



LEARNING FOR WELL-BEING 2020

SUPPORTING RESILIENCE IN LEARNING CITIES

3 & 4 DECEMBER 2020

Webinar Report

UNESCO Global Network of Learning Cities Cluster of Learning Cities for Health and Well-being

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. presentations . well-being . innovations . networking . workshops . inspiration . support .

#LEARNINGFORWELLBEING2020

CORK IRELAND



Host of 3rd UNESCO International Conference
on Learning Cities 2017

**UNESCO Global Network of Learning Cities Cluster on Learning for Health and Well-being
Webinar – ‘Learning for Well-being – Strengthening Resilience in Learning Cities 2020’**

3rd and 4th December 2020

organized by **Cork City, Ireland, in partnership with Osan City, Republic of Korea,
supported by UIL**

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1. Introduction

This report is informed by the UNESCO Institute for Lifelong Learning (UIL) Webinar on Learning for Health and Wellbeing hosted by Cork City, Ireland in partnership with the City of Osan, Republic of Korea. The report will initially give a brief overview of the webinar and speakers. Showcasing and highlighting thirteen examples of Learning City good practice was a key feature of this webinar and as such forms the body of this report. An analysis of definitions of health, wellbeing and lifelong learning and an examination of the thirteen examples of good practice through the lens of these definitions follows. The report concludes by looking to the future and outlining possible opportunities for the Learning for Health and Wellbeing Cluster of the UNESCO Global Network of Learning Cities (GNLC).

2. Overview of Webinar and Meeting of the GNLC Cluster of Learning Cities for Health and Well-being

The Learning for Well-being 2020 Webinar, hosted by Cork City, Ireland in partnership with the City of Osan, South Korea focused on supporting resilience in learning cities and creating a space for Learning city members of the UNESCO GNLC to present innovative and transferrable examples of best practice in the area of learning for health and wellbeing. The Webinar was compered by Mr. Denis Barrett, Cork Learning City Coordinator and commenced with The Lord Mayor of Cork City, Cllr. Joe Kavanagh and the Mayor of Osan, Mr. Kwak Sang-Wook warmly welcoming delegates from around the world. This was followed by an address by Mr. David Atchoarena, Director of the UNESCO Institute for Lifelong Learning (UIL), followed by the Prime Minister of Ireland, An Taoiseach Mícheál Martin TD. The opening addresses focused on the importance of learning for health and wellbeing as well as the importance of collective efforts, solidarity, knowledge sharing, building friendships and empowering active citizenship. Following the opening addresses four examples of good practice were presented, followed by questions and answers, from Cork City, Ireland, Wolverhampton, UK, Evry Courcouronnes, France and Dobong Gu, Seoul, South Korea. Mr. Konstantions Pagrastis, of the coordination team of UNESCO GNLC (UIL) presented preliminary findings from a survey aiming to provide insight into cities practice in implementing a learning for health and wellbeing strategy. Presentations from Jincheon Gun, South Korea, Lowell, United States of America, Clermont Ferand, France and Belfast, Northern Ireland followed. The first day of the webinar closed with three workshops in English, French and Korean, focusing on the webinar topics, moderated by Learning City leaders Mary Mahoney, from Wolverhampton, Philippe Bohelay from Clermont Ferand and Sungwha, Jung from Osan.

Day two of the webinar was opened by Mr. David Atchoareana, Director of the UNESCO Institute of Lifelong Learning (UIL), followed by Mr. Raul Valdés-Cotera, UNESCO Institute for Lifelong Learning, GNLC Coordinator, and the Minister for Foreign Affairs of Ireland, Simon Coveney TD. Delegates from Osan, Republic of Korea, Pécs, Hungary, Wyndham, Australia, Bogotá, Colombia and Aswan, Egypt presented their examples of good practice with questions and answers following. The concluding phase saw an address by Mr. Raul Valdés-Cotera, and a panel discussion on all of the topics covered over the two-day event. The panel consisted of Ms. Ann Doherty, CE Cork City Council, Mr. Denis Leamy, CE Cork Education and Training Board and Chairperson of the OECD Local Employment and Economic Development Committee, Mr. Liu, Yongfeng, Programme Specialist at UNESCO for

Health and Education, Mr. Henrique Lopes, Senior Board Member of the European COVID Task Force of ASPHER and Ms. Priscilla Lynch, Head of Service, Health and Wellbeing Cork and Kerry Community Health Care, Health Service Executive, Ireland.

The discussion of this Expert Panel focused on one particular finding - that Cross-Sectoral, integrated approaches have been shown during the Pandemic as the most effective way to respond to extreme societal challenges. The perspectives of the panel, shared with those from the WHO European Healthy Cities Network and from the UNESCO Institute of Lifelong Learning suggested that this approach has strong potential to effectively deal with all challenges both at city and global levels, and to tackle all 17 UN Sustainable Development Goals.

The second day of the webinar included three further workshops in English, Spanish and Korean, focusing on the webinar topics, moderated by Learning City leaders Ciarán Lynch from Cork, Camilo Younes, Manizales, and Sungwha, Jung, Osan.

The webinar was ended with remarks from Ms. Monika Kosinska, WHO Healthy Cities Programme Manager Europe, Division of Policy and Governance for Health and Wellbeing, Mr. Raul Valdes-Cotera, UIL and Mr. Denis Barrett.

Over the course of the sessions across the two days the speakers and presentations all explored themes from the Concept Note issued in November 2020 by UIL 'Learning for Well-being – Strengthening Resilience in Learning Cities 2020' which stated:

'In 2020 the Covid-19 Pandemic has prompted Learning cities to respond in a range of ways to support the Health and Well-being of citizens. The focus of efforts has now switched towards the role that Learning for Well-being can play in supporting the resilience of city populations'.

Within the general theme of learning for health and well-being, the following sub-themes were discussed during the thematic sessions and webinar:

- Learning for mental health - with a focus on responding to digital communications;
- Learning for physical health - including nutrition, exercise and fitness;
- Well-being through creativity - learning through the arts, crafts and exploring personal and collective creativity;
- Well-being and nature - Learning connected with nature.

A cross cutting theme of inclusion was applied across all themes and sub-themes and was reflected consistently in the city presentations.

3. Celebration of Examples of Good Practice

3.1 Cork, Ireland

Example of Good Practice – Community Education - The Lantern Project.

Presenter: Karina Healy and members of the Lantern Project

Cork's Lantern Project is a community development project that focuses on offering community education and hosting community events. This project is part of Cork's South Parish Learning Neighbourhood, in the inner-city, and brings people who have experienced some vulnerability in their lives together for the purpose of learning. This enables individuals to reflect on their own well-being and the supports they have around them. Connecting people and meeting new people are central to this project's approach. This is achieved through many different creative mediums including sharing a love of nature, movement and dance, art, gardening, crochet and boat building to name but a few. Sharing learning experiences and supporting one another is a key component in this example of good practice. In a video highlighting the impact of the Lantern Project, one interviewee describes how she and her friends support each other through their shared needlework projects. Shared goals and spaces as well as reciprocal support is a key facet of the Lantern project's ethos and one that seems to develop organically. Another interviewee outlined the connection between movement, activity and well-being and how it connects with having a positive outlook and using positive language about oneself. Strong community bonds and relationships are developed through fun, laughter and connecting with people. The focus of the Lantern Project is primarily on non-formal learning, focusing on wellbeing through developing social connections, creating a sense of belonging and community as well as building confidence and self-esteem through active participation and citizenship.

