



Cork2017

INTERNATIONAL CONFERENCE
ON LEARNING CITIES

Conference Report

Third International Conference
on Learning Cities (ICLC)
Cork, Ireland

18–20 September 2017

Global Goals, Local Actions:

Towards lifelong learning for all in 2030



United Nations
Educational, Scientific and
Cultural Organization



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Foreword

I would like to present the following report of the third International Conference on Learning Cities (ICLC), which took place in the city of Cork, Ireland, from 18 to 20 September 2017. UNESCO and Cork City Council organized the event; it was hosted by the UNESCO Institute for Lifelong Learning (UIL), Cork City Council, and the Irish National Commission for UNESCO.

With the overall theme 'Global goals, local actions: Towards lifelong learning for all in 2030', the aim of the conference was to guide cities in implementing lifelong learning to support the achievement of the Sustainable Development Goals (SDGs) at the local level.

Despite the fact that it is primarily countries' responsibility to meet the SDG targets, implementation does not specifically occur at national level. The implementation of the SDGs and the promotion of lifelong learning is better served by cities. Local governments (being the closest level of government to people) are in the best position to link the targets to local communities. Localizing the SDGs for cities is therefore an important step in adapting the global goals to the context of urban communities. Lifelong learning can support this process and help promote sustainable cities and human settlements.

Over the course of the three-day conference, participants from 180 cities from 80 different countries discussed what role lifelong learning

plays in achieving the SDGs, which actions can be implemented to help cities achieve the SDGs, how integrated governance and multi-stakeholder partnership can promote cities' sustainable future, and successful ways of measuring the impact of local actions for sustainable development.

The conference made clear that, by embracing lifelong learning as a tool to foster social, economic, cultural and environmental sustainability, cities around the world have enormous potential to implement the 2030 Agenda for Sustainable Development, ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all.

The first International Conference on Learning Cities in Beijing in 2013 launched the Key Features of Learning Cities and put the debate on the potential of learning cities to secure a sustainable future in motion. The second ICLC in Mexico City in 2015 opened up membership to the UNESCO Global Network of Learning Cities (GNLC) and the Guidelines for Building Learning Cities was launched; participants also adopted the Mexico City Statement on Sustainable Learning Cities. In Cork, the debate went further to include the role of learning cities in achieving the 2030 Agenda for Sustainable Development and SDG 4 (quality education) and SDG 11 (sustainable cities and communities) in particular. The adoption

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of the Cork Call to Action for Learning Cities by over 600 participants recapitulated the power of cities to transform global goals into local actions, thus localizing the SDGs and building learning cities that are green and healthy, inclusive and equitable, and which support decent work and entrepreneurship.

I therefore would like to express my appreciation to the Cork City Council for its hospitality and excellent support; to the Irish National Commission for UNESCO; and to my colleagues at UNESCO, who, together, organized this successful conference.

I am grateful to Ms Irina Bokova, UNESCO Director-General, and to Mr Qian Tang, UNESCO Assistant Director-General for Education, for supporting the event. I would also like to express my gratitude to Mr Stanley Mutumba Simataa, President of the 38th session of the General Conference of UNESCO, for his participation at the conference on behalf of the Director-General. Special thanks go to Councillor Tony Fitzgerald, Lord Mayor of Cork, for his hospitality and engagement in hosting an outstanding three-day event.

In addition, I would like to acknowledge the people behind the scenes who contributed to the success of this important event. I am very grateful for the dedicated work of all members of the drafting

committee who contributed to the outcome document, Cork Call to Action for Learning Cities. Special thanks also go to the rapporteurs, the speakers and moderators, and the staff of Cork City Hall. The support of sponsors and GNLC partners also contributed to the success of the conference.

I hope you enjoy reading this report, which aims to capture the main activities, achievements and outputs of the conference. By compiling this overview of the main topics discussed by the conference participants, we shed light on how we can move from global goals to local actions. This, in turn, can motivate you and your cities in moving towards lifelong learning for all in 2030.

KABIR SHAIKH

Director a.i.

UNESCO Institute for Lifelong Learning

Overview of the Conference

More than 600 participants from over 80 UNESCO Member States met in Cork, Ireland, from 18 to 20 September 2017 to exchange ideas and good practices, create and strengthen partnerships, foster twin cities, and discuss the topic 'Global goals, local actions: Towards lifelong learning for all in 2030'. The occasion was the third International Conference on Learning Cities (ICLC).

Members of the UNESCO Global Network of Learning Cities (GNLC), city educational executives, officials from ministries of education, representatives of UN agencies, regional organizations, non-governmental organizations and private-sector representatives, as well as experts from the fields of lifelong learning and urban and sustainable development came together to guide cities in implementing lifelong learning to support the achievement of the Sustainable Development Goals at local level.

The conference was a platform for exchange, built on the understanding that lifelong learning is key to building sustainable cities and societies, that cities are on the front line of sustainable development, and that learning cities are a crucial driver in the achievement of the 2030 Agenda for Sustainable Development. Discussions centred on the actions cities can take towards governance, implementation, measurement and achievement of Sustainable Development Goals (SDGs) at local level, with the various sessions featuring presentations from international experts as well as city leaders and mayors from all UNESCO regions.

A ceremony to confer the UNESCO Learning City Award 2017 also took place during the event – with 16 GNLC member cities recognized for their advancements and achievements in building learning cities – and the publication *Unlocking the Potential of Urban Communities: Case Studies of*



Sixteen Learning Cities, online GNLC case studies and video tutorials were launched.

Alongside the main conference sessions, two forums (on governance and partnerships, and on mobility and exchange between cities) and two workshops (youth for learning, and GAP & EcCoWell) enriched the programme. Participants had the option to take part in the Cork Lifelong Learning Festival and four different cultural visits. Each tour included a visit to a local 'learning neighbourhood'.

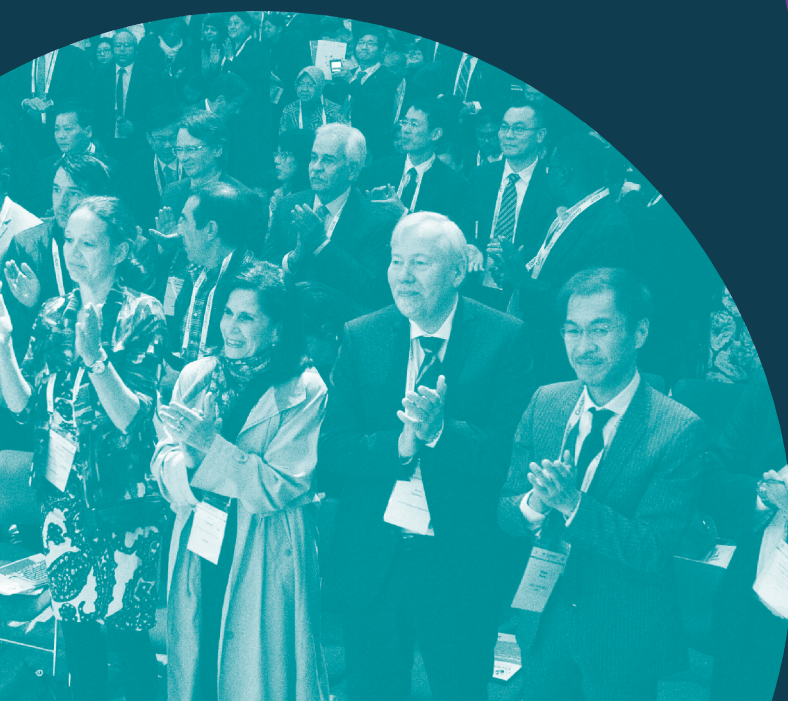
Conference documents (available in English, French and Spanish) distributed to delegates included a conference programme, brochure (including a practical information section), and profiles of speakers and moderators. A mobile app providing information about the event was also available to download. All conference details and news items are now available to view at <http://learningcities2017.org/>.





01

Opening Ceremony



SPEAKERS

Cllr. Tony Fitzgerald

Lord Mayor of Cork,
Ireland

Ms Mary Mitchell O'Connor

Minister of State,
Department of Education and Skills,
Ireland

Mr Edwin Lee

Mayor of San Francisco,
United States of America

Mr Stanley Mutumba Simataa

President of the 38th session of the General Conference,
UNESCO

Mr Kabir Shaikh

Director a.i.,
UNESCO Institute for Lifelong Learning

Ms Joanne O'Riordan

Active Citizenship Scholar and
Leading Disability and Social Rights Activist,
Ireland

The Lord Mayor of Cork, Cllr. Tony Fitzgerald, officially opened the third International Conference on Learning Cities on 18 September 2017. The following speakers then took the floor to welcome participants to the event: Ms Mary Mitchell O'Connor, Minister of State at the Department of Education and Skills, Ireland; Mr Edwin Lee, Mayor of San Francisco; Mr Stanley Mutumba Simataa, President of the 38th session of the General Conference of UNESCO; Mr Kabir Shaikh, Director a.i. of the UNESCO Institute for Lifelong Learning; and Ms Joanne O'Riordan, a leading disability rights activist. These leading political and civil rights personalities along with UNESCO representatives contributed to an inspiring opening.

Using Cork as an example, **Cllr Tony Fitzgerald** explained how any city has the capability to mobilize its resources and achieve its goals when its foundation is strong. He illustrated this with a story about Ms Mary McGrath, a 101-year old from Cork who epitomizes lifelong learning. 'You never need to stop; you just need to remain curious,' he said. Cllr Fitzgerald posed questions for the conference participants to address, including 'Can a city change the world? And, if so, how?' In Cork, explained the Mayor, all sectors work collaboratively to implement lifelong learning. The third ICLC, he said, is a major opportunity to advance the thinking and actions of the city's stakeholders to deliver on the UN Global Goals. It is also a milestone in the city's lifelong learning development, which will guide its journey towards 2030. Cllr Fitzgerald finished by clarifying how learning city development improves the lives

OPENING CEREMONY

of residents by reducing inequality and social exclusion, thereby making the city a better and more sustainable place for everyone. There is still much to be done to achieve this in Cork and globally, he said, and he called on all those present to increase their efforts in this regard.

Ms Mary Mitchell O'Connor explained that the focus of the Irish Ministry of Education was on creating an inclusive education system. In line with this, she highlighted some of the country's schemes, such as early childhood care, which provides learning opportunities for preschool children; the access and inclusion model (AIM), which enables children with disabilities to access early childhood education opportunities; the delivery equality inclusion system (DEIS), which is a scheme for young people at risk of exclusion; the community liaison service, which provides key educational welfare support and focuses on carers' involvement in their children's education; and, finally, the further education strategy (FEAT), which is funded through the Further Education and Training Authority (SOLAS) and delivers programmes for groups at risk of exclusion (e.g., adults with learning disabilities). All of these programmes, she said, are relevant to SDG 4, which relate to furthering equity and inclusion in education. To conclude, Ms O'Connor spoke passionately about the Ireland's Wellbeing Programme, which promotes better health and well-being for 12- to 15 year olds.

Mr Edwin Lee spoke about the bond between San Francisco and Cork, which have been sister cities for the past 33 years. The former city, he explained, is working to become a learning city itself. Learning, he said, is derived both from interaction with others and personal experience. To capitalize on this, San Francisco has created a support structure that includes a 'preschool for all'

initiative. There is also a middle-school initiative in the private sector, where head teachers receive an annual USD\$100,000 'innovation fund'. The city's local community colleges, meanwhile, provide free tuition for everyone, because cost, Mr Lee said, should never be a barrier to educational achievement. During his presentation, Mr Lee also spoke about how San Francisco has become the first US city to ban any registry based on ethnicity, national origin or religion. Cities should be places where innovative ideas are encouraged, impossible dreams fulfilled and inquisitive minds nourished, explained Mr Lee. Great nations often emerge from the creative energies generated in cities. To this purpose, San Francisco has partnerships with 18 other municipalities from four continents. Commonalities – and not disparities – should be sought, and new paths forged against food scarcity, environmental degradation, poverty and inequality, he concluded.

