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| **CALL FOR REGISTRATIONS** |
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| **Organised by:  the EU Centre at RMIT University Australia and  PASCAL International Observatory**  **Hosted by the Hong Kong Institute of Education** |

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***Note from the Editor:*** *The ordering and grouping of these contributions in this Precedings journal is arbitrary. Many belong to two or more sections as we might expect.*

*Readers are encouraged to browse through all sections and not just the one that most obviously interests them.*

**PROPOSED CONFERENCE PROGRAMME**

**Major contributors:**

Josef Konvitz, Nicola Vatthauer, Jian Huang, Rajesh Tandon, Lalita Ramdas, Rupert Maclean, Peter Kearns, Alan Tuckett, Steve Garlick, Chris Shepherd, See Ching Mey,

***Programme Outline***

**Monday 18 November**

**Plenary Session 1 09.00 – 11.00**

**9.00 Welcome to Hong Kong and Opening of Conference**

**Introduction Conference Rationale and Themes, Logistics**

**09.45 The Context and Concept of the Learning City** (Plenary Panel )

**The Learning City – governance, cities, communities and neighbourhoods**

11.00 Morning tea

**Plenary Session 2 11.30 – 12.45**

**11.30 How to Achieve Sustainable Action and Change: Who does and can do what?**

12.45 Lunch

**14.00 Engaging with Key Areas of Challenge? Economic, Green, Health, Social**

**14.00 Parallel Session: What are the big issues and challenges for this area?**

15.15 Afternoon tea

**15.45 Parallel sessions: Who can achieve progress in this area and how?**

**Public and private sectors, civil society, higher education**

17.30 Possibility for Small Group meetings

**19.00 Conference Dinner**

**Tuesday 19 November**

**Key Themes and Challenges: Learning for Sustainability and Integration**

**9.00 Four Parallel Working Programmes on Economic, Green, Health and Social**

Four groups working in four different field sites; separate programs to be provided.

4.00 Harbour cruise and dinner on Lamma Island

**Wednesday 20 November**

**Plenary Session 6 09.00 – 10.30**

**9.00 Panel Reports to full Conference from the Four Theme reporters**

**Economic**

**Green**

**Health**

**Social**

10.30 Morning tea

**Plenary Session 7 11.00 – 12.30**

**11.00 Review and Dialogue: learning in and by the emergent new learning city**

**1. Actors and partners**

**2. Overarching issues and tensions**

12.30 Lunch

**Plenary Session 8 13.45 – 15.15**

**13.45 Implementing policies - strategies for collaboration and reconciliation**

15.15 Afternoon Tea

**Plenary Session 9 15.45 - 17.00**

**15.45 Conclusions - Looking Ahead: Review of Conference issues and outcomes**

**Big Tent Statement Next step some partner perspectives**

**Personal hopes** **and future perspectives**

**Farewell and closing of Conference**

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**FURTHER INFORMATION   
HOW TO REGISTER FOR THE CONFERENCE**

Structured so that there are interactive sessions on days 1 and 3, and opportunities for field investigations in Hong Kong on day 2, the conference will focus on present and future action, mainly within local neighbourhoods in big cities, to build green, safe and healthy communities that are economically viable and sustainable.

A conference dinner will be held on the evening of Monday 18 November (additional cost) and a Harbour Cruise and dinner on Lamma Island on Tuesday 19 November (included in conference fee).

**Four key arenas for action**



This will be a practically oriented dialogue between older OECD and EU approaches and those of East Asia and other non-EU regions. It will explore tensions, connections and syntheses between:

* central policies and local action
* economic growth and balance social development
* short-cycle problem-solving and long-term action to contain and reduce global warming as aspirations and economic activity in the non-OECD world continue to outstrip those of the Old West.

