help young people from poor neighbourhoods integrate into society. Equipa de Rua (Street Team), for example, focuses on young people with drug addictions or family issues, while Esc@Up supports them in their studies. In schools across the

municipality, meanwhile, more than 400 students have participated in citizenship-related activities.

Lifelong learning activities include a University of the Third Age programme delivered through the Casas do Povo association; literacy and computing workshops; and courses adapted to the specific needs of disabled people.

All of the workshops on offer encourage mutual support among learners, thereby creating social connections and fostering a culture of exchange within the community. This culture of exchange serves to increase the dissemination of knowledge among the municipality's inhabitants.



Teachers participating in a workshop to improve city development

Organizing celebratory events

Câmara de Lobos organizes several annual events to promote learning. Every year, an education seminar, Seminário de Educação, invites experts and the general public to join forces to explore the topic of education and learning. It focuses on sharing and reflecting on citizens' and stakeholders' involvement in developing individuals' skills in and out of school. During the 2016 event, professionals and individuals discussed the outcomes of innovative municipal projects such as Esc@Up, the Carta Educativa and Brincadores de Sonhos. The seminar brings together regional and local stakeholders, and supports the dissemination of best practices in the Madeira region.

In addition, a series of workshops and public presentations was held in 2015 and 2016, during which social partners and citizens collaborated to present the municipality's action plan for an inclusive learning city.

The municipality also promotes education, learning activities and exchange programmes during its annual Children's Day and Youth Week celebrations, which it uses as an opportunity to organize multiple awareness-raising events and learning conferences. Moreover, it stages one-off events to promote specific topics. Notably, its Dia Eco-Escolas (Eco-Schools Day) aims to teach environmentally friendly practices to children while improving energy efficiency in schools. Child-centric events have a significant rebound effect in that they boost awareness and knowledge among families and across the community as a whole.

Monitoring and evaluation

Câmara de Lobos's development as a learning city is evaluated by the Municipal Council for Education (CME). Created in 2015, the CME comprises members of the education board and various partners. The CME meets at regular intervals to analyse and monitor the municipality's education system. Based on this evaluation, the CME proposes improvements to ensure that learning resources are used effectively and education is supported in the long term.

During these meetings, the CME defines the priorities to be included in its strategic municipal charter (Carta Educativa) and Diagnostic Survey on Social Participation. The municipality thus collects key data to evaluate the learning conditions and education level of its population. It analyses indicators such as the number of students according to grade; adult literacy and illiteracy rates; transition rates; repetition rates according to grade; pupil-teacher ratios; educational attainment for the population aged 25 years and above; youth literacy rates; adult participation in lifelong learning; early-leaver rates (education and training); and school attendance rates according to age.

The Carta Educativa, developed following a participatory forum that brought together multiple learning partners, is constantly evolving. This innovative approach to monitoring the learning city process allows Câmara de Lobos to be flexible in its actions and to adapt dynamically to learners' demands.

Periodically, CME executives also visit schools and other educational institutions, and meet with stakeholders in order to closely monitor learning progress across the municipality.

Achievements and the way forward

The municipality has already witnessed a number of extremely positive outcomes in the process of building a learning city. It recognizes the role of learning activities in empowering citizens, especially with regard to the acquisition of health-related skills, and their positive impact on families. Since the launch of Câmara de Lobos' learning strategy, a learner-friendly environment and a wide range of tailored courses have ensured that attendance rates for adult learning classes continue to rise. Courses that aim to increase individuals' working skills have proved particularly successful, especially in the case of language courses (e.g. English or German) and computer training.

The municipality will continue to build on the successes of its learning city strategy. Câmara de Lobos is in the process of establishing scholarships for university students who are struggling financially, as a means of reducing school drop-out rates and improving young people's qualifications regardless of their economic background. Moreover, during the 2016/17 school year, the municipality has striven to expand its distribution of textbooks to students not currently covered by the Ação Social Educativa welfare programme.

A learner-friendly environment and a wide range of courses have ensured attendance rates for adult learning classes continue to rise

Contact

Name

Ms Sónia Maria de Faria Pereira

Official title/organization

Municipal Councillor

Email

gabineteapoiovereacao@cm-camaradelobos.pt

City website

www.cm-camaradelobos.pt/



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Suwon

Republic of Korea

Profile

Total population of the city* 1,223,205

Total area of the city*
in square kilometres 121


GDP per capita of the country*
in US dollars 27,539


Average years of schooling
completed by people aged 15
and above in the country*

Men 12.9

Women 11.5

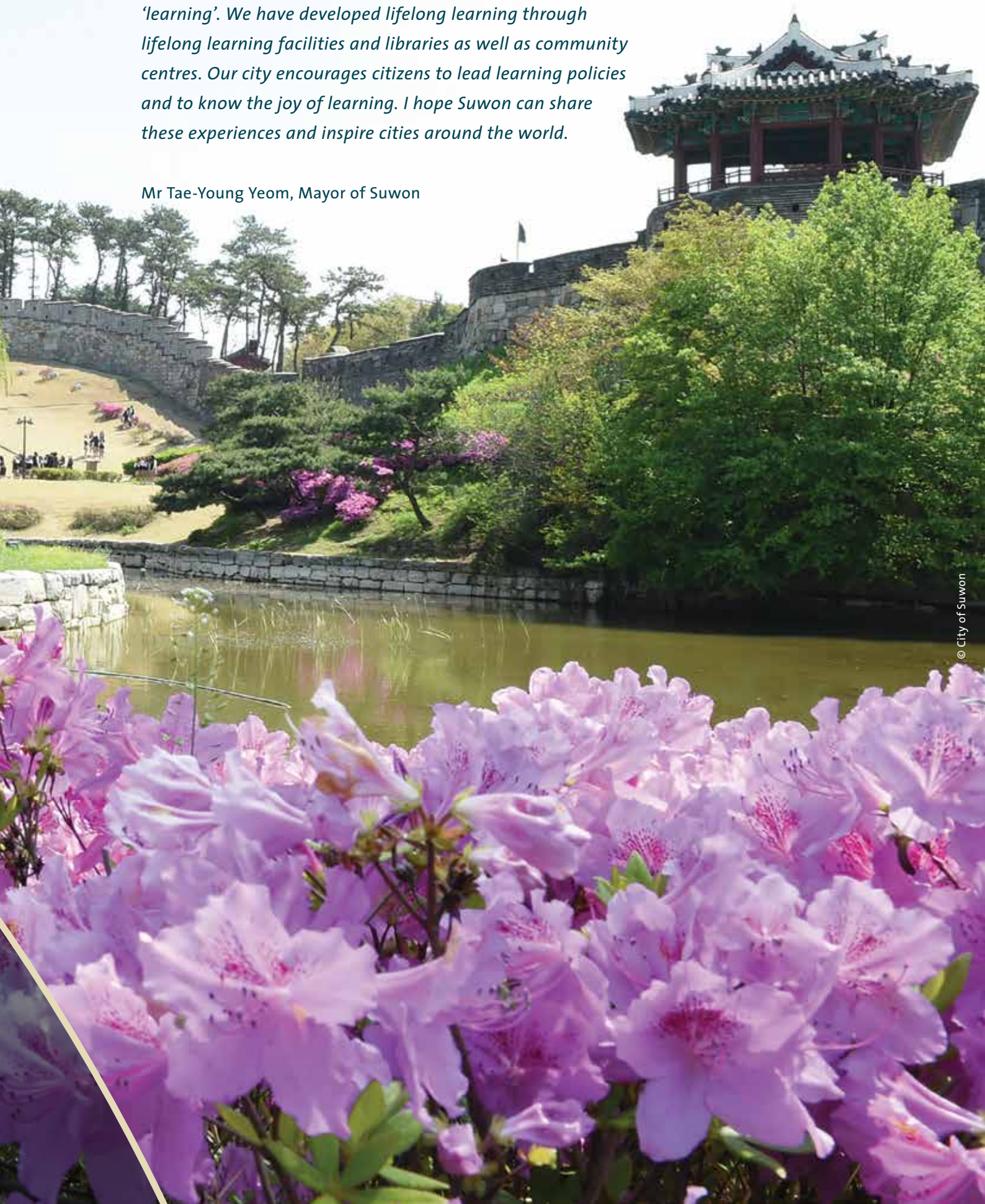
* most recent available data






As Nelson Mandela said that 'Education is the most powerful weapon which you can use to change the world'. Suwon city is vitalizing itself with the weapon called 'learning'. We have developed lifelong learning through lifelong learning facilities and libraries as well as community centres. Our city encourages citizens to lead learning policies and to know the joy of learning. I hope Suwon can share these experiences and inspire cities around the world.