Mr Kabir Shaikh highlighted the importance of learning cities to achieve the SDGs, and reminded the audience that the event in Cork was the first ICLC to occur since the 2030 Agenda for Sustainable Development was adopted by the UN General Assembly in 2015. He asked participants to debate effective ways of transforming the SDGs into local actions through a lifelong learning approach, and told them that the concrete actions and practices of cities that truly localize the SDGs will be incorporated into the conference outcome documents. Mr Shaikh introduced **Ms Irina Bokova's** video message, wherein she told viewers that more than half of the world's population today live in cities and, in one generation, this will rise to two-thirds. Cities are the greatest place for 'living together' and are key actors in peace and development, said Ms Bokova. The challenge is to ensure that this peace is lasting and development is sustainable. Lifelong learning is at the heart of the 2030 Agenda for Sustainable Development,

OPENING CEREMONY

and encompasses more than adult education and vocational training. It is therefore up to cities like Cork to encourage other cities to build inclusive and sustainable learning environments.

Mr Stanley Mutumba Simataa said that education is instrumental in human development but cannot be exclusively bound to a school environment. The 2030 Agenda is a call to action for the 21st century, to lead humanity towards a more sustainable path and transform the world into a better place for all. Education is a key enabler in achieving all 17 SDGs, and establishing the concept of lifelong learning is a guiding principle in implementing inclusive education. Urbanization is a key challenge for this century as well, with an exponential rate of urban development. Cities are also core destinations for migrants, with six out of ten living in urban areas. In order to address the needs of these vulnerable groups of people, education must become a top priority. Providing learning opportunities and sustainable development are key enablers in achieving the goals at local level, said Mr Mutumba Simataa. The contribution of stakeholders is essential for this, and the cities in the UNESCO GNLC have a fundamental imperative to act as local pioneers in the implementation of concrete actions for prosperous and healthy learning city environments.

An inspiring and stimulating speech was then given by **Ms Joanne O’Riordan**, who reflected on inclusion, education and diversity. Society is best perceived by the way it treats the most vulnerable, she told participants, before highlighting the role of education in her life and how it can provide opportunities for all. She also explained the important role technology plays in equitable education. Using her own personal experiences, Ms O’Riordan called attention to the importance of building a city that is inclusive and fosters the participation of all.



Following the opening ceremony, **Mr Kabir Shaikh** provided an outline of the conference background by introducing UIL’s work in the development of the learning cities initiative. Mr Shaikh presented the progress of the UNESCO GNLC and the meetings that took place in 2017, such as the first-ever Members’ Meeting of the UNESCO Global Network of Learning Cities in 2016 in Hangzhou, China. He also introduced the best practice materials developed by the GNLC in collaboration with its member cities: these include the **online database of member cities** and the first two modules of a series of **video tutorials** for building learning cities.

He then presented the conference programme, requesting adoption of the conference agenda from the participants, who approved it. Mr Shaikh also proposed the conference structure along with the election of the Conference Board, recommending the Chair, Vice-Chairs, General Rapporteur, members of the Drafting Committee, and the Secretary-General of the Conference (*please refer to Appendix 2 for details on the structure of the conference*).



02

UNESCO Learning City Award Ceremony



SPEAKERS

Mr Stanley Mutumba Simataa

President of the 38th session of the General Conference,
UNESCO

Mr Kabir Shaikh

Director a.i.,
UNESCO Institute for Lifelong Learning

Mr Raúl Valdés-Cotera

Programme Coordinator,
UNESCO Institute for Lifelong Learning

MASTER OF CEREMONIES

Ms Malak Zaalouk

Chair of the Governing Board,
UNESCO Institute for Lifelong Learning

As the only entity of the United Nations dedicated to lifelong learning, UIL organized the first International Conference on Learning Cities in Beijing in 2013. This conference developed a shared vision grounded firmly in the belief that lifelong learning is a crucial accelerator for sustainable societies. The second ICLC in Mexico in 2015 opened up membership to the UNESCO Global Network of Learning Cities and the first UNESCO Learning City Award was conferred. In 2015, 12 cities received the UNESCO Learning City Award – the first-ever award of its kind in the history of UNESCO. This year in Cork, 16 cities across all UNESCO regions received the award: Villa María (Argentina), Contagem (Brazil), Mayo-Baléo (Cameroon), Hangzhou (China), Gelsenkirchen (Germany), Giza (Egypt), Larissa (Greece), N'Zérékoré (Guinea), Surabaya (Indonesia), Limerick (Ireland), Okayama City (Japan), Pécs (Hungary), Câmara de Lobos (Portugal), Suwon (Republic of Korea), Tunis (Tunisia) and Bristol (United Kingdom of Great Britain and Northern Ireland).

Ms Malak Zaalouk presented the UNESCO Learning City Award 2017 to representatives of the 16 cities that showed extraordinary commitment and commendable achievements in promoting all-round

development and, particularly, education and lifelong learning for all in their communities.

Mr Raúl Valdés-Cotera opened the ceremony with a presentation of the publication *Unlocking the Potential of Urban Communities Volume II: Case Studies of Sixteen Learning Cities*, the second volume in a series examining the achievements of Learning City Award recipients. It illustrates the great diversity of learning cities in terms of size, population, economic strength and stages of development, and showcases best practices in developing a plan for building a learning city, establishing a coordinated structure involving all stakeholders, mobilizing and utilizing resources, and meeting the learning needs of citizens. It provides examples of how to organize events that promote lifelong learning and, finally, how to monitor and evaluate their progress.

The 2017 UNESCO Learning City Awards were then conferred on 16 cities that have demonstrated particular progress in developing the learning city initiative and made outstanding progress in implementing the *Key Features of Learning Cities*. The President of the 38th session of the General Conference of UNESCO, **Mr Stanley Mutumba Simataa**, together with **Mr Kabir Shaikh**, conferred the award certificates to 15 city representatives and conveyed their congratulations via livestream to the Mayor of Mayo-Baléo, Cameroon, who was unable to attend the event.

UNESCO representatives together with Ms Zaalouk expressed their warmest congratulations to the awardees and their communities. In her conclusion, Ms Zaalouk expressed her hope that the award will encourage cities to further develop their learning city initiatives, as well as inspire other cities to increase their own efforts in embedding the learning city concept in their educational policies.

World Map of 2017 UNESCO Learning City Award Winners





Gelsenkirchen
Germany

Pécs
Hungary

Larissa
Greece

Giza
Egypt

Surabaya
Indonesia

Hangzhou
China

Suwon
Republic of Korea

Okayama City
Japan

Villa María Argentina



‘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

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.

Contagem Brazil



'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 of 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

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.

Mayo-Baléo Cameroon



‘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

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 decisionmaking 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.

Hangzhou China



'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

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.

Giza Egypt



'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

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.

Gelsenkirchen Germany



'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

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.

Larissa Greece



‘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

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, nongovernmental 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.

N'Zérékoré Guinea



'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

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.

Pécs Hungary



‘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

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. Nonformal 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.

Surabaya Indonesia



'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 academics. 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

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.

Limerick Ireland



‘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

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.

Okayama City Japan



‘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

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.

Câmara de Lobos Portugal



‘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

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.

Suwon Republic of Korea



'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

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.

Tunis Tunisia



‘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

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.

Bristol

United Kingdom
of Great Britain &
Northern Ireland



'We are proud of our progress as a learning city and it's rewarding to see the hard work of the partnership recognised 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

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.

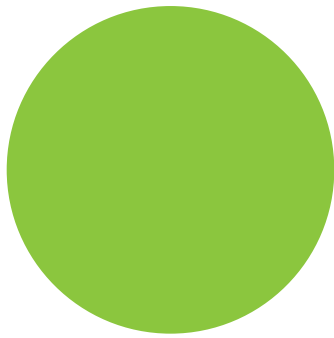


03

Sessions, Forums and Workshops

The conference consisted of three plenary sessions, with thematic forums and action sessions running parallel. A mayors' forum, mobility forum and governance forum, along with two partner workshops rounded out the event. The following pages provide an overview of the outcomes of these sessions, forums and workshop discussions.





Plenary Session I:

How Lifelong Learning Supports the Achievement of The Sustainable Development Goals at Local Level

KEYNOTE SPEAKER

Mr Paulius Kulikauskas
Chief,
Office for Europe,
UN-Habitat

PANELLISTS

Ms Sara Hoeflich de Duque
Director,
United Cities and Local Governments (UCLG) Learning

Mr Raúl Valdés-Cotera
Programme Coordinator,
UNESCO Institute for Lifelong Learning

Mr Federico Gutierrez
Mayor of Medellin,
Colombia

MODERATOR

Mr Walter Hirche
President of the Expert Committee for Education,
German Commission for UNESCO

The first session examined how lifelong learning and the development of learning cities supports the achievement of the Sustainable Development Goals (SDGs). Poverty and inequality need to be tackled at the local level, and it is also here that better health and education services must be provided and environment protected; therefore, a set of local actions to address these challenges is needed. The first step is to empower citizens to lead change in their environments; this calls for more education and lifelong learning programmes to be developed.

The objective of the session was therefore to discuss how to integrate lifelong learning into local action plans. Key questions included: What role does lifelong learning play in contributing to achieving the SDGs? How can cities tackle specific development challenges through lifelong learning? What are the main elements of a local

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action plan to implement lifelong learning for achieving the SDGs?

Keynote speaker **Paulius Kulikauskas** spoke about the SDGs in relation to the New Urban Agenda, which was formally adopted by national governments during Habitat III, the United Nations Conference on Housing and Sustainable Urban Development, on 20 October 2016 in Quito, Ecuador. The Agenda highlights the need for cities to have multiple levels of governance, territorial scales, thematic sectors, various stakeholders and flexible timeframes in order to successfully implement policies that benefit local communities. Subnational governments, Mr Kulikauskas explained, are policy-makers and catalysts of change, and are the level of government best placed to link the global goals with local communities. The residents of local communities, he added, are the ones who truly know what their cities need.

Ms Sara Hoeflich de Duque introduced the work of the Learning UCLG (United Cities and Local Governments), which fosters cooperation between local and regional governments and their associations. She highlighted several of the UCLG's activities and initiatives, and reiterated the important role local government plays in achieving the SDG agenda. Learning city development, Ms Hoeflich de Duque explained, is a bottom-up process; therefore, the key is to expose more people to learning opportunities and to foster communication between cities.

Mr Raúl Valdés-Cotera urged cities to work together to localize the SDGs. Lifelong learning is the key to achieving sustainable, inclusive and healthy cities and this is integral to the learning city approach, he argued. He highlighted UNESCO's definition of learning cities, explaining that the *Key Features of Learning Cities* provided an excellent reference for monitoring localized SDGs. Mr Valdés-

Cotera finished by asking city representatives to draw on the SDGs and UNESCO to further progress, and argued that the crossover between the key features and the SDGs should be central in this debate.

Mr Federico Gutierrez spoke about the transformation of Medellín from a violent city to an innovative one. This change, he said, was brought about through education. Living in a safe, sustainable environment is a right, he said, and calls for the development of new policies that make the most of available resources. One of the most important issues to address is early education, particularly for disadvantaged groups. By preventing school dropout and developing extracurricular activities, argues Mr Gutierrez, you can stop children from getting involved in drugs. He finished by saying that it is important to improve the learning environment by making better use of existing resources, and called on the governments to invest in education.

The discussions from the session revealed that specific development challenges such as poverty and inequalities can be met through the integration of learning that is lifelong, life-wide and life-deep. Involvement of different local actors, development of city-city networks and close cooperation with local communities are fundamental to implement lifelong learning for the achievement of the SDGs.



