



Cork ~ Learning City

Past, Present and Exploring Our Future

Strategic Plan Discussion Document 2017



Host 3rd International Conference on Learning Cities 2017



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Foreword

As Lord Mayor of Cork - UNESCO award winning Learning City - I am proud to introduce this Strategy Development document, as it will guide us on our path as a learning city over the next three years and ultimately towards 2030.

In this milestone year of 2017, when our city hosts the 3rd UNESCO International Conference on Learning Cities, it is important that we take time to learn about ourselves. This document sets out do this and to help all stakeholders take part in the process. It asks us to look back to where we have come from, to consider our present opportunities and circumstances, and to set out, with ambition, as a globally connected learning city, to take action to achieve the UN Sustainable Development Goals by 2030.

Education and learning have been central to life in Cork since the city's foundation in the 7th century. Indeed it can be said that Cork is Cork because of education and learning.

Recent international recognition has given us renewed motivation to strengthen and deepen the culture of learning in our city, to make it a fully inclusive learning city, and to fulfill our potential as part of the global learning community.

Developing a learning city is about improving the lives of residents, by reducing inequality and social exclusion, making our city a better & sustainable place for everyone. We still have much to do to achieve this in Cork and globally and it will take all our collective efforts.

It is our people who have made our Lifelong Learning festival what it is and it is our people who are building Learning Neighbourhoods and Learning Factories around Cork. It is they who will create our Learning city for the future - towards 2030 and beyond.

So I encourage us all to take this opportunity to get involved in this process to build Cork Learning City, now and in the future. Whether it is through participation in the festival, in a learning neighbourhood, or in any learning activity at home, in your workplace, in your community, in a school, a crèche, an adult education centre, a sports club, a university or in a community centre – you are part of this ongoing process, this is your learning city, and you are inventing it for yourselves and for future generations.



Cllr Tony Fitzgerald
Lord Mayor of Cork
Chair of Cork Learning City Steering Group

Réamhrá

Mar Ard-Mhéara Chorcaí - Cathair Foghlama a ghnóthaigh gradam UNESCO - is cúis bróid dom an cháipéis Forbartha Straitéise seo a chur in bhur láthair, óir tabharfaidh sí treoir dúinn mar chathair foghlama sna trí bliana atá romhainn amach agus as sin go 2030.

Is bliain faoi leith í an bhliain seo 2017 agus an 3ú Comhdháil Idirnáisiúnta UNESCO ar Chathracha Foghlama á reáchtáil sa chathair seo againne, agus is tráthúil dúinn am a ghlacadh agus foghlaim fúinn féin. Leagtar amach sa cháipéis seo conas a dhéanfimid é sin agus cabhróidh sí le lucht leasa uile páirt a ghlacadh sa phróiseas sin. Iarrtar orainn féachaint siar ar an áit as ar tháingamar d'fhonn deiseanna agus cúinsí an ama i láthair a mheas, agus cur chun oibre, go huailmhianach, mar chathair foghlama atá nasctha go domhanda, chun Spriocanna Forbartha Inbhuanaithe na NA a bhaint amach faoi 2030.

Tá an t-oideachas agus an fhoghlaim i gcroílár shaol Chorcaí ó bunaíodh an chathair sa 7ú haois. Go deimhin féin, is féidir a rá gurb í Corcaigh Corcaigh de bharr an oideachais agus na foghlama.

De bhun an aitheantais idirnáisiúnta a fuairamar le déanaí tá spreagadh úrnua againn chun cultúr na foghlama sa chathair a threisiú, chun cathair foghlama atá iomlán uilechuimsitheach a dhéanamh di, agus chun ár lánchumas a bhaint amach mar chuid den phobal domhanda foghlama.

Is é atá i gceist le cathair foghlama a fhorbairt ná saol mhuintir na cathrach a fheabhsú ach an éagothroime agus an t-eisiamh sóisialta a laghdú agus áit níos fearr agus níos inbhuanaithe do chách a dhéanamh den chathair. Tá go leor le déanamh againn fós chun é sin a bhaint amach i gCorcaigh agus ar fud an domhain agus ní mór dúinn go léir oibriú as lámha a chéile.

Is iad muintir na cathrach seo againne is cúis leis an rath atá ar an bhféile Foghlama ar Feadh an tSaoil seo agus is iad na daoine sin tá ag cruthú Comharsanachtaí Foghlama agus Monarchana Foghlama ar fud Chorcaí. Is iadsan a chruthóidh Cathair Foghlama na todhchaí - i dtreo 2030 agus as sin amach.

Dá bhrí sin, iarraim orainn go léir an deis seo a thapú chun páirt a ghlacadh sa phróiseas seo lena gcruthófar Cathair Foghlama Chorcaí, anois agus amach anseo. Pé acu an de bhithin rannpháirtíochta san fhéile, i gcomharsanacht foghlama, nó i ngníomhaíocht foghlama ar bith sa bhaile, san ionad oibre, sa phobal, ar scoil, i gcréche, in ionad oideachais aosach, i gclub spóirt, in ollscoil nó in ionad pobail – is cuid den phróiseas leanúnach seo thú, is leatsa an chathair foghlama seo, agus tá tú á múnú duit féin agus do na glúinte atá le teacht.



An Clr Tony Fitzgerald
Ard-Mhéara Chorcaí
Cathaoirleach Ghrúpa Stiúrtha Chathair Foghlama Chorcaí

Introduction

Cork Learning City Steering Group is setting out to develop a long-term Strategic Plan and Vision for its activities up to 2030.

The first phase of the development of this plan is now being prepared, to set out the priorities, activities and goals for Cork as a Learning City over the next three years: 2017 – 2020.

This document has two purposes:

1. A Short to Medium-term Action Plan,
2. A discussion document as a basis for consultation for a longer term Strategic Plan.

The document sets out the Cork Learning City Steering Group's views on the key elements of the development strategy to 2020 to act as a reference point for consultation. It invites all stakeholders and interested parties to respond to these views and to identify issues that they feel need to be addressed in the long-term plan and to identify how Cork City should be developed as a Learning City.

The elements identified in this document can be considered as potential building blocks, to be considered, accepted, amended or replaced for the Long-Term Plan 2020-2030.

Elements are drawn from two main sources: directly from the UNESCO Institute of Lifelong Learning (UIL) publication – 'Guidelines for Building Learning Cities', see www.learningcities.uil.unesco.org, and from the Cork City Local Economic and Community Plan 2016 – 2021 'Pure Cork - An Action Plan for The City'.

This document sets out how key initiatives and projects currently address these Learning City elements, and identifies strengths, weaknesses, gaps and priorities to address in the short, medium and long term.

Section 1:

Cork Learning City

– Present



1.1

Cork Learning City in 2017

UNESCO's selection of Cork as host of the third International Conference on Learning Cities in 2017 can be viewed as recognition of the city's current status among members of the Global Network of Learning Cities. It builds on the UNESCO Learning City Award presented to Cork in 2015, as one of the first 12 cities worldwide to receive this award, one of three cities in Europe, with Swansea and the Finnish city Espoo.

Cork was featured as a learning city case study in the 2015 UNESCO Institute of Lifelong Learning (UIL) publication 'Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities.' The case study of Cork focused on the Cork Lifelong Learning Festival and other related examples of the city's practice and progress as a learning city.

It can be said that Education in Cork is the key driver of Social and Economic development, and has helped deliver Inclusion and Equality for citizens over many years.

In 2017 Cork Learning City operates under a Memorandum of Understanding (MOU) on Learning, signed in 2015 by four Lead Partners who form the Learning City Steering Group:

- Cork City Council;
- Cork Education and Training Board;
- Cork Institute of Technology;
- University College Cork.

Learning City Steering Group

The Learning City project is overseen by a Steering Group comprising representatives of the MOU signatories and funders (ie Cork City Council, Cork ETB, CIT and UCC). It is envisaged that the Steering Group will meet twice each year. Membership of this group may be extended if other organisations sign the MOU and contribute financially to the project.

The Steering Group will:

1. Monitor and provide overall direction and guidance on the activities of the Cork Learning City Project
2. Monitor and direct the allocation of resources as required
3. Approve all major plans and authorise any major deviation from the agreed plan
4. Arbitrate on any conflicts which arise
5. Conduct a formal annual review of the workings of the Learning City project

In addition to the four lead partners a number of strategic partners have been approached to

formally commit to supporting this agenda. In February 2017 the first two Strategic Partners signed this MOU on Learning during a formal visit by then Director of UNESCO Institute of Lifelong Learning, Arne Carlsen:

- Health Service Executive (HSE) Cork;
- The National Association of Principals and Deputies (NAPD).

Learning City activities are co-ordinated by a Working Group – Growing Lifelong Learning in Cork (GLLiC).

Learning City Working Group (Growing Lifelong Learning in Cork)

The role of the members of the Working Group GLLiC is to:

1. Play an active role in the planning process
2. Regularly monitor and review progress
3. Report to their respective organisations and enable structures for cross communication and workings
4. Lend subject matter expertise to identify and progress particular initiatives.
5. Act as ambassadors to promote the Learning City project

The Co-ordinator works closely with the GLLiC Working Group, currently made up of members of the partner organisations and other partners as follows (For full list of organisations and representatives see Appendices):

- Central Statistics Office (CSO);
- Cork Environmental Forum (CEF);
- Cork Healthy Cities;
- Cork Lifelong Learning Festival;
- Cork Opera House;
- EcCoWeLL Cork;
- Foróige;
- CIF Construction Industry Federation;
- Learning Neighbourhoods

GLLiC is co- chaired by Mr. Pat Ledwidge, Cork City Council Director for Strategic Planning and Economic Development & Assistant Chief Executive, and Mr. Willie McAuliffe, Chairperson Cork Lifelong Learning Festival & NAPD Further Education committee member.