Mr Tae-Young Yeom, Mayor of Suwon



Building a learning city



In Suwon, everyone can be a learner, and almost everyone is. With more than 790,000 learners in a city of 1.2 million, Suwon's Learning City strategy has dramatically increased the number of inhabitants participating in non-formal and informal learning activities. Between 2011 and 2016, the city more than doubled the number of people taking part in a variety of learning opportunities. With the foundation of a school for senior citizens, learning benefits Suwon inhabitants throughout their whole lives.

Successful efforts to build public participation in developing Suwon's Lifelong Learning City strategy have been key to fostering inhabitants' interest in these learning activities. Suwon has met the demands of all of its citizens and reached a broad public by promoting learning through multiple networks, on digital platforms, in public facilities and in local communities.

Building a learning city has not only increased learners' skills and knowledge. It has also helped to revive communities in Suwon's vibrant metropolitan area and the country's largest province, Gyeonggi-do. Learning has contributed to the success of the Village Renaissance project, which aims to foster community autonomy. To date, 600 of Suwon's facilities have been shared nationwide as examples of good practice. Initiatives include education schemes for local residents, cultural and arts programmes, and local community-building projects.



Community Planning Group

Introduction

Suwon has facilitated the emergence of a comprehensive learning ecosystem across the city. Efforts to multiply the number of educational venues were driven by the belief that a library, social or community centre should be no more than a five-minute walk from every citizen's home. This enables Suwon's numerous learners to easily satisfy their thirst for knowledge. In addition, massive open online courses (MOOCs) are available free of charge, offering universal access to 900 different lectures on community matters, foreign languages, job-related skills and a wide variety of topics proposed by the city. Furthermore, MOOCs allow access to learning while fostering interest in new technologies.

Suwon has devoted its attention to providing adapted learning opportunities for all. Literacy classes have helped foreigners and illiterate adults to integrate into society. The city is also supporting marginalized young people who want to re-enter education, thus offering them better chances in life.

The Republic of Korea has an ageing population. Suwon has consequently developed two innovative participatory school projects, one focusing on senior citizens and their learning needs, and the other focusing on intergenerational and cross-topical education for all. These schools encourage participation and enable citizens to become both teachers and learners; resolve the issue of unequal access to education; create jobs; and improve participants' skills and employability.

Suwon has devoted its attention to providing adapted learning opportunities for all

Developing a plan

Suwon's learning city strategy aims to create a lifelong learning city by promoting the joys of learning and sharing. By establishing district task forces and through experts in learning centres across the city, it has created a network of lifelong learning facilities, fostering cooperation and tackling unequal access. To reinforce this network, it has increased the number of learning spaces from 525 in 2011 to 614 in 2016, ensuring that local people never have far to go to access such facilities citywide.

Suwon also strives to create jobs, combat illiteracy and counteract the challenges faced by an ageing population. The Morado Hakgyo (Anything School) enables senior citizens to study whatever they like, adapting its curriculum to suit the needs and demands of the elderly. Nuguna Hakgyo (Anyone School) is open to anyone who wishes to teach or learn, encouraging participation by enabling citizens to share their skills, and to engage with a huge variety of topics.

By paying special attention to promoting informal classes centring on the humanities, in general, and the city's

Humanities Forum



historical heritage, in particular, it is Suwon's aim to receive the title of 'Outstanding Humanities Destination' from the Republic of Korea.

Creating a coordinated structure involving all stakeholders

Over the past year, Suwon has built a comprehensive educational network. In accordance with the principle of 'Citizen-led Lifelong Learning', it has, from the very

start, encouraged citizens, experts and civil society to participate in its plan to become a learning city. The municipality held initial workshops, bringing together 500 inhabitants to define the plan's initial objectives. Ever since, it has worked to sustain cooperation with citizens, experts on lifelong learning, NGOs and associations by organizing a variety of committees to share information on lifelong learning. The responsibility for coordinating the learning city process lies with the Suwon Lifelong Learning Council, which oversees the participatory development, implementation and evaluation of related activities. The network that promotes learning in Suwon is made up of numerous organizations. These include, among others, the University Council, the Lifelong Learning Association, the Suwon Humanities Advisory Committee, the Suwon Literacy Teacher Council and the Eco-Mobile Community Organizing Committee/Environmental Education Committee. To support the Lifelong Learning Council at neighbourhood level and to ensure that projects are implemented effectively, a municipal task force of experts has been established in each of the city's four districts.

The Suwon Lifelong Learning Council regularly liaises with the Municipal and National Councils for Community-Building to exchange information on education-based community-building activities. Its partners also promote the city's progress at local, national and international levels. Furthermore, the city shares its best practice with regional and national organizations through the Korean Association of Lifelong Learning Cities and the Gyeonggi Working Council for Lifelong Learning.

Mobilizing and utilizing resources

Over the past five years, Suwon has provided 202.9 billion Korean won (178.1 million US dollars) of funding to operate more than 42,000 different programmes in an effort to expand learning facilities and operate sustainable education programmes. Furthermore, Suwon has developed an innovative measure to

Suwon's learning city strategy aims to create a lifelong learning city by promoting the joys of learning and sharing





Ingaeollae Small Library

encourage the development of learning activities by its citizens. Individuals or groups who are motivated to share their skills and knowledge often lack a dedicated space in which to do so. To overcome this problem, the Water Village Open Learning Space programme allows local learning groups or clubs to access 614 Suwon learning venues for free when they are not being used for their initial purpose. The programme illustrates Suwon's will to empower its citizens to teach and learn anywhere. 'Hopeful Message Boards' displaying educational messages related to culture, history and the humanities have been placed at bus stops and various locations across the city so as to reach city-dwellers as they go about their daily lives.

To efficiently mobilize human resources, the municipality has launched digital platforms connecting learners with individuals willing to share their

knowledge on a voluntary basis. A 'lecture bank' system provides a database of professional human resources from among Suwon's population. The city has also laid the foundation for a volunteer programme linking quality education with employment opportunities.

To further expand the wide range of learning opportunities across the city, the municipality of Suwon is committed to continuously increase its political and financial efforts.

Making learning accessible to all

Several learning projects illustrate Suwon's 'triple A' approach: learning for Anyone, Anywhere, in an eAsy way. The city is home to a network of learning facilities, and citizens are free to make use of all of its

learning venues in their spare time. This network of facilities thus makes it possible for each and every resident to access a learning space within five minutes' walk and at almost any hour.

An online lifelong learning portal and various PR media channels ensure that citizens can readily acquire information about learning opportunities and networks. Lifelong Learning e-Classes (a system of MOOCs offering more than 900 lectures) allow anyone resident in Suwon to attend online lectures free of charge. These lectures address a variety of topics, such as community matters, foreign languages and issues of accreditation/certification. Overall, the MOOC system helps learners to find programmes that allow them to combine life, work and learning.

