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LEARNING CITIES 2040

PASCAL International
Observatory

WESTERN INFIRMARY
UNIVERSITY OF GLASGOW

PAPERS & SHOWCASES

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Contents

For details of presentation times and locations, please see the PASCAL 2016 Conference Programme.

Programme – Showcases 108

Programme – Parallel Papers

All Parallel Paper sessions will take place in the Western Infirmary
facilities – please refer to the Conference Programme for full details

Parallel Papers Session 1 - Track: 1

Adult education, Community Learning Centres and wider benefits of learning

Presenter(s): Chris Duke

Affiliation(s): RMIT; University of Glasgow

CLCs in the Asian region are a means to community-based and led local learning centres: especially for those in poverty and otherwise disadvantaged in rural, remote and minorities areas but also as a universal means of reaching local communities, whether in mega-cities, other urban locations or rural areas.

Several East Asian countries have become noticed, albeit with ambiguity, by lifelong learning communities of practice and policy-makers in the Western world. The general language and discourse as well as the precise terms used cause confusion and may obscure assumptions. Different traditions, policies and concepts need disentangling to distinguish superficial similarities and differences from deeper contextual factors. This work-in-progress study samples countries from across the larger Asian region with the different structures and resource bases between countries. It connects to familiar now-global policy analysis and lobbying for government support and a resource base (legislation, policy applied to practice, infrastructure, staffing etc) that treats LLL as part of the totality of educational policy and funding.

The paper also considers whether the wider benefits of learning (partly echoing PASCAL's quest to rebalance the economic with the social) are recognised and addressed. The paper thus engages with some of the practicalities of inclusion - providing LLL benefits for all – and the distances between policy rhetoric and village or neighbourhood experience in countries in different stages of 'development' with diverse administrative approaches. Discussion may raise questions about East-West stereotypes and capacity for reciprocal learning. The paper relates to a wealth of UNESCO and other UN-type IGO policy literature; to work of INGOs for EfA, MDGs, SDGs, etc; as well as to academic and grey-literature work on learning cities.

Conclusions will be open to exploration in seminar discussion.

Presenter profiles:

Chris Duke

Early influences: WWII, Attlee Administration, rural nonconformity, Cambridge and London. 45 years in HE: historian turned sociologist and AE Woolwich Polytechnic and Leeds: first Director ANU CCE Australia; first Professor and Head of CE Warwick and PVC; President, UWS Nepean, Sydney; reactivated ACE Auckland; led community partnerships. RMIT; also Assoc Director HE for NIACE. INGO service ASPBAE 1964-85 ICAE 1976-82, similar roles in Australia and UK ACE. Founding Secretary-General PASCAL and led PURE, chaired PASCAL Advisory Council. Now Sec-Gen PIMA Abiding interests: equity and ethics, participatory democracy, contribution of AC and HE to balanced development, political philosophy, organisation behaviour. Passions: gardening, wildlife, provincial France, its patrimoine and our commune; four surviving children and nine grandchildren. Written widely on lifelong learning and HE, too little on other things.

Seniors Learning

Presenter(s): Denise Reghenzani

Affiliation(s): PASCAL International Observatory

Our populations are ageing. This paper relates opportunities to meet the challenge presented to governments in enhancing the quality of life of senior constituents. This is an ever-evolving spiral to uncover what an age-friendly society needs to ensure equity and access in approaches so that this cohort continues to learn and maintain confidence, good health, active minds, sociability, empowerment and engagement.

In assembling an evidenced-based approach to policy and programs, there are many factors indicating what is required by the OECD, UN, WHO, European Commission and various bodies instigating independent research, such as National Seniors (Australia), Productivity Commission (Australia), GO-Science (UK) to the National Institute on Aging (USA). Considered at risk from social and economic exclusion (Maranti & Yu, 2011), understanding the demographic transformation taking place is crucial. Addressing the narrow responses that only consider retention of a mature-age workforce (McKenzie, in CEDA, 2015) in highly urbanised environments will require reconsideration.

Going beyond current practice, this paper proposes a set of recommendations drawn from current studies that analyse content and stakeholder aspirations to create a platform for future strategies. The key is to support and provide learning opportunities in the broadest of forms is termed "critically focussed lifelong learning" (Jackson, 2011) to achieve adaptive expertise for continuing to contribute to society and maintain wellbeing.

Identifying and testing stakeholder resolutions towards gaps in provision and action will be taken from two Australian workshops on *Seniors as Lifelong Learners* in 2015 and 2016. Reporting from these discussions will provide a qualitative benchmark from which to enrich the work on the wider benefits of learning (BeLL, 2014) and the thematic papers commissioned for *Learning through Life* (Schuller and Watson, 2009).

