

The Pécs Learning City-Region Platform for Learning Partnership with the Contribution of Higher Education

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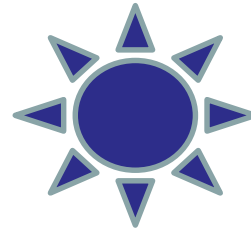
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Background -



Pécsi Tanuló Város-Régió Fórum
Pécs Learning City – Region Forum
Magyarország/Hungary
www.learningcity-region-pecs.hu



Background and Context

- The Impact of the Concept of the ***Learning Society*** from the 1970s and onwards (e.g. the role of the Faure-report (1972) and the Delors-report (1996))
- Models of ***Learning Communities, Learning Cities*** and ***Learning Regions*** in Europe, North America, Australia, and Asia and the Pacific
- The **role of the OECD** from late 1970s onwards **and that of the EU** before and after the Millennium to connect the lifelong learning initiative to spatial developments of learning.
- **Learning City initiative to spread** from developed UN Member States to Developing Member States where an accelerating interest is reflected by both political groups and by the public.
- **The Impact of the Third Role of HEIs in Reconfiguring Partnerships**



The Role of UNESCO – Belém Framework for Action

„16 Quality

Quality in learning and education is a holistic, multidimensional concept and practice that demands constant attention and continuous development. Fostering a culture of quality in adult learning requires relevant content and modes of delivery, learner centred needs assessment, the acquisition of multiple competences and knowledge, *the professionalisation of educators*, the enrichment of learning environments and the empowerment of individuals and communities.

To these ends, we commit ourselves to:.....

(c) improving training, capacity-building, employment conditions and the professionalisation of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations;”

UNESCO (2009) *The BELÉM Framework for Action*. Hamburg: UIL, P.6.



The Role of UNESCO – Belém Framework for Action

„16 Quality, cont.

To these ends, we commit ourselves to:

- (a) **developing quality criteria for curricula, learning materials and teaching methodologies** in adult education programmes, taking account of outcomes and impact measures;
- (b) **recognising the diversity and plurality of providers;**
- (c) **improving training, capacity-building, employment conditions and the professionalisation of adult educators**, e.g. through the **establishment of partnerships** with higher education institutions, teacher associations and civil society organisations;
- (d) **elaborating criteria to assess the learning outcomes of adults** at various levels;
- (e) putting in place precise **quality indicators;**
- (f) **lending greater support to systematic interdisciplinary research in adult learning and education**, complemented by **knowledge management systems for the collection, analysis and dissemination of data and good practice.**

UNESCO (2009) *The BELÉM Framework for Action*. Hamburg: UIL, P.6.

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EUROPEAN AGENDA FOR ADULT LEARNING

Priority areas for the period 2012-2014:

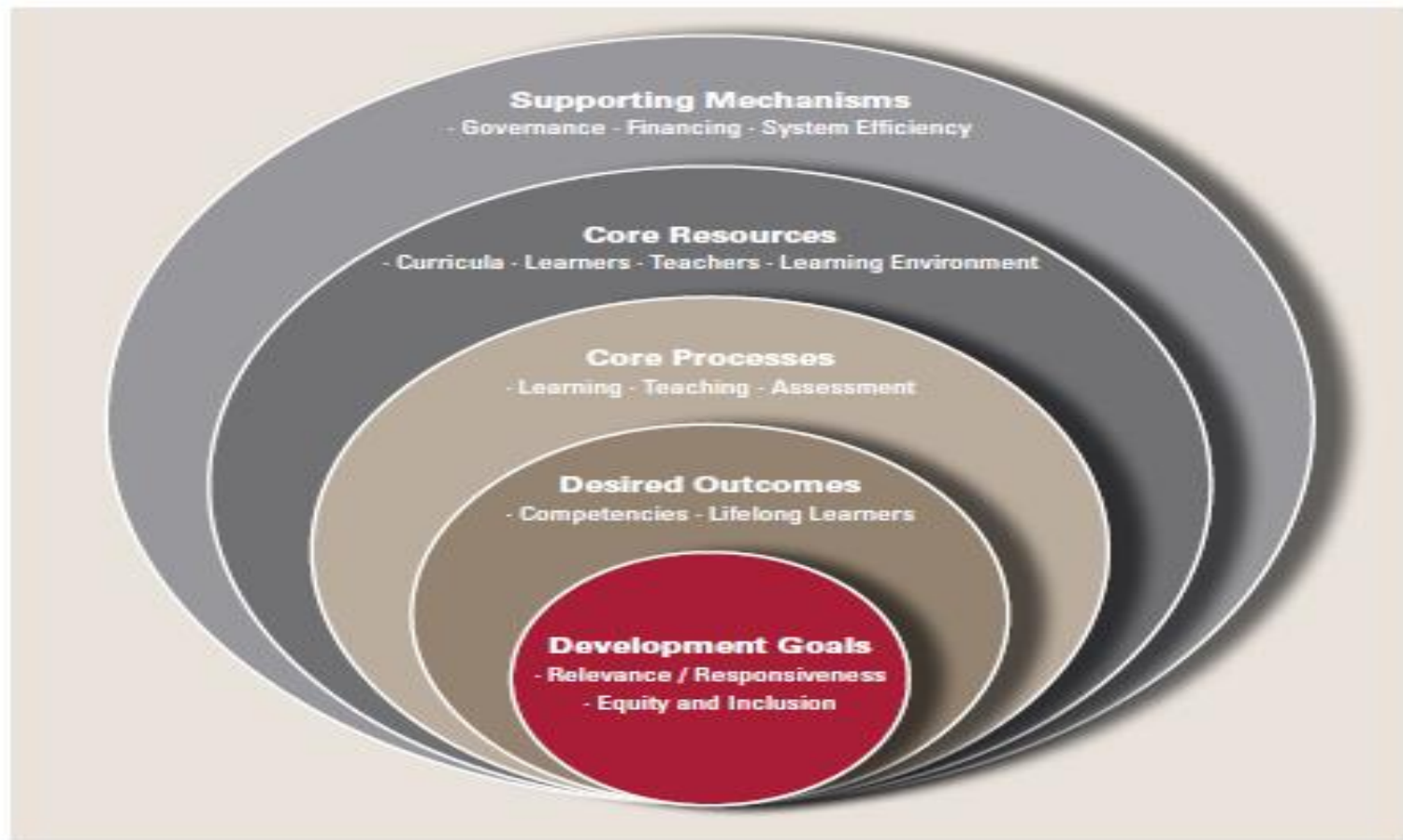
1. *Making lifelong learning and mobility a reality;*
2. *Improving the quality and efficiency of education and training;*
3. *Promoting equity, social cohesion and active citizenship through adult learning;*
4. *Enhancing the creativity and innovation of adults and their learning environments;*
5. *Improving the knowledge base on adult learning and monitoring the adult learning sector*

Source: Council Resolution on a renewed European agenda for adult learning. Council of the European Union. (20. 12. 2011.)

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:EN:PDF>



Figure 6.1
UNESCO General Education System Quality Analysis/Diagnosis Framework (GEQAF)



Source: UNESCO, 2012

Descriptors of Learning Cities

- The Impact of the Scale in Urban Development, Production and Changing Social Relations affected by the Structures, Modes and Available Sources of Learning;

Main descriptors of a Learning City to effectively mobilise its resources in every sector to:

- promote inclusive learning from basic to higher education;
- re-vitalise learning in families and communities;
- facilitate learning for and in the workplace;
- extend the use of modern learning technologies;
- enhance quality and excellence in learning; and
- foster a culture of learning throughout life.

In so doing it will create and reinforce individual empowerment and social cohesion, economic and cultural prosperity, and sustainable development.

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 2.)



Monitoring Learning Cities

- Monitoring is following of how and in what ways Cities promote lifelong learning.

Goals of Learning City Development:

- Transformation of political and theoretical discourses into concrete strategies and approaches;
- Measuring progress over time;
- Evaluating the benefits of the strategies it has put into place.

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 3.)



Monitoring Learning Cities

Markers of Learning City Development:

- To support in ***a meaningful way the development of lifelong learning*** within and across member cities;
- To determine up to a certain level how much progress is being made ***to implement lifelong learning for all*** in many of the world's communities;
- ***To facilitate international comparative analysis and experience-sharing and mutual learning*** among member cities.

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 3.)



Framework of the Key Features of Learning Cities

Wider benefits of building a learning city

Individual Empowerment and Social Cohesion

Economic Development and Cultural Prosperity

'Lifelong Learning for All is Our City's Future.'

Sustainable Development

Major building blocks of a learning city

Inclusive Learning in the Education System

Re-vitalised Learning in 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

Fundamental conditions for building a learning city

Strong Political Will and Commitment

Governance and Participation of All Stakeholders

Mobilisation and Utilisation of Resources

Components of the Framework of Key Features of Learning Cities

The framework of the Key Features of Learning Cities corresponds to the **pediments, columns and foundation steps of the UNESCO logo.**

The Pediment – three areas of focus reflect the **wider benefits of building a modern learning city**, broadly defined as:

(1) Individual empowerment and social cohesion;

(2) Economic development and cultural prosperity; and

(3) Sustainable development.

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 4.)