Furthermore, Suwon provides a special support service for homeless people who have lacked access to learning, so that they can exercise their right to education, return to learning and re-enter society. The city also offers active assistance to other underprivileged groups, including women, disadvantaged families and those on basic welfare. Suwon's success with such projects at the local level has made the city a leader in Korea's projects for community renaissance nationwide.

Organizing celebratory events

Suwon's efforts to promote lifelong learning started before the city officially announced its aim of becoming a learning city. Since then, it has enhanced its image as a learning city by providing local residents with information about learning opportunities through a wide variety of channels, including print and broadcast media, social networking, booklets on lifelong learning, and real-time accounts of lifelong learning by citizen reporters. Citizens were also included in the process of developing medium- and long-term learning plans for their city. The opinions of individuals and communities were gathered during roundtable meetings attended by as many as 500 citizens. Local community forums were also organized to encourage the majority of inhabitants to participate.

A ceremony was held in 2005 to celebrate this process and Suwon's goal of becoming a sustainable learning city. Since then, Suwon has organized various forums and academic conferences on the topics of civic and senior education. Lifelong learning festivals are held annually. To promote its rich cultural and historical heritage, Suwon also organized a Humanities City Festival in 2016 and was the host city for the World Humanities Forum in 2016. These events underline Suwon's ambition to become a learning city while simultaneously promoting a shared sense of identity.

Monitoring and evaluation

Suwon has developed two sets of learning-city evaluation indicators, to establish a transparent and fair evaluation of the learning city and ensure that outcomes are continuously monitored. The first cover the foundations for a lifelong learning city (seven items). The second pertain to performance (16 items). Surveys on lifelong learning organizations and citizen satisfaction are used to set the course for the learning city, expand lifelong learning opportunities for residents and enhance the quality of education services. Such surveys help create a learning city tailored to Suwon's specific needs, and are based on studies that analyse the city's unique regional features.

Both the Suwon Lifelong Learning Council and the Humanities City Advisory Committee are made up of representatives from non-governmental civil society organizations, education experts and representatives from the city's Education Office. They hold workshops, forums and performance evaluations to measure in detail Suwon's progress towards becoming a learning city. Evaluations consider the extent to which projects foster collaboration between civic experts and citizens; whether projects fit citizens' needs; and whether projects accommodate Suwon's unique identity based on its specific regional features. The findings inform the planning of future projects.



To mobilize human resources, the municipality has launched digital platforms connecting learners with individuals willing to share their knowledge



Suwon Lifelong Learning Festival

Suwon has taken giant steps towards realizing its vision of becoming a city without illiteracy, where learning is easily accessible to all

On completion, projects are evaluated in line with agreed procedures for accommodating feedback and identifying future improvements. The city has also produced learning-city outcome booklets, and runs a course to train residents as lifelong learning monitors. This ensures that the voices of learners and other stakeholders in Suwon's learning organizations and programmes are heard, and that these voices are reflected in policies designed to promote the learning city's development.

Achievements and the way forward

Building a learning city in Suwon led to a rapid surge in the number of learning activities and venues available. There are now more than 600 related facilities in locations across the city. This has had a positive impact on the number of learners, which has been growing exponentially. Between 2011 and 2015, the total more than doubled, from 376,000 learners to 791,000.

Consequently, Suwon has taken giant steps towards realizing its vision of becoming a city without illiteracy, where learning is easily accessible to all. The literacy rate is approaching 100 per cent, including among disadvantaged families. Furthermore, citizens are becoming increasingly aware of the impact that their actions have on the



Morado Hakgyo -
'Anything School'

environment: to date, 156,400 have participated in one of the 5,522 ecological education programmes that Suwon has organized across the city. With the development of a citywide learning community, individuals have been able to react more promptly to changes in the jobs market. Moreover, the learning sector itself has created many jobs, especially in the areas of teaching and course certification. Finally, the increase in learning opportunities centred on local culture and history has instilled a shared sense of pride in Suwon.

With its compelling learning offerings and efficient network, Suwon has succeeded in making a positive impact on the daily lives of its inhabitants. The benefits of learning are felt in all parts of the city and create a strong commitment to public life.

Contact

Name

Ms Taehee Kim

Official title/organization

Lifelong Learning Specialist

Email

kthedu@korea.kr

City website

www.suwon.go.kr/
learning.suwon.go.kr/

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Tunis

Tunisia

Profile

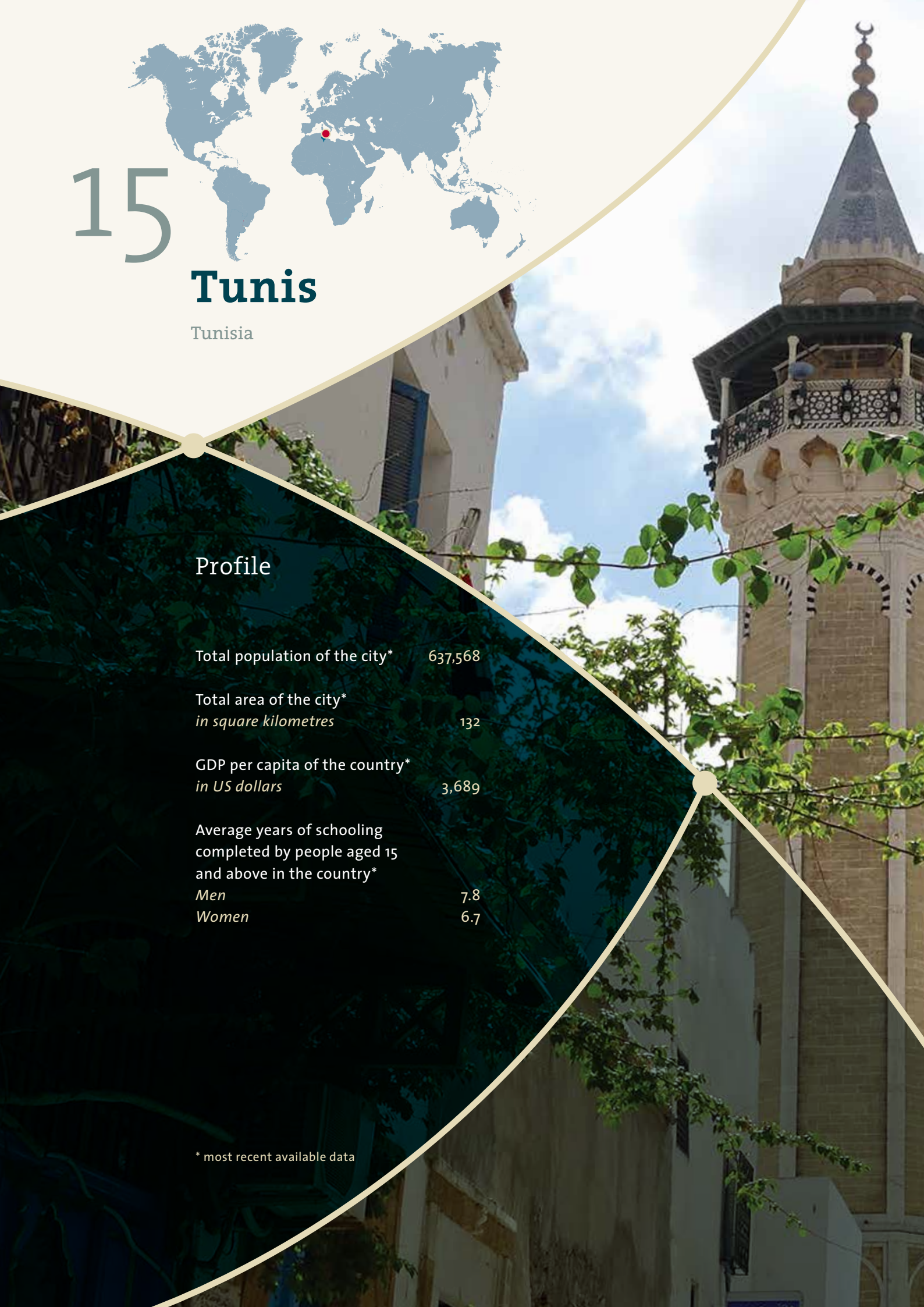
Total population of the city* 637,568


Total area of the city*
in square kilometres 132

GDP per capita of the country*
in US dollars 3,689

Average years of schooling
completed by people aged 15
and above in the country*
Men 7.8
Women 6.7