Plenary Session II

Promoting Integrated Governance and Multi-stakeholder Partnerships to Ensure the Sustainable Future of Cities

KEYNOTE SPEAKERS - CORK PARTNERS

Ms Ann Doherty
Chief Executive, Cork City Council

Mr Ted Owens
Chief Executive, Cork Education and Training Board

Mr Barry O'Connor
President, Cork Institute of Technology

Mr Pat O'Shea
President, University College Cork

PANELLISTS

Mr Martín Gill
Mayor of Villa María, Argentina

Mr Tae-Young Yeom
Mayor of Suwon, Republic of Korea

Mr Robert J. Didham
Deputy Director,
Center for Collaborative Learning for Sustainable Development,
UNESCO Chair for Education for Sustainable Lifestyles

MODERATOR

Ms Rebecca Phillips
Director, Fluent Consultancy

The objective of the second plenary session was to discuss holistic strategies for building and implementing lifelong learning through multi-stakeholder approaches and integrative governance structures. Key questions included: How can cities build an integrated governance structure to implement lifelong learning for sustainable development? How can cities establish accountability in using a multi-stakeholder approach for implementing lifelong learning to achieve the SDGs? What are the challenges and how can cities tackle them in order to deliver integrated governance and multi-stakeholder partnerships?

To provide insight into the organization and practical activities of a learning city, the Cork city representatives presented various initiatives and best-practice projects. **Ms Ann Doherty** stressed the importance of developing multi-stakeholder

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partnerships, and highlighted the partnerships between the city's stakeholders, which have resulted in projects such as the Music Generation Project, the Lifelong Learning Festival and the Learning Neighbourhoods. Ms Doherty reflected on Cork's ambition to become a learning city, which was initiated as part of its 2002 development plan, and how the city's stakeholders – the Cork Education and Training Board, University College Cork, the Cork Institute of Technology, Cork City Council, the Health Service Executive, and the National Association of Principals and Deputy Principals – came together to develop policies including the City Development Plan and the Healthy City Plan. She stressed the importance of inter-city partnership and agreements, such as those Cork shares with San Francisco, Limerick and Belfast.

Mr Ted Owens reminisced about the doubts that surrounded Cork's first Lifelong Learning Festival 14 years ago, when organizers feared that it would be duplicating Cork's Adult Education Exhibition. However, while the Adult Education Exhibition is about advertising and recruitment, the Festival is about making learning fun, celebrating learning in communities, and about sharing the lifelong learning message. Following on from the success of Cork's Learning City Festivals, the city is producing a guide, *How to Organise a Lifelong Learning Festival*, to share with other learning cities.

Mr Barry O'Connor spoke more about the city's Music Generation Project, an initiative that provides access to music education for everyone. He said that Cork was fortunate enough to have the band U2 on board, who in turn was able to secure funding by The Ireland Funds, a global philanthropic network that raises money for projects in Ireland and around the world. Mr O'Connor finished by urging cities to employ people from various backgrounds to engage learners, citing the example of a CIT engineering

graduate who now develops custom equipment for the Music Generation Project to enable learners with cerebral palsy to play music.

Mr Pat O'Shea spoke about the Learning Neighbourhoods initiative, and its efforts to tackle educational disadvantage by working within communities. The Learning Neighbourhoods team employs two dedicated staff members to assist in coordinating and managing and developing the programme.

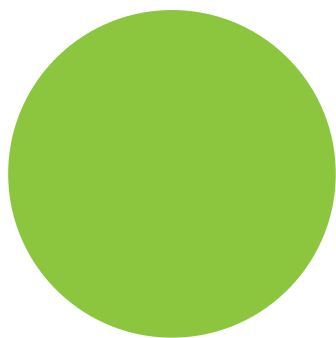
Villa María mayor **Mr Martín Gill**, whose city was awarded the Learning City Award 2017, opened up his presentation by calling for more public investment and intersectoral collaboration to enhance education, which he said was an indispensable tool for human development and social justice. Lifelong learning needs to be a crosscutting priority, with more non-formal and informal learning initiatives in communities, families, workplaces and cultural centres being created. Strengthening lifelong learning communities, he said, is not limited to only providing access to education. Follow-up mechanisms and measurement of impacts should be developed and implemented.

Mr Tae-Young Yeom reported on the progress made by Suwon, which was awarded the Learning City Award 2017, citing the city's 'Superior Learning Models', which enable anyone to be a teacher as well as a student. Among the city's projects is the Toilet Culture School with Mr. Toilet House to teach hygiene, as well as art therapy programmes to benefit people living with dementia. Mr Tae-Young spoke about the importance of respecting older citizens in the Republic of Korea, before introducing the Senior Citizen School, which promotes a sense of community in the city. He concluded by stressing the importance of collaboration for successful learning city development.

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Mr Robert J. Didham said there were three aspects to education for sustainable development (ESD): problem-oriented learning that calls for urgent action, mitigation- and abatement-oriented ESD, and solution-oriented ESD. He highlighted the importance of finding solutions together and said that cities need to be persistent in overcoming the hurdles facing sustainable development, such as the lack of integrated policy-making and planning. Overcoming these barriers requires collaborative governance, building relationships and trust, learning through collaborative governance, and creating a sense of responsibility. Mr Didham concluded by saying that learning cities should bring stakeholders together, who will contextualize and take ownership of local planning and action for ESD.

It is clear from this session that learning does not only concern the department of education, but must also be a fundamental principle across departments concerned with urban planning, technology, family, employment, health and so on. Multi-stakeholder partnerships are critical for success and success depends on effective integration. It is therefore necessary to understand which stakeholders need to be involved in order to achieve specific SDGs and how to involve them. In order to build integrated governance, it is important to understand the wider political environment, where the SDGs are headed, and what will be the political and economic systems that might influence the development of the SDGs.



Plenary Session III

Successful Ways of Implementing and Measuring the Impact of Local Actions for Sustainable Development

KEYNOTE SPEAKER

Mr Luis Liberman
 Director,
 Cátedra del Diálogo y la Cultura del Encuentro, Argentina

PANELLISTS

Mr Carsten Lund
 Deputy City Manager,
 Sønderborg, Denmark

Mr Hans Lehmann
 Vice Principal and ProjectZERO Board Member,
 EUC Syd,
 Sønderborg, Denmark

Ms Claire Hiscott
 Councillor for Education and Skills,
 Bristol, United Kingdom of Great Britain and Northern Ireland

Mr Zhinan Gong
 Director,
 Hangzhou Office of Cultural and Creative Industry, China

MODERATOR

Mr Sampo Suihko
 Director,
 Omnia, Joint Authority of Education in the Espoo Region

The third plenary focused on policies and strategies for effective implementation and monitoring of local lifelong learning actions to tackle local challenges within the framework of the SDGs. Speakers discussed what steps cities have to take to establish a robust mechanism to monitor the impact of lifelong learning, which elements for monitoring cross-sectoral and multi-stakeholder approaches are important, and how cities can monitor the impact of lifelong learning with regard to specific SDGs.

Mr Luis Liberman said that the challenges facing lifelong learning are significant. He emphasized the necessity for a holistic approach to learning that involves not just the state but also the private sector and civil society. The challenge, he said, is to deliver projects that are driven by inspiring leadership. Learning cities are key to this transformation, because they can provide longer-term trajectory, promote

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inclusion, support the SDGs, mitigate market forces and promote values that promote the common good and sustainability. Mr Liberman concluded by saying that central to this is the recognition of 'the other', to develop shared knowledge and understanding from the local to the global.

In their presentation, **Mr Carsten Lund** and **Mr Hans Lehmann** looked at the approach taken by the city of Sønderborg, which is the first Danish learning city. They presented the city's '4-17-42' approach to lifelong learning: '4' refers to social, economic, environmental and cultural sustainability, which are integral to the '17' SDGs, while '42' refers to the *Key Features of Learning Cities*. Sønderborg's modus operandi, they said, is to be holistic and to think globally (local to global). A really innovative aspect of Sønderborg's approach is how it handles evaluation: a sophisticated methodology to measure progress has been developed. The presenters contextualized this with the phrase, 'The truth is what you are doing. Measuring is not the truth, but it is important in order to generate direction.' In other words, an important dimension of the city's measurement initiative is to encourage stakeholders to see themselves as part of the narrative of the learning city.

Ms Claire Hiscott spoke about Bristol's learning city project, which involves a wide range of stakeholders focused on addressing local educational needs and with a competency to make decisions vis-à-vis education. In relation to SDG 4, the city has the 'Unique Voice' project, which promotes Bristol as a city of sanctuary based on equality and rights. A children's book, *Bella and the Blue Birds*, explores issues surrounding migration in conjunction with this. The 'WORKS' project addresses SDG 8, specifically in dealing with youth employment, education and training. A feature of this is to generate work placements that ultimately lead to higher levels of income.

Mr Zhinan Gong began by telling the audience that, since it received the UNESCO Learning City Award 2017, Hangzhou has continued to enhance its learning environment and to adopt best international practices. Lifelong learning is seen as an integral part of everyday life in Hangzhou, with a number of projects, such as the Hangzhou Learning Festival, the West Lake Reading Festival, and the China Digital Reading Conference, developed to support this vision. The city has also placed a lot of emphasis on investment in educational and cultural infrastructure. A significant outcome of the learning city approach, he said, has been a heightened awareness of sustainability. Hangzhou was awarded a United Nations Habitat Scroll of Honour in 2016, and is ranked fourth in China by Forbes for urban innovation.

It is evident from this session that, in order to ensure successful implementation of lifelong learning to achieve sustainable development, lifelong learning policies and strategies that address local challenges, goals and objectives are required. Impacts and outcomes need to be monitored, evaluated and reflected on in regards to what did and did not work. In addition, local monitoring approaches need to be enhanced through the development of defined action lines.



Mayors' Forum

Lifelong Learning is Key in Creating Sustainable Cities and Societies

The Mayors' Forum saw representatives from the learning cities network come together to discuss how lifelong learning and the development of the learning city approach is crucial to the achievement of the SDGs. The forum was moderated by **Cllr. Tony Fitzgerald**, Lord Mayor of Cork, and participants examined how lifelong learning could be used to support the implementation of the SDGs; how the development of multi-stakeholder partnerships can help the implementation of SDGs in cities; and new ways of measuring the impact of local actions for sustainable development and promoting governance for sustainable development.

The mayors acknowledged cities' obligation to adopt the global agenda and that all SDGs are, ultimately, local goals. Those in attendance cited

several examples and posed various questions on how lifelong learning can create sustainable cities and societies. Three key issues were concluded following the discussions: First, that every city is at a different starting point, whether due to lack of resources, shelter, peace, etc.; however, this should not prevent it from initiating the process of lifelong learning. Second, the learning city concept has to be embedded as an institution: Mayors, politicians and governments will come and go, but the project has to go beyond those boundaries. In order to institutionalize the concept of lifelong learning, individuals need to show passion, courage and commitment. Finally, no problem is insolvable: The most powerful benefit of the network is the opportunity to learn from each other's experiences, because other cities will have the solution to a similar problem.

Parallel Thematic Forums

The third International Conference on Learning Cities counted with three thematic forums, which addressed: (I) promoting learning towards green and healthy cities, (II) promoting learning towards equitable and inclusive cities, and (III) promoting learning towards employment and entrepreneurship.