Components of the Framework of Key Features of Learning Cities

The Columns – six areas of focus reflect the major building blocks of a learning city:

- (1) Inclusive learning in the education system;**
- (2) Re-vitalised learning in families and communities;**
- (3) Effective learning for and in the workplace;**
- (4) Extended use of modern learning technologies;**
- (5) Enhanced quality in learning, and**
- (6) A vibrant culture of learning throughout life.**

The Foundational Steps – three areas of focus reflect the fundamental conditions for building a learning city:

- (1) Strong political will and commitment;**
- (2) Governance and participation of all stakeholders; and**
- (3) Mobilisation and utilisation of resources.**

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 4.)



Using the Key Features of Learning Cities

Key Features can serve as a comprehensive checklist of action points to help municipal governments and other stakeholders of cities in their efforts to build learning cities that promote lifelong learning for all.

Furthermore, as the members of a global network of learning cities need to be recommended by UNESCO Member States, **national authorities of the Member States can use the Key Features to select and recommend cities to join the network.**

More generally, **Key Features** can also be used as a reference document for international organisations and national authorities in promoting the development of learning nations, regions, cities and communities.

(Source: Key Features of Learning Cities - Introductory Note, UIL 2013. p. 5-6.)



Beijing Declaration on Building Learning Cities

Lifelong Learning for All: Promoting Inclusion, Prosperity and Sustainability in Cities



From the Preamble:

We know that cities play a significant role in promoting social inclusion, economic growth, public safety and environmental protection. Therefore, cities should be both architects and executors of strategies that foster lifelong learning and sustainable development.

We acknowledge that cities differ in their cultural and ethnic composition, heritage and social structures. However, many characteristics of a learning city are common to all. ***A learning city mobilises human and other resources to promote inclusive learning from basic to higher education; it revitalises learning in families and communities; it facilitates learning for and in the workplace; it extends the use of modern learning technologies; it enhances quality in learning; and it nurtures a culture of learning throughout life.***

We envision that a learning city will facilitate individual empowerment, build social cohesion, nurture active citizenship, promote economic and cultural prosperity, and lay the foundation for sustainable development. (Beijing, 21–23. October, 2013. Pp. 2-3.)



Main Goals of the Pécs Learning City-Region Forum

Development of Identical Platforms around Learning:

- **Atypical/Non-formal Learning;**
- **School and Environment;**
- **Inclusive Pedagogy – Inclusion and Social Status**

Building of a Website for the Learning City-region Forum in Pécs

Providing Good Practice Companions and Analytical Surveys on Collaborative/Community Learning Activities through programmes and initiatives of Platform members/partners

Pointing to Specific Matters of Quality Developments in Raising Participation and Learning Performance



A Recent Example of Partnership with Effective Knowledge Transfer: Atypical/Non-formal Learning in/through/with Museums

Platform Actions in the Group on Atypical/Non-formal Learning;

- **Discovery of Good Practices;**
- **Identification of Choices of and Barriers to Learning in/through Museums, Libraries and other Partner Organisations to promote Learning through their Programme Provisions;**
- **Discussing Challenges to Professionalisation in Cultural Mediation, Adult Education, Cultural Management and other Professional Fields of Action in Organisations/Institution being represented in the Platform;**
- **Networking – Collecting and Sharing Knowledge and Experience in Learning City oriented Initiatives, Activities, Innovations, etc. in Local/Regional and Global Dimension.**



Weblink: www.learningcity-region-pecs.hu

Pécsi Tanuló Város-Régió Fórum

Learning City-Region Pécs, Hungary

Keresés...

Bejelentkezés

Főoldal

Partnereink

Műhelymunka

Hírek, események

Tudástár



Főlap

Műhelyek

[Atipikus/Non-formális tanulás](#)

[Iskola és környezet](#)

[Inkluzív pedagógia \(Befogadás és hátrányos helyzet\)](#)

[Rolling Workshops...](#)

Műhelyblog - friss...

- [Tanuló város-workshop](#)

[Bővebben...](#)

Pécsett 2010. júniusában tizenhat helyi és regionális intézmény, szervezet és városi és megyei önkormányzatok által támogatva létrejött egy Pécsi Tanuló Város-Régió Fórumot megalapozó együttműködési megállapodás.

Mindez lökést adott ahhoz, hogy 2013 elején elindult Pécs Megyei Jogú Város és a Pécsi Tudományegyetem Felnőttképzési és Emberi Erőforrás Fejlesztési Kar (PTE FEEK) együttműködésében egy az UNESCO hamburgi székhelyű Institute for Lifelong Learning (UIL) nevű intézetének kezdeményezése alapján egy összehasonlító elemzés, melynek annak felmérése volt a célja, hogy Pécs tanuló város-e.

A felmérés eredménye alapján Pécs városa bekerült az UNESCO Global Learning Cities Network hálózatba.