* most recent available data






The city was built on the mobility of men and women from a rural environment. With the emergence of concerns about the environment and the future of the human race, sustainability has become a priority and a challenge. Cities have responded to this challenge through an urban revolution in which a responsible and virtuous economy has an important place. This economy is based on the digital revolution and tends to create new economic models based on innovation. The city offers us the framework for this revolution. It helps, supports, shapes and innovates in every domain to give to its inhabitants energy, employment, transport and solidarity. Yesterday, it liberated individuals. Today, it liberates energies and development skills to provide citizens with the ability to be creative by giving them the information they need to rethink the city. We owe this revolution to the learning city.

Mr Saifallah Lasram, Mayor of Tunis

Building a learning city



Efforts to build a learning city in Tunis have been strongly influenced by the process of decentralization and social change that accompanied the 2011 Tunisian Revolution. However, Tunis's efforts to become a learning city predate the Revolution: at the local level, the city had already launched a range of cultural programmes as part of a major structural network, and was also supporting citizens through dedicated departments for child care, youth, and social reintegration. At the international level, Tunis possesses a strong network of partnerships, for example, with the International Association of Francophone Mayors, and shares expertise with partner cities such as Paris, Marseille and Luxembourg.

The spirit of the Revolution, a genuinely popular uprising that began with acts of civil disobedience, is reflected in the city's emphasis on developing civil society's participation in public life. With their growing involvement in political and civic life, the people have become, in effect, the city's main partner in developing appropriate strategies to tackle the challenges that Tunis faces.

In order to strengthen civic engagement, Tunis has made its data available to citizens, thus allowing civil society initiatives to flourish. The city promotes the training of municipal staff, seeing them as potential agents for change. It also supports local associations whose aim is to make citizens' voices heard and provide inhabitants with services that are not currently covered by the municipality. Tunis furthermore acknowledges the important role of local associations in mobilizing civil society with regard to issues such as sustainable development, climate change and gender equality. In addition, Tunis is making use of modern information and communication technologies to initiate a dialogue with civil society and collect feedback that will help it better understand the needs of its citizens.

Introduction

Tunis's strategy for developing a learning city is based on creating the conditions necessary to encourage civil society to participate in public life. To achieve this goal, Tunis has deployed a number of measures. For example, it provides municipal staff with intensive training to promote citizen participation and equip them for the new challenges brought about by the decentralization of state functions since 2011. Tunis aims to give its staff the tools to support citizens as partners of the city. Moves to make data accessible, and disclosing municipal statistics and council proceedings online, testify to the city's efforts to involve civil society in public life. Citizens can learn more, support the city's initiatives, and give feedback that will

influence the development of their living environment. This, moreover, fosters an increased sense of belonging to the city, and thus contributes to social cohesion. Furthermore, Tunisia's capital is equipping associations with the tools they need to grow and become more efficient by being able to support citizens more effectively in their daily lives.

In addition, the city provides staff with hygiene awareness workshops delivered by the dedicated Tunis Sanitation School. The school provides non-formal learning courses on hygiene at work as well as public hygiene. These courses are also available to individuals.

*The people are the
city's main partner in
tackling the challenges
Tunis faces*



Raising awareness of
the dangers of drug
abuse

© Leila Ben Gacem

To complement these actions and make the process of building a learning city more efficient, Tunis reinforces its partnerships with sponsors and international organizations. The city systematically relies on external knowledge carried by national and international experts in order to identify best practice. It has implemented transparent, effective project management, thereby winning the trust of its sponsors and partners.

Finally, the city works to revitalize the local economy through the promotion of social and solidarity economies, and to universalize civic values through the provision of continuous access to culture and lifelong learning. Today, a growing number of citizens engage in public life to contribute to the creation of a friendlier and more united society.

Developing a plan

The 2011 revolution was followed by a process of decentralization that shifted power and responsibilities to new institutions and local governments, such as the city of Tunis. Before this, citizens were not fully involved in local decision-making processes and governance. They were neither asked about their needs on a regular basis, nor were they engaged in evaluating the services provided by the municipality.

In order to create an environment conducive to the building of a learning city, Tunis had to face a major challenge: namely, how to restore the trust of its inhabitants and public/private partners. Tunis recognized the crucial importance of restoring good relations with its

Women learning in
the Club Mosaïque



citizens following the revolution, a popular movement which undermined public services, demobilized civic representatives and made people mistrustful of the government. It is also important to note that the constitution of Tunisia's Second Republic states that a participative democracy must be implemented.

In moving forward, the city has borne in mind two crucial needs. First, the city must train its municipal staff so they can become agents of change and approach citizens as partners rather than beneficiaries or users. To do this, Tunis provides training and workshops in collaboration with national institutions (such as the Centre for Decentralization Training and Support) and international experts. Second, Tunis must support local associations in their efforts to make citizens' voices heard and to provide inhabitants with services that the municipality is unable to offer. These associations are developing into powerful organizations capable of promoting messages that mobilize civil society to take action on issues such as sustainable development, climate change and gender equality. In addition, Tunis is harnessing modern technologies and social media to engage with its citizens, gathering feedback and gaining a better understanding of their needs.

It is imperative that Tunis achieves these two goals if it is to fulfil its long-term objective of becoming a thriving and powerful Mediterranean metropolis.

Creating a coordinated structure involving all stakeholders

Tunis has created a committee responsible for coordinating the efforts of the city and its institutional and civil-society partners and ensuring continuous dialogue between them. This committee is a response to the need to build civic participation as a crucial means of establishing a bond of trust between the public sector and local citizens. Civil society greeted the committee's launch with enthusiasm, encouraging many

people to volunteer their participation. The committee highlights the municipality's commitment to becoming a mediator in local life; a government open to a variety of attitudes and innovative ideas. In order to implement new programmes linked to the construction of a learning city in Tunis, the municipality has, in the wake of the revolution, given more power and responsibility to specific initiatives, such as those carried out by l'Association de Sauvegarde de la Médina (Safeguarding Association for the Medina).

The city has a close network of international partners. In particular, the International Association of Francophone Mayors, with 253 members in 50 countries, is cooperating closely with Tunis to implement social projects and foster a sense of innovation.

Tunis is a member of the World Council and Executive Bureau of United Cities and Local Governments (UCLG). UCLG does not fund local government directly, but provides a powerful lobbying structure to launch development projects with international entities such as the World Bank, the Cities Alliance, or the global partnership for poverty reduction.

Finally, Tunis has shared its experiences and expertise with partner cities facing comparable challenges, such as Paris, Marseille and Luxembourg.

Mobilizing and utilizing resources

Tunis is equipping its human resources with the tools needed to create a learning city. Administrative and technical staff, as well as municipal councillors, regularly participate in workshops to boost their awareness of issues such as citizen participation, learning and education, and decentralization. Training is provided by national institutions (the National School of Administration, the Centre for Decentralization Training and Support, the Tunis Sanitation School) and international partners, including the International Association of Francophone Mayors, the German Corporation for International

In order to create an environment conducive to the building of a learning city, Tunis had to face a major challenge: namely, how to restore the trust of its inhabitants and public/private partners



Early childhood education in the kindergarten El Khadra

The city uses its own budget to encourage international sponsors to invest

Cooperation (GIZ), and partner cities such as Paris, Marseille and Lausanne.