A Learning City Co-ordinator, Mr Denis Barrett, was appointed in November 2016 following an open recruitment process undertaken by the MOU lead partners, and the position is located in Cork City Council in the Directorate of Strategic Planning and Economic Development.

Membership of GLLiC has been assembled and grown since 2013 to undertake its core purpose: the implementation in Cork City of the Beijing Declaration on Learning Cities, which was formally adopted by Cork City Council in April 2014.

The Beijing Declaration on Learning Cities, published by UNESCO following the first International Conference on Learning Cities in 2013, with its accompanying document 'Key Features of Learning Cities' sets out the international principles, standards and guidelines for building a learning city that Cork City Council has adopted as city policy, and is committed to implementing with its Learning City partners through the MOU.

EcCoWeLL Principles

Under the MOU both the Steering Group and GLLiC have also committed to applying EcCoWeLL principles to the development of Cork Learning City. EcCoWeLL principles are in keeping with the integrated nature of the UNESCO guidelines, and take a holistic approach by bringing together Ecology & Economy (Ec), Community & Culture (Co), Wellbeing & Lifelong Learning (WeLL). The groups involved promote the integration of 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 a better quality of life.

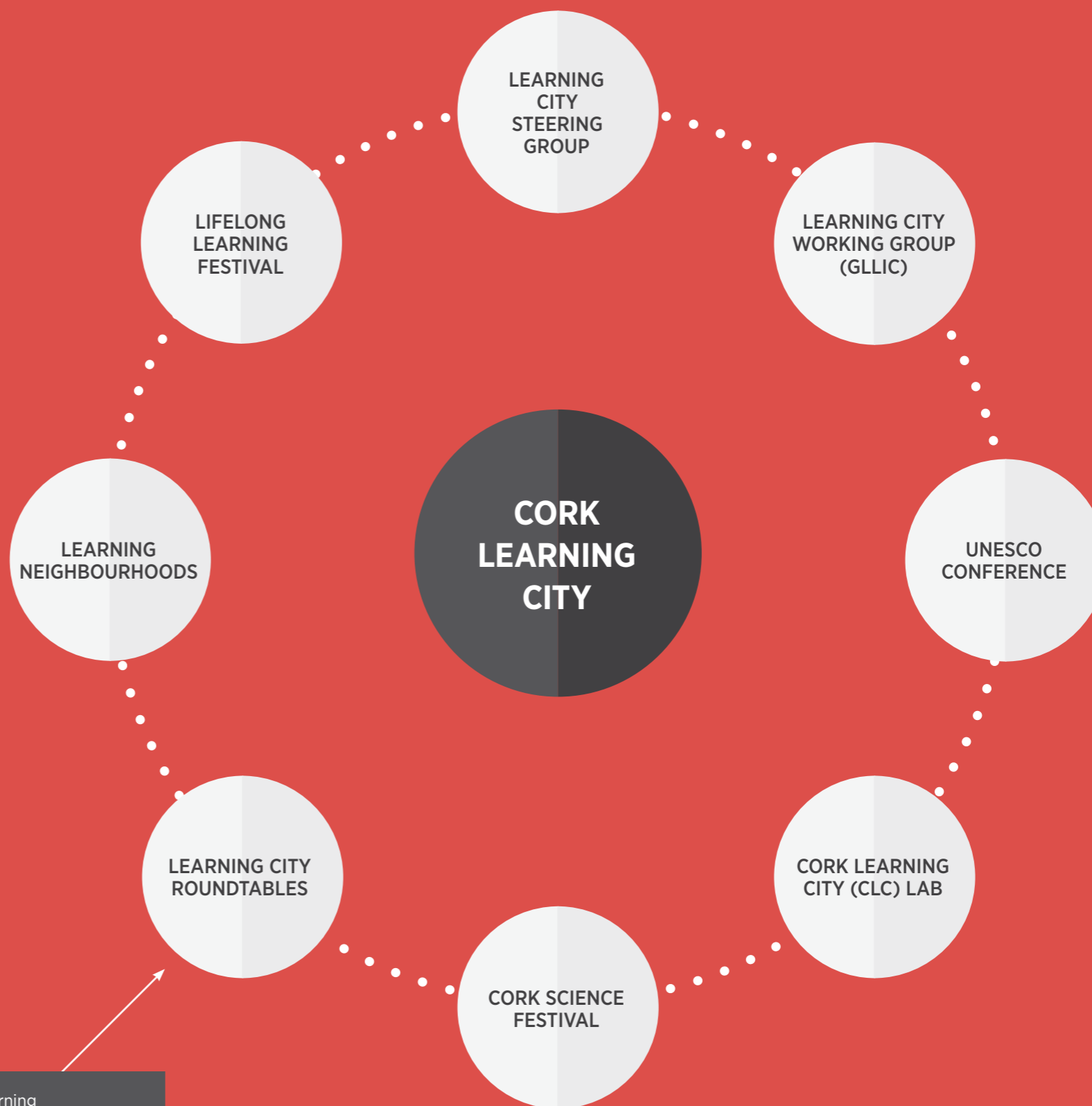
Learning City Round Tables

The Co-ordinator convenes 1-2 Learning City roundtables per annum. These provide an opportunity to engage with a wider group of stakeholders around the Learning City project.

UNESCO International Conference on Learning Cities

Since the successful bid by Cork to host the International Conference on Learning Cities in September 2017 GLLiC has taken on the necessary tasks to support the planning, hosting and additional programme for the conference under a Host Country Agreement signed between Government Departments and UNESCO.

The current structure that supports, guides and directs Cork Learning City is represented in the following diagram:



- › Early childhood learning
- › Primary and secondary education
- › Tertiary/further education and training
- › Higher education
- › Providers and learners
- › Community education
- › Private sector

Diagram 1: Cork Learning City Structure 2017

Learning City Governance 2017

Cork Learning City and its structures report to governance structures within Cork City Council and within the other MOU Lead partners as appropriate.

The relevant governance structure within Cork City Council is the combined structure that oversees the Local Economic and Community Plan 2016-2021 as follows:

Cork ETB, CIT and UCC have formed an internal working group within each organisation that oversees and activates the engagement between the organisation and the wider Learning City structure.

Each organisation has relevant reporting mechanisms for governance within its own structures, through the designated liaison person identified as one of the elements of the MOU.

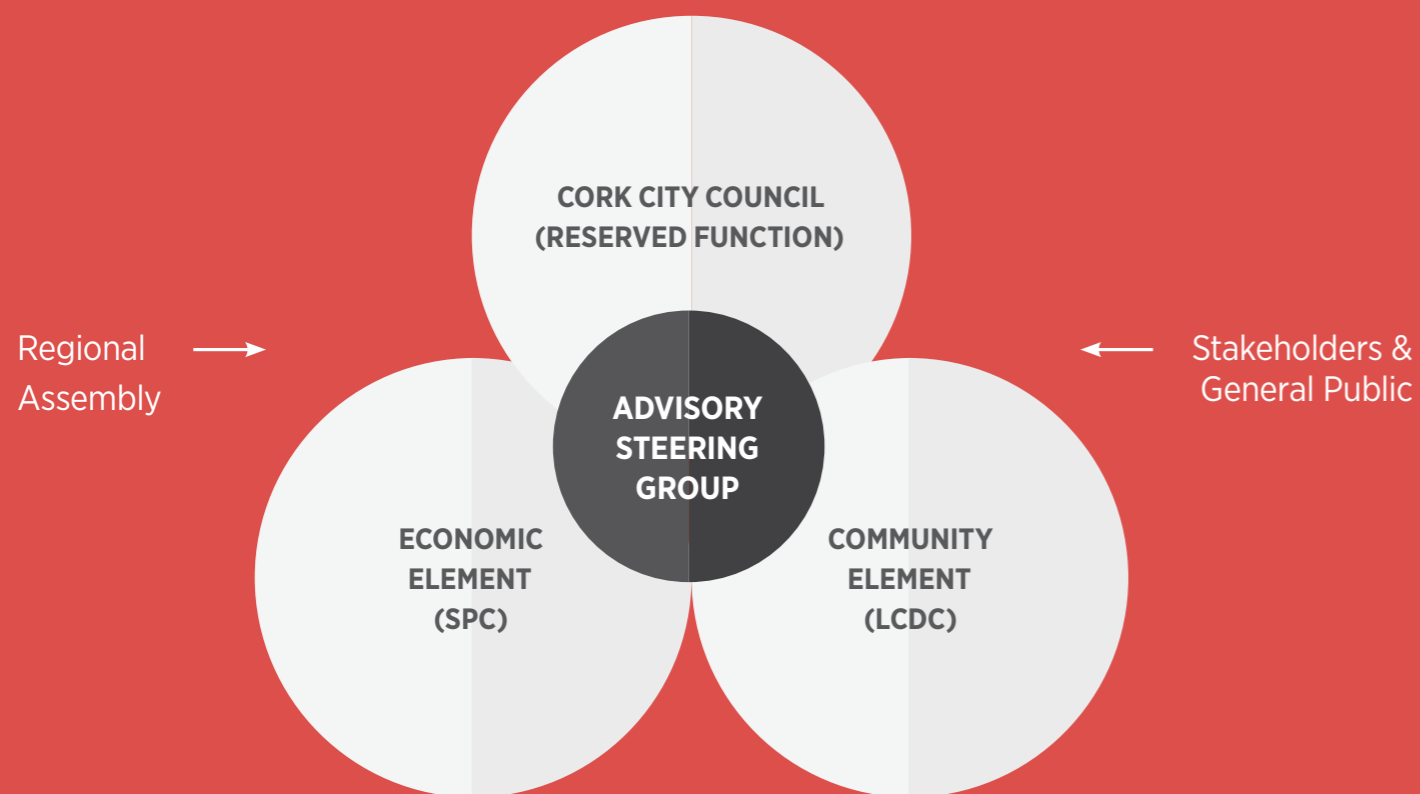
Vision Statement

The vision for Cork City in the Local Economic and Community Plan has been adopted from the *Cork City Development Plan (2015- 2021)*:

"...to be a successful, sustainable regional capital and to achieve a high quality of life for its citizens and a robust local economy, by balancing the relationship between community, economic development and environmental quality. It will have a diverse innovative economy, will maintain its distinctive character and cultural heritage, will have a network of attractive neighbourhoods served by good quality transport and amenities and will be a place where people want to live, work, visit and invest in."