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| **Four key partners for action**  Another vital dialogue is between central administrations, city and more local government, where trust and devolution come hard here, as also across public, private, academic and civil society sectors. Even within unitary administrations cross-sector collaboration between departments and portfolios often fails. | Four key partners for action |

**Registration: EU Centre at RMIT University:** <http://www.rmit.edu.au/browse;ID=f26hf9f9lh9k>1

**Find out more and subscribe to the conference newsletter on the** [**PASCAL website**](http://www.rmit.edu.au/redirect?URL=http%3A%2F%2Fconference.pascalobservatory.org%2F)**:** <http://conference.pascalobservatory.org>/

**SUMMARY OF CONFERENCE PARTNERS   
AND THEIR PURPOSES[[2]](#footnote-2)**

**The European Union Centre at   
RMIT University [[3]](#footnote-3)**

Through providing a focal point for teaching, research and outreach activities with the European Union, Australia and the Asia Pacific, the **European Union (EU) Centre** at RMIT University works to promote a better understanding of the significant role the EU plays as an actor in today’s global environment.

RMIT University, as a leader in *technology, design, global business, communication, global communities, health solutions* and *urban sustainable futures*, provides the ideal strategic environment for the Centre to actively work within to build partnerships between researchers, business and government in Australia and the Asia Pacific region and their counterparts in Europe.

The EU Centre’s Director, Professor Bruce Wilson is also RMIT University’s Director of Research for Regional Development, and was a founding Co-Director of the PASCAL International Observatory. His current research focus is on establishing the EU Centre’s *Comparative Regional Policy Research Programme* to learn about how governments might intervene most usefully in the development and sustainability of regions, including in urban contexts.

The European Union has been a leader in supporting learning city initiatives for many years, and now Asian cities are developing new approaches. The focus of this conference on *Cities Learning Together* matters to the EU Centre. It does so because it brings together city authorities and interested colleagues to share expertise and experience on how learning and knowledge processes can contribute fundamentally to city-regional responses to global economic, social and environmental challenges.

One of Professor Wilson’s key roles in the conference is to draw together the economics theme. In this critical aspect of developing and maintaining learning cities, several issues will be addressed among them: economics for growth and private wealth vis-à-vis economics for livelihood and sustainable public wealth; is it city-authorities' responsibility to set parameters and support balance between formal and informal learning? and what of the NGOs and private sector responsibility?

***Bruce Wilson***

**PASCAL International Observatory  
(PASCAL)**

The PASCAL International Observatory was established in 2002 after an OECD Conference in Melbourne Australia, and built from OECD work on Learning Regions project. It was initially modelled on the ACU Observatory for Borderless Education. The late Jarl Bengtsson, formerly head of OECD CERI, became founding Chair of the Board, serving until 2012. The current Chair, Dr Josef Konvitz also formerly held a senior OECD position.

PASCAL addresses issues connecting Place management, Social Capital and Learning regions, hence its title. It aims to enable governments and policy-makers to benefit from emerging research and to foster balanced and sustainable economic and social development, by offering:

* access to international knowledge and expertise on place management, social capital and cohesion and lifelong learning.
* a rapid response to information needs tailored to individual members and clients.
* the expertise of accredited experts (Associates) drawn from senior post-holders in the research community, policy and practice globally.
* knowledge, expertise and consultancy which relates policy to research for policy development.
* contacts with networks interested in similar issues.
* tools, research, evaluation and comparative studies to support successful practice

International projects include:

PURE from 2008 - PASCAL Universities and Regional Engagement

PUMR from 2010- PASCAL Universities for a Modern Renaissance

PIE from 2009 - PASCAL International Exchanges

PASCAL has held International Conferences since 2002. The 2013 conference in Hong Kong is the first to be held in Asia. It has published books based on the development of conference proceedings, mostly through the National Institute of Adult and Continuing Education in Leicester UK. Others are published by Routledge and Jamtli Forlag.

PASCAL is a member of the UNESCO Institute for Lifelong Learning Expert Group for the International Platform of Learning Cities featured in the conference Precedings and launched at in Beijing in October 2013. Led by Glasgow, PASCAL also inspired the development of a Universitas 21 (U21) Group on *Research Universities and their Regions* and inspired by work of the PURE project, which meets at Hong Kong University following the conference on 21 November.

***Mike Osborne***

**Hong Kong Institute of Education (HKIEd)   
UNESCO Chair for Technical and Vocational Education and Training (TVET)**

**Hong Kong UNESCO-UNEVOC Centre**

Hong Kong Institute of Education (HKIEd) is a publicly-funded tertiary institution dedicated to the advancement of teaching and learning, through a diverse offering of academic and research programmes on teacher education and complementary social sciences and humanities disciplines.