Thematic Forum I

Promoting Learning towards Green and Healthy Cities

PANELLISTS

Ms Martina Eick

Project Manager and Research Coordinator,
Federal Environmental Agency,
Germany

Ms Kirsty Robinson

Professional Officer,
Cities Biodiversity Center,
ICLEI-Local Governments for Sustainability

Mr José Siri

Researcher and Epidemiologist,
International Institute of Global Health,
United Nations University (UNU)

MODERATOR

Mr Balázs Németh

Associate Professor and Co-ordinator,
University of Pécs,
Pécs Learning City-Region Forum,
Hungary

The first thematic forum examined how to establish cities that are sustainable for both present and future generations, and how lifelong learning can contribute to improving lifestyle and well-being. Key questions included 'How can lifelong learning promote sustainable development in cities?', and 'What are the challenges facing green and healthy city development and how can they be overcome?'

Ms Martina Eick argued that in order to mainstream sustainable development and create action plans, the disparity between urban and rural sustainable development must first be recognized. Raising awareness about sustainability in schools and universities is also important, as it encourages young people to seek out initiatives, conferences, and other learning opportunities, which can lead to them getting involved with green and healthy city initiatives. Ms Eick referenced the Netzwerk 21 Kongress workshops, which will take place next year in Berlin, Germany, and which will address

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sustainability as a way to build capacity. She concluded by calling for more initiatives to deal with waste and to build organic food production. There is no end to sustainable development, she said, it must be continuously promoted, campaigned for and celebrated.

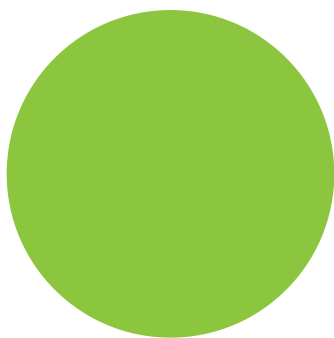
Ms Kirsty Robinson began her presentation with an introduction to the Cities Biodiversity Center (CBC) at ICLEI, which works with local governments across the world – and in Africa in particular – to promote sustainability. She addressed the effectiveness of providing cities with tools, guidelines, capacity-building and skill-development programmes to accelerate action and help them find tailored solutions for developing green and healthy cities and mainstreaming biodiversity. She spoke about the CBC's work in Africa and said they spent the last year mapping the local natural assets and understanding the areas where support is most needed. Such mapping, she said, is essential particularly in places where there are major problems with water sanitation and infrastructure problems. She concluded by saying that CBC is going to be launching a 'Cities with Nature' programme to encouraging local governments to share urban nature information in order to connect cities on a global level with local solutions in mind.

Mr José Siri explained how learning cities can overcome health challenges, noting that while some health indicators such as life expectancy and population are on the increase, several other environmental issues are also on the rise. This, in turn, impacts mental health, obesity and other health issues. Environmental impact results when decisions are taken by stakeholders who are unaware of the other, unanticipated, issues that may arise. This is why it is necessary for all public bodies to consider how their actions affect environmental and health well-being; this can be

done by embracing knowledge and documenting experiments. Mr Siri believes that the role of learning cities is not just to understand SDG interactions, but to have insight into health matters and integrate this into curricula. Learning cities should evaluate stakeholders' engagement, he concluded, as well as look for evidence about what needs to change.



Thematic Forum I highlighted that lifelong learning requires fundamental changes in the way people think and act. In this sense, cities' policies and strategies need to integrate holistic approaches to sustainability. This thematic forum reflected the importance of learning as a tool in solving health in environmental issues by having conscious decision-making and engagement of different stakeholders. It also emphasized the importance of integrating certain tools and concepts related to health and environmental well-being into educational systems and the potential impact this can have on future decision-makers. Last, but not least, it addressed the importance of proper scanning and contextualizing solutions at the city level and of building bridges between rural and urban areas. Finally, the importance of recognizing and raising awareness about natural resources such as water as well as health issues was regarded as an important way to promote healthy and green cities.



Thematic Forum II

Promoting Learning towards Equitable and Inclusive Cities

PANELLISTS

Ms Leone Wheeler

Board Member,
Pascal International Observatory,
Doha,
Qatar

Ms Liliosa Azara

Professor,
Roma Tre University,
Italy

Mr Paolo Di Rienzo

Associate Professor,
Roma Tre University,
Italy

Ms Bridgid Quilligan

Project Manager,
Kerry Traveller Health Community Development Project,
Cork,
Ireland

MODERATOR

Ms Margarete Sachs-Israel

Chief Programme Coordinator,
UNESCO Institute for Lifelong Learning

Cities should be both architects and executors of strategies that foster lifelong learning and promote just, inclusive and sustainable environments. It is therefore essential to understand how cities can become equitable, tolerant, open and socially inclusive places in which the needs of the most vulnerable are met. In accordance with this, the objective of the second forum was to examine approaches to and the implementation of equitable and inclusive cities through lifelong learning to tackle challenges and achieve the Sustainable Development Goals. Key questions included ‘How can cities build equal access to opportunities for all citizens?’, ‘How can the implementation of lifelong learning contribute to building just and inclusive cities?’ and ‘how can cities overcome challenges to justice and inclusivity?’

Ms Leone Wheeler opened her presentation by urging leaders to be present in their local community in order to inspire its inhabitants. She then proceeded to cite multiple examples of positive learning cities in action, such as Hume, Australia, a city with diverse

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languages and a majority of inhabitants born overseas, making it a truly 'global' learning city. Hume currently has three libraries, which cover the arts, house internet cafés, foster entrepreneurship, and provide a variety of informal learning activities. It endeavours to attract groups who may be more hesitant to get involved. Ms Wheeler then presented a video about the Banksia Gardens Community Services initiative, which advocates for refugees, prevention of violence against women, adult literacy, youth transition, and the participation of young immigrants through sports and activities. To tackle different challenges, Ms Wheeler suggested using the diverse resources provided by UNESCO, to develop some sort of planning book to evaluate learning plans, and to promote reflective questions among the communities in question in order to capture their own visions.

Ms Liliosa Azara and **Mr Paolo Di Rienzo** spoke about their ongoing project, the 'Institution of the Historic and Environmental Geominerary Park', in Sardinia, which is designed to promote diversity and social inclusion. It gained international recognition in 1997, when it became part of the UNESCO European GeoParks Network. Its guiding document, the *Carta di Cagliari*, outlines the project's objectives, which include reclaiming historical sites and reinstating the importance of their geological heritage, building a strong sense of identity, and promoting education as well as recreational, scientific, economic and artistic activities. All of these goals are under the context of sustainable development and aim to respond to some of the characteristics of the UNESCO Guidelines for learning cities. The next stop for the Sardinia project, Ms Azara and Mr Di Rienzo concluded, is the constitution of a scientific committee as well as a committee of representatives from different sectors and stakeholders.

Ms Bridgid Quilligan provided the audience with a powerful testimony from a marginalized group, and stood as an example of why inclusion and equity

are pivotal. She is a member of the Irish Travellers community, which is an indigenous nomadic community similar to the Roma in Europe. It is made up of around 40,000 people, who face a variety of challenges and a suicide rate that is seven times the national average. The group faces various forms of discrimination. Ms Quilligan recalled being taken to a segregated classroom as a child, and shared a powerful message about what being denied an education with no hope for the future feels like for those who are disfranchised, isolated, and with few opportunities to make a living. Ms Quilligan's final recommendations called for the inclusion of marginalized community members in decision-making platforms such as city councils, and more educational outreach programmes, more visibility, and less walls and barriers, especially the physical ones around marginalized neighbourhoods.

The second thematic forum triggered an interesting discussion between the panel and the participants. The key to equity and inclusion is access, and equal access should be tackled from a social justice perspective and in terms of learning cities. Whether it is about scholarships, income support, youth employment, housing or health, the approach is centred around the human potential of people and providing them with opportunities. The main message was to value others and to celebrate diversity. The necessity to organize actions to empower refugees, to reach out to the local communities, to engage universities with communities, to take into account the gender mainstreaming and the inclusion of women was also discussed. The session also addressed the problem of informal urban settlements with weak infrastructure and lack of education opportunities, which create barriers to education, dignity and employment.



Thematic Forum III

Promoting Learning towards Employment and Entrepreneurship

PANELLISTS

Ms Judith James

Head of Strategic Regional Collaboration,
Swansea University,
United Kingdom of Great Britain and Northern Ireland

Ms Sophia Bekele

Founder,
DotConnectAfrica

Mr David Lopez

President,
Lifelong Learning Platform

MODERATOR

Mr Paul O'Toole

CEO,
Irish Federal Education and Training Authority (SOLAS)

Cities and communities are capable of stimulating inclusive and sustainable economic growth, reducing the proportion of citizens living in poverty, and creating employment opportunities for all. The objective of the third forum was to discuss these aspects and the role of lifelong learning in tackling specific local challenges and working towards achieving the Sustainable Development Goals. Key questions such as 'How can lifelong learning promote employment and entrepreneurship in cities?' and 'What are the challenges of establishing economically sustainable cities and how can these be overcome through lifelong learning?' were asked.

Ms Judith James introduced the *Entrepreneurial Learning City Regions* publication, which looks at how to develop an entrepreneurial learning city from different points of views and perspectives. She highlighted the need to link city plans to those of universities, as universities can play an important role in lifelong learning and in contributing to build

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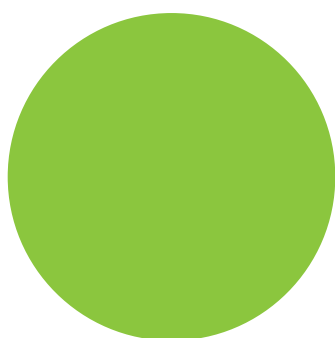
learning cities. She also stressed the importance of looking at what/ how companies and businesses bring skills and opportunities to the city. Ms James brought up the issue of assessing, measuring and monitoring creativity and advanced entrepreneurial skills, as these are often considered soft skills that are not easy to measure. In the end of her presentation, she stressed the need for teachers to understand how to embed entrepreneurial skills development in their teaching and how this should be taken into account in teacher-training institutions. She concluded by saying that cities should look at partnership approaches as key to sustaining entrepreneurial skills and developing a whole-city approach to learning.

Ms Sophia Bekele introduced her work, which focuses on training women and youth in internet technology. In particular, she outlined the need to address the digital gender divide to realize the potential benefits that the internet can bring for women and the broader economy. Ms Bekele highlighted the 'Smart City' concept, which has a number of similarities with learning cities. Through partnerships with the private sector, governments can enable learning to develop smart cities (as in the case of Kigali), she said. Ms Bekele also shared a number of examples of initiatives of IT capacity-building for women, youth and marginalized groups, such as to develop mobile apps to solve local problems, to increase internet literacy, and to help increase one's presence in social media, particularly of those most vulnerable.

Mr David Lopez presented the 'Lifelong Learning Platform', an umbrella network that brings together some 44 European organizations active in the field of education, training and youth. The platform provides a common ground to interact with the European Union, conducts campaigns to call for increasing Erasmus+ opportunities, and runs a lifelong learning week at the European Parliament.

Mr Lopez stressed that cities cannot address the challenges of employment and poverty alone: they need to be supported in their initiatives. In addition to entrepreneurial skills, social skills need to be promoted in order to enhance and sustain these initiatives. There is also a need for social justice to create an environment conducive to entrepreneurship, he said.

It was clear from this session that there is growing recognition of social inequality as a barrier to opportunities for lifelong learning, which has an impact on employment and entrepreneurship. Education has a different objective than industry and as such it is important to have education better understood by industry so that the two can mutually reinforce each other. Lifelong learning supports people's ability to learn and to acquire social and entrepreneurial skills, and although employment and entrepreneurship are at times perceived as two different sides of a coin, they should in fact be seen as complementary. With most of the world population living in urban areas, it is critical to find ways and create opportunities to enhance lifelong learning for all, in particular to strengthen economies and societies.