- *That Cork will have vibrant, resilient, inclusive, sustainable communities where people have a good quality of life and access to quality public services*
- *To ensure balanced and sustainable economic development and employment*
- *To promote social inclusion and equality by ensuring that all residents of Cork City have equal opportunities to access, participate and engage in the social, economic and lifelong learning opportunities in the city.*

Diagram 2



1.2

Key Initiatives in Cork Learning City in 2017

In 2017 Cork city has the following key projects, each with its own structure and staffing arrangements:

Cork Lifelong Learning Festival

The Cork Lifelong Learning Festival is a weeklong event that promotes and celebrates learning of all kinds across all age groups, abilities and interests, from preschool to post retirement. Running annually in Spring since 2004, the festival's motto is 'Investigate – Participate – Celebrate!'

The Festival's aims are:

- To celebrate those already participating in learning of all kinds;
- To raise awareness of the huge range of options there are all over the city for others to get involved in learning.

Through a large number of events, all free, the festival demonstrates the many opportunities for learning there are throughout Cork City & surrounding areas. It promotes the idea that learning is fun and is not necessarily about gaining a qualification, although it can be, but it is also about making life more fulfilling and enjoyable. With the number of events hosted voluntarily growing steadily year on year, more than 600 events of all kinds were offered during festival week in 2017. They included workshops and talks, tours and walks, visits to factories, training centres, boat trips, exhibitions, performances, outdoor and indoor activities.

The Lifelong Learning Festival is managed by a co-ordinator, employed by Cork City Council. A Festival Committee supports the Co-ordinator in the annual planning and co-ordination of the event.

Learning Neighbourhoods

A Learning Neighbourhood is an area that has an ongoing commitment to learning, providing inclusive and diverse learning opportunities for whole communities through partnership and collaboration.

The Learning Neighbourhoods Programme aims to continue to build a culture of lifelong learning across Cork City's neighbourhoods. Following the UNESCO Guidelines on Building Learning Cities and inspired by Peter Kearns of PASCAL, the GLLiC working group selected Ballyphehane and Knocknaheeny in 2015 for the pilot phase, and Mayfield and Togher joined in 2016.

The programme aims to assist local education networks and organisations to showcase and develop lifelong learning opportunities and offers an award to participating communities to recognise their efforts and good practice.

Local coordinating groups lead the agenda for activities through local consultation and regular local meetings. The Programme is steered by a committee which involves Cork City Council, UCC, CIT, and Cork ETB, working together with residents and local leaders from each of the neighbourhoods to promote and develop active local lifelong learning.

UNESCO International Conference on Learning Cities

Cork was selected by UNESCO, following a successful bid, to host the third International Conference on Learning Cities from 18th to 20th September 2017.

The conference will bring up to 700 delegates, including delegates from all over the world to the city, to learn from each other and share good practice, including mayors of cities that are among almost 200 members of the Global Network of Learning Cities.

Cork was the first Irish city recognised by UNESCO for its excellence in the field of learning and was one of just 12 cities globally, and 3 in Europe, presented with an inaugural UNESCO Learning City Award in 2015. A case study of the city was published by the UNESCO Institute of Lifelong Learning (UIL) in their 2015 publication Unlocking the Potential of Urban Communities, Case Studies of Twelve Learning Cities.

The Conference is a great opportunity for Ireland and for Cork to be recognised as a world leader in terms of the excellence of our education and learning services. This reputation will enhance the city's competitiveness in attracting foreign investment and will also benefit the city's third level colleges in their efforts to attract foreign students.

The conference is a UNESCO event, hosted by Cork City, with Cork City Council as the lead agency. The organisation of the conference is being

overseen by GLLiC members and is handled by a Professional Conference Organising Company contracted to Cork City Council to deliver a high quality event for a large number of delegates from a wide range of cities and regions worldwide. Various aspects of the Conference including Finance and Fundraising, the Conference Programme, PR and the One-Day Showcase of the Lifelong Learning Festival, are being overseen by working groups drawn from the members of GLLiC. A 'Cork Statement' will be drafted over the course of the conference and will be adopted and published by UNESCO as an outcome of the work of the delegates.

Cork Learning City Laboratory - CLC Lab

The Cork Learning City Laboratory (CLC Lab) is a new entity, established as a 'Co-lab' or collaborative initiative - a sub structure of GLLiC that takes the research and development function of Cork as a Learning City. It was initiated under an MOU signed between Cork and UNESCO in 2017 to undertake specific projects that will develop new thinking, new materials and new initiatives to enhance Learning Cities worldwide. CLC Lab will run alongside the Learning City Steering Group and Working Group, drawing on members and expertise to support the work it is undertaking from time to time.

CLC Lab is currently working with a Cork based multi-media consultant to UNESCO to develop web based animated tutorials to inform and inspire Learning Cities worldwide. Each short animated 'info-graphic' will be accompanied by a short film created by a UNESCO recognised Learning City to showcase the city's good practice in a chosen field. Because of our track record with the festival, Cork has been selected to create a film on the theme of 'Celebration.' The entire project involves seven animated tutorials overall with as many as 21 short films to accompany them - three best practice cities per theme - and is due to be completed by the end of 2017.

CLC Lab is a structure that can be used to generate and disseminate other materials that are developed and trialled in Cork as a test-bed Learning City. It is envisaged that this CLC Lab and spin-off innovations have the potential to be a long-lasting legacy of the UNESCO conference.

Cork Science Festival

The Cork Science Festival is a week-long festival of science events taking place across Cork each Autumn, offering a programme of public engagement events, community talks, exhibitions, shows and school workshops.

Cork Science Festival is a main partner in Science Week Ireland, and one of the biggest events in the Irish Science calendar. The festival is developed by a team representing the best in research, promotion, education and industry in science, technology, engineering, arts and mathematics based in Cork.

Question:

How can Cork Learning City and its Structures and Partners support and facilitate the ongoing development of these Key Projects and Initiatives from 2017-2020, and from 2020-2030?

Diagram 3:

Cross Mapping of Cork's Key Projects onto UNESCO Major Building Blocks of Learning City Development

The mapping of Cork city's existing Key Learning City Projects onto the major building blocks of Learning City Development, as identified by UNESCO, provides a basis for identifying strengths, and gaps, and for analysing the next steps in our Learning City development. An initial analysis of the contribution of current key projects in Cork to achieving the objectives of the UNESCO building blocks is presented in the diagram below, with darker shades representing deeper contributions:

Key Learning City Projects	Strategic Themes: UNESCO Building Blocks of a Learning City						
	Inclusive learning in the education system;	Revitalized learning for families and communities;	Effective learning for and in the workplace;	Extended use of modern learning technologies	Enhanced Quality and Excellence in learning	A vibrant culture of learning throughout life	Sustainable Development
Cork Lifelong Learning Festival	Light Orange	Orange	Light Orange	Light Orange		Orange	Light Orange
Learning Neighbourhoods	Blue	Blue	Light Blue	Blue		Light Blue	Light Blue
UNESCO International Conference on Learning Cities	Light Teal	Teal	Light Teal	Light Teal	Light Teal	Teal	Teal
Cork Learning City Lab	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
Cork Science Festival	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red	Light Red

1.3

Mapping Key Initiatives and Actions against the UNESCO framework and against the UN Sustainable Development Goals

The following Key Actions emerge from analysis of the Present Learning City situation and draw together many of the individual actions referenced below that are listed in the Action Plan for the City – Local Economic and Community Plan 2016 – 2021. They are to be considered with a second set of Key Actions on Page 46 that emerged from analysis of the Learning City and the Future.

Learning City Key Strategic Actions 2017-2020

KSA1.

Support and develop each of the identified key projects and initiatives as they are currently constituted, to strengthen their capacity, and to support each of them to address elements of the Learning City building blocks identified by UNESCO.

KSA2.

Undertake a review of representation and structures to streamline membership of the steering group, working group and organising committees. The objectives of this review to be the reconstitution of each committee as necessary to strengthen representation, to enhance sustainability, to work closely alongside GLLiC and the Learning City partners, to maximise added value and complementarity between key projects, and to minimise duplication.

KSA3.

Identify and strengthen areas where these key projects and initiatives could enhance their ability to deliver on the objectives under the seven UNESCO themes.

KSA4.

Work with the co-ordinator and decision making structures of each of these key projects to support the process of creating an Action and Development Plan for the years 2017-2020 and to prepare for a long-term planning process to 2030

KSA5.

Review the governance and representative structures annually to identify necessary adjustments and changes.

Mapping Key Initiatives and Actions in Education and Learning in Cork against the UN Sustainable Development Goals

United Nations 2030 Agenda for Sustainable Development

In September 2015, world leaders attending the United Nations Sustainable Development Summit adopted the 2030 Agenda for Sustainable Development. This agenda sets out 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change

by 2030. Each SDG sets out goals, targets and indicators that all UN member states are expected to use to frame their agendas and political policies over the next 15 years.