As the Institute evolves into a full-fledged University of Education with a strong multidisciplinary orientation, it is playing a more active role in leading education development in the Mainland of China and the broader Asia Pacific region, and contributing actively towards Hong Kong's new positioning as an education hub, with particular respect to the fast-growing Pan-Pearl River Delta Region where education services are in great demand.

HKIEd also looks beyond conventional school contexts to a broader learning society in the new knowledge era. Under the 'Education-plus' framework, the Institute continues to provide innovative academic and research programmes with a strong humanities and social sciences orientation to promote social change, policy advocacy and the enhancement of human well-being.

The Institute is host to the UNESCO Chair in TVET and Lifelong Learning, the UNESCO-UNEVOC Centre (Hong Kong) and the UNESCO Arts in Education Observatory for Research in Local Cultures and Creativity in Education.

The Hong Kong Institute of Education is proud to play a role in the *Cities Learning Together* Conference through the agency of the Hong Kong UNESCO- UNEVOC Centre. This Centre acts as part of the United Nations mandate to promote peace, justice, equity, poverty alleviation, and greater social cohesion. It assists the UNESCO-UNEVOC International Centre as part of the world-wide UNEVOC Network, in stimulating international and regional cooperation concerning human development; promoting best and innovative practices in TVET; knowledge sharing; and mobilizing expertise and resources. We view active participation in the conference as part of our mission to act as a strong advocate of education and social reforms, influencing and contributing to the ongoing discourse and deliberations of relevant topics on the public agenda. We believe that our work in the conference will advance knowledge, scholarship and innovation, with a sustainable impact on social progress and human betterment.

***Bob Anderson***

**Participatory Research in Asia   
(PRIA)  
  
UNESCO Chair**

PRIA is an international centre for learning and promotion of participation and democratic governance. Since its inception in 1982, PRIA has embarked on a set of key initiatives focusing on capacity building, knowledge building, participatory research, citizen-centric development, and policy advocacy. PRIA intervenes directly in the field to promote social inclusion and active citizenship. It promotes 'citizens’ collective voices' to make demands on governance institutions to claim their rights, access services and ensure accountable utilization of public resources in development programmes. PRIA builds its perspective of *Knowledge is Power* through three inter-related elements:

* Mobilization and collectivization of citizens to prepare them in becoming informed and active
* Creating coalitions of countervailing power such that pressure to energize and reform governance is generated
* Influencing governance institutions to become accountable to their mandates and citizens.

By facilitating actors and actions in both the demand and supply side, PRIA makes democracy work for all. *Making democracy work for all requires simultaneous efforts at democratizing society and democratizing governance, at the heart of which is active and informed citizen participation.*

**The UNESCO Chair in Community Based Research and Social Responsibility in Higher Education**

The UNESCO Chair is co-located at PRIA in New Delhi, India and at the Community Development Programme in the School of Public Administration at the University of Victoria (UVic) in Canada. Dr. Rajesh Tandon, Founding President of PRIA and Dr. Budd L Hall, Professor of Community Development at UVic serve as the first Co-Chairs.

This UNESCO Chair supports the UNESCO global lead to play “a key role in assisting countries to build knowledge societies”. The UNESCO Chair supports North-South-South and South-South partnerships that build on and enhance the emerging consensus in knowledge democracy. It aims to co-creates new knowledge through partnerships among universities (academics), communities (civil society) and government (policy-makers) leading to new capacities; new solutions to pressing problems related to sustainability, social and economic disparities, cultural exclusion, mistrust and conflict; awareness among policy makers; enhanced scholarship of engagement; and modified pedagogy of community based research.

***Rajesh Tandon***

**The Asia-Pacific University-Community Engagement Network (APUCEN)**

As a regional network of Higher Education Institutions (HEIs), ACUPEN is concerned with promoting the culture of university-community engagement in a proactive, inclusive, holistic, and participatory way. The membership is open to all higher education institutions, including polytechnics and community colleges as well as relevant organizations like NGOs and corporations to join as associate members. APUCEN also forms alliances with other networks or coalitions either within or outside Asia-Pacific region, which join as affiliate members. Since its inception, APUCEN has progressively built its presence in the Asia Pacific region. In 2013, APUCEN consists of 60 institutional members, one affiliate member, and two associate members. The network now connects 14 countries and it will continue to expand to create a strong presence in the Asia Pacific region.