Question from the virtual forum:

A question from the virtual forum asked: "Can you explain the role that communities play in the development of Cork as a Learning City and the idea that neighbourhoods and local groups have a key role to play?" Willie McAuliffe, Cork Learning Cities Chair, highlighted that people working in their own locality and learning from each other seems to be a common feature among GNLC cities. In Cork our Learning Neighbourhoods (<https://www.corklearningcity.ie/resource-documents/cork-learning-neighbourhoods-2017.pdf>) is an example of where people look at their own neighbourhoods, their own community and simply get together and share their learning experiences. Giving time and creating a structure to enable people to sit down and share local expertise and knowledge is extremely important. People in communities realised that they have a lot in common and they can learn from each other by working together. Capacity and resilience building are important for communities in the world we live. Willie McAuliffe stated: 'In Cork, we start with our own people and aim to understand what the needs are and to build from there. We also learn a huge amount from other cities'.

Osan, South Korea

Example of Good Practice – 1 student 1 guitar and green learning city.

Presenter: Mayor Kwak Sang-Wook

The city of Osan is situated in the Gyeonggi Province of South Korea and is a city partner with Cork City in the GNLC Health and Wellbeing Cluster. Supporting residents to develop resilience through learning a new hobby and actively participating in that hobby in the community was a key feature of their examples of good practice. Two examples were given in the presentation. The first example called “*1 student and 1 guitar*”, demonstrated how elementary school students and junior students in school learnt how to play the guitar. Guitar teaching was integrated into the regular school curriculum and local teachers with skills in the area and who completed lifelong learning programmes themselves thought these students how to play the guitar. Students performed in annual music recitals called ‘*Our Four Seasons*’. Overtime an instrument library called ‘Soriwool’ was established due to the increasing interest from students and citizens in learning musical instruments. The “*1 student and 1 guitar*” programme has added value to the local cultural life of Osan. The second example focuses on empowering citizens to work in partnership with a local non-profit organisation to grow public/citizen gardens along the Osancheon Stream and clean the stream and surrounding areas. The Osancheon Stream was a class 3 stream that contained waste water and odors due to Urban Development. This programme has returned the Osancheon stream to a class 1 stream. This urban recovery was achieved over a ten-year period and the stream now sees the return of animals, flora and migrating birds as well as beautiful gardens on the banks of the stream created by the citizens.

Question from the virtual forum:

A question from the virtual forum asked: ‘Can you identify the lessons you have learnt, how music has helped with wellbeing?’ Osan’s representative outlined that the one student, one guitar programme is a new initiative. To date this programme has had a positive contribution on children’s emotional education. Children seem to experience this programme at a personal as well as a community level. Regarding the latter this programme supports problem solving in the school community which has spread to the local community. The musical instrument library provides a cultural space for the young people and is the first of its kind in Korea. Guitar orchestras have also been formed and integrated into local cultural foundations. All of this work is adding to the culture of Osan.

Wolverhampton, United Kingdom

Examples of Good Practice – Mind@work, Adult Education Wolverhampton Like Minds & Head 4 Health

Presenter: Natalie Lewis, Wolverhampton City Learning Region Coordinator

Wolverhampton, situated in the west-midlands region of the United Kingdom has a diverse population of approximately 260,000 people with over 88 languages spoken in the city. Wolverhampton City Learning Region has adopted a partnership approach which places learning at the heart of the city. Wolverhampton focuses on using education and learning to tackle social and economic challenges. Their presentation outlines three diverse examples of learning for health and wellbeing in the city which focus mainly around mental wellbeing. The first of these is Wolverhampton Learning Communities which is a “grassroots-lead initiative to improve the city’s response to supporting residents and the socially-excluded”. Wolverhampton Learning Communities tailor-make their activities to the needs of the community. Mind@Work is one such initiative that focuses on health and wellbeing. Mind@Work provides bespoke training, skills development, confidence building and employability skills to individuals who have experienced mental health challenges as a barrier to employment. The initiative supports individuals to move closer to employment. The second example of good practice is the ‘Like Minds’ programme from Adult Education Wolverhampton. Courses focus on improving people’s health and wellbeing through developing new skills, confidence and resilience which can be accessed for free through a referral from a healthcare professional. Pottery is an example of one of these courses and one individual who actively participated in the Like Minds programme tells her story and how the programme supported her. The final example of good practice highlights the Wolverhampton Wanderers Football Club Foundation’s ‘Head 4 Health’ programme. The official charity of the Football Club - Wolverhampton Wanderers Foundation - empowers residents to realise their potential through education, health and community programmes. ‘Head 4 Health’ is a programme for men over 18 years focusing on mental and physical wellbeing. During the Covid-19 pandemic it was adapted as an online programme. Wolverhampton City Learning Regions examples of good practice include approaches such as socially prescribed learning for health and wellbeing and responsive supports to the individual learners needs and the needs of their communities.

Question from the Virtual Forum:

A question from the virtual forum asked: ‘Can you reflect on the mental health examples that you gave in your presentation, how they have taken hold in the city and where this might go into the future?’ May Mahoney, representative from Wolverhampton, outlined that the foundation work with Wolverhampton Wanderers focuses on older men and uses sport to break down some of the barriers. Sport can offer a safe space for people to talk about mental health. Having football players present at meetings normalises and encourages the conversation. This leads to people discussing their mental health challenges and how they are coping with these issues, which leads to more engagement around the topic. The second example, called ‘Like Minds’ is an adult education service developed in partnership with health care professionals across the city. The programme relies on doctors to refer some of their patients to programmes where they feel that learning and engaging, particularly in the creative arts, is a way of expressing their feelings and bringing out their inner creativity.

Évry – Courcouronnes, France

Example of Good Practice – Health on Stage

Presenter: Alexandra Lion

Évry – Courcouronnes is a commune in the southern suburbs of Paris, France. Their example of good practice focuses on the amalgamation of artistic creation and health promotion. Using a project structure, 'Health on Stage' was delivered in three phases. The first phase involved the recruitment of young people with talent and/or interest in music from the area. This was carried out by the local *Youth Centre Pierre Nicolas*. The second phase focused on raising health awareness among young people, support in writing as well as musical coaching. Words and phrases the young people composed include *"Addiction is a passion that hinders your freedom"* and *"too much noise kills your hearing, so don't make the sound too loud if you want to hear it again"*. The final phase of the project consisted of two concerts where the young people's compositions and creations were celebrated and performed. The mission of the concert was also to mix artistic performance and health promotion. This was achieved with health partners having a presence at the concert where they reinforced positive health and wellbeing messages and offered information and free screening for HIV and STIs. The success of this project was grounded in a partnership approach between city and youth services as well as the active participation of young people. This partnership approach allowed for an integrative model of practice focusing on non-formal learning in the arts and health promotion.