The Cork City Local Enterprise and Community Plan (LECP) 2016-2021 recognises the strategic importance of the 2030 Agenda for Sustainable Development and the integrated multiagency approach required to achieve its goals. Reflecting this, the 15 High Level Goals (HLGs) represented by specific icons below listed in the Appendices, that drive the objectives and actions in this plan are interconnected with the UN's 17 SDGs in many ways:

SUSTAINABLE DEVELOPMENT GOALS



Figure 1: UN 2030 Agenda for Sustainable Development - 17 SDGs

UN's 17 Sustainable Development Goals	Relevance of Cork City's LECP: 15 High Level Goals
Goal 1. End poverty in all its forms everywhere	
Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture	
Goal 3. Ensure healthy lives and promote well-being for all at all ages	
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
Goal 5. Achieve gender equality and empower all women and girls	
Goal 6. Ensure availability and sustainable management of water and sanitation for all	

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all	
Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	
Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	
Goal 10. Reduce inequality within and among countries	
Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable	
Goal 12. Ensure sustainable consumption and production patterns	
Goal 13. Take urgent action to combat climate change and its impact	
Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development	
Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	
Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
Goal 17. Strengthen the means of implementation and revitalize Global Partnership for Sustainable Development	

Figure 2: Integrating the UN's 17 Strategic Development Goals

1.4

Action Plan for the City - Education and Learning in Cork City Local Economic and Community Plan 2016 - 2021

'Lifelong Learning as the fuel for City Growth'

The Cork City Local Economic and Community Plan (LECP) 'Pure Cork – an Action Plan for the City' published by the Cork City Local Community Development Committee (LCDC) in 2016 sets out the following Policy, Objectives and Actions relating to Education and Learning, as one of its 15 High Level Goals:



Education & Learning in the LECP 2016-2021

High Level Goal:

To support the culture of learning in Cork by promoting lifelong learning, access to education for all and skills development.

Education & Learning - Policy

Local Authorities in Ireland support specific initiatives associated with lifelong learning but, unlike some other countries, Local Government is not directly responsible for the provision of education or training. The Department of Education and Skills organises, finances and runs primary and most secondary schools in the country. The Cork Education and Training Board (Cork ETB) is one of 16 ETBs in the country. ETBs are statutory education authorities which have responsibility for education and training, youth work and a range of other statutory functions. ETBs manage and operate second-level schools, further education colleges, pilot community national schools and a range of adult and further education centres delivering education and training programmes.

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young."

Henry Ford

Universities, Institutes of Technology and Colleges of Education are largely funded by the State through the Higher Education Authority (HEA).

Cork has a strong learning infrastructure that includes two major Third Level colleges (UCC and CIT), and four Colleges of Further Education (Coláiste Stiófáin Naofa, St John's Central College, City North College and the largest in the country, Cork College of Commerce) run by Cork ETB. Cork ETB also offers a wide range of complementary and second-chance education opportunities and initiatives tackling educational disadvantage in both

formal and community settings (e.g. Youthreach, Community Education, Adult Basic Education (Literacy), Traveller Education).

The Cork Training Centre in Rossa Avenue, Bishopstown is under the remit of Cork ETB, since the dissolution of FÁS & its replacement with SOLAS. The Centre offers training to a diverse range of clients, including those entering the labour market for the first time, job changers, those wishing to up-date or acquire new skills, people with a disability and early school leavers.

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

The National Learning Network, part of Rehab, has two training centres in Cork City (in Hollyhill and Model Farm Road) offering certified programmes for adults who need additional supports & different approaches because of an injury, health condition, illness, mild or specific learning difficulty, or mental health problem.

The Department of Children and Youth Affairs' (DCYA) 'Better Outcomes, Brighter Futures: The National Policy Framework for Children & Young People 2014-2020' sets out the current national framework to address educational issues. Commitments involving Local Government include supporting Early Years practitioners, teachers and educators through the establishment of peer learning networks, and providing better access to educational supports through further developing cluster arrangements between schools, community

and State services. The Framework sets out an increasing role for Local Government in promoting opportunities for children and young people to learn, including “...through appropriate policies in County Development Plans, the promotion of vocational education and training through the Education and Training Boards, and working with public agencies and employers to promote training, employment and entrepreneurship.”

Cork City Council has been committed to developing Cork as a Learning City since 2002 and formally adopted the UNESCO Beijing Declaration on Building Learning Cities in 2014. The Cork Lifelong Learning Festival, which has grown annually since its establishment in 2004, is the main locally driven initiative working towards this aspiration. In 2015 UNESCO recognised Cork’s progress towards developing as a learning city by presenting it with a Learning City Award, one of only 12 cities worldwide to be honoured. The city also enjoys an international profile as a Learning City thanks to its membership of PASCAL International Exchanges (PIE), a project that fosters exchanges on lifelong learning between local, community and city organisations throughout the world. Cork City Council’s Library Service is a major resource for lifelong learning in the city at local level, offering resources, study space, ICT and professional and knowledgeable staff.

Education & Learning - Stats and Facts

Nearly one in five persons (age 15+) living in Cork City are in the education system

The overall trend in Cork City is towards a more educated population, with over one quarter of the population having a third level degree or higher in 2011, an increase from 15% in 2006. Nearly 18% (21,296 persons) of Cork City’s total population (aged 15 +) had not ceased their education. The Student/Teacher ratio in Cork City was 15.1 in 2013/14, the lowest of any Local Authority in the country. Primary schools have relatively low average class room sizes with 66% of students in classes of 20-30 pupils.

However, there is a distinct spatial component to educational attainment in the city; between 38% – 42% of the total populations of the three north side Electoral Divisions (EDs) of Fair Hill B, Farranferris B and Gurrabraher A, have an educational attainment of primary level or less, compared to the citywide average of 17%. Over 17% of the population living in the three north side Local Electoral Areas (LEAs) have an ordinary level degree, National Diploma or higher, versus 31% of the LEAs south of the River Lee.

In 2011, 28% of the population (22,494 persons) of Cork City had a third level education. These percentages were higher for people living in the city centre (40%) and the southeast of the city (37%) and lower for the four designated RAPID areas (7% - 12%). In 2011, 17% of the population aged +15 (13,315 persons) living in the city had no formal/primary education. These percentages were higher for people living in the four RAPID areas (24% - 30%) and lower in the city centre (10%) and the southeast of the city (9%).

The Department of Children and Youth Affairs’ (DCYA) Better Outcomes, Brighter Futures: The National Policy Framework for Children & Young People 2014-2020 report indicates that although 92% of children complete secondary education, only 13% of young Travellers do (a distinct ethnic group in Ireland with a tradition of nomadism), resulting in increasing numbers of Traveller children facing the significantly increased challenge of finding employment.



Education & Learning Objectives and Actions

Education and Learning Objectives and Actions in LECP 2016 - 2021

The Objectives and Actions, under High Level Goal 6: Education and Learning and High Level Goal 12: Skills and Human Capital in the 2016-2021 Local Economic and Community Plan are relevant to the Strategic Development of the Learning City, and generate a set of short to medium term Learning City Actions and Targets as follows:

LECP Objective	LECP Actions	Contact (Lead and Partners)	Action Ref. #	Learning City Actions	Target date
Create a better quality of life for city residents by Integrating all Initiatives and Actions where possible.	Support inter-agency and cross sector integration initiatives.	RAPID ABC, EcCoWeLL, HSE, Cork Smart Gateway, Cork City Council SPCs.	LECP 6.1	Learning City representatives to participate in relevant interagency initiatives	Ongoing 2017-2020
Support the UNESCO Learning City Project and Strategy	Support and promote the implementation of the Cork UNESCO Learning City Strategy and Actions.	Cork City Council, HSE, CETB, UCC, CIT and GLLiC.	LECP 6.2	6.2.1 Engage in Strategic Development Plan 6.2.2 Learning City Project actions and development	Dec 2017 Ongoing – 2020
	Work with UNESCO Institute of Lifelong Learning and the Global Network of Learning Cities GNLC towards the achievement of a UNESCO designation of Cork as a City of Learning.	Cork City Council, HSE, CETB, UCC, CIT and GLLiC.	LECP 6.3	6.3.1 MOU with UNESCO Institute of Lifelong Learning 6.3.2 Irish Network of Learning Cities. Sign MOU with Limerick, Belfast 6.3.3 Partner with UNESCO as host and promote Cork Learning City best practice during UNESCO conference	June 2017 Sept 2017 Sept 2017
	Support the Learning City Working Group GLLiC - Growing Lifelong Learning in Cork - strategy and actions.	Cork City Council, CETB, HSE, UCC, CIT, CLLF, Healthy Cities, Learning Neighbourhoods, CEF, Cork Opera House, Industry partners, EcCoWeLL, HSE, Music Generation, Cork SMART Gateway, community education groups and other partners.	LECP 6.4	6.4.1 Grow membership of GLLiC 6.4.2 Identify additional signatories of MOU on Learning: • HSE Cork • NAPD • IPPN • Foroige	Ongoing – 2020 Ongoing Feb 2017 Feb 2017 Sept 2017 Aug 2017