Forum on Governance and Partnerships

Learning Cities Promote Governance and Partnerships

PANELLISTS

Mr Tat Suan Koh

Director,
Skills Future Singapore,
Lifelong Learning Institute,
Singapore

Mr Kilemi Mwiria

Consultant,
Kenya

Ms Sian Rees

Education and Skills Consultant,
The Ultimate 10 Percent Limited

Ms Rebecca Phillips

Director,
Fluent Consultancy,
United Kingdom of Great Britain and Northern Ireland

MODERATOR

Ms Un Shil Choi

Republic of Korea,
Member of the Governing Board,
UNESCO Institute for Lifelong Learning

The Forum on Governance and Partnerships aimed at discussing how learning cities can promote an integrated governance structure and multi-stakeholders partnerships in order to implement the SDGs. The challenges involved with this process and ideas for cities overcoming them were also included in the Forum debate.

Mr Tat Suan Koh presented Singapore's sustainable learning culture by introducing the city's learning initiatives, which are referred to as 'learning to survive', 'learning to stay ahead', 'learning to compete' and 'learning for life'. He said that although Singapore is not yet a learning city, the goal is to sustain growth in a way that is aligned with some features of a learning city. Collaboration among unions (workers), employers and the government is a key factor in the city, where shared visions can be exchanged, he explained. Mr Koh highlighted the SkillsFuture Programme, which supports the

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city's lifelong learning mindset through workforce development. The programme helps individuals make well-informed choices and promotes employer recognition and career development based on skills and mastery. He concluded by calling for both top-down and bottom-up support to foster and celebrate learning throughout life.

Mr Kilemi Mwiria started by saying that although in most sub-Saharan Africa countries lifelong learning has been restricted to formal learning, there is much scope in Africa outside the traditional formal education system. He said the learning cities network provides an opportunity in this regard and has great potential to promote lifelong learning in Africa. African cities are growing at a fast pace, and learning cities are well placed to supplement formal efforts reaching the educationally disadvantaged. Mr Mwiria emphasized that much progress can be made if there is a coordinated approach led by relevant government structures in collaboration with interested partners such as civil society and the private sector.

Ms Sian Rees and **Ms Rebecca Phillips** said that, in order to develop cities, collaboration is key. The promotion of the city needs to attract employees, they said, and mentioned the importance of giving people influence. In order to do so, they suggest creating a simple structure with shared vision among partners, clear decision-making, and a plan of action. Without a plan and a vision, they said, nothing is going to happen. They concluded by saying that cities should focus on action by building trust and relationship among all involved.

Panellists highlighted that cities face similar challenges and have solutions to problems which might provide common ground for action in other municipalities. In a network, ideas are shared and inspiration is found by looking elsewhere. Integrated governance should take into consideration the growing role of cities for implementing actions. It was also highlighted that we should secure rural areas are not left behind when promoting integrated governance.

In Action:

Best Practices from the UNESCO Global Network of Learning Cities

It is at the local level that poverty and inequality need to be tackled, health and education services provided, ecosystems protected, and human rights guaranteed. While the three thematic forums touched on these topics, the 'In Action' sessions brought the voice of cities. Learning cities members of the GNLC from the five UNESCO regions shared their best practices of localizing the Sustainable Development Goals. The sessions were divided into three topics: learning cities become green and healthy, learning cities for equity and inclusion, and learning cities towards employment and entrepreneurship. The sessions provided opportunities for participants to learn from the member cities what they are doing in order to advance their lifelong learning policies in line with the three aforementioned topics.

In Action Theme I

Learning Cities become Green and Healthy

SPEAKERS

GELSENKIRCHEN, GERMANY:

Ms Annette Berg

City Councillor for Culture, Education,
Youth, Sports and Integration

N'ZÉRÉKORÉ, GUINEA:

Mr Pé Mamadi Bamy

Mayor

PÉCS, HUNGARY:

Mr Zsolt Páva

Mayor

The objective of this session was to share the best practices of cities from various backgrounds. Key questions discussed were: 'What role does lifelong learning play in building green and healthy cities?', 'How can cities tackle specific challenges in becoming green and healthy through lifelong learning?' and 'What are the main elements of a local action plan to implement lifelong learning for becoming green and healthy cities?'

SPEAKERS (CONTINUED)

BEIJING, CHINA:

Mr Juzhong Ge

Deputy Director,
Beijing Municipal Commission of Education

OSAN CITY, REPUBLIC OF KOREA:

Mr Sang Wook Kwak

Mayor

OKAYAMA CITY, JAPAN:

Mr Shojiro Sasaki

Deputy-Mayor

MODERATOR

Mr Bernard Combes

Information Officer,
Education for Sustainable Development
and Global Citizenship Section, UNESCO



Ms Annette Berg talked about developments in Gelsenkirchen, a 2017 awarded city member. She said that the city had a strong coal-mining tradition and that the last coalmine closed in 2000. Adapting to more sustainable industry, she highlighted, was a challenge. In such context, education was therefore seen as being key to the future of the city. Early educational intervention strategies have been identified and implemented, along with cooperation among all key stakeholders. Ms Berg told the audience that 120 organizations across a range of sectors have signed a joint declaration to achieve greater sustainability and development in the city. Old coalmines are now being used as sites to develop, for example, biodiversity parks and municipal recreation and education areas.

Presenting on the developments of the 2017 awarded city N'Zérékoré, in Guinea, **Mr Pé Mamadi Bamy** introduced capacity-building activities that deal with environmental challenges such as irrigation and sanitation, which are priority in the city. Forestation projects are also very important for the region to establish and maintain sustainability. These infrastructure programmes, he said, are also seen as an opportunity for citizens to learn and to create a more inclusive and diverse workforce. Being part of the UNESCO Global Network of Learning Cities, he concluded, is an important opportunity to learn and develop these projects further.

Advancements achieved in the 2017 awarded city of Pécs, Hungary, were outlined by **Mr Zsolt Páva**, who highlighted the Healthy Cities Programme

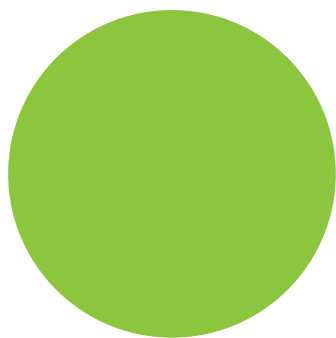
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developed in conjunction with the World Health Organization (WHO). Finding cities of similar scale is beneficial to identifying common strategies and solutions, he said, and strengthening local communities is best achieved by establishing lifelong learning as a top political priority.

Mr Juzhong Ge told the audience that, with a population of 21 million people, Beijing has to deal with what it calls the 'Big City Disease' – which creates challenges related to population, resources and environment. The implementation of the Beijing Declaration on Building Learning Cities in 2013 and the city's ongoing work as a learning city, he said, has been a very significant vehicle in combatting this 'disease'. He concluded by saying that the city is promoting the concept of sustainable and urban development by putting environmental protection and ecological civilization in the spotlight in order to turn Beijing into a developmental paradigm model of a large city.

Mr Sang Wook Kwak reported on Osan City's path to become green and healthy by implementing lifelong learning systems that are people-oriented which enable residents to become 'active citizens'. Community centres and learning networks are a core strategy in the city – the 'No Build, Only Learning Spaces' and 'No Paper, Only Platform' are two examples of how lifelong learning is integrated within the community. Mr Kwak concluded by stating that in Osan City, lifelong learning is seen as the key enabler for the transition process towards a green and healthy municipality.

Mr Shojiro Sasaki spoke about how Okayama, in Japan, is developing future-oriented sustainable systems through dynamism and civic collaboration. With a strong focus on education for a sustainable future, Okayama City targets topics such as safety and security, environment, gender and health, and involves women's associations, local volunteers, civic groups, schools and neighbourhood associations. Like many other Japanese cities, Okayama has a large population aged 65 or over, which is why it regards health a top priority. The city promotes healthy lifestyles with sports, dietary advice and social engagement. The mayor concluded by saying that lifelong learning and community-based learning institutions facilitate dialogue and collaboration among various stakeholders, which is essential for sustainable development in the city.



In Action Theme II

Learning Cities for Equity and Inclusion

SPEAKERS

CÂMARA DE LOBOS, PORTUGAL:

Mr Pedro Coelho
Mayor

LARISSA, GREECE:

Mr Apostolos Kalogiannis
Mayor

Mr Dimitrios Deligiannis
Deputy Mayor of Social Policy

GIZA, EGYPT:

Ms Manal Aboughatas
Deputy Mayor

TUNIS, TUNISIA:

Mr Hatem Ben Kedim
Chief of Staff

CLERMONT-FERRAND, FRANCE:

Mr Philippe Bohelay
Deputy Mayor

MODERATOR

Mr Chris Shepherd
Deputy Chair at the PASCAL Observatory
and Honorary Senior Research Fellow at
the University of Glasgow

The objective of the 'In Action II' session was to share the best practices of GNLC members in building learning cities for equity and inclusion. The mayors and city representatives demonstrated the actions being implemented in their municipalities and discussed the role lifelong learning plays in building equitable and inclusive cities, how cities can tackle specific challenges in building equitable and inclusive cities through lifelong learning, and what the main elements of a local action plan to implement lifelong learning should be.

Representing the awarded city Câmara de Lobos, Portugal, was mayor **Mr Pedro Coelho**. With a young, dense population, the current priorities for the city focus on people, with support initiatives for families and citizens developed in partnerships with local institutions. The mayor highlighted the 'Agenda 21 Local Câmara de Lobos' (A21L) programme, which aims to strengthen social cohesion through education. The programme promotes sustainable development at the local level and the city has consolidated its action in the areas of education

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and social intervention with the preparation of an education charter and the pilot project 'Participated Social Intervention'. The city, he concluded, has improved articulation between municipal services and schools and institutions to guarantee adequate responses to the students' needs, the educational community and educational institutions, supporting them in their demanding task of promoting a more inclusive education.

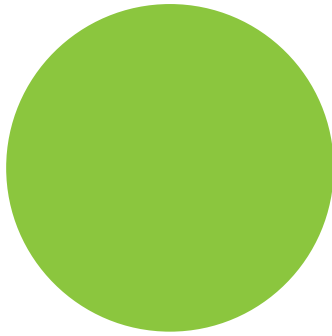
The 2017 awarded city, Larissa, in Greece, was represented by mayor **Mr Apostolos Kalogiannis** and by Deputy Mayor of Social Policy, **Mr Dimitrios Deligiannis**. They highlighted and introduced the 'Larissa Learning City', which is an initiative undertaken by the city together with the Hellenic Adult Education Association to promote concepts such as equality, education and democratic participation. 'Larissa Learning City' specifically encourages the dialogue between city stakeholders and active citizens to organize actions that support vulnerable social groups.

Ms Manal Aboughatas represented Giza, in Egypt, a city with almost 9 million inhabitants. The city has implemented several objectives targeting different areas: medical services for marginalized and poor areas, educational services in different parts of the city, training courses for university students in the scope of the Egyptian National Project for the Elimination of Illiteracy, women's rights through the National Council for Women, ICTs for people with disabilities, children's rights, and environmental protection initiatives such as the Green House model.

Representing Tunis, **Mr Hatem Ben Kedim** highlighted the city's work towards insuring its citizens have the opportunity to learn throughout their lives, whatever their gender, social background and age group. He highlighted that Tunis, just after independence, has implemented a legal

initiative to allow women to contribute to public life and enjoy rights similar to men. For some time, in the absence of a ministry of culture, Tunis has invested in several flagship institutions, including cultural centres, libraries, neighbourhood clubs and well-served kindergartens. These spaces provide training opportunities and promote campaigns about solidarity and the fight against drugs. The city of Tunis is reinforcing the democratization and decentralization of learning through engagement of civil society in decision-making processes.