Question from Virtual Forum:

A question from the virtual forum asked: 'What was the feedback from the young people themselves after participating in the health through music and lifelong learning concept'? Mr. Rafael, representative from Évry – Courcouronnes, identified that this project was implemented in February 2020 and soon after that, citizens were confined to their homes due to Covid-19. Our best analysis demonstrates that the young people who participated have been empowered by singing together. This can be seen in a number of different ways including trust in ourselves to work together and being able to speak openly about health problems, health prevention and illness. This creative and artistic project created a space that was free for all who participated to utilise freedom of expression. While Covid-19 has paused this project, it is an example of what young people can do for other young people in the area. The act of creativity enables and empowers our young people. It is important that we listen to what young people can teach us as well as what we can teach them.

Dobong-Gu, South Korea

Example of Good Practice – Reduction Type Circle: Dobong-Gu Response to Learning for Health and Well-being

Presenter: Mayor Lee Dongjin

The forum heard from Mayor Lee Dongjin, from Dobong-Gu, South Korea. Dobong-Gu is a municipal government located in the northeast of the city of Seoul and has been a member of the GNLC since 2019. Covid-19 had a significant impact on community activities and lifelong learning in Dobong-Gu. The city explored the role lifelong learning played during the Covid-19 pandemic. The example of good practice presented focused on a special lifelong learning programme called 'Reduction-Type Circle'. This programme encourages people who have acquired knowledge through their own lifelong learning journeys to share and donate their learning to the broader society. Mayor Lee Dongjin gives three examples of how this programme is realised in the city. The first example outlines how people with a variety of talents and knowledge work with residents who may be physically and/or mentally fatigued due to Covid-19. Through these classes, lifelong learning donors support learners in the home and community. This example also allows learning communities to expand during the pandemic by creating access for all to learning opportunities. The second initiative provides training instructors in the area of 'Respect Life Education'. This initiative trains instructors in the area of mental health and respect/value for one's own life. This programme provides face to face workshops, links specialized educational institutions online and provides supports to students in schools. The third initiative focuses on 'The Practice of living movements at home'. This programme provides physical exercises for elderly people and people with a disability through online recorded classes via Youtube. The city of Dobong-Gu summarize by outlining that Covid-19 has changed daily lives and a new approach is required. They also outline that they look forward to collaboratively exploring different lifelong learning models for post Covid-19 cities with GNLC members.

Question from the Virtual Forum:

A question from the virtual forum asked: 'Can you tell us more about the Practice of Living Movement at Home online programme and what was the reaction of participants to this programme?' Chung Moon, representative from Dobong-Gu, outlined that the practice of Living Movement project is the nation's first online exercise prescription programme. The programme supported the health and wellbeing of citizens during the Covid-19 pandemic. Each episode attained over three thousand views. This programme encouraged citizens to participate in an exercise programme on a daily basis. The feedback from citizens show that it was a positive programme and that they would like to continue with it. Due to the success of this programme, Dobong-Gu is currently preparing a second series of the living movement project.

Jincheon Gun, South Korea

Example of Good Practice – Wellbeing and Nature

Presenter: Jaeyoung Eo, lifelong learning educator

Jincheon Gun is located in the centre of South Korea and is a small to medium size city with a population of approximately ninety thousand inhabitants. Jincheon Gun has a particular interest in social health and cultural wellbeing. This is defined by residents fulfilling their ethical, cultural and social roles as part of the society or organisation they are members of. It was highlighted that this approach to Social Health is very broad. Jincheon Gun focused their presentation on one particular area of this; *“enjoying a healthy life as a social member of our environment”*. In 2015, Jincheon Gun natives were incinerating waste in drums and this caused conflict between residents in the city and those in towns and villages. In a bid to resolve this conflict the *“Keepers of Resource”* training course was established for people who have a keen interest in the environment. In parallel to this, collaboration and cooperation between Lifelong Education Centre Officials, waste collection contractors, the environment department of Jincheon Gun and the learners who completed the course was created. The individuals who completed the course were asked to visit and meet people in towns and villages and discuss environmental issues related to waste incineration. They also shared their learning by supporting people not to incinerate waste as well as mediate conflicts around waste disposal in these towns and villages. There were a number of challenges to this approach including persuading elderly people who have disposed of their waste in this manner their whole lives, to now change this habit. Education and training and active engagement and participation was key to overcoming challenges. To date, there have been 127 resource-recycling training courses and more than 300 drums which were used to incinerate waste in towns have been removed. As well as positive outcomes there has been learnings from this initiative. Jaeyoung Eo outlines the following as learnings from this programme.

- 1. ‘We realised that when training older people, better communications ensured better outcomes’*
- 2. ‘We had better results when we approached the environmental issues as ‘our’ or ‘whole’ issues instead of ‘my’ or ‘your’ issues’*
- 3. ‘It was possible to persuade and make participants understand, primarily because our training was not about ‘instructing’ or ‘regulating’ but more about lifelong learning itself pitched at the level of the trainees.’*
- 4. ‘Finally we have found a clue about solving this problem by asking for their participation and cooperation as a society rather than delivering a ‘top-down’ message.’*

Question from the virtual forum:

A question from the virtual forum asked: ‘What key lesson can you share with other cities around your successes with your environmental programme?’ Jaeyoung Eo, representative from Jincheon Gun, highlighted that the success of the programme focused on local action to environmental conservation in everyday rural life. As you heard in our presentation many citizens, and in particular elderly citizens burnt household waste. Using a lifelong learning approach to support locals to understand and sympathise with this situation was key to its success. Jincheon Gun believe that environmental conservation is a very important issue in the context of Global Warming and all cities could learn for this programme.

Lowell, Massachusetts, USA

Example of Good Practice –Mill City Grows: Food is Medicine Farm Share Programme. Presenter – Jessica Willson, Executive Director of Mill City Grows

Lowell is a small city in Massachusetts, USA with a diverse population. A high percentage of its inhabitants struggle with diet related diseases, including one in ten suffering with diabetes and *“93,000+ or 85% of Lowell residents don’t eat adequate servings of fruit and vegetables, most report because they can’t afford it, or don’t have transportation to a grocery store”*. Mill City Grows is a food justice organisation in Lowell. Their mission is to support people to improve health, improve the local economy and regenerate the land by making access to land and locally grown food as well as access to education about food for all achievable. Mill City Grows works with 15,000 individuals annually to access healthy food which is grown in gardens and farms throughout the city and to access food education. The *“food is medicine farm share”* programme was established to tackle some of the challenges outlined above and support people to integrate more fresh produce into their diet. A partnership approach with health care providers, researchers and advocacy groups was adopted. By partnering with health care providers, a referral pathway was created and the *“food is medicine farm share”* programme supplemented patients care plans, who were already receiving medical treatment for diet related diseases. An initial pilot project was conducted with Cardiac Rehab Patients and in 2021 the programme planned to expand to patients with diabetes. Throughout the course of the programme each participant received a weekly share of produce, along with recipes that have been approved by a nutritionist. Graduate students supported the programme by writing nutritional information for each of the recipes. Giving participants a choice of different food and recipe options when they collect their produce, enhances the prospects of them eating the food. There are also food educators on site when participants come to collect their produce, who answered any questions. Tasting cups of the recipes are also available on site for participants to taste before choosing. To encourage a whole household and community approach, the programme also invites participants for a family cooking class where they made a shared a meal with their family and other participants families. During Covid-19 this was conducted virtually. The programme has introduced participants and families not only to new foods but also new cooking methods and skills. The biggest motivator for participants committing to the programme are the relationships they build with others. Mill City Grows found that *“Building relationships with others who are working on learning about healthy eating is the best way to build that new healthy habit”*.