LECP Objective	LECP Actions	Contact (Lead and Partners)	Action Ref. #	Learning City Actions	Target date
Support initiatives that bring all stakeholders in education and learning together	Support Learning City Seminars, Round Tables and Conferences, including International Learning City Exchange Opportunities.	Cork City Council, CETB, UCC, CIT and GLLiC.	LECP 6.5	6.5.1 Host Learning City Roundtables - LLF Roundtable for LN 7 Roundtables on UNESCO Learning City Themes 6.5.2 UNESCO International Learning Cities Conference 6.5.3 Regional L. City Seminar	Mar 2017 May 2017 Nov 2017 – Nov 2019 Sept 2017 April 2019
	Support integration and linking between projects with a learning dimension and Learning City structures, partners and strategies.	Cork SMART Gateway, Lifetime Lab, BCO, Coder Dojo, Music Generation Cork City, Arts in Education orgs, iWish.	LECP 6.6	6.6.1 Plan and deliver joint projects or initiatives with relevant partners	Autumn 2017 Spring 2018 Autumn 2018
Support the development and strengthening of the Cork Lifelong Learning Festival	Support the Lifelong Learning Festival Development Plans.	CETB, Cork City Council, UCC, CIT, HSE, Colleges, Community Education Groups, Festival Partners, Sponsors, CLLF Organising Committee, EcCoWeLL.	LECP 6.7	6.7.1 Work with CLLF Co-ordinator and Committee to deliver one-day Showcase Festival for UNESCO conference.	Sept 2017
				6.7.2 Work with CLLF Co-ordinator and Committee to write and launch Guidelines for developing Learning Festivals for UNESCO conference.	Sept 2017
				6.7.3 Work with CLLF Co-ordinator and Committee on new strategic development plan.	Dec 2017
Support the development and strengthening of the Learning Neighbourhoods programme	Support the expansion of the Learning Neighbourhoods initiative to encourage wider participation in lifelong learning.	CETB, UCC, CIT, Cork City Council, RAPID ABC and Community Groups.	LECP 6.8	6.8.1 Work with CLLF Co-ordinator and Steering group to deliver site visits to all 4 Learning	Sept 2017

LECP Objective	LECP Actions	Contact (Lead and Partners)	Action Ref. #	Learning City Actions	Target date
				Neighbourhoods for UNESCO conference new strategic development plan. 6.8.2 Work with LN Co-ordinator to write and launch Guidelines for developing Learning Neighbourhoods for UNESCO conference. 6.8.3 Work with LN Co-ordinator and Steering group on new strategic development plan. 6.8.4 Work with LN CO-ordinator and Steering group to select and facilitate 2 new learning neighbourhoods for 2017 - 18, and a further 2 in 2018 - 19.	Sept 2017 Nov 2017 Sept 2017 July 2018
Support Community Education Networks and Forum	Actively promote and resource Community Education Networks to provide co-ordinated accessible education and training opportunities for all ages.	CETB, Community Groups, CCP, City Stakeholders (LCDC), HSE, HSCL, CLLF, EcCoWeLL.	LECP 6.9	6.9.1 Work with Community Ed. Networks to facilitate review and planning for 2017-2018	Oct 2017 Feb 2018
	Support the Cork Community Education Forum Strategic Plan and Actions.	CETB, Community Groups, CCP, City Stakeholders (LCDC), HSE, HSCL, CLLF, EcCoWeLL.	LECP 6.10	6.10.1 Work with Community Ed. Forum to facilitate review and planning for 2017-2018 6.10.2 Work with Community Ed. Forum to plan and organize learners event.	Oct 2017 April 2018

LECP Objective	LECP Actions	Contact (Lead and Partners)	Action Ref. #	Learning City Actions	Target date
Support strategies developed by educational partners to increase access to higher education in communities with low participation levels	Support Access strategies of Higher and Further Education Colleges in the City.	UCC, CIT, CETB FE Colleges, HEA National Access Office, CCP, HSCL, NEWB, TUSLA, NAPD, Community Education Networks.	LECP 6.11	6.11.1 Host a seminar with educational partners on Educational disadvantage to explore the possibility of reforming the interagency forum as a support structure for access initiatives.	April 2018
Support strategies developed by educational partners to increase access to higher education in communities with low participation levels.	Develop a city higher education access strategy towards making education accessible for all through an inter-agency group.	UCC, CIT, CETB FE Colleges, HEA National Access Office, HSCL, NEWB, TUSLA, NAPD.	LECP 6.12	6.12.1 Support educational partners to develop integrated access strategy and multi-partner structures.	Ongoing - 2021
Support interagency projects that seek to make access to arts education available to all.	Support the sustainability and expansion of Music Generation Cork City in providing Music Learning access for all young people.	Cork City Music Education Partnership and Steering Group members, Music Generation Cork City, Cork CETB, Cork City Council, HSE, CIT, UCC, CCP, Community Music Education Partner Providers.	LECP 6.13	6.13.1 Commit LC co-ordinator as co-chair to the Music Generation Executive and fundraising and financing sub-group	Ongoing - 2021
	Support the Cork Music Education Partnership strategy and plans.	Cork City Music Education Partnership members, Music Generation Cork City, Cork CETB, Cork City Council, HSE, CIT, UCC, CCP, Community Music Education Partner Providers.	LECP 6.14	6.14.1 Support a review and renew structure and membership of the Music Ed. Partnership	Jan 2018
	Investigate opportunities to transfer the Music Generation Cork City model into other areas of arts provision and arts education in the city.	Arts Council, HSE, Cork City Arts Department, Music Generation Cork City and other relevant stakeholders	LECP 6.15	6.15.1 Participate in Creative Ireland Local Authority committee	Ongoing - 2021

LECP Objective	LECP Actions	Contact (Lead and Partners)	Action Ref. #	Learning City Actions	Target date
Support strategies developed by inter-agency partners to tackle educational disadvantage	Support inter agency initiatives that target increased and enhanced participation by target groups in mainstream education focussed on groups among the following: <ul style="list-style-type: none"> • Travellers • People with disabilities • Migrants without English as a first language • Young unemployed adults • Roma • Homeless 	HSCL, NEWB, TUSLA, HSE, CETB, UCC, CIT, CCP, DSP, Colleges, RAPID ABC and Community Groups, TVG, Nasc, Welcome English, Disability Education Network and FMAC.	LECP 6.16	6.16.1 Commit LC Co-ordinator as Chair of the Traveller Ed. Inter-agency Task group.	Ongoing - 2021
				6.16.2 Commit L.C. Co-ordinator as Chair of the RAPID ABC to a new strategy for unemployed young adults.	Ongoing - 2021
				6.16.3 Reconvene task group on training and education for homeless.	Autumn 2017
				6.17.1 Liaise with representatives of these initiatives through roundtables and events dealing with educational disadvantage	Ongoing - 2021
Support DEIS and other school programmes and initiatives that are targeted at educational disadvantage.	Support the integration and development of a network of English Language schools and colleges, with a particular focus on English language provision for social inclusion.	HSCL, NEWB, TUSLA, CETB, UCC, CIT, CCP, DSP, Colleges, RAPID ABC and Community Groups, TVG, NASC, Welcome English, Disability Education Network.	LECP 6.17	6.18.1 Liaise with representatives of these English language colleges through roundtables and events dealing with English language provision	Ongoing - 2021
Support the development and sustainability of the ACCESS Initiative for young unemployed.	CETB, DSP, Cork City Council, Industry partners, HSCL, NEWB, TUSLA, CETB, UCC, CIT, CCP, Colleges, RAPID ABC and Community Groups.	LECP 6.19	6.19.1 Liaise with representatives of these ACCESS and Refocus programme through roundtables and events dealing with young unemployed	Ongoing - 2021	

LECP Objective	LECP Actions	Contact (Lead and Partners)	Action Ref. #	Learning City Actions	Target date
	Develop stronger links with employers for young people undertaking training programmes, to enhance employment prospects by allowing them to gain valuable work experience.	CETB, DSP, Cork City Council, Industry partners, HSCL, NEWB, TUSLA, CETB, UCC, CIT, CCP, Colleges, RAPID ABC and Community Groups.	LECP 6.20	6.20.1 Liaise with representatives of employers through roundtables and events dealing with young unemployed	Ongoing - 2021
Support initiatives that promote increased participation in STEAM	Link with initiatives that promote STEAM, develop opportunities and new methods for increasing participation in Science Technology Engineering Arts and Maths, particularly by under-represented young people.	LifetimeLab, BCO, iWish, Cork City Council, Coder Dojo, it@Cork, CETB, FMAC, Arts Council and CCAD.	LECP 6.21	6.21.1 Liaise with representatives of STEAM initiatives through roundtables and events dealing with Science Technology Engineering Arts and Maths, particularly by under-represented young people	Ongoing - 2021
Support the use of focussed Research and Evaluation as a means of developing and enhancing inclusive education initiatives.	Support the increased use of appropriate third level research and evaluation capacity including UCC CARL programme, similar research initiatives in CIT and elsewhere.	UCC, CARL, CIT, GLLiC.	LECP 6.22	6.22.1 Liaise with representatives of these Research and Evaluation initiatives through roundtables and events dealing with enhancing inclusive education.	Ongoing - 2021
Support creative learning opportunities for 0 to 3 year olds and enhance early year's education and learning.	Support the strategies, plans and actions of early years education and childcare organisations.	Cork City Childcare Co., CETB, Cork City Council, HSE, Tusla, UCC, CIT, Colleges, and Community Groups.	LECP 6.23	6.23.1 Liaise with representatives of these early years initiatives through roundtables and events dealing with enhancing learning opportunities for 0 to 3 yr olds.	Ongoing - 2021
	Support and expand the BEAG Early Years Arts Development project.	Cork City Council, HSE, Tusla, CETB, UCC, Cork City Childcare Co., NICHE, and CIT.	LECP 6.24	6.24.1 Liaise with representatives of these early years arts development initiatives through	Ongoing - 2021