Mr Philippe Bohelay said that if we accept that the ongoing process of worldwide urbanization will lead to cities assuming more and more power, possibly even exceeding that of states, we must reflect upon the inclusive philosophy advocated by learning cities, the methodologies they have developed, and the schemes they have put in place. Building on the experience of the city of Clermont-Ferrand in France, he analysed how the urban centre might forge links with the surrounding areas, considering these not only as resources (for example, with a view to securing food for cities in the future), but also as areas where expert citizens live who could help address tomorrow's big challenges, such as how to access local knowledge, how to rediscover traditional knowledge and skills and improve these to respond to the needs of cities, and how to resist the temptations of building cities as fortresses.



In Action Theme III

Learning Cities towards Employment and Entrepreneurship

SPEAKERS

CONTAGEM, BRAZIL:
Mr Alexis Ferreira de Freitas
 Mayor

UFA, RUSSIA FEDERATION:
Mr Syntimir Baiazitov
 Deputy Head

AL-WAKRA, QATAR:
Mr Rupert Maclean
 UNESCO Chair on TVET and Sustainable Development

SURABAYA, INDONESIA:
Ms Tri Rismaharini
 Mayor

SANTIAGO, MEXICO:
Mr Javier Caballero Gaona
 Mayor

LIMERICK, IRELAND:
Ms Eimear Brophy
 Limerick and Clare Education and Training Board

MODERATOR

Ms Daniele Vieira
 Programme Specialist,
 UNESCO Institute for Lifelong Learning Learning

In the third 'In Action' session, city leaders showcased how lifelong learning can promote employment and entrepreneurship, and how their cities are tackling specific challenges in line with this.

Mr Alexis Ferreira de Freitas reported on the developments in Contagem, Brazil. The 2017 Learning City Award was, he said, the first step towards change for the city and results are already starting to emerge. One example is the crime rate at schools, which has been reduced. He presented the 'No Limits' programme, which addresses people with special needs, and also highlighted the work of the Microsoft Corporation, which supports the development of ICT projects in the area.

Representing Ufa, in the Russian Federation, **Mr Syntimir Baiazitov** told the audience how the city was using local technological development to strengthen its economy. He highlighted the multicultural dimension of the city and the offer

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of supplementary education for people from disadvantaged backgrounds. Ufa has also been investing in public-private partnerships for the creation of employment along with professional training, he concluded.

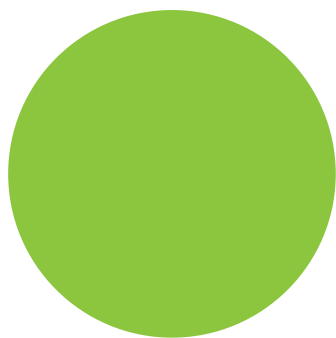
Mr Rupert Maclean started by saying that learning is embedded in human, social, economic and environmental development, which are the four pillars of Qatar's national vision 2030. In line with this, the application of the standards of green buildings and green facilities were started within the municipality's strategy. The municipality coordinates initiatives such as energy conservation and efficient utilization of resources, with a strong focus on solar energy. In addition to this, he mentioned the creation of strategic partnerships with industry and education sectors and the medical tourism initiative.

Ms Tri Rismaharini highlighted the importance of the learning cities initiative for the city of Surabaya, which has developed several projects with an aim to foster employment and entrepreneurship among its citizens. Among its various projects introduced, the city has developed a math centre for children and young adults, and provides public spaces for arts and sports where people from various generations can interact and learn with each other. Moreover, Ms Rismaharini has introduced the *Kampung* space, which offers multiple productive activities for citizens in the city.

The activities developed in the city of Santiago were presented by mayor **Mr Javier Caballero Gaona**. Santiago has developed a structured framework for its learning city project, which focus on key areas for the city: provision of basic services, housing, sports, health, socioeconomic aspects and education. Specific projects developed with an impact on employment include prevention of pregnancy among adolescents, social work initiatives for

women, local language schools and a virtual robotic school. Santiago is also furthering its ICT efforts in order to support learning in the communities.

Ms Eimear Brophy presented Limerick's Local Economic Community Plan (LECP), which comprises three pillars: social, education and learning; environment; and the economy. The city recognizes the importance of balancing economic growth with social justice, and has developed key assets to promote employment and entrepreneurship, including regional structures, multisectoral projects, market-led training in cooperation with education providers and industry, and the partnership 'Limerick for IT', which focuses on identifying future skills. The success of the Limerick for IT led to the establishment of a second group, Limerick for Engineering.



Forum:

Mobility and exchange between cities and countries towards peace, tolerance and inclusion
Erasmus+ - A European case study over 30 years

PANELLISTS

Mr Gerry O’Sullivan

Head of International Education,
 Erasmus+ National Agency at the Higher Education Authority

Ms Fionnuala Broughan

Communications Manager,
 Léargas (Irish National Agency for Erasmus+)

MODERATOR

Mr Tim Geraghty

National Association of Principals and Deputy Principals

The Forum on mobility and exchange between cities and countries towards peace, tolerance and inclusion was organized by the Irish National Commission for UNESCO.

Mr Gerry O’Sullivan and **Ms Fionnuala Broughan** made a sound presentation on the Erasmus+ programme – the EU flagship education and training programme. It funds organizations to enable their students, staff, youth and voluntary workers to explore opportunities abroad. Launched in 1987,

the programme has fomented full- and short-study initiatives in partner countries for over 30 years. International education, they said, provides a massive opportunity for countries and cities to deliver positive experience, which can create successful partnerships at local, regional and national levels. Building from the example of Ireland, the presenters mentioned several contributions to the country as a result of the initiative, such as internationalization of staff, partnership opportunities, staff mobility, and cultural interchange with visiting students. In 2015, EU Ministers of Education pledged a new commitment to recognize the contribution that education makes to personal development and social inclusion. The programme has now embedded the aims of the Paris Declaration, with priority given to projects addressing inclusive education approaches. They concluded by informing about the social impact of the programme, with the inclusion of students from under-represented socio-economic backgrounds and students with disabilities.

Partner Workshops

The Conference counted two partner workshops:

The Youth for Learning (a closed session) and the GAP & EcCoWell: New Approaches to Local Solutions.



Youth for Learning

Young people play an important role in engaging and shaping cities, and the engagement of future generations forms one of the priority areas of UNESCO. This is also the case for the learning cities network. In Cork, the youth workshop looked at acknowledging the role of youth as co-creators of inclusive lifelong learning cities. In fact, several members of the GNLC are currently supporting the establishment of youth working groups. The workshop gathered youth representatives from all over the world, including from Egypt, Finland, Croatia, Indonesia, Sri Lanka, England, Ireland,

France and Greece, who shared their ideas and experiences for their learning cities, as well as established and set up an action plan for the working group in line with the 3x3x3 Youth Statement on Learning Cities, launched in 2015 at the second International Conference on Learning Cities. The workshop looked at the role of the working group, its future goals, and started to develop a new action plan to provide youth across the world the support needed to effectively activate their roles as co-creators of inclusive lifelong learning cities.



GAP & EcCoWell

New approaches to local solutions

The Global Action Plan (GAP) supports schools, communities and businesses to take practical, environmental action to live and work as sustainably as possible. EcCoWeLL promotes integrating strategies to maximise the positive impacts on the health and educational opportunities of all citizens as well as developing the environmental and economic sustainability of the city, resulting in greater equality, social inclusion and ultimately quality of life. In EcCoWell, the 'EC' refers to 'Ecology & Economy', 'Co' refers to 'Community & Culture', and 'Well' refers to 'Well-being & Lifelong

Learning'. The aim of the session was to provide a participatory workshop to reflect on the global and local application of the Global Action Plan (GAP) and EcCoWeLL and to explore the ingredients of effective partnership with a view to informing EcCoWeLL 2 in the context of the Sustainable Development Goals. This workshop included two short inputs from active members of the GAP programme and EcCoWeLL, including a practical activity and group discussion with Mr Peter Kearns (from PASCAL International Observatory) who developed the EcCoWeLL concept.



04

Closing Ceremony



SPEAKERS

Cllr. Tony Fitzgerald
Lord Mayor of Cork, Ireland

Mr Jerry Buttimer
Leader of the Senate, Ireland

Mr Alan O'Callaghan
Irish National Commission for UNESCO

Mr Kabir Shaikh
Director a.i., UNESCO Institute for Lifelong Learning

MASTER OF CEREMONIES

Ms Judith James
Head of Strategic Regional Collaboration,
Swansea University,
United Kingdom of Great Britain and Northern Ireland

The closing ceremony started with the greetings from the Master of Ceremonies, **Ms Judith James**, who started the session by calling on the statement from the General-Rapporteur of the Conference, **Mr Arne Carlsen**. Mr Carlsen reminded the audience of the important role learning cities play as a crucial driver in the achievement of the 2030 Agenda for Sustainable Development. He argued that transforming cities into learning cities is aligned with the need for a paradigm shift regarding urban development in an increasingly unpredictable world. The statement from the General-Rapporteur was followed by the adoption of the outcome document, the *Cork Call to Action for Learning Cities*, presented by **Ms Tina Neylon**, chair of the Drafting Committee. Ms Neylon said that the *Cork Call to Action for Learning Cities* is dedicated to transforming global goals into local actions, and that lifelong learning is indispensable for the achievement of the SDGs.

In his closing speech, **Cllr. Tony Fitzgerald** called on stage 101-year-old Mary McGrath and celebrated her ongoing journey in learning by presenting her with a token of appreciation. He took the opportunity to reflect on the last few days, remarking on how the delegates learned together, and from each other, encouraging participants to take one new idea or action home with them with enthusiasm and motivation to implement it. The Lord Mayor of Cork was followed by **Mr Jerry Buttimer**, who told the audience that a lifelong learning festival is about vision, people and active education. Our task as co-guarantors of education, he said, is to ensure that everyone has the opportunity to learn. Education must be rooted in community, it must be accessible and fun, and it is education that allows us both in a personal and societal capacity to access opportunities. We must all take ownership of this responsibility and continue to provide resources, he concluded. **Mr Alan O'Callaghan** highlighted the relevance of lifelong learning for all members of society stressing that 18 of Ireland's schools participate in global schools networks, and **Mr Kabir Shaikh** added that it must be a priority for cities around the world to promote lifelong learning. Freedom is now synonymous with knowledge and learning, he said, and our task should be setting people free by creating learning opportunities and by bringing global goals to local actions.



05

Cultural Visits



Cork Institute of Technology and National Maritime College of Ireland

Delegates had the opportunity to visit a constituent college of the Cork Institute of Technology, the National Maritime College of Ireland (NMCI), which provides training and education for the merchant marines as well as the non-military needs of the Irish Naval Service (INS). NMCI is the first third-level college in Ireland to be built under the government's Public-Private Partnership scheme. Participants could visit specialist spaces including survival facilities,

seamanship and shipwrights' workshops, firefighting/damage control, jetty and lifeboat facilities, as well as the engine room. Delegates also visited the Togher Learning Neighbourhood at St Finbarr's Hurling & Football Club for a celebration of all things Irish, enjoying presentations by different local groups, clubs, schools and organizations, and enjoying a sample of Irish food.

University College Cork (UCC)

From 19th-century architecture and design to today's artwork, delegates experienced a world-class modern teaching and research-led Irish university. The visit included a choice of walking tours, exhibitions, music, screen-printing, and opportunities to meet people involved in lifelong learning. After that, delegates visited the Ballyphehane Learning Neighbourhood at the Community Garden, in the grounds of Tory

Top Road Library. During Ballyphehane's year as a pilot Learning Neighbourhood, schools, community projects, sports groups, the local day care centre and childcare facilities all worked together to demonstrate the multiple learning opportunities and the many possibilities there are for shared learning. It provided also an opportunity to meet some of the people involved in the initiative.