Projects are funded using a leverage mechanism: the city uses its own budget to encourage international sponsors to invest in building a learning city. Following the revolution, Tunis harnessed the international solidarity movement to implement a significant awareness-raising initiative related to decentralization and citizen participation. This initiative was launched during a global congress attended by a number of international sponsors. The congress was funded with the help of national and international partners, including various Tunisian ministries, the National Federation of Tunisian Cities, the National Constitutive Assembly, the United Cities and Local Governments Network as well as the Organization of Arabic Cities. Tunis has succeeded in building a trusting, transparent relationship with its project partners, underscoring how municipal governance has changed following the revolution. It has fostered partnerships in order to launch complementary actions,

such as learning visits for national and local representatives, and training workshops. Its successes to date have also attracted new project partners, such as EuroCities, a network of major European cities.

Making learning accessible to all

The city's decision to make its data freely accessible has facilitated dialogue between Tunis and its citizens. The municipal budget, all council proceedings, the municipal investment plan, statistics, and information on local projects are uploaded to the Tunis website and Facebook page. This transparency has, moreover, fostered the emergence of initiatives spearheaded by individuals, associations, entrepreneurs and sponsors.

With the help of modern technologies and through direct dialogue with its inhabitants, the municipality has launched a number of projects to promote learning. After gathering feedback from inhabitants,

for example, Tunis instigated a project to fight drug abuse. In partnership with school staff, experts and civil society representatives, the project informs young people of the risks of drug use. The city relies on the expertise of associations working with young people to encourage the latter to participate in cultural and sporting activities. The campaign is promoted in secondary schools as well as on social media. It is co-financed by the International Association of Francophone Mayors and the City of Luxembourg. The Tunis Sanitation School project, meanwhile, offers hygiene skills training to municipal staff, elected officials and citizens on request in order to foster a deeper and more universal understanding of urban sanitation issues.

Finally, a project to manage migration flows has established a network of 10 Mediterranean cities. The network fosters the exchange of experiences and best practices in order to help member cities manage migration flows and achieve a better understanding of migrants' living conditions.

Organizing celebratory events

Tunis organizes a series of socio-cultural events to mark the month of Ramadan. Events are open to the public and also target inhabitants from poor neighbourhoods. To appeal to citizens, these events are promoted through various media: local and national newspapers, radios and television channels, online, and in locations across the city. Cinema and music, in all their forms, contribute to an international animation of the city. In the same spirit, investment has been made in local theatres, located in Avenue Bourguiba, in order to create a shared and collectively owned space.

The development of a new urban planning strategy created an opportunity to launch a dynamic consultation process involving citizens and various stakeholders. The process is now in its final phase, and lays down Tunis's strategy for developing into a Mediterranean metropolis, respectful of its rich cultural heritage. In line with this

Training for hygiene and environmental protection



© Leila Ben Gacem

aim are investments in the renovation of the Medina and engagement with young people, so that they appropriate and identify themselves with this historical jewel of the city. The city's commitment to promoting and respecting its cultural heritage underpins its desire to become a learning city, and is illustrated by Tunis's decision to host the 2nd Conference of the Francophone Heritage Network in October 2016. The conference was organized in partnership with the Wallonia-Brussels region, the International Association of Francophone Mayors and UNESCO. One of its central themes was the development of participatory governance with regard to the promotion of cultural heritage.

Monitoring and evaluation

To evaluate its progress, Tunis relies mainly on statistical datasets. The city's IT department ensures, on one hand, that information is updated to reflect the quality of its services, and, on the other, that the municipality responds to citizens' feedback and needs. The department plays an essential role in linking the municipality and its citizens. It also manages the former's social media channels and provides the council and other departments with detailed reports of online activity (e.g. number of Facebook likes, number of visits to the city's website, etc.). The positive outcome of Tunis's evaluation mechanism is that it encourages inhabitants to participate in public life,

Municipal departments hold regular meetings with associations working in their respective fields to exchange information on the progress of projects, assess satisfaction rates among inhabitants, and gather feedback and comments.

The progress of ongoing programmes and projects is also discussed during meetings of municipal commissions that bring together municipal staff, councillors and partners. These meetings allow project guidelines to be adjusted before they are submitted to the city council for approval.

Finally, the city council regularly examines activity reports submitted by technical and district representatives, comparing them with the findings of the municipal commissions. The council approves or modifies projects depending on the results of this process.

Achievements and the way forward

By deploying a dedicated learning city strategy and ensuring constant contact with its citizens, notably through the use of modern technologies, Tunis has succeeded in establishing a real bond of trust with civil society, as represented by citizens and local associations alike. The latter have been transformed into one of the city's most reliable partners, enhancing people's desire to become responsible citizens.

Building a foundation of trust was essential to increasing citizens' participation in public life. As a result of Tunis's efforts, a large number of inhabitants became actively involved in the consultation process that was launched to support the development of a new urban planning scheme. Moreover, the learning city initiative helped Tunis to demonstrate its reliability to its partners, especially its sponsors, thereby enabling the launch of several local projects.

By taking into account citizens' needs and proposals, and by promoting individual and collective learning, Tunis was able to organize a number of congresses and training workshops, as well as to inaugurate several innovative projects.

In the medium term, the city expects that civil society involvement will serve to complement municipal projects and raise the city's profile, both locally and internationally. Tunis is currently intensifying its actions by mobilizing the private sector and the local university, with the aim of encouraging knowledge and research related to its municipal efforts, particularly in the area of participatory governance.

In the long term, Tunis aims to use the bond of trust that has been established between the city and its citizens as a healthy and universal basis serving social, cultural and economic cohesion.

Contact

Name

Ms Souad Sassi

Official title/organization

Executive Officer for External Relations

Email

souad.sassi@email.ati.tn

City website

www.commune-tunis.gov.tn/



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Tunis Light Festival

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Bristol

United Kingdom of Great
Britain and Northern
Ireland

Profile

Total population of the city* 442,500

Total area of the city*
in square kilometres 110

GDP per capita of the country*
in US dollars 39,899

Average years of schooling
completed by people aged 15
and above in the country*

Men 13.4

Women 13.2

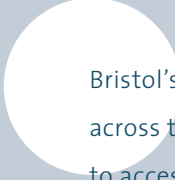
* most recent available data



We are proud of our progress as a learning city and it's rewarding to see the hard work of the partnership recognized by UNESCO. Central to our ambition is to level the playing field and improve social mobility in Bristol. We need to get to a place where opportunities are not defined by background. Our Learning City Partnership has already proven to be hugely beneficial thanks to the commitment of those involved. It has helped us promote Bristol on a national and international stage, and allowed us to work with partner cities from around the globe. I have high hopes for what we can continue to achieve together.

Mr Marvin Rees, Mayor of Bristol

Building a learning city



Bristol's learning city strategy puts strong emphasis on reducing inequalities across the city. Its underlying goal is to provide citizens with equal opportunities to access high-quality education and employment.

In 2015, the city decided to step up its efforts to develop into a learning city by establishing a Learning City Partnership (LCP). This strong governance structure fosters stakeholder involvement and innovation in formal and informal learning. The partnership has already brought together over 70 organisations and more than 200 individuals to advocate for learning.