Question from the virtual forum:

A question from the virtual forum asked: ‘How did this innovative project start and how does it sustain itself?’ Mr. John Wooding, representative from Lowell, described how the Mill City Grows programme emerged in 2019 as part of a nationwide activity as well as working locally with community health agencies. The local community health agency in Lowell is primarily focused on immigrant and poorer populations. Our partnership approach allowed us to reach the people who really needed these kinds of medical and nutritional interventions. There was an initial pilot programme consisting of twenty people towards the end of 2019. A lengthy programme with a much larger population in Lowell was meant to follow but unfortunately the Covid-19 crisis made it extremely difficult to do so. We are continuing to work to make this happen. The success of the programme was already indicated in what we started and we’ve helped improve the nutrition of groups including the

Cardio Rehab group. Mill City Grows is deeply embedded in the community, and neighbourhoods. Mill City Grows have seven community gardens in each neighbourhood and has provided a vehicle and an entrée for us to carry out learning city activities at neighbourhood level in many areas, including health and well-being.

Clermont Ferrand, France

Example of Good Practice – A City measured up to the child, School Nurses: A Health Observatory

Presenter - Philippe Bohelay, Learning City Co-ordinator

The city of Clermont Ferrand is situated in the Auvergne-Rhone-Alpes region in the south east of France. The example of good practice highlights and celebrates the pivotal role school nurses play in the development, support and safety of children's health and wellbeing. A school health service is required in all schools in the city as part of 'The city measured up to the Children' political guidance'. This policy came to the fore especially during the Covid-19 pandemic when social inequalities and restricted access to care increased. School nurses are a major asset in terms of screening and prevention as well as an invaluable support for children and their family's wellbeing. This can be seen through educating children about basic rules of hygiene, which was extremely important during the Covid-19 pandemic. The school nurses taught this in a fun and meaningful way which would encourage the children to bring those learnings into their home. By empowering children in the area of health and wellbeing they become transmitters of knowledge to others. This knowledge is wide and varied from nutrition to the necessary tools to combat discrimination or violence. School nurses also provide critical knowledge and expertise that support early detection and intervention of an array of learning challenges children can face, including early diagnosis of hearing disorders, of dyslexia and other learning difficulties. School nurses also provide essential support for children's mental health and also identifying vulnerable children or children who may be in danger. School health officers such as school nurses are important assets for real public health policy and contribute significantly to the health and wellbeing of the children and families they support.

Question from the Virtual Forum:

A question from the virtual forum asked: 'Have you more plans to support young people to be leaders and knowledge transmitters for the future'? Philippe Bohelay, representative from Clermont Ferrand, highlighted that the nurses at school programme in the stringent, protective confinement of Covid-19, have highlighted the difficulty to strike a balance between ensuring the safety of persons and deprivation of their liberties and of the abilities for children to learn. The closing of schools during the pandemic lead to many tragic consequences. This programme promoted coordination in measures across different levels of governance as well as consideration for the diverse social and cultural interactions with health issues, norms and perception of certain populations that may influence the effectiveness of public health measures. The school nurse was in a unique position to highlight the importance of the health measures and the importance of trusting in these measures. It was very important that there were clear messages that were tailored to different audiences, communities and children. Children proved the best prescribers to disseminate good practice for health in this regard.

Belfast, Northern Ireland

Example of Good Practice – Adult Learning and Health and Wellbeing Report

Presenters: Dolores Atkinson, Colin Neilands and Danny Power.

Belfast Learning City presented its unique foundation as it began life under a city-wide health partnership which was set up to tackle inequalities in Belfast and improve the quality of people's lives. The approach taken by Belfast is that learning in all its forms is recognized to be a powerful tool to tackle inequalities in the city. Learning for life, learning for education, learning for and in work and learning to live together are four key messages to promote lifelong learning. While more research in the area of health and learning is needed, Belfast City outline that it is clear that people's health, education, work and social ties do not exist in silos but are instead interrelated and interdependent to make up our quality of life. The example of good practice highlights an exciting cross sectoral research project that focuses on these questions. They note that this is very timely due to the pandemic and societies are focusing on how they can use learning to enhance people's health and wellbeing across their lifespan. The research is due to be published in February 2021. The Belfast presenters outlined some preliminary findings from this research. Preliminary findings included; reinforcing the wider benefits that participation in adult learning has on health and wellbeing; health and wellbeing to become core components of the culture of lifelong learning; identifying that courses in health are often gateways to further learning; and celebrating the finding that the learning cities model offers a means of achieving more effective local collaboration at discipline and sectoral levels. Belfast city outline that this report is very welcome and can be seen as a useful addition to our collective knowledge base and will add to our understanding of how we can fully utilise the value of learning and improving our population's health and wellbeing. The next steps for Belfast Learning City are to strengthen relationships between learning and health partners. This will enhance the common benefit of supporting people in communities, continue to enhance the city's annual festival of learning, and will demonstrate partnership approaches that make learning accessible and enjoyable as well as strengthening measurements of how people access and value learning and access new learning opportunities. The presentation concluded with a suggestion of creating a framework for learning cities that sets out targets for tackling inequalities and improving the quality of life for all citizens.

Question from the virtual forum:

A question from the virtual forum asked: 'Considering your report, did you learn anything that you were surprised by and did you learn something new?' Mr. Danny Power representative from Belfast, identified that the relationship between health and learning has been usually discussed anecdotally. We commonly measure health in degrees of illness and how many years we live but for those of us who are learning practitioners, the ability to improve quality of life must become part of this equation. Policy and planning do not always connect and can quite often separate these issues into silos, for example in financial silos and even in audience groups we are trying to reach. This can have a negative impact on the knowledge we have access to. The report, while it may not contain new ideas, it presents the information in a new way. When we talk about reports we must remember that we are talking about people's lives and the impact on people's lives. This can sometimes get lost when using policy rhetoric, so it is immensely important to remember that we are dealing with real people and real issues. We believe the report will add to the knowledge base and it will allow us to engage not only with local communities to enhance an understanding of this

area but also to support people who develop public policy and allocation of public resources. A learning to take away from this report is that it is essential that we make the case that we no longer separate these issues into neat tailored packages, but instead we need to interconnect and join our efforts.

Pécs, Hungary

Example of Good Practice – ‘Pécs Day’ – Culture and Art, Health, Sports for Wellbeing and Learning environment developments.

Presenter – Németh Balázs Bánk, Pécs Learning City

The city of Pécs is situated in the south-west of Hungary. The focus of their presentation was on their festival of learning called “*Pécs Day*”. The festival is structured around four main pillars. They are culture and art, health, sport for well-being and learning environment developments. Pécs is proud of its multicultural, multi-ethnic, multireligious and multi-linguistic background and enjoys the value that these historical traditions bring. The learning festival is an annual event in the city's calendar. Events in culture and arts, involving music, dance and performing arts encourage learning through active participation. All learning festival activities are organised and carried out on a voluntary capacity by community members in areas including education, sport and environmental areas. Schools, training institutions and community-based organisations are central to the festival and create a bottom up approach. This approach also supports intergenerational participation which can be seen throughout the festival. The festival supports the connection between wellbeing, active participation that is open to all, community action and community learning. The festival provides opportunities for all to learn and participate including people with disabilities and people from minority groups. Collective and collaborative actions between all people in the city provide the bedrock of “*Pécs Day*”.