Cork Education & Training Board (CETB)

Participants had also a chance to visit the Cork Education & Training Board (CETB), which is a founder and key driver of the Cork Lifelong Learning Festival. CETB supports and delivers learning for all ages, from preschool, primary and secondary school along with further education and training, apprenticeship courses and a unique and extensive adult and community

education service, including adult literacy and second-chance education, with a focus on access, transfer and progression. After visiting CETB, delegates could also visit the Mayfield Learning Neighbourhood at the Sports Complex, Old Youghal Road, and have a glance at the educational courses, social clubs, sports clubs, services and supports that are available in the area.

Health Services Executive (HSE)

The Health Service Executive (HSE) was the fourth option provided to delegates as a cultural visit. HSE provides public health and social care services to everyone living in Ireland. On this tour, participants of the third ICLC experienced the best of Cork culture, food, and the unique links between healthcare organizations, educational bodies and Cork communities. Together with the HSE, delegates also visited Knocknaheeny Learning Neighbourhood – a walking tour of Knocknaheeny, which is undergoing a major regeneration programme. Staff from Cork

City Council highlighted the progress made and their plans for the future. Participants could also hear from members of the community on how they have benefitted from the Learning Neighbourhood initiative; see the Sunday's Well Boys' National School Sensory Garden, which was designed by the school and features a natural playground and stimulating learning environment; and experience the performance of traditional music by local schoolchildren with Cork Academy of Music.



06

Way Forward



Cork Call to Action for Learning Cities

Global goals, local actions: Towards lifelong learning for all in 2030

Preamble

- 1.** We, the mayors, deputy mayors, officials and representatives of cities worldwide, education executives, education experts, representatives of UN agencies, the private sector, and regional, international and civil society organizations from 180 cities in 80 countries, have assembled in Cork from 18 to 20 September 2017 for the third International Conference on Learning Cities (ICLC), dedicated to transforming global goals into local actions.
- 2.** We recognize that education and lifelong learning are at the heart of the Sustainable Development Goals (SDGs) and indispensable for their achievement.
- 3.** We are committed to achieving sustainable development in all its dimensions, recognizing the links between all of its social, environmental and economic aspects in order to secure a sustainable future for all. Another important dimension is culture, which includes the celebration of cultural diversity, provision of opportunities for cultural expression, and the protection and extension of cultural heritage.
- 4.** Effective implementation requires, among other things, protection of all human beings from poverty, hunger and violence; assuring inclusion, equity, gender equality, equal rights and the promotion of peace; effective management of the planet's natural resources and action on climate change; and ensuring sustainable economic growth to enable people to fulfil their potential and to enjoy prosperous and fulfilling lives for themselves and for their communities.
- 5.** Partnerships, networks and global solidarity will be needed to tackle the numerous challenges in the world and to ensure equal opportunities for all, particularly for the poorest and most vulnerable.
- 6.** We aspire to build mindful learning cultures in our cities that foster global consciousness and citizenship through local action to implement the SDGs.
- 7.** We believe that cities, by mainstreaming lifelong learning, are important drivers for achieving this global vision. In implementing the 2030 Agenda for Sustainable Development, we follow the Agenda's fundamental guiding principle, which is to ensure that no one is left behind.
- 8.** To support the building of sustainable learning cities that are green, healthy, equitable, inclusive, entrepreneurial and capable of offering their citizens decent work opportunities, we:
- 9.** **recall** the 2030 Agenda for Sustainable Development, adopted by the UN General Assembly in 2015, aiming to end poverty, protect the environment, ensure equity and prosperity for all, and create peaceful and healthy living conditions in all parts of the world;
- 10.** **reaffirm** our commitment to SDG 4, through which member states committed to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and SDG 11, which aims at making 'cities and human settlements inclusive, safe, resilient and sustainable';
- 11.** **recognize** that the SDGs set out our common vision, but that local governments and communities are the key drivers for achieving them;
- 12.** **affirm** our collective understanding of the importance of lifelong learning for unlocking the full potential of urban and rural communities and securing sustainable living environments for present and future generations;

13.
recall the main guiding documents for learning cities, namely the *Beijing Declaration on Building Learning Cities*, the *Mexico City Statement on Sustainable Learning Cities*, and the *Key Features of Learning Cities*, which provide a comprehensive checklist of action points to enhance and measure the progress of learning cities, and recognize the advancements made by member cities;

14.
acknowledge the diversity of Learning Cities, their different stages of development and variation in terms of size, population, economic strength and political autonomy, resulting in a great diversity of challenges and actions for a more sustainable future and opportunities for creative initiatives.

Call to action:

15.
Recognizing the role of lifelong learning as a driver for environmental, social, cultural and economic sustainability and acknowledging the importance of involving all stakeholders in the process, we:

16.
call upon mayors to implement the Sustainable Development Goals, in particular SDG 4 and SDG 11, according to the specific situation and needs of their respective cities to achieve sustainability in all its dimensions;

17.
call upon national governments to provide the fundamental conditions and sufficient resources for building learning cities and to adopt inclusive policies to ensure that urban growth will benefit both urban and rural dwellers;

18.
call upon all public and private actors, traditional and non-traditional stakeholders across all sectors in cities and communities, including higher education and training institutions as well as youth representatives, to come together in partnership to promote lifelong learning at local level in order to ensure that all generations are involved in the process;

19.
commit to following a sector-wide approach in building learning cities and bringing the learning city concept to the attention of all partners involved in education and sustainable development at local and national levels;

20.
commit to making inclusive, equitable quality education and lifelong learning opportunities widely available and extending the scope and benefits to cities' surrounding areas, including innovation in the use of digital technologies for collaborative learning;

21.
commit to strategic networking among member cities, documenting and disseminating activities for shared learning, and monitoring and evaluating progress;

22.
call upon UNESCO to support capacity-building for the planning, implementation and monitoring of learning cities, based on the principles of lifelong learning and sustainable development.

23.
In particular, we commit to implementing lifelong learning strategies pertaining to the social, environmental and economic dimensions of the SDGs that:

24.
promote equitable and inclusive learning and living environments by eradicating all forms of discrimination and widening access to learning opportunities for all members of society, particularly for vulnerable groups;

25.
promote green and healthy learning and living environments by combating climate change, pollution and poor health conditions and fostering safe drinking water and sanitation, sustainable mobility and good health services;

26.
promote opportunities for decent work and entrepreneurship, including enhancing skills development and securing safe and healthy work conditions for everyone, particularly in the informal work sector.

27.
We express our deep appreciation to the authorities and people of Cork for their hospitality, support and leadership in hosting the third ICLC, and we note with appreciation Cork's continued dedication to building a learning city and further promoting the learning city approach.

Cork, 19 September 2017



Appendices



DAY ONE

SUNDAY 17 SEPTEMBER 2017

TIME	EVENT	VENUE
16:00 – 18:00	Registration opening	Atrium of Cork City Hall
18:00 – 19:30	Welcome reception	Atrium of Cork City Hall

DAY TWO

MONDAY 18 SEPTEMBER 2017

TIME	EVENT	VENUE
09:00 – 10:00	Opening ceremony <ul style="list-style-type: none"> • Cllr. Tony Fitzgerald, Lord Mayor of Cork, Ireland • Ms Mary Mitchell O'Connor, Minister of State at the Department of Education and Skills, Ireland • Mr Edwin Lee, Mayor of San Francisco, United States of America • Mr Stanley Mutumba Simataa, President of the General Conference, UNESCO • Mr Kabir Shaikh, Director a.i., UNESCO Institute for Lifelong Learning • Ms Joanne O'Riordan, Leading Disability Rights Activist, Ireland 	Cork City Hall, Concert Hall
10:00 – 10:30	Coffee Break	
10:30 – 10:45	Introduction to the Conference Adoption of the Conference Agenda and Election of the Conference Board <ul style="list-style-type: none"> • Mr Kabir Shaikh, Director a.i., UNESCO Institute for Lifelong Learning 	Cork City Hall
10:45 – 12:00	UNESCO Learning City Award Ceremony <ul style="list-style-type: none"> • Mr Stanley Mutumba Simataa, President of the General Conference, UNESCO • Mr Kabir Shaikh, Director a.i., UNESCO Institute for Lifelong Learning • Mr Raúl Valdés-Cotera, Programme Coordinator, UNESCO Institute for Lifelong Learning MASTER OF CEREMONIES: Ms Malak Zaalouk, Egypt, Chair of the Governing Board, UNESCO Institute for Lifelong Learning	Cork City Hall

TIME	EVENT	VENUE
12:00 – 14:00	Lunch	Clayton Hotel Cork City (opposite City Hall)
14:00 – 15:15	<p>Plenary Session I: How lifelong learning supports the achievement of the Sustainable Development Goals at local level</p> <p>KEYNOTE SPEAKER: Mr Paulius Kulikauskas, Chief, Office for Europe, UN-Habitat</p> <p>PANELLIST 1: Ms Sara Hoeflich de Duque, Director, United Cities and Local Governments (UCLG) Learning</p> <p>PANELLIST 2: Mr Raúl Valdés-Cotera, Programme Coordinator, UNESCO Institute for Lifelong Learning</p> <p>PANELLIST 3: Mr Federico Gutierrez, Mayor of Medellin, Colombia</p> <p>MODERATOR: Mr Walter Hirche, President of the Expert Committee for Education, German Commission for UNESCO</p>	Cork City Hall
15:15 – 15:45	Coffee Break	
15:45 – 17:00	<p>Plenary Session II: Promoting integrated governance and multi-stakeholder partnerships to ensure the sustainable future of cities</p> <p>KEYNOTE SPEAKER: Cork Partners: Ms Ann Doherty, Chief Executive, Cork City Council Mr Ted Owens, Chief Executive, Cork Education and Training Board Mr Barry O'Connor, President, Cork Institute of Technology Prof. Patrick O'Shea, President of University College Cork</p> <p>PANELLIST 1: Mr Martín Gill, Mayor of Villa María, Argentina</p> <p>PANELLIST 2: Mr Tae-Young Yeom, Mayor of Suwon, Republic of Korea</p> <p>PANELLIST 3: Mr Robert Didham, Deputy Director, Center for Collaborative Learning for Sustainable Development, UNESCO Chair for Education for Sustainable Lifestyles</p> <p>MODERATOR: Ms Rebecca Phillips, Director, Fluent Consultancy, United Kingdom of Great Britain and Northern Ireland</p>	Cork City Hall
19:15 – 22:30	Networking cocktail: Promoting partnerships and Dinner	Clayton Hotel Silver Springs

DAY THREE

TUESDAY 19 SEPTEMBER 2017

TIME	EVENT	VENUE
09:00 – 10:15	<p>Plenary Session III: Successful ways of implementing and measuring the impact of local actions for sustainable development</p> <p>KEYNOTE SPEAKER: Mr Luis Liberman, Director, Cátedra del Diálogo y la Cultura del Encuentro, Argentina</p> <p>PANELLIST 1: Mr Carsten Lund, Deputy City Manager, Sønderborg, Denmark and Mr Hans Lehman, Vice Principal and ProjectZero Board Member, EUC Syd, Sønderborg, Denmark</p> <p>PANELLIST 2: Ms Claire Hiscott, Councillor for Education and Skills, Bristol, United Kingdom of Great Britain and Northern Ireland</p> <p>PANELLIST 3: Mr Zhinan Gong, Director, Hangzhou Office of Cultural and Creative Industry, China</p> <p>MODERATOR: Mr Sampo Suihko, Director, Omnia, Joint Authority of Education in the Espoo Region, Finland</p>	Cork City Hall
10:15 – 10:45	Coffee Break	
10:45 – 12:00	<p>Mayors' Forum: Lifelong learning is key in creating sustainable cities and societies</p> <p>(closed session)</p> <p>CHAIR: Cllr Tony Fitzgerald, Lord Mayor of Cork, Ireland</p>	School of Music, Stack Auditorium
10:45 – 12:00	Parallel Thematic Forums	
PARALLEL SESSIONS	<p>Thematic Forum I: Promoting learning towards green and healthy cities</p> <p>PANELLIST 1: Ms Martina Eick, Project Manager and Research Coordinator, Federal Environmental Agency, Germany</p> <p>PANELLIST 2: Ms Kirsty Robinson, Professional Officer Cities Biodiversity Center, ICLEI-Local Governments for Sustainability</p> <p>PANELLIST 3: Mr José Siri, Researcher and Epidemiologist, International Institute for Global Health, United Nations University (UNU)</p>	Cork City Hall, Concert Hall