LECP Objective	LECP Actions	Contact (Lead and Partners)	Action Ref. #	Learning City Actions	Target date
				roundtables and events dealing with enhancing early years arts opportunities.	
	Support and expand the Young Knocknaheeny and Happy Talk programme and other similar initiatives.	Cork City Council, HSE, Tusla, Cork City Childcare Co., NICHE Young Knocknaheeny, CETB, CCP, UCC, CIT.	LECP 6.25	6.24.1 Liaise with representatives of these early years initiatives through roundtables and events dealing with enhancing early years arts opportunities.	Ongoing - 2021
Support the expanded use of the arts and creativity programmes to engage with socially excluded groups.	Enhance the experience and engagement of artists with disabilities and support the participation of arts and disability organisations to participate in the lifelong learning festival, EcCoWeLL and UNESCO City of Learning actions.	Cork City Council, Arts Office, HSE, Tusla, CETB, UCC, Cork City Childcare Co., and CIT, CCP, Community Arts Groups, FMAC.	LECP 6.26	6.26.1 Liaise with representatives of these arts and disabilities initiatives through roundtables and events dealing with enhancing arts and lifelong learning opportunities.	Ongoing - 2021
Support the Cork City Libraries Service	Deliver the objectives and actions set out in the Cork City Strategy for Public Libraries 2013-2017.	Cork City Council.	LECP 6.27	6.27.1 Liaise with Library Service through Library representation on GLLiC and Lifelong Learning Festival Committee	Ongoing - 2021
	Promote the awareness of libraries as centres for community development, learning and interaction at a local level within the City.	Cork City Council.	LECP 6.28	6.27.1 Liaise with Library Service and assist in the achievement of this objective through activities of GLLiC and Lifelong Learning Festival	Ongoing - 2021

LECP Objective	LECP Actions	Contact (Lead and Partners)	Action Ref. #	Learning City Actions	Target date
Support the implementation of the objectives under Goal 3 of the Cork City Heritage Plan to “Support education research and training”	Develop a heritage research plan with existing 3rd level educational bodies.	Cork City Council, 3rd level education bodies, heritage groups and organisations, Schools.	LECP 6.29	6.29.1 Liaise with representatives of heritage committees through relevant structures, activities and involvement in the Lifelong Learning Festival	Ongoing - 2021
	Support the provision of heritage training to communities. Promote heritage in the schools.	Cork City Council, 3rd level education bodies, heritage groups and organisations, Schools.	LECP 6.30	6.30.1 Liaise with representatives of heritage service through relevant structures, and support the achievement of these objectives.	Ongoing - 2021

A second set of Objectives and Actions, under the high level goal 12. Skills and Human Capital in the 2016-2021 Local Economic and Community Plan are relevant to Strategic Development of the Learning City, as follows.



SKILLS & HUMAN CAPITAL

Develop skills within the Cork area to match the needs of existing and future businesses. Provide support services for the unemployed and to help maintain and expand businesses in areas of high unemployment.

Objective	Actions	Contact (Lead and Partners)	Action Ref. #	Learning City Actions	Target date
Ensure that Cork's education and skills base is aligned with the requirements of industry (FDI and indigenous)	Participate in the work of the Regional Skills Forum which brings together employers and the further and higher education system of the region;	Cork ETB, CIT , UCC, IT Tralee, Cork City Council, Cork County Council, Kerry County Council, IDA, EI, Cork and Kerry LEOs	LECP 12.1	12.1.1 Liaise with representatives of the Regional Skills Forum through roundtables and events dealing with skills needs and education and training responses.	2017
Support those who are unemployed to enable them to access education, training and employment	Support the development of targeted employment initiatives at a local level	CETB, Cork City Council, Cork City Partnership, Dept of Social Protection, Cork City Partnership, SIMON and Local Enterprise Office, Cork City	LECP 12.2	12.2.1 Liaise with representatives of targeted employment initiatives through roundtables and events dealing with responses to unemployment through education and training.	Ongoing - 2021

Question:

What additional actions are required to enable the LECP Education and Learning Objectives and Actions to be achieved from 2017 – 2020?

Section 2:

Cork Learning City

– Past



2.1

Cork as a City of Learning 2002 – 2012

The Cork City Development Board publication *Imagine our Future 2002 – 2012: an Integrated Strategy for Economic, Social and Cultural Development* included a Strategic Theme, one of seven, naming Cork as a City of Learning.

In its introduction the Strategy stated:

We see learning as a life-long activity for all our citizens and not as something to be pursued only by young people. We see Cork as a place:

- *Where access to learning is available for all levels and all ages in the city.*
- *Where provision addresses comprehensively the diversity of learning needs.*
- *Where an ethos of quality underpins the provision of continuous learning opportunities for all citizens in the city.*
- *Where the city is recognised nationally and internationally as a centre of learning and research.*
- *Where available information and knowledge are catalysts for creativity and learning.*

Question:

From a passive to an active learning city - How can a City of Learning become a Learning City and become an active learning entity? How can this active approach to learning be promoted and adopted by citizens and stakeholders?

Under this theme was the following goal:

Goal – the city will have a flexible and accessible learning system for all

Among the Objectives and Actions under this Goal identified then that are still relevant in 2017 are:

Objective 106

A new Cork City Learning Forum will be established, to facilitate better communication, the collection and analysis of data, project and strategy development, and the development of a Cork City Learning Framework to enable people to map progression routes and plan learning.

The Forum was established and operated from 2003 until the dissolution of the City Development Board in 2014, following a change in government policy.

Question:

How can the functions of the Learning Forum be fulfilled by new structures from 2017 on?

Objective 107

Opportunities to access all levels of education, training and guidance will be available/enhanced, including at local level, throughout the city

Action (B)

Enhance, resource further (including provision for network co-ordinators and increased access to arts resource centres) and build on existing local education networks, to support the development of learning neighbourhoods; increase the level of cross-working between local networks.

Question:

How can local Education networks be supported, strengthened and integrated into city wide structures and strategies from 2017 on?

Objective 116

A culture of learning will be fostered in Cork City

“Culture eats Strategy for breakfast, lunch and dinner...” Peter Drucker

Under this objective two Actions were named that are still relevant in 2017:

Action (A) - A lifelong learning week

Action (B) - A city of learning logo

The lifelong learning week was developed as the Cork Lifelong Learning Festival that has grown consistently and developed over the years 2004-2017.

The logos of the city of learning and of the festival are used widely in organisations and in settings that participate in the festival.

Question:

How can the Lifelong Learning Festival be supported, strengthened and made sustainable from 2017 on?

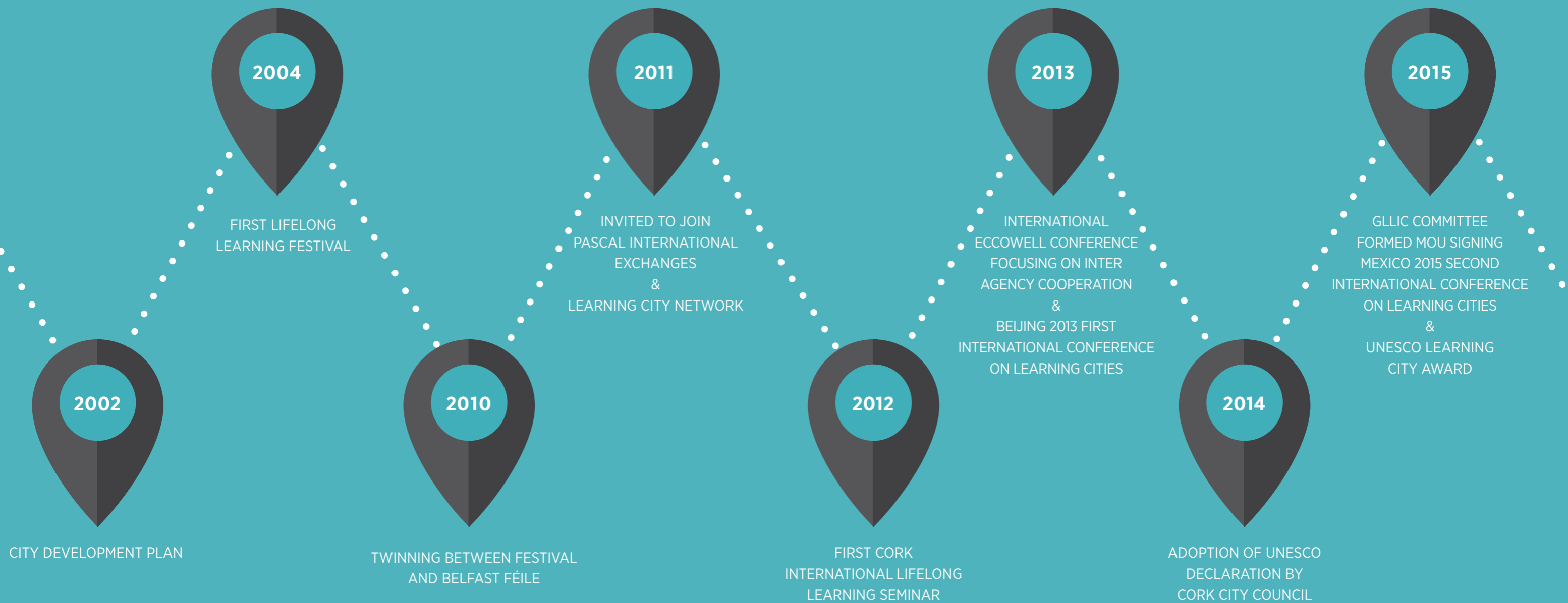
Question:

Can existing and new logos for learning city, learning festival and learning neighbourhood enhance the visibility and connection between individuals, organisations and stakeholders across the city at all levels from 2017 on?