Ennek alapján 2014. év során a TÁMOP-4.1.2.B.2-13/1-2013-0014/ SROP-4.1.2.B.2-13/1-2013-0014 (angol) projekt támogatásával a PTE FEEK létrehozott három műhelyt, hogy a tanuló Város-Régió Fórum keretében többek között segítse a pedagógusok továbbképzését, a tudástranszfer hatékony megvalósulását és az életen át tartó tanulást az alábbi témákban:



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ESRALE
EUROPEAN STUDIES AND
RESEARCH IN ADULT
LEARNING AND EDUCATION

Further Global Dialogue in Mexico in September 2015 – with UNESCO Support

Save the date:

The 2nd International Conference on Learning Cities will be held from 28 to 30 September 2015 in Mexico City, Mexico.



United Nations Educational, Scientific and Cultural Organization
Join us in Mexico City!

International Conference on Learning Cities
Mexico City - 2015

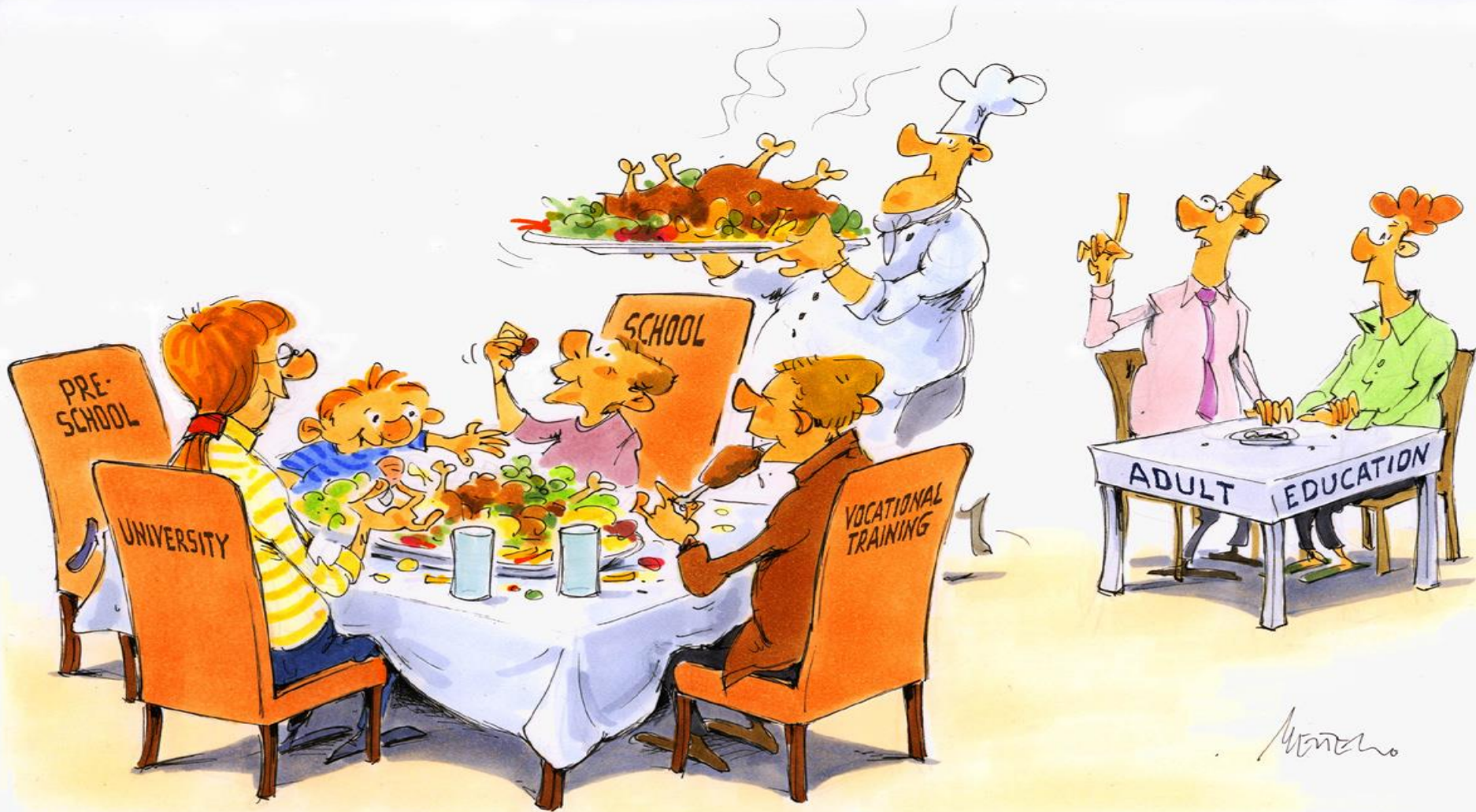


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ESRALE
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Adult education in difficult times and situations



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