Questions from the virtual forum:

A question from the virtual forum asked: ‘Can you share with us what you have learnt from using sport in your learning festival as a way of including different people in the city as well as a way to improve people’s wellbeing?’ Mr. Németh Balázs Bánk representative from Pécs, highlighted that adopting an integrated approach to building on the needs of the public is very important in our learning festival. Being open to all forms of skills and knowledge development and creation is also essential and we consider local sports community organisations to be an integral part of our Learning Festival. The learning festival hosts everything from young people’s sports contests to people with disabilities participating in sport while all the while highlighting the integrative capacities of sport indicating the wellbeing of our citizens. It is also important to highlight the importance of our intergenerational programmes. Our intergenerational sports programmes include running, jogging, exploring local forestry and dance. Healthy activities may also be connected to this approach. Voluntary organisations are involved in not just the planning but also the shaping of our learning festival, which we feel gives the Pécs learning festival legitimacy.

Wyndham, Australia

Example of Good Practice – Wyndham Learning Festival and Wyndham Integrated Learning Group

Presenter: Diane Tabbagh

Wyndham is located in the south east of Australia in the state of Victoria and is one of the fastest growing areas in the state and country. Agriculture, construction, education and healthcare industries as well as the Wyndham City Council make up the main areas of employment in Wyndham. The Wyndham Learning Community Strategy, which has over fifty community partners delivering on 18 actions drives the learning city approach. Strong, profound and empathetic partnerships are at the core of this approach. Strong evaluation frameworks are adopted by the city including the use of the collective impact assessment tool. Wyndham outlines two examples of learning for health and wellbeing that both form actions from their strategy. The first example of good practice was the Wyndham Learning Festival. The theme of the 2020 festival, which was the fifth annual festival, was Healthy Learning Healthy Lives. The 2020 festival was online and it encouraged participants to try something new and highlighted the learning opportunities in the city. The festival hosted over one hundred and fifty online events which focused on all forms of learning included physical, social and emotional health and wellbeing. The second example of good practice highlights a project called the “*Wyndham Integrated Learning Group*”. The group drive projects to enhance inclusion and equity in learning for people with a disability aged between fifteen to thirty years. The group supports education approaches and the continuous adaptation of teaching and learning strategies to support learning for this cohort. They also collaboratively work towards creating a vision statement that focuses on access and equity to learning. Group members are being empowered with knowledge, skills and networks to become “*champions for change*” within the community to ensure inclusion for all. These champions go on to provide training and advocacy in their organisations.

Question from the virtual forum:

A question from the virtual forum asked: ‘Can you share some of your learning about the Wyndham Integrated Learning Group please?’ Ms. Diane Tabbagh, representative from Wyndham outlined that this year our group has been revitalized and we have gathered a range of different key stakeholders including a disability support network, libraries, community centres and organisations connected with assisting people with disabilities to find work, and assisting people who are new arrivals. The idea behind the group is to create a shared vision around how access and equity should look within Wyndham. A survey was created to identify what key stakeholders were doing in each of their organisations and to identify the different project priorities. Group members have all participated in disability awareness training and are using self-assessment tools to look at how their organisation is sharing information within their organisation. The idea is to empower the group with the knowledge and skills as well as the support to create a network to empower them to become “*Champions for Change*”. This programme brings a lot of energy to our learning community unit.

Bogotá, Colombia

Example of Good Practice – Response and Transformation to Covid-19

Presenter: Alejandro Gomez Lopez

Bogotá is the largest city and the Capital of Colombia. Alejandro Gomez Lopez outlined Bogotá's example of good practice as being their response and transformation of the city's health system and learning during the Covid-19 pandemic. Their strategy and transformation to health care was structured under four pillars. Firstly, medical experts attended the home of every single person in Bogotá who phoned seeking medical attention. This ensured that those people who contracted the virus could be treated and supported at home.

Overcoming access barriers to health care was essential to this approach. Health care support was given to thousands of citizens through primary care strategies which enabled the people to avoid hospital and significantly reduce overcrowding in the health care system. Secondly, ensuring epidemiological surveillance informed local neighbourhood lockdowns or city-wide lockdowns were required as a strategy in response to the pandemic. The third pillar focused on increasing intensive care capacity across the city and upskill and training healthcare workers to work in intensive health care units for critical respiratory care. The final pillar consisted of reflection, learning and transparency. The mayor of Bogotá adopted an open data policy which ensured all citizens were able to access the same information on the city's Covid-19 situation. This approach allowed for transparency in decision making and built trust with citizens. The city of Bogotá continues to work in partnership with academics, universities and think-tanks as well as learn for other cities around the world. While the city of Bogotá has enormous grief for the lives lost during the Covid-19 pandemic, they are proud of their citizens and their health care system for the way they have responded to these very challenging times.

Question from the virtual forum:

A question from the virtual forum asked: 'What do you think is the most important lesson you learnt while dealing with the pandemic'? Mr. Alejandro Gomez Lopez, representative from Bogotá described that the learning they had was within our health sector and how we can reinvent the way we work. We also learnt about public health and how to implement different strategies as well as access for all to health without barriers. We increased our Domiciliary Care (Care at Home) and our ICU unit capacity which provided a lot of new learning for the sector. We also have principles of solidarity and leadership which was extremely important in the context of people dying due to the pandemic and not from a lack of attention. This was very painful. We also learnt from other cities as well throughout the pandemic.

City of Aswan, Egypt

Example of Good Practice – Festivals and Learning Programmes

Presenter: Raghda Hesham

Aswan is a city in the southern region of Egypt on the River Nile. The city is a strategic and commercial gateway and is very connected to its members in the Global Network of Creative and Learning Cities. The first example of good practice of learning for health and wellbeing focuses on people with disabilities. In 2020, there was a conscious effort by government entities and local communities to support people with disabilities to ensure access to better health and education as well as creating new opportunities for independent living and employment. The second example highlights, how over one hundred young people came together during the Covid-19 pandemic to provide essential voluntary supports by ensuring citizens were aware of information as well as supporting medical staff and services inside people's homes. The third example outlines how voluntary groups and citizens use theatre, drama and arts as a medium to communicate how citizens should include people with disabilities. This programme uses music and song to represent challenges in the city and implement solutions on the ground. Aswan is very well known for using culture and creativity in conferences and festivals. The Women's Film Festival is an example of this. Each year this festival celebrates and demonstrates different aspects of inclusion and respect for women. Other Aswan festivals that encapsulate this ethos of inclusion include the Aswans International Festival of African Arts, International Fold-Art Festival and Festival of Arts and Cultures. The wide variety of festivals and cultural events has broadened access to learning about different cultures and sharing different experiences with all citizens.