2.2

Milestones: Cork as a City of Learning 2002 – 2015

Diagram 3: Milestones



Section 3:

Cork Learning City

– Exploring Our Future



3.1 Cork Learning City and the UNESCO Key Features of a Learning city

UNESCO's 2013 Beijing Declaration on Learning Cities and the accompanying publication 'Key Features of a Learning City' identify the following as 'major building blocks of a learning city':

- Inclusive learning in the education system;
- Revitalised learning for families and communities;
- Effective learning for and in the workplace;
- Extended use of modern learning technologies;
- Enhanced quality and excellence in learning;
- A vibrant culture of learning throughout life.

Among the Wider benefits of building a learning city identified in the UNESCO Declaration and 'Key features' publication is:

- Sustainable development;

The Declaration and key features document also identify Fundamental Conditions for building a learning city.

Consultation on the future development of Cork Learning City using the UNESCO Learning City Major Building Blocks

To commence a process of consultation and analysis of Cork Learning City for the Future 2017 – 2020,

and 2020 - 2030, these sources were used to generate an initial set of seven themes for a series of initial consultation sessions between February and May 2017 and form the basis for a Framework, which can be used for future planning purposes.

Initial Round Table Consultations

Three initial key focus groups were identified to establish a baseline of consultation on these issues:

1. GLLiC Growing Lifelong Learning in Cork Working Group members
2. Cork Lifelong Learning Festival partners
3. Learning Neighbourhoods local steering group members

Each of these groups was guided through a facilitated half-day round table session. Following a presentation on Cork Learning City Developments, attendees were divided into six groups. Taking one of the Major Building Blocks at a time, and chaired by GLLiC members, participants discussed the components of each of these themes and identified:

- Who is leading on this theme in the city
- What is Cork City currently doing well
- What could we in Cork do better

The results of these three sessions were analysed and combined to identify common elements that had emerged. These elements provide a short list of potential areas to focus on for the future in planning from 2017 – 2020, and from 2020 – 2030. This analysis is presented in the table below.

Theme 1: Inclusive learning in the education system		
UNESCO identified elements under this theme	Identified strengths in Cork	Areas identified as a potential focus for future development
<ul style="list-style-type: none"> › Expanding access to early childhood care and education › Expanding access to education from primary to third level › Expanding access to and participation in adult education and technical and vocational education and training › Providing support for marginalised groups, including migrant families, to ensure access to education 	<ul style="list-style-type: none"> › Early Years – interventions and local access to pre-school › Community Education Networks › Learning Neighbourhoods › Support Schemes: Home School Community Liaison and School Completion Programmes › Third Level Access Schemes and Links schemes between 2nd, Further Ed. and 3rd levels 	<ul style="list-style-type: none"> › Better engagement with marginalised groups, including Travellers, Migrants and those in Direct Provision › Better Guidance for adults, and young unemployed › Improved access for older people, including opportunities to retrain, in intergenerational programmes and to act as mentors › Improved early years interventions incl. pre-natal and through family learning approaches › More technical and functional learning opportunities including an expanded apprenticeship programme

Question:

How can Cork Learning City and its structures and partners build on identified strengths and support responses to identified gaps for the development of an Inclusive education system in the city from 2020-2030?

Theme 2: Revitalised learning for families and communities		
UNESCO identified elements under this theme	Identified strengths in Cork	Areas identified as a potential focus for future development
<ul style="list-style-type: none"> › Establishing community-based learning spaces and providing resources for learning in families and communities › Motivating people to participate in family and community learning › Recognising community history and culture, and indigenous ways of knowing and learning as unique and precious resources 	<ul style="list-style-type: none"> › Co-ordination and Collaboration between formal education sector and communities › Learning city structures, stakeholder 'buy-in' and commitment › Networks, including Community Networks? › Community spaces for learning 	<ul style="list-style-type: none"> › Improved engagement of youth and parents › More collaboration and pooling of resources, sharing of campuses and collaborative approaches across educational sectors › Improved measurement and analysis of the needs and gaps. › Engaging more marginalised groups.

	<ul style="list-style-type: none"> › A range of excellent models of good practice* 	<ul style="list-style-type: none"> › Making learning opportunities more accessible and flexible. › Further development of Learning Neighbourhoods with revitalizing learning locally as their main goal › Improve literacy levels, include more opportunities for Paired reading (child with parent or guardian) including through support for 'One Book, One Community' initiatives
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Question:
How can Cork Learning City and its structures and partners build on identified strengths and support responses to identified gaps to revitalise learning for families and communities in the city from 2017-2020, and from 2020-2030?

Theme 3: Facilitating Learning for and in the Workplace

UNESCO identified elements under this theme	Identified strengths in Cork	Areas identified as a potential focus for future development
<ul style="list-style-type: none"> › Ensuring that all members of the workforce, including migrant workers, have access to a broad array of learning opportunities › Helping public and private organisations to become learning organisations › Encouraging employers and trade unions to support workplace learning › Providing appropriate learning opportunities for unemployed youth and adults 	<ul style="list-style-type: none"> › Formal Education Providers › Co-Operation Among Educational Providers and with Employers e.g. › Regional Skills Forum › Recognition of Prior Learning (RPL) Centre of Excellence › Support available from Employers for workplace learning › Range of work related courses available › Access to National and International Certification › Some excellent models of targeted training for employment for marginalised groups 	<ul style="list-style-type: none"> › Wider Access to components at NFQ 1-6 towards flexible qualifications achieved P/T › Greater use of RPL portfolios for certification › Better recognition and celebration of good practice in workplace learning under Learning City umbrella › Greater Public/Private sector Collaboration and Integration › Develop a Culture of lifelong learning and as a core concept in all workplaces › Promote a model of workplace learning that has a broad approach to learning, prepares and supports employees for 'learning to learn' and recognises different starting points, and is not restricted in CPD terms › Undertake an audit to enable better planning

Question:
How can Cork Learning City and its structures and partners build on identified strengths and support responses to identified gaps to facilitate learning for and in the workplace in the city from 2017-2020, and from 2020-2030?

Theme 4: Extending the use of Modern learning Technologies

UNESCO identified elements under this theme	Identified strengths in Cork	Areas identified as a potential focus for future development
<ul style="list-style-type: none"> › Training administrators, teachers and educators to use technologies to enhance learning › Expanding citizens' access to ICT tools and learning programmes 	<ul style="list-style-type: none"> › Online learning and Blended Learning opportunities › SMART City Project and new SMART initiatives › Coder Dojo groups well spread throughout the city › STEAM: Science Technology Engineering Art and Maths initiatives › Adult ICT Access programmes in Community Settings, and Libraries › Personnel Support for Public Services now available on line, e.g. Libraries, archives, City Council services › IT industry strong in the city region and committed to collaboration 	<ul style="list-style-type: none"> › Improved Access to all levels of online learning tools, for all - Apps, textbooks, MOOCs, self -directed learning programmes, tablets as learning tools, Free Wi-fi citywide, etc › Coder Dojo - ongoing audit of existing groups, support for networking between groups, set targets for comprehensive spread across all areas of the city › Develop an intergenerational approach that tackles social media and safety, and deals with balancing Access with Protection/ Privacy › Ongoing upskilling and awareness raising of educational professionals at all levels and in all sectors - incl. teachers, tutors, trainers, mentors, Special Needs Assistants etc. › 'Leave no-one behind' - Commit to this as a new strategy to tackle educational disadvantage, new barriers to learning and exclusion › Engage more with industry, as mentors, as technology partners, part of Corporate Social responsibility, and for new learning resources relevant to the modern workplace › Develop an IT Learning City Strategy that includes an ongoing scoping of relevant technologies and focusses on older learners and on intergenerational teaching and learning approaches

Question:
How can Cork Learning City and its Structures and partners build on identified strengths and support responses to identified gaps to extend the use of Modern Learning Technologies in the city from 2017-2020, and from 2020-2030?

Theme 5: Enhancing Quality in Learning (This theme was explored only by the GLLiC working group)		
UNESCO identified elements under this theme	Identified strengths in Cork	Areas identified as a potential focus for future development
<ul style="list-style-type: none"> › Promoting a paradigm shift in Education and Learning, from teaching to learning, from mere acquisition of skills and information to the development of creativity and learning skills. › Raising awareness of shared moral, ethical and cultural values, and promoting tolerance of differences. › Employing appropriately trained administrators, teachers and educators. › Fostering a learner-friendly environment. 	<ul style="list-style-type: none"> › Continuing Professional Development opportunities, including through CESC Cork Educational Support Centre › Teacher Training expertise within Higher Education › Teaching and Learning Units in Higher Education Institutions › Personal and professional commitment and enthusiasm › Maintenance of standards within the education system › Quality systems within formal institutions and in QQI assured education settings, including community education centres 	<ul style="list-style-type: none"> › Better cross-over including public/private eg. Innovative models such as Coder Dojo, Green schools and Apple mentoring programme › Making high quality learning more accessible to educationally disadvantaged and targeting the most marginalised, e.g. Travellers › Improved understanding of quality in all its aspects in learning

Question:
How can Cork Learning City and its structures and partners build on identified strengths and support responses to identified gaps to enhance quality in learning in the city from 2017-2020, and from 2020-2030?

