Learning cities and Social Inclusion

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NETWORKS

Learning Cities: Meeting Today's Challenges for a Better Future

Implementing an EcCoWell Approach for Holistic Development

Connecting Urban and Rural Learning Initiatives

Harnessing Cultural Policies in Building Sustainable Learning Cities

Addressing Disadvantage to Build Inclusive Learning Cities

Entrepreneurial Learning Cities

Faith-based Learning City Development

Learning Cities Networks (LCN)

Learning Cities Networks (LCN) are interactive policy-oriented groups of stakeholders within cities, sharing ideas and experience directed at innovative responses to the big issues confronting cities.   LCN will build on insights and lessons derived from the PASCAL International Exchanges (PIE) program over three years from 2011 to 2013 with networks established in key areas for sustainable learning city development as identified through the PIE experience.

The networks include city administrators with the support of their CEOs and mayors, as well as academics and other stakeholders. They also seek to link with regional and national governments, business and labour organisations, and very importantly establish links with foundations. Networks will develop in flexible ways depending on the nature of participation of members with new sub-themes emerging, and with evolution of focus as new participants become involved. Networks are not mutually exclusive with some topics crossing from one to another.

The outcomes of participation will define key characteristics for sustainable learning cities for the future. Important staging point for the networks have been the PASCAL conferences in Glasgow in 2016 and in Suwon in 2018.

The Networks

CONNECTING URBAN AND RURAL LEARNING INITIATIVES

KEY AIM: This network will examine the distinctive learning needs of rural communities so as to find ways in which learning city initiatives can support learning development and stable rural-urban community building.

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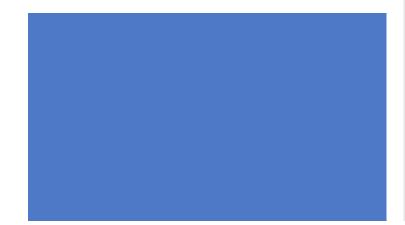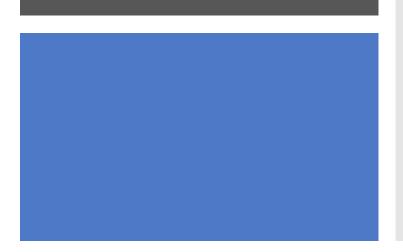
Learning Cities Networks

Key concepts

- Learning Society
- Formal, non-formal and informal lifelong learning
- Indigenous Knowledge
- Equity
- Collectivism v Individualism
- Regulatory and Policy frameworks
- Structural and functional diversity of learning systems
- Institutional Flexibility
- Intersectoral Co-operation
- The Quadruple Helix
- Knowledge Co-construction

International Conference on Learning Cities
Medellín 2019

Learning Society

- education was not a segregated activity, conducted for certain hours, in certain places, at a certain time of life. It was the aim of the society. The city educated the man. The Athenian was educated by culture, by *paideia*. (Hutchins 1970, p. 133)

Formal, non-formal and informal lifelong learning

- Lifewide learning

- *enriches the picture by drawing attention to the spread of learning, which can take place across the full range of our lives at any one stage in our lives. The 'lifewide' dimension brings the complementarity of formal, non-formal and informal learning into sharper focus. It reminds us that useful and enjoyable learning can and does take place in the family, in leisure time, in community life and in daily worklife.* (European Commission 2000, p. 8)

Indigenous Knowledge

Knowledge particular to specific cultures and societies

City of Victoria, Canada

- Reconciliation work with the Songhees and Esquimalt Nations on whose territory the city is built (see http://www.victoria.ca/reconciliation).
- Indigenous-led and indigenous-informed process, asking the city to re-think the very ways in which it governs

Equity

Systems of education and institutions of learning should be fair in relation to access, provide appropriate support upon entry and create pathways to equitable outcomes of the learning that is provided. Fair and equitable systems should reflect the nature of the population served.

However, equity is linked to a normative framework of fairness, which may differ across countries and cultures

Gender, Race and Ethnicity, Age, Disability, Migrant/refugee status, Socio-economic class/status, Caste, Location

Equity Responses in Learning Cities

Migrants - Hangzhou, People's Republic of China

- *Migrant College* facilitates professional qualifications for internal migrants and their children, with the goal to support their social integration and personal development

Youths – Contagem, Brazil

- 'Community speakers' - teachers get trained to become local ambassadors to connect with vulnerable groups, mostly youngsters, strengthening social cohesion and building a bridge between communities and schools

Older Adults – Suwon, Republic of Korea

- *Whatever School (Morado Hakgyo)for later life learning, Whoever School (Nunguna Hakgyo) citizen led School*

People in slums and deprived neighbourhoods – Giza, Egypt

- Non-formal courses and workshops specifically for women are designed to raise their awareness of health issues and transform them into community health advocates

The disabled – Duhok, Iraq

- Preparing specialists, who are working to deal with trauma and the psychological rehabilitation of 850,000 Internally Displaced Persons and refugees. See http://sueuaa.org

Prisoners - Municipality of Ferrara, Italy

- *The prison in the city* – collaboration between Prisons, Formal Institutions and the Third Sector to facilitate re-integration via professional training, cultural activities, etc

Key Issues

- Socially excluded groups are not homogeneous.
- Many individuals are excluded in multiple ways.
- Piecemeal initiatives that focus on one service area may be ineffective.
- Older adults, the disabled and prisoners are largely left behind in learning city developments.
- Smart city and learning city initiatives occupy parallel universes
- COVID-19 may have accentuated exclusion for those most disadvantaged

Questions

- What levers can cities use to facilitate inclusion in education?
- How are the needs and demands of excluded groups best addressed in cities?
- Are there best practices of 'joined-up' service delivery to promote inclusive learning?
- Is inclusion enough or do we need to change the nature of institutions?
- What can we learn from responses to COVID-19?