4. Exploring Definitions: Health, Wellbeing and Lifelong Learning

The World Health Organisations (WHO) definition of health as outlined in their constitution states, (WHO, 2006¹) *‘Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.’* This definition views health as a broad spectrum and as a right. The focus on wellbeing and not just the absence of disease or infirmity offers a gateway into multiple facets of people lives. The WHO’s definition of health offers guidance under which wellbeing should be viewed in the context of health; physical, mental and social wellbeing. According to Forgeard et al. (2012)² there has been a rise in research in wellbeing over that past number of decades which as lead to definitions becoming blurred and overly broad. Dodge et al. (2012)³, following an analysis of wellbeing research offer a definition that aims to be simple yet optimistic as the *“balance point between an individual’s resource pool and the challenges faced”*.

The social determinants of health (SDH) are highlighted by the WHO as the non-medical factors that influence health outcomes. According to the WHO *“They are the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life. These forces and systems include economic policies and systems, development agendas, social norms, social policies and political systems”*.⁴ Education is one of the social determinants of health and has been described in a recent Lancet editorial as *“the most important modifiable social determinant of health”* but a neglected one.⁵ A report for the OECD shows education to have *“substantial and important causal effects”* on health outcomes, increasing life expectancy, encouraging healthy lifestyles, and improving mental health through ameliorating depression and enhancing self-confidence, self-esteem, and social networks (Feinstein et al, 2006: 176).⁶ More recent OECD Education at a Glance Reports (2012, 2017) support these findings, showing that individuals with higher levels of education are more likely to live healthier and longer lives and have greater life satisfaction than those with lower levels of education.⁷ While there is a need for further studies to investigate lifelong learning effects, Feinstein et al (2006:175) find that *“preliminary investigations suggest that the health benefits of learning later in life may be extremely substantial.”* They conclude that there is a need for more attention from policy makers on the linkages between health and learning, arguing that: *“This is not*

¹ WHO, (2006): Constitution of the World Health Organization. [Online]. Available: https://www.who.int/governance/eb/who_constitution_en.pdf

² Forgeard, M. J. C., Jayawickreme, E., Kern, M. & Seligman, M. E. P. (2011). Doing the right thing: Measuring wellbeing for public policy. *International Journal of Wellbeing*, 1(1), 79–106. <https://www.internationaljournalofwellbeing.org/index.php/ijow/article/view/15>

³ Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222-235. doi:10.5502/ijw.v2i3.4Rachel

⁴ https://www.who.int/health-topics/social-determinants-of-health#tab=tab_1

⁵ The Lancet Public Health, 2020, Education: a neglected social determinant of health, Volume 5, Issue 7, Available on: [https://www.thelancet.com/journals/lanpub/article/PIIS2468-2667\(20\)30144-4/fulltext](https://www.thelancet.com/journals/lanpub/article/PIIS2468-2667(20)30144-4/fulltext)

⁶ Feinstein, L., Sabates, R., Anderson, T. M., Sorhaindo, A. and Hammond, C. 2006. What are the effects of education on health? Measuring the Effects of Education on Health and Civic Engagement: Proceedings of the Copenhagen Symposium, available on <https://www.oecd.org/education/innovation-education/37425753.pdf>

⁷ OECD. Education at a Glance 2012. OECD Publishing, Paris; OECD. Education at a Glance 2017. OECD Publishing, Paris. See also <https://gpseducation.oecd.org/revieweducationpolicies/#!node=41767&filter=all>

primarily a question of providing more specific health-based learning but of recognising and investing in the wider impact of general learning in education contexts through the lifecycle." (Feinstein et al, 2006: 176).

Dave (1975: 43)⁸ defines lifelong learning as a *"comprehensive concept which includes formal, non-formal and informal learning extended through the life-span of an individual to attain the fullest possible development in personal, social and professional life. It seeks to view education in its totality and includes learning that occurs in the home, school, community and workplace and through mass media and other situations and structures for acquiring and enhancing enlightenment."* The "Learning To Be" UNESCO Report (Faure et al., 1972)⁹ was one of the first report to explore lifelong learning as a concept. Holford et al. (1998)¹⁰ identifies three main concepts in this report. They are *"vertical integration, Horizontal integration and democratization"* (ibid: 7). Vertical integration refers to the lifespan of lifelong learning, horizontal integration refers to fostering learning in all its forms (formal, non-formal and in-formal) and democratization refers to access for all in lifelong learning. According to Ouane (2009: 304)¹¹, early definitions of Lifelong learning encompassed *"humanistic values and an evolutionary nature"*. These values have remained relevant and core to the field today. According to Elfert (2015)¹², UNESCO's Delors et al. (1996)¹³ report outlines lifelong learning as a global educational paradigm. This is complimented by other international agency reports including a "Memorandum on Lifelong Learning for Active Citizenship in a Europe of Knowledge" (Commission of European Communities, 2000)¹⁴ and the OECD "Lifelong Learning for all" (OECD, 1996)¹⁵ and "Qualification System Bridges to Lifelong Learning" (2007)¹⁶, all of which identify to importance and value of utilising lifelong learning as a tool in society.

By analysing these definitions of health, wellbeing and lifelong learning it is clear that there are many intersecting aspects. By viewing these concepts in this way, a symbiotic relationship between all three can be identified, as outlined in figure 1. Considering the WHO's definition of Health, where wellbeing and absence of disease is central, and Dodge et

⁸ Dave, R. H. (1975). Reflections of Lifelong Education and the School [Online]. Hamburg: UNESCO. Available: <https://files.eric.ed.gov/fulltext/ED118827.pdf> [Accessed 1st June 2020].

⁹ Faure, E., Herrera, F., Kaddoura, A.-R., Lopes, H., Petrovsky, A. V., Rahnama, M. & Ward, F. C. (1972). Learning To Be The World of education today and tomorrow. Paris: UNESCO.

¹⁰ Holford, J., Jarvis, P. & Griffin, C. (1998). International Perspectives of Lifelong Learning, New York, Routledge.

¹¹ Ouane, A. (2009). UNESCO's drive for lifelong learning. In: JARVIS, P. (ed.) The Routledge International Handbook of Lifelong Learning. London and New York: Routledge, Taylor & Francis Group

¹² Elfert, M. (2015). UNESCO, the Faure Report, the Delors Report, and the Political Utopia of Lifelong Learning. European Journal of Education, 50.

¹³ Delors, J., N'am, A. M. I., Amagi, I., Roberto, C., Chung, F., Geremek, B., Gorham, W., Kornhauser, A., Manley, M., Padron Quero, M., Savane, M. A., Singh, K., Stavenhagen, R., Myong, W. S. & Zhou, N. (1996). Learning: The treasure within; 70 report to UNESCO of the International Commission on Education for the Twenty-first Century, Paris, UNESCO.

¹⁴ Commission of European Communities (2000) reference in LN research
Commission of European Communities, (2000). A Memorandum of Lifelong Learning [Online]. Online: Commission of the European Communities. Available: https://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf [Accessed 1st June 2020].