APUCEN is motivated by the belief that universities can unite and co-create knowledge to enhance the social, economic, and environment of the community in the region of Asia-Pacific. For this reason, APUCEN seeks to promote mutually beneficial relations and partnership between institution members as collaboration is the key to sustainable and high impact engagement. The network initiates collaborative efforts by leveraging each member institution’s resources, knowledge, expertise and experience for the betterment of societies. Concrete topics of common concern are developed to allow APUCEN members to learn and to exchange experiences amongst each other as well as with wider global network to promote high impact community engagement projects in niche areas.

***Melissa Ng Lee Yen Abdullah*** *and* ***See Ching Mey*** *APUCEN and USM Malaysia*

**The Asia South Pacific Association for Basic**

**and Adult Education (ASPBAE)**

The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association that was established in 1964 and currently has more than 200 organisations and individuals. It is a network of organizations and individuals involved in formal and non-formal adult education, working with and through NGOs, community organizations, government agencies, universities, trade unions, indigenous people, women's organizations, the media, and other institutions of civil society across the Asia Pacific.

ASPBAE is committed to advancing the right to quality education for all, specifically transformative and liberating adult education in the context of lifelong learning. It strives to strengthen an Asia-Pacific movement to support community and people's organizations, national education coalitions, teachers unions, campaign networks, and other civil society groups and institutions to work with or advocate to governments and the international donor community to meet Education for All (EFA) and the Millennium Development Goals (MDGs) education targets and commitments.

ASPBAE recognises the importance of working in partnership if we are to achieve these global education goals. Cities have become magnets for individuals seeking to advance their learning due to the ever growing number of learning institutions it hosts. However, there is equally a growing trend of marginalisation of educational opportunities for others in cities, like the urban poor, out-of-school youths, migrant workers and women, to name a few. During the conference we hope to explore how civil society organisations can collaborate with other institutions to ensure that cities are places of quality learning for all.

***Robbie Guevara*** *President ASPBAE*

**CITYNET**

CITYNET is a network committed to helping local governments and communities improve the lives of citizens and promote urban sustainability. CITYNET focuses on confronting common urban challenges, such as transportation, housing, water services, sanitation, and solid waste management. With 130 members - consisting of 84 cities and other urban stakeholders mainly in the Asia Pacific - and 25 years of history, CITYNET is the largest network of its kind in the Asia Pacific region.

**C**onnecting local governments, civil society, academia, and the private sector to exchange knowledge and best practices aimed at building people-centered, sustainable, and resilient cities across the Asia-Pacific CITYNET’s greatest strength lies in its members. Collectively, holding a vast knowledge on a wide range of urban issues, CITYNET works to uncover, collect, and share these issues across its network through training programs, seminars, workshops, site visits, and publications. CITYNET members are proactive and come together to solve common problems and exchange effective solutions. Our practice of city-to-city cooperation was awarded the United Nations Office of Human Settlements Scroll of Honor Award in 2002.

With over two decades of success and growth in Yokohama, Japan and as the Asia-Pacific region grows in economic, environmental, and technological importance, 2013 marks the CITYNET Secretariat’s relocation to Seoul, South Korea. With this move comes new partnerships, innovative urban collaboration and an even greater network of knowledge and best practices. Through this CITYNET continues to work to propel cities toward the goal of urban sustainability, resilience and inclusivity.

***Brenna Foster***

**dvv international (dvv-I)**

The Promotion of Development through Cooperation in Youth and Adult Education is the objective of *dvv international.*

*dvv international* is the Institute for International Cooperation of the [German Adult Education Association (Deutscher Volkshochschul-Verband e.V., DVV](http://www.dvv-vhs.de)), which, in turn, is the federal umbrella association for the 16 regional associations of Germany's community adult education centres (*Volkshochschulen*, VHS). DVV and its Institute represent the interests of the association's members, together with those of over 1000 *Volkshochschulen,* at the national, European, and international level. Our headquarters is in Bonn, Germany.

