

Theme II: Promoting Learning towards Equitable and Inclusive Cities

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How can cities build *equal access* to *opportunities* for *all* citizens?

“You leave no-one behind”

Joan Kirner, Former Premier, State of Victoria, Australia

Areas of inclusion

Social inclusion refers to a variety of areas of social groupings. These include demographic differentiation with respect to:

- Socio-economic status
- Culture and primary language, including those for whom English is not a first language
- Refugee and migrant communities
- Indigenous community
- Religious groups
- Geography, including those in regional, rural and/or remote areas
- Gender and sexual orientation
- Age, including youth and senior groups
- People with disabilities
- Health, including physical and psychological disabilities
- Unemployment
- Homelessness; and
- Incarceration.

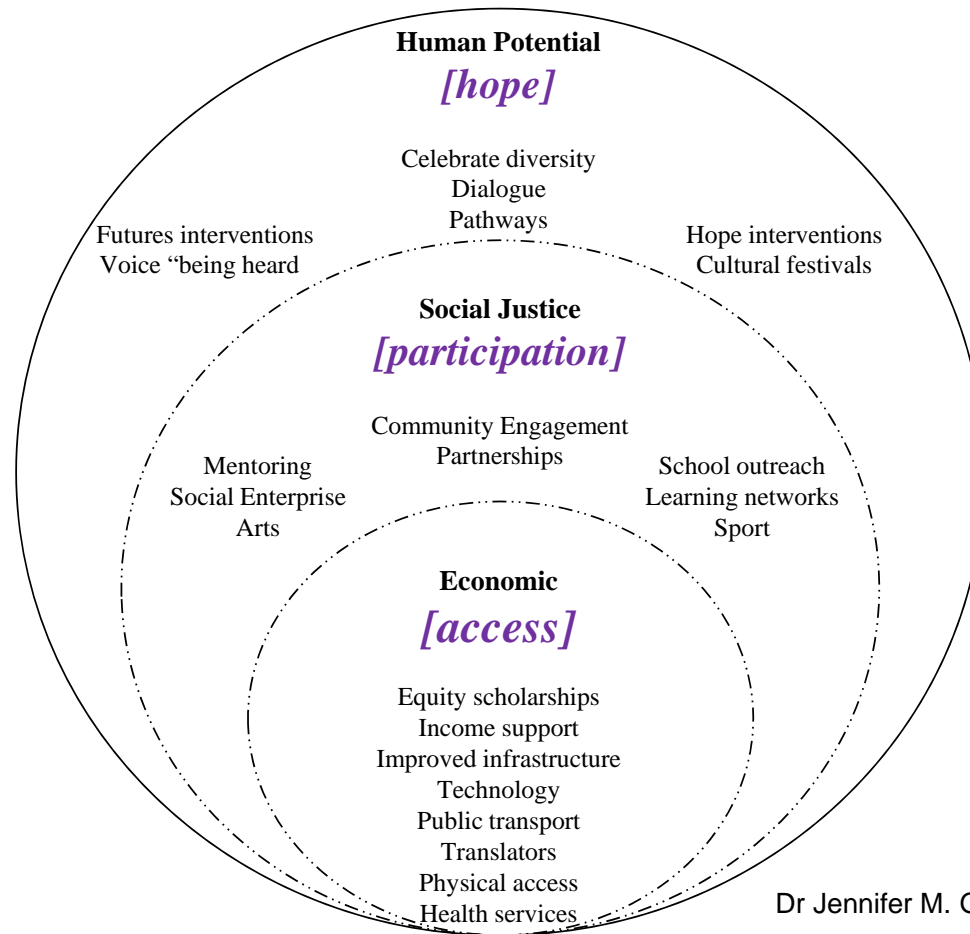
- Source: Gidley, J., Hampson, G., Wheeler, L., & Bereded-Samuel, E. (2010).

An Interpretation of Inclusion

Narrowest Interpretation	Economic Perspective	Equitable Access
Broader Interpretation	Social Justice Perspective	Engaged participation
Wider Interpretation	Human Potential Lens	Empowered Success (Hope)

Source: Gidley, J., Hampson, G., Wheeler, L., & Bereded-Samuel, E. (2010).

Figure 1:
Social Inclusion Interventions Nested within Ideological Underpinnings



How can the *implementation of lifelong learning* contribute to building just and inclusive cities?

Local Action - Case Studies

Learning as a Driver for Change



- ***Learning as a Driver for Change***
 - *4 volumes*
 - 3 case studies – City of Hume, City of Melton, Gwydir Shire Learning Region
 - Funded by Australian Centre of Excellence for Local Government

- ***Main planning document***
 - Wheeler, L., Wong, S., & Blunden, P. (2015) Learning Community Framework and Measuring Impact Toolkit. Vol. 2. Available from:
<https://opus.lib.uts.edu.au/handle/10453/42098>

Hume Global Learning Centre, City of Hume



The buildings are important. They are learning hubs and people come in to learn different things – to meet and talk and read. They will evolve over time. The way they are now will not be the way they are in five years' time (HGLV Committee).