Besides actively fostering stakeholder participation, Bristol has secured and maintained the interest of citizens in learning through its campaigning activity. To support the development of Bristol as a Learning City, the city designated 2016 as the Year of Learning and launched a Love Learning campaign. This campaign enabled Bristol to raise awareness of the benefits of learning to individuals and communities. Following its success, the campaign continued into 2017. Learning Ambassadors appointed by the Mayor of Bristol serve as community role models and share Bristol's ambitious vision across the city. The 159 Ambassadors help to engage organisations and individuals, and identify local learning priorities. They help to inspire all citizens to participate in learning.

Bristol's learning strategy has already been recognized across the country. A learning programme, providing a personalized service for young people aged 18–24, received the 2016 Municipal Journal Achievement Award for Innovation in Education, Employment and Training for young people, in recognition of its contribution to the local community.

Introduction

Bristol's aim in building a learning city is to enable all citizens to fulfil their potential, and to achieve inclusive development through learning. Its strategy is threefold: (1) Promote a greater awareness of the value of learning; (2) Increase participation in learning for all ages; and (3) Improve achievement and life chances for everyone.

Consequently, the city is harnessing the Learning City Partnership (LCP) structure to encourage stakeholders to help build a learning city. The structure coordinates stakeholders' actions to ensure that efforts are not duplicated. The Love Learning campaign promotes various learning initiatives (e.g. informal learning at work and learning through sports). The campaign focuses on a different theme each month, such as widening opportunities or protecting the environment. Learning opportunities are promoted under the Love Learning brand. Citizens are invited to share their learning stories on social media as a means of collectively advocating for learning.

Various activities are available to all in several learning hubs spread across the city. The learning hubs are developed in existing public spaces so as to reach a greater number of potential learners. This also allows a more efficient use of available resources. More than 300 learning activities are available, including bicycle maintenance workshops, chess in libraries, language and maths courses for adults and support sessions for job applicants.



© Bristol City Council

Children at Brentry Care Centre learning through play

Learning Ambassadors appointed by the Mayor of Bristol serve as community role models and share Bristol's ambitious vision across the city



Love Learning at
Junction 3 Library

Developing a plan

Bristol currently faces health, education and employment challenges that particularly affect the less well-off. There are concentrations of significant deprivation, with 42 areas counted among the most deprived in the country. In some neighbourhoods, only 56 per cent of children have the opportunity to attend a good school, compared to 99 per cent in others, and the percentage of young people not in education, employment or training ranges from two per cent to 13.5 per cent.

To address these challenges, Bristol has defined three long-term goals: (1) Raising the attainment of all students through formal learning in Bristol early years setting, schools, colleges and universities, (2) Supporting citizens into work and ensuring the local workforce is skilled and diverse, (3) Encouraging a culture in communities where learning is valued by everyone.

The first step towards accomplishing these goals was to involve all stakeholders in the city's learning strategy. This was achieved by establishing the LCP, a structure that brings together 70 organizations from the private and public sectors to drive Bristol's learning strategy.

The LCP has set up three themed groups with defined priorities, each focusing on different aspects of learning: Learning for Work, Learning in Education and Learning in Communities. The Learning for Work group tackles two challenges: unemployment and the lack of a skilled workforce in the construction, creative digital and high-tech industries. The Learning in Education group aims to give all young people across the city the same educational opportunities, and to achieve excellence in education. The Learning in the Communities group aims to foster a culture of learning and to create links within communities as a means of encouraging the sharing of knowledge among citizens.

The Learning City brand and Love Learning campaign were created to support those goals and to promote learning to individuals, communities and companies. Citizens were asked to take part in the campaign, share their own stories and explain why they loved learning. Through these initiatives, supported by a dedicated website and a creative use of social media platforms, the city has laid the foundations for a common culture of learning

Creating a coordinated structure involving all stakeholders

The LCP Board was established at the beginning of 2015 and currently comprises 19 partners and is chaired by the elected mayor. The board is made up of leaders from across the public, private and education sectors, whose role is to plan strategically, maximize resources and encourage innovation.

To support the LCP's strategic aims, Bristol City Council's constitution was amended in the summer of 2015 to allow the mayor to make decisions about education at the LCP board. The first key decision, approving an Integrated Education Capital Strategy and associated capital spending of £34 million (US \$41 million), was made in January 2016.

Four LCP groups were initially established, now reduced to three, each chaired by a member of the board and supported strategically and operationally by local authority managers. A number of task-and-finish groups deliver specific assignments to these groups, and 70 partner organizations are involved as part of a cross-partnership approach to meeting the city's challenges. This gives stakeholders a clear path to follow within a broader framework of governance.

Bristol has sought to engage citizens by creating the Learning Ambassador role and helping these Ambassadors to champion learning in their communities. There are 159 Ambassadors in total, with different backgrounds. They share Bristol's vision of a Learning City and work to inspire all citizens to participate in learning.

Mobilizing and utilizing resources

Diminishing resources in the public sector have required the LCP to assess its sustainability and ensure that partners work together more effectively in order to achieve a greater impact. The council and other partners have invested in a core team to support the development of the LCP, and invested £250,000 (US \$304,000) to establish the Education and Business Hub.

Besides this, LCP Board members have dedicated considerable time, venues and staff resources to the LCP. More than 200 people have been mobilized to support the partnership's goals. The Vice-Chancellor of the University of the West of England combines his time on the LCP Board with chairing an LCP group focused on learning for and in work.

As noted above, LCP groups receive significant support from more than 70 partner organizations from the business, not-for-profit and public sectors. Private stakeholders are helping transform Bristol into a learning city and awarded prizes during the 2016 Love Learning campaign. Children's centres, libraries and places of worship across the city are being used as learning centres. Various learning activities, from health-related skills acquisition to sports, are being held in numerous venues. This helps Bristol to maximise the use of its resources while getting closer to its communities.

Finally, the LCP has provided opportunities for 10 graduate interns to develop their skills and experience by supporting specific activities run by the LCP.



Children's centres, libraries and places of worship are used as learning centres. Various learning activities, from health-related skills acquisition to sports, are held in numerous venues.



Adult learning,
Sandy Park Depot

Making learning accessible to all

Bristol has worked hard to ensure that all citizens can develop their full potential. For example, the Mayor of Bristol has made a commitment to provide work experience placements and apprenticeship opportunities for every young person in Bristol who wants one. This commitment has been formalized through its inclusion in Bristol's wider strategic vision. A delivery partner has been commissioned to lead WORKS, a unique collaboration between employers, learning providers and local communities to develop a skilled local workforce. WORKS connects businesses and educators to develop better and more coordinated work experience opportunities and to help young people find employment through a number of schemes, including apprenticeships.

In addition, in March 2016, the LCP Board agreed on the Ways2Work strategy to develop targeted employment and skills training for priority groups, including care leavers. It also began the commissioning alternative learning provision for those students in each area of the city who cannot attend mainstream schools.

In 2016, the LCP Board agreed on the Ways2Work strategy to develop targeted employment and skills training for priority groups

Bristol has developed a thriving learning environment. Three-hundred community non-formal learning courses hosted in diverse venues across the city reach 18,000 people and cover a range of topics, from stained-glass-making to local history. The city has also organised a workshop, attended by a number of local learning providers, focused on getting all individuals and communities involved in learning.

To keep citizens informed about learning opportunities, the LCP has developed a monthly newsletter, website and social media presence to promote learning opportunities and inspire people through 'learning stories'. Bristol Learning City (@BristolLearning) now has more than 4,000 Twitter followers.

Organizing celebratory events

Bristol designated 2016 the Year of Learning and launched the 'Love Learning' campaign. The aim of the campaign was to encourage all of its citizens to get involved in learning. To celebrate the start of the year, 'Trees of Knowledge and Learning' were put on display in two of Bristol's museums.