¹⁵ OECD. (1996). Lifelong Learning for All [Online]. OECD. Available: 74
[http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DEELSA/E D/CERI/CD\(2000\)12/PART1/REV2&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DEELSA/E D/CERI/CD(2000)12/PART1/REV2&docLanguage=En) [Accessed 16th June 2020]

¹⁶ OECD. (2007). Qualifications Systems Bridges to Lifelong Learning [Online]. Paris: OECD. Available: <http://www.oecd.org/education/skills-beyond-school/38465471.Pdf> [Accessed 12th December 2019].

al. (2012) definition of wellbeing, being a balance point between individuals resource pool and challenges faced and the definition and ethos of lifelong learning, one could conclude that lifelong learning can provide support to increase one's resources and capacity to deal with challenges in all domains of health and wellbeing.

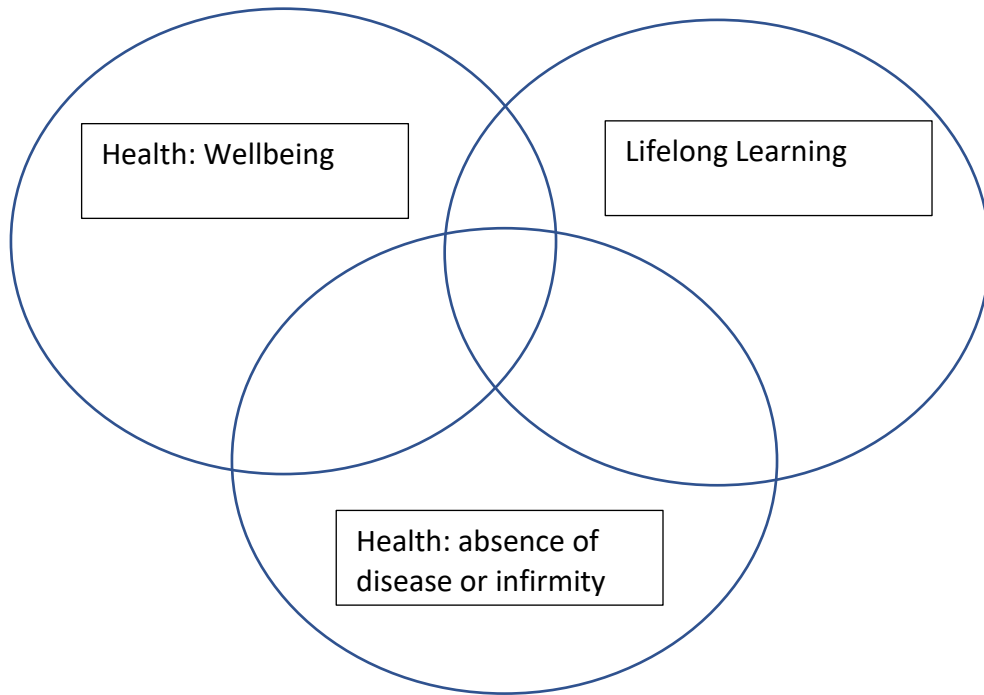


Figure 1

5. Examples of Good Practice Analysis:

Thirteen case studies of best practice in the area of lifelong learning for health and wellbeing were presented at the Cork and Osan joint webinar in December 2020 by city members of the Global Network of Learning Cities (GNLC) and the GNLC health and wellbeing cluster. An overview of each case study is outlined earlier in this report. While each of these case studies is unique and specific to the context of their city, there are themes that can be identified across these examples of good practice. This report will attempt to highlight four of these common themes through the lens of the definitions of health, wellbeing and lifelong outlined in the previous section. It must be noted, that this is not an exhaustive list and the report openly states that there may be many more common themes in addition to the ones discussed.

The first theme is the use of all forms of learning to support health and wellbeing. This can be seen in almost all examples of good practice. Non-formal learning seems to be the form that is most used in examples of practice presented. Integrating these learning opportunities into existing structures in communities including schools, community education facilities, community parks, river banks, hospitals and youth clubs to name but a few, also highlights how responsive and open communities are to embracing and integrating all forms of learning into their communities and that learning can occur anywhere.

The second theme identified involves embracing and developing a bottom up community partnership and collaborative approach with values, grounded in inclusion, access for all and empowerment. Partnership and collaboration is key to all examples of good practice through relationship building focusing on the needs of the community. Whether it is supporting ones physical, mental and social wellbeing using creativity in Cork City, Evry-Courcouronnes or Osan or organising festivals to celebrate learning in Pecs, Whydham and Aswan or improving the local environment in Jincheon Gun, partnership, collaboration, positive relationships and empowerment are key to a meaningful bottom up community approach. The Cork Learning Neighbourhood and the Wolverhampton Learning Communities are examples of this in practice. In the context of the Cork Learning Neighbourhood, this bottom up approach to lifelong learning shows that it increases citizens social, identify, human and capital culture as well as impacting positively on people's mental health (Nash, 2020)¹⁷.

The third theme is sharing learning and supports. As a response to the needs in the community, sharing learning is observed as a key strategy across all examples. This seems to be more pronounced in case-studies that focused on responses to Covid-19. Clermont Ferrand identified the importance of the school nurse in supporting young people in the area of health prevention including hand hygiene. They also identified the important role young people played in being knowledge transmitters to prevent disease during the pandemic. Young people informed their families and friends of the importance of the health prevention measures. Bogota, Columbia's example of good practice also demonstrates how

¹⁷ Nash, E (2020), Cork Learning Neighbourhoods: Documenting the Impact on Communities and Organisations in Cork City and Exploring Current and Sustainable Models of Practice. [Online]. Cork Learning Cities: Available: <https://www.corklearningcity.ie/resource-documents/cork-learning-neighbourhoods-documenting-the-impact-on-communities-and-organisations-in-cork-city-eamon-nash-2020.pdf>

sharing knowledge and learning enhanced their healthcare systems throughout the pandemic. We can also see knowledge sharing in action in the City of Lowell's, Mill City Grows programme where sharing knowledge and expertise through active participation and engagement is central. Dobong-Gu's example of "Reduction Type Circle" embodies this approach, and utilised the term Circle to demonstrate that sharing your learning is just as important as learning yourself.

The fourth theme explores and identifies the integrative approach and the symbiotic relationship between lifelong learning, health and wellbeing as well as the broad areas where they co-exist and are co-inhabitants in society. Wolverhampton outlines three examples of good practice focusing on mental wellbeing in work, community and football. The city of Belfast compliments this by discussing their research called Learn Well, Live Well (Learning and Working Institute, 2020)¹⁸. Their research discusses key features in areas including lifelong learning and health literacy, aging population, mental health, workplace, physical health and wellbeing, and policy. All examples of good practice demonstrated an integrated approach to utilising lifelong learning approaches to enhance the health and wellbeing of its citizens. This has supported capacity and resilience building as well as transformational change for both individuals and their communities. These examples of good practice also encompassed the values as outlined in the definitions of Health, Wellbeing and Lifelong Learning earlier.