CONFERENCE PROGRAMME

TIME	EVENT	VENUE
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MODERATOR: Mr Balázs Németh, Associate Professor and Co-ordinator, University of Pécs, Pécs Learning City-Region Forum, Hungary



Thematic Forum II:
Promoting learning towards equitable and inclusive cities

Cork City Hall,
Millennium Hall

PANELLIST 1: Ms Leone Wheeler, Board Member, Pascal International Observatory, Doha, Qatar

PANELLIST 2: Ms Liliosa Azara, Professor, Roma Tre University, and Mr Paolo Di Rienzo, Associate Professor, Roma Tre University, Italy

PANELLIST 3: Ms Bridgid Quilligan, Project Manager, Kerry Traveller Health Community Development Project, Cork, Ireland

MODERATOR: Ms Margarete Sachs-Israel, Chief Programme Coordinator, UNESCO Institute for Lifelong Learning



Thematic Forum III:
Promoting learning towards employment and entrepreneurship

School of Music,
Curtis Auditorium

PANELLIST 1: Ms Judith James, Head of Strategic Regional Collaboration, Swansea University, United Kingdom of Great Britain and Northern Ireland

PANELLIST 2: Ms Sophia Bekele, Founder, DotConnectAfrica

PANELLIST 3: Mr David Lopez, President, Lifelong Learning Platform

MODERATOR: Mr Paul O'Toole, CEO, Irish Federal Education and Training Authority (SOLAS)

TIME	EVENT	VENUE
12:00 – 14:00	Lunch	Clayton Hotel Cork City (opposite City Hall)
14:00 – 15:30	Forum on Governance and Partnerships: Learning cities promote governance and partnerships PARALLEL SESSIONS PANELLIST 1: Mr Tat Suan Koh, Director, Skills Future Singapore, Lifelong Learning Institute, Singapore PANELLIST 2: Mr Kilemi Mwiria, Consultant, Kenya PANELLIST 3: Ms Sian Rees, Education and Skills Consultant, The Ultimate 10 Percent Limited, and Ms Rebecca Phillips, Director, Fluent Consultancy, United Kingdom of Great Britain and Northern Ireland MODERATOR: Ms Un Shil Choi, Republic of Korea, Member of the Governing Board, UNESCO Institute for Lifelong Learning 	Cork City Hall, Concert Hall
14:00 – 15:30	In action: Best practices from the UNESCO Global Network of Learning Cities PARALLEL SESSIONS	
	In Action Theme I: Learning cities become green and healthy GELSENKIRCHEN, GERMANY: Ms Annette Berg, City Councillor for Culture, Education, Youth, Sports and Integration N'ZÉRÉKORÉ, GUINEA: Mr Pé Mamadi Bamy, Mayor PÉCS, HUNGARY: Mr Zsolt Páva, Mayor BEIJING, CHINA: Mr Juzhong Ge, Deputy Director, Beijing Municipal Commission of Education, Beijing, China OSAN CITY, REPUBLIC OF KOREA: Mr Kwak Sang Wook, Mayor OKAYAMA CITY, JAPAN: Mr Shojiro Sasaki, Deputy-Mayor	School of Music, Curtis Auditorium

TIME	EVENT	VENUE
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MODERATOR: Mr Bernard Combes, Information Officer, Education for Sustainable Development and Global Citizenship Section, UNESCO



In Action Theme II:
Learning cities for equity and inclusion

Cork City Hall,
Millennium Hall

CÂMARA DE LOBOS, PORTUGAL:: Mr Pedro Coelho, Mayor

LARISSA, GREECE: Mr Apostolos Kalogiannis, Mayor and
Mr Dimitrios Deligiannis, Deputy Mayor for Social Policy

GIZA, EGYPT: Ms Manal Aboughatas, Deputy Mayor

TUNIS, TUNISIA: Mr Hatem Ben Kedim, Chief of Staff

CLERMONT-FERRAND, FRANCE: Mr Philippe Bohelay, Deputy Mayor

MODERATOR: Mr Chris Shepherd, Deputy Chair at the PASCAL Observatory
and Honorary Senior Research Fellow at the University of Glasgow



In Action Theme III:
Learning cities towards employment
and entrepreneurship

School of Music,
Stack Auditorium

CONTAGEM, BRAZIL: Mr Alexis Ferreira de Freitas, Mayor

UFA, RUSSIAN FEDERATION: Mr Syntimir Baiazitov, Deputy Head

UNESCO-UNEVOC CENTRE: Mr Rupert Maclean, UNESCO Chair on TVET
and Sustainable Development, Office of Applied Research and Innovation

SURABAYA, INDONESIA: Ms Tri Rismaharini, Mayor

SANTIAGO, MEXICO: Mr Javier Caballero Gaona, Mayor

LIMERICK, IRELAND: Ms Josephine Cotter-Coughlan, Director of Service,
Customer Services and Culture

MODERATOR: Ms Daniele Vieira, Programme Specialist, UNESCO Institute for
Lifelong Learning

TIME	EVENT	VENUE
15:30 – 16:00	Coffee Break	
16:00 – 17:00	<p>Forum: Mobility and exchange between cities and countries towards peace, tolerance and inclusion: Erasmus+ – a European case study over 30 years</p> <p>Irish National Commission for UNESCO</p> <p>PANELLIST 1: Mr Gerry O’Sullivan, Head of International Education, Erasmus+ National Agency at the Higher Education Authority</p> <p>PANELLIST 2: Ms Fionnuala Broughan, Communications Manager, Léargas (Irish National Agency for Erasmus+)</p>	Cork City Hall, Concert Hall
	<p>Partner Workshops</p> <ul style="list-style-type: none"> Youth for Learning Cities GAP & EcCoWell: New approaches to local solutions 	Cork City Hall, Council Chamber School of Music, Stack Auditorium
17:00 – 18:00	<p>Closing Ceremony</p> <ul style="list-style-type: none"> Statement from the General-Rapporteur of the Conference Adoption of the outcome document Cllr. Tony Fitzgerald, Lord Mayor of Cork, Cork, Ireland Mr Jerry Buttimer, Leader of the Senate, Ireland Mr Alan O’Callaghan, Irish National Commission for UNESCO Mr Kabir Shaikh, Director a.i., UNESCO Institute for Lifelong Learning <p>MASTER OF CEREMONIES: Ms Tina Neylon, Coordinator, Cork Lifelong Learning Festival</p>	Cork City Hall
18:00	<p>Dinner (Cork City Dine Around)</p>	

APPENDIX 1:

CONFERENCE PROGRAMME

DAY FOUR

WEDNESDAY 20 SEPTEMBER 2017

TIME

EVENT

VENUE

09:00 - 17:30

Cork Lifelong Learning Festival / Cultural Visits

DAY FIVE

THURSDAY 21 SEPTEMBER 2017

TIME

EVENT

VENUE

ALL DAY

Departure

Coffee kindly supported by Deloitte

Structure of the Conference

Chairperson	Cllr Tony Fitzgerald Lord Mayor of Cork, Ireland
Vice Chairperson	Mr Willie McAuliffe Co-chair of the Cork Learning City Working Group
Secretary General of the Conference	Mr Kabir Shaikh Director a.i., UNESCO Institute for Lifelong Learning
General Rapporteur	Mr Arne Carlsen, Senior Advisor, Danish School of Education, Aarhus University, Denmark
Drafting Committee	<p>Ms Catherine Asego Working Group Coordinator, African Population and Health Research Center, Kenya</p> <p>Mr Sergio Cárdenas Denhem Director General, Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL), Mexico</p> <p>Ms Kristiina Erkkila Director of Development Education and Cultural Services, Espoo, Finland</p> <p>Ms Jian Huang Deputy President, Shanghai Municipal Institute for Lifelong Education, China</p> <p>Mr Peter Kearns PASCAL International Observatory, Brisbane, Australia</p> <p>Mr Rupert MacLean UNESCO Chair on TVET and Sustainable Development, Doha, Qatar</p> <p>Ms Tina Neylon Coordinator, Cork Lifelong Learning Festival, Cork, Ireland</p>

Organisers & Hosts



Sponsored By



Local Partners



What is the UNESCO Global Network on Learning Cities?

The UNESCO Global Network of Learning Cities is an international policy-oriented network providing inspiration, know-how and best practices. Learning cities at all stages of development can benefit greatly from sharing ideas with other cities, as solutions for issues that arise as one learning city develops may already exist in other cities. The Network supports the achievement of all 17 Sustainable Development Goals (SDGs), in particular 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'). The UNESCO GNLC supports and improves the practice of lifelong learning in the world's cities by promoting policy dialogue and peer learning among member cities; forging links; fostering partnerships; providing capacity development; and developing instruments to encourage and recognize progress made in building learning cities.

How can a city become a member of the network?

In order to become a member of the Network, local governments must take the following steps:

- STEP 1:** Commit to developing a learning city.
- STEP 2:** Adopt the Guiding Documents of the UNESCO Global Network of Learning Cities.
- STEP 3:** Complete the application form.
- STEP 4:** Have the mayor sign and stamp the application.
- STEP 5:** Email the application form to the country's National Commission for UNESCO for endorsement, making sure to copy the Secretariat of the UNESCO Global Network of Learning Cities (learningcities@unesco.org).

For more information, please visit:

www.uil.unesco.org/learning-cities/become-member

What is the UNESCO Learning City Award?

The UNESCO Learning City Award has been established to recognize outstanding achievements and practices in implementing the learning city concept and reward progress achieved in developing learning cities around the world. Cities are awarded for their efforts to develop into a learning city, but receipt of the award does not mean that UNESCO has designated them 'learning cities'. Members of the UNESCO GNLC are eligible to apply for the UNESCO Learning City Award, which is valid for one award cycle. The Award is conferred on cities that have achieved outstanding progress in building learning cities by implementing the Key Features of Learning Cities, i.e. by:

- promoting inclusive learning from basic to higher education;
- revitalizing learning in families and communities;
- facilitating effective learning for and in the workplace;
- extending the use of modern learning technologies;
- enhancing quality and excellence in learning; and
- fostering a culture of learning throughout life.

Applicants for the Award must be members of the UNESCO GNLC. Further information on the award as well as the award nomination form, application form, selection process and consent form are available on the UNESCO GNLC website: www.uil.unesco.org/learning-cities/unesco-learning-city-award

What are the tools available to support member cities into developing into a fully-fledged learning city?

The UNESCO GNLC provides the member cities with a series of tools to help them develop their learning city project. These include compilations of case studies presenting awarded cities' effective practices, video tutorials on how to build a learning city, and a database of member cities on the UIL website. In addition to this, member cities can take part in thematic workshops and regional meetings organized by the network. More information on the tools available can be found here: www.uil.unesco.org/learning-cities

UNESCO Global Network of Learning Cities

'Lifelong learning for all is our city's future'

For more information on the UNESCO GNLC's work and joining the network, please visit

www.uil.unesco.org/learning-cities

or contact us directly:

learningcities@unesco.org

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Cultural Organization