Each leaf was inscribed with a learning resolution. Citizens were encouraged to add a leaf to a tree, explaining what they wanted to learn during the year or what they enjoyed learning about.

Love Learning Week was held in February to encourage citizens to discover their love of learning and share their learning stories. Bristol's museums and libraries hosted a range of events for children, families and adults throughout the week. Activities ranged from reading lessons to puppet-making and adult drawing classes.

In 2016, a new learning theme was introduced each month, and promoted on a dedicated website and through social media. Themes included 'Opening Doors and Breaking Barriers', 'Unlocking Potential' and 'Developing our Future Workforce'.

Following the success of the Year of Learning, Bristol extended its Love Learning campaign into 2017. Learning at

Work Week, which takes place in May, is one of the campaign's annual highlights, as are the ongoing activities centred on Learning Ambassadors, Learning Stories and Learning Themes.

Monitoring and evaluation

The LCP identified a need for an innovative approach to evaluating its ambitious goals. A partnership group, chaired by the University of Bristol, has developed an evaluation framework to assess Bristol's key features and the impact of learning on individuals, communities, organizations and the city. Existing surveys, big data sets, digital tools and citizen experiences are used to measure the impact of LCP activity while indicating the culture and value of learning in the city.

Floating Seed Garden





© Chris Bahn

Make Sunday Special,
Stapleton Road, Trinity

The findings serve as the foundation for the LCP to set learning priorities that meet the needs of individuals. For example, the partnership is using annual Education Performance Report data to identify vulnerable groups of young people and develop specific programmes, such as a project to help address the achievement gap between boys and girls in primary school.

Bristol is continually developing new ways of evaluating its actions. In autumn 2016, after a seminar bringing together partners from all sectors, Bristol launched a pilot project for a citizen-led approach to evaluation, with the aim of ensuring sustainable development through greater involvement in and ownership of the city's learning resources.

The city is also working with university partners to develop a process for visualizing education and learning data for the city, linked to an evaluation framework showing the impact of learning on individuals, organizations and the city. A pilot project is being developed with an initial focus on widening participation into higher education to promote inclusion in education. There is scope to develop this pilot to cover other priority areas, including employment and community learning opportunities.



is helping to reshape and revitalize neighbourhood and family learning, while a thriving allotment project is encouraging intergenerational learning by bringing together local residents, including families and older people. As for its cultural impact, business representatives supported the Get on Track programme, and partners have volunteered for programme activities aimed at enabling young women to take up learning, employment and training opportunities. The LCP's environmental impact, meanwhile, is evidenced by the 30,000 children who have taken part in environmental workshops, field trips and activities as part of the Sustainable Learning Programme. Following Bristol's year as European Green Capital, the programme supports teachers through a free website that includes an award-winning educational game. Designed in partnership with Aardman Animations, the game has attracted 91,000 players from 164 countries and is being translated into 26 languages.

Finally, the project's impact on the economy should be taken into account. The initial focus of the LCP's Education and Business Hub is the construction industry. When the city issued a tender to build a new venue, the Bristol Arena, it stipulated that whoever won the contract must provide 48 apprenticeships and 40 work placements as a measure to help reduce youth unemployment.

Achievements and the way forward

The impact of the LCP during its first year has recently been assessed. Partners identified a commitment to change and greater coherence in the learning sector. Business partners noted an improvement in their understanding of the challenges facing formal learning, and the impact a partnership approach can have on successful outcomes for the city. Partners are taking collective responsibility for city issues, as evidenced by partnership contributions to city-wide strategies.

The LCP is having a tremendous social, cultural and environmental impact across the city. As regards its social impact, community early years provision

Contact

Name

Mr Thomas Jarvis

Official title/organization

Learning City Project Manager

Email

thomas.jarvis@bristol.gov.uk

City website

bristollearningcity.com/

Guidelines for Building Learning Cities

These guidelines for building learning cities, which were developed in consultation with international experts from all five UNESCO regions, draw on insights emerging from the twelve case studies presented in the first volume of this series. The guidelines were first published in 2015 and provide cities with strategic approaches for building dynamic and sustainable learning cities. They contain a set of actionable recommendations that can be referred to at every stage of the process of becoming a learning city.

The guidelines are divided into the following six key areas of action, which should be tailored to every city's unique context: develop a plan for becoming a learning city; create a coordinated structure involving all stakeholders; initiate and maintain the process with celebratory events; make sure that learning is accessible to all citizens; establish a monitoring and evaluation process; and ensure sustainable funding.

Planning

Develop a plan for becoming a learning city

Strong political leadership and steadfast commitment should be reflected in a concrete action plan.

- Involve city leaders and representatives in identifying the main issues that need to be addressed based on the city's unique challenges and priorities.
- Take stock of what has already been achieved by gathering information on relevant activities implemented by different sectors and stakeholders.
- Develop an understanding of what building a learning city involves by organizing capacity-building workshops for various sectors and stakeholders.
- Devise a concrete action plan and give it a catchy title. This plan should define the medium- and long-term objectives and means of evaluation, using the *Key Features of Learning Cities* as a basis.
- Develop a city charter outlining the actions that need to be taken to improve learning in the city. These actions should be aligned with the central government's strategies for building a learning society.

Involvement

Celebrate

Create a coordinated structure involving all stakeholders

All organizations and citizens are stakeholders in a learning city. A structure that involves all stakeholders in building the learning city through dialogue and consensus should therefore be created.

- Establish a learning city development committee comprising representatives from different sectors. This committee should reach a consensus on the principles for developing, implementing, monitoring and financing the learning city.
- Ensure that all stakeholders have clearly defined roles and responsibilities in designing and implementing the learning city plan.
- Create a learning city forum where people can contribute and share experiences.
- Form alliances with other cities, both nationally and internationally, in order to exchange experience, knowledge, ideas and best practice.
- Join the UNESCO Global Network of Learning Cities (GNLC) and any other networks or associations that could add value.
- Maintain strong contact with the ministry of education or any other related ministry to link the local with the national development.

Initiate and maintain the process with celebratory events

Generating enthusiasm is crucial to the success of a learning city. The more people and organizations that react positively to the idea of a learning city and engage with it, the better its chances of flourishing are.

- Organize a learning festival in places where people gather. Make this a joyful event and invite all relevant organizations to exhibit their courses, products and materials and offer hands-on activities that encourage all citizens to get involved.
- Hold a conference to deliver the learning city message. Invite one or more twin cities to participate and share their experience, knowledge, ideas and best practice.
- Invite the media to promote and celebrate learning.
- Renew the interest of all stakeholders in the learning city agenda by organizing regular celebratory events.

Accessibility

Make sure that learning is accessible to all citizens

Learning must be made enjoyable, available and accessible to all citizens so that they are inspired and empowered to continue learning throughout life.

- Provide adequate information, guidance and support to all citizens, including maps of learning provision in the city.
- Establish, promote and maintain community-based learning spaces and provide resources for learning in families and communities.
- Identify and respond to the learning needs and interests of citizens.
- Develop procedures that identify, validate and accredit the learning outcomes of non-formal learning, in particular.
- Provide special support in the form of flexible arrangements for marginalized groups, including families with migrant backgrounds, citizens with special learning needs and unemployed people.
- Help public and private organizations to become learning organizations.
- Foster a learner-friendly environment in the city and its institutions.

Monitoring and Evaluation

Establish a monitoring and evaluation process to ensure learning city progress

In order to assess progress made in providing lifelong learning for all in the city, it is important to monitor and evaluate performance continuously.

- Define the measures for performance and progress in the city based on your action plan and the *Key Features of Learning Cities*.
- Establish mechanisms for documenting the process, assessing citizens' interests and needs, and collecting data.
- Commission regular reports that capture the lessons learned and make suggestions for improvement.
- Establish collective strategies for informing all stakeholders and gathering feedback.