Theme 6: Fostering a culture of learning throughout life		
UNESCO identified elements under this theme	Identified strengths in Cork	Areas identified as a potential focus for future development
<ul style="list-style-type: none"> › Organising and supporting public events that encourage and celebrate learning. › Providing adequate information, guidance and support to all citizens, and stimulating them to learn through diverse pathways. › Developing systems that recognise and reward all forms of learning. 	<ul style="list-style-type: none"> › Lifelong Learning Festival, 600 events hosted by a diverse range of committed partners › A wide range of Awards, Presentation events and Recognition ceremonies throughout the year › Strong Adult Education tradition and provision in the city › Community Groups, individually and through membership of networks, provide a strong base for a learning culture 	<ul style="list-style-type: none"> › One central portal for information on learning opportunities, as a one stop access point › Promote the value of learning as a fun and social activity, as a way of improving quality of life and developing community › Improved information on and accessibility to Higher Education for all › Enhanced guidance including approaches based on learners' strengths

	› Themed festivals and specialist centres in the city enhance learning through a link with Culture, Heritage and Science	› Greater emphasis and value placed on apprenticeships › Focus on appropriate levels of resourcing of the essential elements that are in place
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Question:
How can Cork Learning City and its structures and partners build on identified strengths and support responses to identified gaps to foster a culture of learning throughout life in the city from 2017-2020, and from 2020-2030?

Theme 7: the 'seventh pillar'
Promoting Learning for Sustainable Development*
(This topic was developed from being identified among the key features by UNESCO as a 'wider benefit' of learning cities, to being introduced as a theme in its own right for consultation sessions)

UNESCO identified elements under this theme* (elements combined for consultation purposes)	Identified strengths in Cork	Areas identified as a potential focus for future development
<ul style="list-style-type: none"> › Stimulating inclusive and sustainable economic growth › Reducing the negative impacts of economic and other human activities on the natural environment › Enhancing the liveability of cities › Promoting sustainable development through active learning in all settings 	<ul style="list-style-type: none"> › Strong Inter-agency collaborations and a track record of innovative integrated solutions › Inclusion included centrally in all city plans › A growing number of interactive green spaces, community gardens and greening projects, made and maintained with active citizen involvement › Public Sector commitment towards sustainability and liveability in the city including by City Council, UCC?? and through transport and mobility initiatives › Support for the use of the Arts, Creativity and Humour to soften the city landscape and bring it to life 	<ul style="list-style-type: none"> › More investment in community lead and bottom up initiatives with an environmental focus › Expansion of community gardens and greening projects › More education programmes, e.g. Green Schools, to improve citizen engagement with sustainability and local actions › More partnerships with environmental organisations › More support and encouragement for community clean ups, and enhanced waste management and recycling initiatives

Question:
How can Cork Learning City and its structures and partners build on identified strengths and support responses to identified gaps to promote learning for sustainable development in the city from 2017-2020, and from 2020-2030?

3.2 Cork Learning City Future Key Strategic Actions

The following Key Actions emerge from analysis of the Learning City Future and reflect the approach being taken to long term strategic planning. They are to be considered with a second set of Key Actions on Page 16 that emerged from analysis of the Learning City's present situation, drawing together many of the individual actions listed in the Action Plan for the City – Local Economic and Community Plan 2016 – 2021.

Learning City Key Strategic Actions 2017-2020
<p>KSA6. Host a series of seven half-day Round Table Seminars on each of the themes above, to bring together representatives of initiatives and key stakeholders in the sector to explore the theme and its application and relevance to unique challenges faced by Cork city. Using this initial analysis as a starting point, the session will consider the issues, and generate priorities that will form the basis of a plan to 2030.</p>
<p>KSA7. Support key projects and initiatives that address these themes in the city in future, through connecting them together, and with Learning City partners, and taking opportunities to increase sectoral and public awareness of their role and the work they do.</p>
<p>KSA8. To identify leaders among these projects and initiatives who will act as key strategic partners for actions under this theme, and will assist in co-ordinating actions.</p>
<p>KSA9. To work with a leadership group built on foundations through Learning City partners on the development of the Learning Factories pilot project.</p>
<p>KSA10. To develop the Learning City Website as a portal and a point of contact and co-ordination between all Learning City activities and all stakeholders</p>
<p>KSA11. To work with lead and strategic partners on their strategic planning processes to include the learning city objectives in each strategic plan, and to include a reference in each plan to supporting the achievement of the objectives of other Learning City partners.</p>
<p>KSA12. To work with city partners to develop a network of Irish Learning Cities, and to connect with international cities and networks to support the development of Cork and each of its city partners as learning cities.</p>

3.3 Mapping Key Initiatives and Actions and Future Developments 2017 – 2020 against the UNESCO framework

The following diagram represents an initial analysis of the current and future initiatives and actions as they are currently constituted and envisaged.








Key Learning City Projects	Strategic Themes: UNESCO Building Blocks of a Learning City						
	Inclusive learning in the education system;	Revitalised learning for families and communities;	Effective learning for and in the workplace;	Extended use of modern learning technologies	Enhanced quality and excellence in learning	A vibrant culture of learning throughout life	Sustainable Development
Cork Lifelong Learning Festival							
Learning Neighbourhoods							
International Conferences on Learning Cities							
Cork Learning City Lab							
Cork Science Festival							
Community Education Networks							
Learning Factories							
Learning City Website							
Irish Network of Learning Cities							

Appendix I

Cork City LECP 2016–2021

That Cork will have vibrant, resilient, inclusive, sustainable communities where people have a good quality of life and access to quality public services. To ensure balanced and sustainable economic development and employment in the city. And to promote social inclusion and equality by ensuring that all residents of Cork City have equal opportunities to access, participate and engage in the social, economic and lifelong learning opportunities in the city.

High Level Goals - 15 Themes

- 
THEME 1 /// Housing
 Clearly identify and plan responses to a range of housing issues experienced in Cork City to strengthen the economic and community development of the city.
- 
THEME 2 /// Healthy City
 Ensure Cork is a healthy city that connects to improve the health and well-being of all its people and reduce health inequalities.
- 
THEME 3 /// Community Participation
 Integrate communities and community and voluntary groups into decision making and to promote civic participation and community engagement.
- 
THEME 4 /// Safe and Green City
 Ensure Cork is a safe and green city with a secure and sustainable environment in which to live, work and play
- 
THEME 5 /// Social Economy
 Ensure the vibrant social economy sector is supported and enhanced.
- 
THEME 6 /// Education and Learning
 Support the culture of learning in Cork and enhance educational levels across the city.
- 
THEME 7 /// Social Inclusion and Equality
 Reduce the marginalisation of specific communities within the city, taking into account the nine grounds and socio economic status.
- 
THEME 8 /// Children and Young People
 Develop integrated responses to the needs of children and young people and improve outcomes through local inter-agency working.
- 
THEME 9 /// Older People
 Develop integrated responses to the needs of older people, promoting their inclusion and contribution in all areas of life and responding.
- 
THEME 10 /// Economic Diversity
 Support the maintenance of a diverse economic base within the city
- 
THEME 11 /// Innovation
 Support innovation in the local economy
- 
THEME 12 /// Skills and Human Capital
 Develop skills within the Cork area to match the needs of existing and future businesses. Provide support services for the unemployed and help maintain and expand businesses in areas of high unemployment

- 
THEME 13 /// Transport and Communications
 Support measures to improve transport and telecommunications networks into and around Cork City and region
- 
THEME 14 /// Quality Of Place
 Build on Cork's strong place quality assets and improve the attractiveness of the city for residents and visitors
- 
THEME 15 /// Competitiveness Through Strategic Governance
 Co-operate with other stakeholders to deliver the strategic governance that ensures the Cork Gateway remains a competitive location for economic activity and also to maintain the excellent quality of life available in Cork which underpins the Gateway's competitiveness

Appendix II

Members of Cork Learning City Steering Group Sept 2017

Cllr. Tony Fitzgerald	Lord Mayor of Cork, Chair
Mr. Pat Ledwidge	Asst. Chief Executive, Cork City Council, Deputy Chair
Mr. Ted Owens	Chief Executive, Cork Education and Training Board (Cork ETB)
Dr. Barry O'Connor	President, Cork Institute of Technology (CIT)
Prof. Patrick O'Shea	President, University College Cork (UCC)

Members of the Growing Lifelong Learning in Cork Working Group (GLLiC) Sept 2017

Mr. Pat Ledwidge	Asst. Chief Executive, Cork City Council – Co-Chair
Mr. Willie McAuliffe	NAPD, Co-Chair
Dr. Barry O'Connor	President, Cork Institute of Technology
Dr. John O'Halloran	Vice President for Teaching and Learning, UCC
Mr. John Fitzgibbons	Director of Further Education and Training, Cork ETB
Ms. Rebecca Loughry	Specialist Social Inclusion, HSE/Cork City Council
Ms. Elmarie McCarthy	Administrative Officer, Cork City Council
Mr. Liam Ronayne	City Librarian, Cork City Council
Ms. Ger Canning	Adult Education Officer, Cork ETB
Mr. Ciarán Lynch	Adult Literacy Organiser, Cork ETB
Ms. Deidre Creedon	Access Officer, CIT
Dr. Seamus O'Tuama	Director of Adult and Continuing Education, UCC
Ms. Tina Neylon	Cork Lifelong Learning Festival Co-ordinator
Ms. Siobhan O'Sullivan	Learning Neighbourhoods Co-ordinator
Ms. Denise Cahill	Cork Healthy City Co-ordinator
Ms. Bernie Connolly	Cork Environmental Forum Co-ordinator
Mr. Martin O'Donoghue	Business Development Manager, Cork Opera House
Mr. Brendan Goggin	Citizen, Former Registrar CIT
Mr. Eoin McCuirc	Assistant Principal, Central Statistics Office
Mr. John Kennedy	Cork Area Assistant Manager, Foróige
Mr. Conor O'Connell	Regional Director, Construction Industry Federation
Mr. Denis Barrett	Cork Learning City Co-ordinator

How can you contribute or join us?

Engage with us through our public events, through our projects and through our website: www.corklearningcity.ie

Submissions on this plan accepted up to **31 Oct 2017**

Cover Image: **Patricia Groche** - "Cork City"