Banksia Gardens Community Services

“Heaven on Earth” – Patron Father Bob McGuire

<https://vimeo.com/youthworxproductions/review/224881896/d81463ff98#>

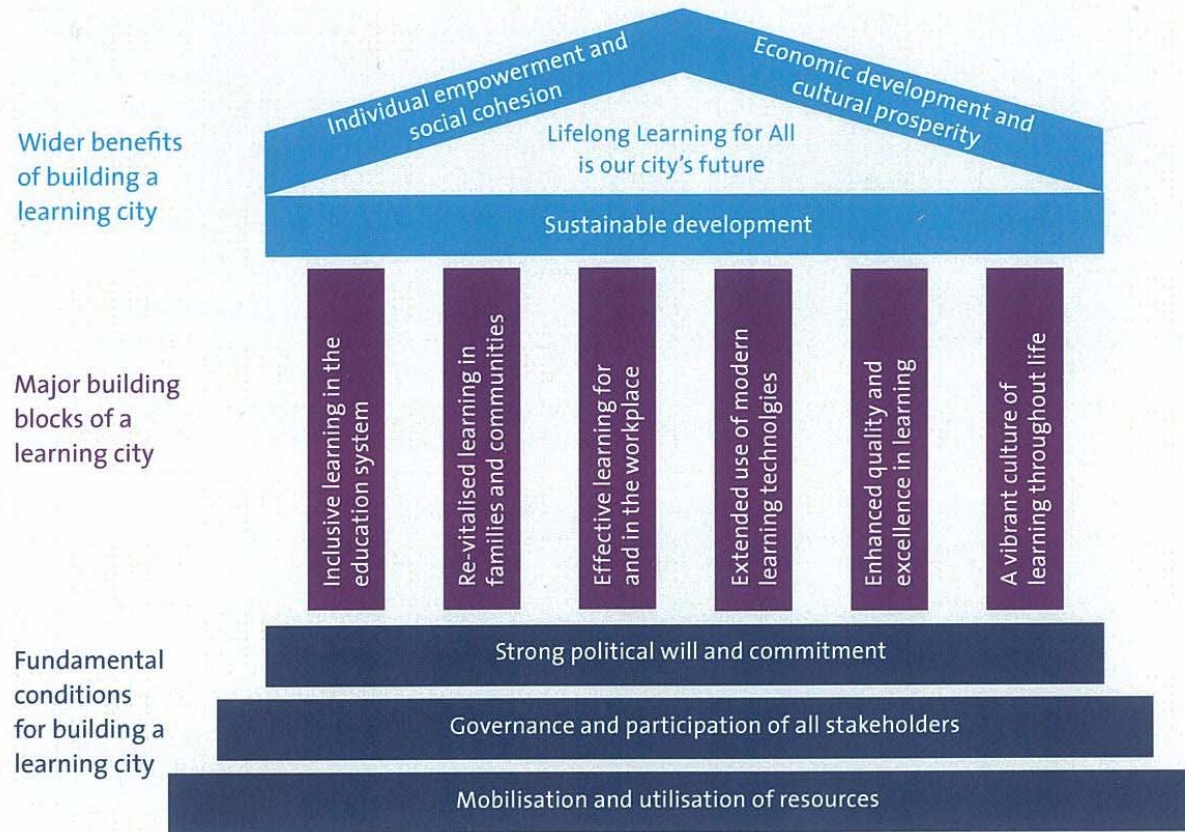
Gwydir Learning Region (rural Australia)



At any age you can go to the careers teachers and ask advice about a pathway and it might be a pathway that you have not even thought about – Learner

What are the challenges of establishing justice and inclusivity and how can cities overcome them?

Figure 1: The Framework of the Key Features of Learning Cities



Source: UNESCO. (2014, p30). *Conference Report: International Conference on Learning Cities: Lifelong Learning for All: Inclusion, prosperity and sustainability in cities*. Beijing, China.

Overcoming Challenges



• Community Learning Plan

- Long-term vision
- Leadership to drive change
- Strategic partnerships
- Integrated community engagement
- Community capacity
- Connecting economic, social, learning and technological infrastructure and services
- Learning as a Driver for Change

The Learning Community Framework and Measuring Impact Toolkit

• **Contents**

- Section A: Implementing a Plan
- Section B: Developing a Plan
- Section C: Reviewing a Plan

• **Appendix:**

- Ten reflective questions when establishing or consolidating a community learning plan
- Crisis dialogue questions to ask at any time a learning program is stalling

References

- Blunden, P., & Wheeler, L. (2015) Unlocking the potential of Urban Communities - Melton. In UNESCO (Ed.), *Unlocking the potential of Urban Communities*.
- Gidley, J., Hampson, G., Wheeler, L., & Bereded-Samuel, E. (2010). From Access to Success: An Integrated Approach to Quality Higher Education Informed by Social Inclusion Theory and Practice. *Higher Education Policy*, 23.
- Wheeler, L., Wong, S., Farrell, J., & Wong, I. (2013). Learning as a Driver for Change Retrieved from <https://opus.lib.uts.edu.au/handle/10453/42056>
- Wheeler, L., Wong, S., & Blunden, P. (2014a). Learning Community Framework and Measuring Impact Toolkit. Vol. 1. Retrieved from <https://opus.lib.uts.edu.au/handle/10453/42098>
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