Funding

Ensure sustainable funding

In order to realize the multiple benefits of becoming and sustaining a learning city, multiple sources of sustainable funding should be secured and allocated in a fair way.

- Secure sufficient financial resources to build and maintain the basic structure of the learning city action plan.
- Develop sustainable cost-sharing mechanisms involving multi-stakeholder partnerships with companies, foundations, philanthropists, international partners, local and national governments, and supranational organizations.
- Make effective use of the learning resources of all stakeholders.
- Conduct cost-benefit analyses in order to compile evidence of the benefits of learning.
- Make special provisions for marginalized groups and individuals.

To complement the guidelines and further support cities as they follow these recommendations, the secretariat of the Global Network of Learning Cities (GNLC) has developed video tutorials. The tutorials aim to assist mayors, learning city project leaders, practitioners and various stakeholders to use the guidelines and to facilitate lifelong learning for all in their cities.

The compilation of videos, which also includes a series of best practice materials from learning cities, is available on the website of the UNESCO Institute for Lifelong Learning (UIL):

www.uil.unesco.org/learning-cities



Key Features of Learning Cities

The *Key Features of Learning Cities* were adopted at the 1st International Conference on Learning Cities in Beijing in 2013, as was the *Beijing Declaration on Building Learning Cities*. The *Key Features* serve as a comprehensive checklist of action points to help municipal governments and other city stakeholders build cities that promote lifelong learning for all. The *Key Features* can also be used as a reference document for international organizations and national authorities when promoting learning societies, regions, cities and communities.

The framework of the *Key Features* corresponds to the pediments, columns and foundation steps of the UNESCO logo.

The Pediment – three areas of focus reflect the wider benefits of building a modern learning city, broadly defined as:

- (1) Individual empowerment and social cohesion;
- (2) Economic development and cultural prosperity; and
- (3) Sustainable development.

The Columns – six areas of focus reflect the major building blocks of a learning city:

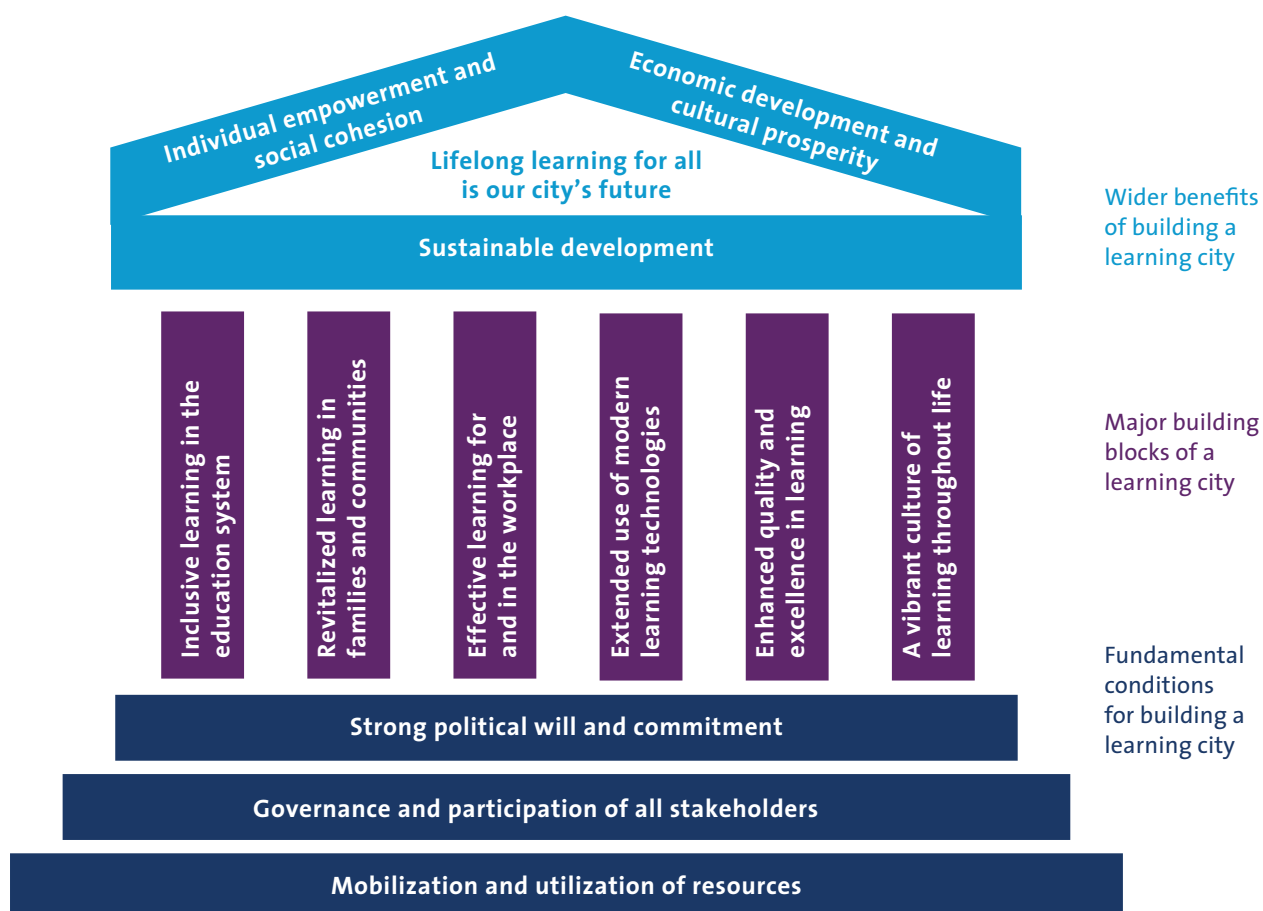
- (1) Inclusive learning in the education system;
- (2) Re-vitalised learning in families and communities;
- (3) Effective learning for and in the workplace;
- (4) Extended use of modern learning technologies;
- (5) Enhanced quality in learning; and
- (6) A vibrant culture of learning throughout life.

The Foundational Steps – three areas of focus reflect the fundamental conditions for building a learning city:

- (1) Strong political will and commitment;
- (2) Governance and participation of all stakeholders; and
- (3) Mobilization and utilization of resources.

A total of 42 features are included in the *Key Features of Learning Cities*. Each city is different and its progress towards a learning city can only be measured within the context of its own cultural, economic and social history and traditions. The objective is not to make distinctions between cities.

The ‘temple’ below depicts all the elements of a learning city. A more detailed description can be found on the website of the Global Network of Learning Cities (www.uil.unesco.org/learning-cities).



The UNESCO Global Network of Learning Cities (UNESCO GNLC) supports cities to unlock their transformative potential and to promote sustainable development at local level by taking a holistic, inclusive and sector-wide approach to learning. To honour member cities that have made impressive progress in the planning, implementation and monitoring of lifelong learning, in 2015 UNESCO GNLC introduced the biennial Learning City Award.

The case studies compiled here present the accomplishments of the 16 cities to receive the award in 2017: Villa María (Argentina), Contagem (Brazil), Mayo-Baléo (Cameroon), Hangzhou (China), Giza (Egypt), Gelsenkirchen (Germany), Larissa (Greece), N’Zérékoré (Guinea), Pécs (Hungary), Surabaya (Indonesia), Limerick (Ireland), Okayama City (Japan), Câmara de Lobos (Portugal), Suwon (Republic of Korea), Tunis (Tunisia) and Bristol (United Kingdom of Great Britain and Northern Ireland).

With this compilation, the UNESCO GNLC coordination team aims to encourage the creation of urban learning communities by enhancing capacity development, communication and cooperation between cities around the world and by giving all stakeholders across sectors a better understanding of the learning city approach.