The domestic and international work of *dvv international* is guided by a commitment to human rights and the Institute's principles on the promotion of women and gender equality.

*dvv international*:

* fosters the exchange of information and expertise on adult education and development throughout Europe and worldwide
* provides support for the establishment and development of youth and adult education structures in developing countries and countries in transition
* provides in-service training, advice and media for global and intercultural education and for learning about European policies.

Cooperating with more than 200 partners in over 40 countries *dvv international* is active on a worldwide basis, Financed mainly with funds from the federal budget and other donors, the Institute sees itself as a professional partner that brings experience and resources to joint projects and learns, in turn, from its partners.

The work of *dvv international* is shaped by clear identification with the interests of the poorer social classes in the Institute's partner countries. Projects concentrate on basic education and literacy learning, environmental education and sustainable development, global and intercultural learning, migration and integration, health education and AIDS prevention, as well as crisis prevention and democracy education.

***Heribert Hinzen***

**East Asia Forum for Adult Education   
(EAFAE)**

East Asia Forum for Adult Education (EAFAE) is a regional grouping of 7 countries regions namely: Korea, Japan, China, Singapore, Taiwan, Hong Kong SAR[[4]](#footnote-4) and Macau.

SAR as an East Asian hub for lifelong learning educators, professionals, and practitioners.

Formed in 1993, its objectives are: cooperation among practitioners, administrators and scholars working for adult Education and lifelong learning in industrialized and urbanized areas. It seeks to exchange information to promote lifelong learning in government agencies, institutions of learning and learning communities, and the sharing of studies on issues and concerns of adult learning in East Asian countries/regions.

Amongst its activities, EAFAA:

1. holds its annual meeting amongst member countries to discuss issues of lifelong learning, and sharing experiences
2. holds exchange visits between member countries and regions, recently extended to Thailand and Malaysia
3. has members participating in Lifelong Learning Festivals in Korea, Japan and Taiwan
4. has representatives present papers at regional conferences; e.g. senior citizens’ lifelong learning, U3As (Universities of the Third Age) in Asia.

***Thomas Kuan***

**International Council for Adult Education  
(ICAE)**

The International Council for Adult Education (ICAE) is the global non-governmental organisation which represents the education of young people and adults. Like its regional association, ASPBAE, ICAE enjoys associate status with UNESCO, and it also has consultative status at the United Nations ECOSOC committee. It has more than a hundred national members, and seven regional bodies - ASPBAE in the Asia Pacific region, CEEAL in Latin America, EAEA in Europe, and a platform of three regional bodies in Africa; with smaller bodies in the Caribbean, North America and the Arab region. It works in close partnership with dvv-I which is both a member of ICAE and a significant development partner in its work.

ICAE, which has its headquarters in Montevideo in Uruguay works intensively on the post 2015 process, which will result in the adoption of new global goals to succeed the Millennium Development Goals, following both the MDG and Sustainable Development debates closely to argue for lifelong learning being recognised as a key dimension of any educational goal adopted, but also because the achievement of the wide range of other human development goals cannot be achieved without the engagement of the adults affected by the changes needed to eradicate poverty, and for everyone to live fulfilled lives, with meaningful work, and the capacity to engage actively in the shaping of their world. That engagement involves learning - to understand what is happening, to adapt to it, and to shape it.

We recognise that with more than half the world's population now living in cities, cities are key sites for the vision of a learning society in which, to use the language of the High Level Report to the UN General Secretary, 'no one is left behind'. It is only at the city regional level that resources can be combined from different policy streams to have the effective engagement with local need to secure economic and social development that secures everyone's rights.

***Alan Tuckett***

1. Contributors who have indicated they are attending the conference are indicated in bold. [↑](#footnote-ref-1)
2. In alphabetical order [↑](#footnote-ref-2)
3. The European Union Centre at RMIT is funded through a Grant from the European Union and RMIT University [↑](#footnote-ref-3)
4. ‘Special Administrative Region [↑](#footnote-ref-4)