¹⁸ Learning and Work Institute (2020). Learn Well, Live Well, Adult Learning and Health and Wellbeing. www.learningandwork.org.uk

6. Looking to the future

There are many areas of interest that overlap between health, wellbeing and lifelong learning, and this intersection is a discourse to consider, discuss and research into the future. The importance of identifying what crossovers they are, supporting and nurturing their growth to work in a collaborative way and adopting a fully integrative approach are key themes identified in the Belfast Learning Cities, Learn Well, Live Well report (Learning and Work Institute, 2020). Finding a balance between grounding our research in practice as well as informing our practice on research could also encourage a continuum of perspectives on this topic which could add significant value and richness of knowledge and learning. Academics have proposed that “More emphasis should be placed on qualitative evidence which can illuminate how education benefits health” since there are more quantitative studies in the area (Desjardins and Schuller, 2006: 17).¹⁹ Local projects in partnership with local universities would be well placed to pursue this, for example through participatory and collaborative research that is aligned with Learning City values by placing the citizen at the heart of studies.²⁰ Conducting a mapping exercise of the intersections could be the first step in exploring and analysing this area. Areas of interest could focus on identifying the forms of learning; formal, non-formal, informal or a combination of learning forms, as well as the areas of health for physical, social and mental wellbeing and learning approaches that support health prevention. This may allow the GNLC health and wellbeing cluster to identify and share different frontline strategies that have worked in their cities while also identifying the preferred learning approach across all domains of health and wellbeing. Figure 2 demonstrates this in the context of the Lantern Project, Cork Learning Cities example of good practice as a suggestion of how this could be mapped in graph form and a starting point for debate around a mapping exercise.

¹⁹ Desjardins, R. and Schuller, T. 2006. ‘Understanding the social outcomes of learning’, Measuring the Effects of Education on Health and Civic Engagement: Proceedings of the Copenhagen Symposium, available on <https://www.oecd.org/education/innovation-education/37425660.pdf>

²⁰ A Guide for Communities Working with Academics produced by Lancaster University as part of a British Academy Rising Star Engagement Award may be helpful in this regard. The guide involved collaboration between community professionals from Ashington- Northumberland, Brisbane - Australia, and Cork City as well as academics from University of Lancaster, University College Cork and de Montfort University and is available on <http://wp.lancs.ac.uk/good-culture/files/2016/07/A-Guide-for-Communities-WW-Academics-V2.pdf>

Learning for Health & Well Being

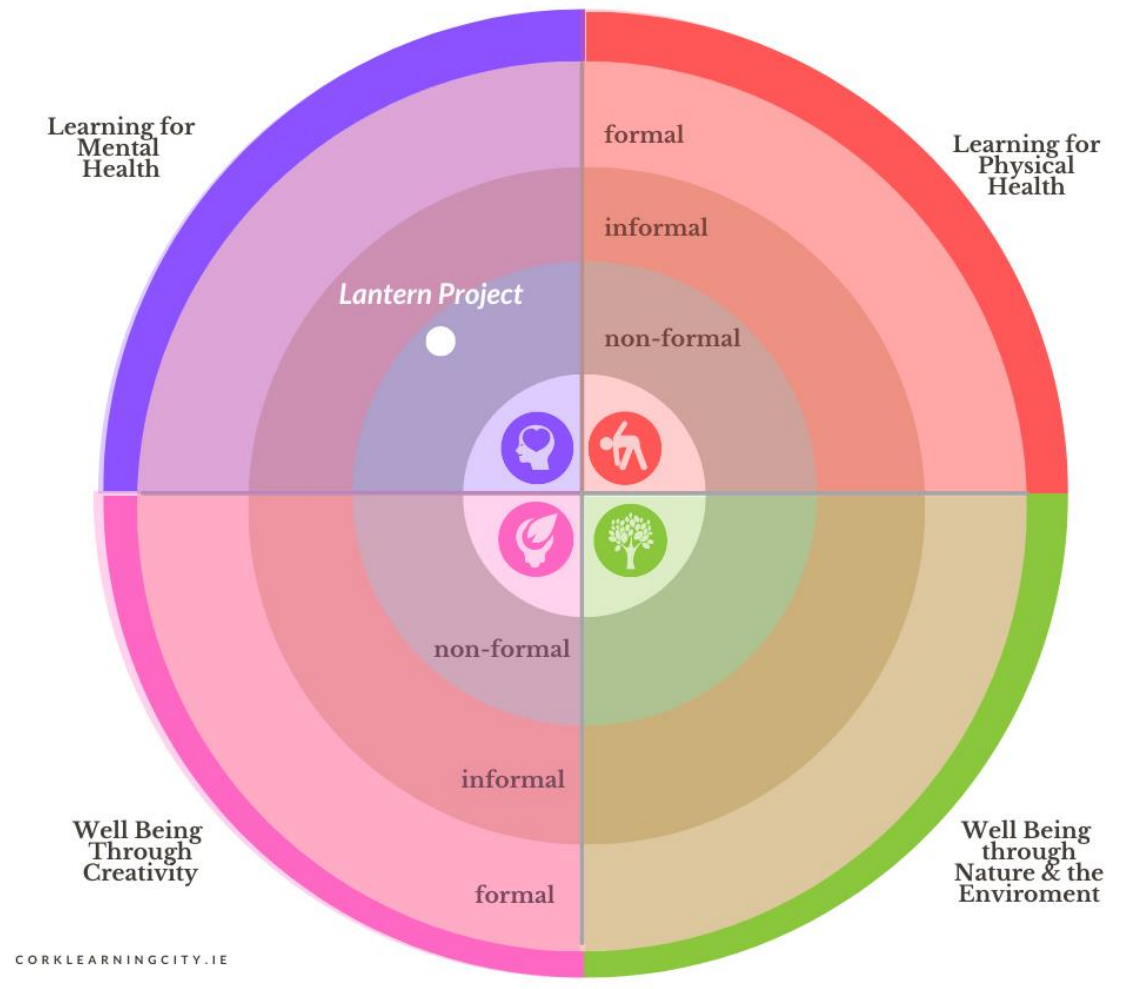


Figure 2

Another area to consider for the GNLC cluster is creating a Learning for Health and Wellbeing framework and guidelines for cities. This framework would be based on best practice models and examples from the communities and cities in the GNLC, informed by the mapping exercise outlined earlier, the WHO Healthy Cities and guided by the most current research and the UN Sustainable Development Goals. Once agreed this could empower communities and cities around the globe to ground their practice in, as well as benchmark practice against a global standard of best practice. It could also empower individuals, communities and cities to think globally and act locally. The cluster may also consider embedding a rights-based approach which may encourage and interagency and collaborative approach at all levels of the framework.

7. Conclusion:

Following the learning for health and wellbeing cluster webinar in December 2020 hosted by Cork City and the City of Osan, there was a sense of anticipation and excitement. This stemmed from the very obvious commitment to this field from participants, the sharing of learning and knowledge around cities approaches to support their citizens during the Covid-19 pandemic and the realisation that this area of practice has enormous scope, reach and was deeply rooted in the values of lifelong learning. This report discussed five key areas emanating from this webinar. Firstly, it gives an overview of the speakers and broad themes that were highlighted. Secondly, it gives an account of each of the city's examples of good practice as well as questions and answers from the virtual forum. Thirdly, it explores definitions of health, wellbeing and lifelong learning and exploring the symbiotic relationship between them. Fourthly, the report examines the thirteen examples of good practice through the lens of the definitions outlined. Finally, the report looks to the future and suggests possible next steps for the GNLC learning for health and wellbeing cluster. These include conducting new research to map and understand practices in the field focusing on a bottom up approach and to use this research to inform best practice globally and develop an agreed framework and guidelines for member cities.