A final paper is available. Please see the PAPERS section of the Conference website

Abstract keywords: seniors, Lifelong Learning, wellbeing, learning in the latter years

Presenter profiles:

Denise Reghenzani

Denise has held senior positions in youth affairs, vocational education and adult/lifelong learning throughout an extensive Public Service career in Queensland and beyond in private consultancy. In higher education she has inaugurated both academic and community programs. Her range of policy making is diverse, from reviewing Adult and Community Education, submissions for Cabinet approval, to running public search forums. Curriculum development and research have been mainly in the fields of youth, international education, professional development, learning regions to productive ageing. She is active in professional associations such as the Australian College of Educators and is an Associate of PASCAL.

Holistic cities need their hinterlands: how universities can bind them together

Presenter(s): Hervey Gibson, Barbara Kelly

Affiliation(s): Glasgow Caledonian University; the Robertson Trust; Crichton Campus Leadership Group

Grandly put, one of the objectives of this conference is to draft the 'Cities' chapter of the economic history of the twenty first century. Glasgow is pleased and proud to be host.

An holistic city and resilient city does not stand isolated in an arid desert, but learns to interact richly with the region around it and to manage its relationship.

We explore the development of Glasgow as a city surrounded by a conurbation, set within an extensive hinterland. As well as the city, we look particularly closely, and in exactly comparable terms, at the development of part of that hinterland, Dumfries and Galloway.

Not only do we identify *and measure* some of the economic, demographic and social issues that rose up in the city and hinterland, but we focus on how these issues played into the relationship between them in the twentieth century. The trends and developments were expressed not only differently, but *differentially*, making city and hinterland even more different than they had been. The development of higher and continuing education at the end of the century became an important and formative part of the difference.

This first part of our paper, a quantitative diagnosis, draws on new detailed economic accounts describing the evolution and developing competitiveness and specialisation of the city-region and its parts. The accounts specifically show how changing markets and competitiveness lead to changing employment, which leads to changing population with radically different demographic and social characteristics. This work supplements and amplifies familiar longer-term histories and qualitative appraisals, including OECD studies, and clearly points where trends, notably migration, were heading at the turn of the millennium. At that juncture the national expansion of higher education was tending to exacerbate some problematic social and economic issues faced at local level in the hinterland.

So the second part of the paper is a case study of the dominant initiative to address those issues, an initiative which is focused crucially around higher and further education. This part describes the organisation and challenges of establishing a multi-institutional multi-university campus 130 km from the city. It identifies the institutions, partners, coalitions and some of the individuals that have been important in the development of the Crichton Campus.   It sets outs the situations, strategies, and cultures that are sticking together those that are immediately engaged, and drawing in support from organisations at neighbourhood level to European institutions.

This is by no means a parochial Scottish paper. The diagnosis section presents analyses in other OECD cities and their hinterland, indicating that they too face the same social economic and educational issues, and the same interplay between them. And the case study section suggests some critical success factors for the resources and relationships required to confront the issues and generate positive momentum.

Hervey Gibson and Barbara Kelly

Presenter profiles:

Hervey Gibson

Hervey Gibson's work focuses on understanding two-way interactions between industry and the economy from global to local, and employs close familiarity with measurement and data. Tools developed for this work include the GEM model of industrial cluster competitiveness and the DREAM® Detailed Regional Economic Accounting Model used in this paper. Hervey's early career was in the chemical industry in the UK and Sweden, and in the Growth Project of Nobel Laureate, Sir Richard Stone, at Cambridge University. He came to Scotland for the British National Oil Corporation and, after a short spell in US investment banking, became Head of Economics for the Scottish development agency, Scottish Enterprise. He is now Principal of Cogent Strategies International Ltd, cogentsi. Hervey has been a professor at Glasgow Caledonian University, represents economic statistics on the Scottish Government's Scotstat Board, was the compiler of Scottish National Accounts 1951-1995, is an occasional newspaper columnist and a PASCAL Associate.

Barbara Kelly

Dame Barbara Kelly DBE is a social activist with a nose for what may work, and the drive, persistence and charm to make sure that it does. She was created a Dame of the British Empire in 2007. She is Chairman of The Robertson Trust, the largest independent grant-making trust in Scotland. It responds to need and disadvantage primarily through individual scholarships and through building the capacity and sustainability of charitable organisations. Dame Barbara heads up the Crichton Campus Leadership Group, and was convenor of the Crichton Foundation up to 2013. In this paper she draws extensively on her first-hand experience helping to turn this initiative into a concrete and thriving reality. Dame Barbara is a strong advocate for social justice, fairness and choice. She has held a number of senior public appointments including Chairman of the Scottish Consumer Council, Equal Opportunities Commissioner for Scotland, and Chairman of the UK Architects' Registration Board. An active partner in her family's farming business in Galloway, Dame Barbara was a Founding Director of the development agency Scottish Enterprise, a Non-Executive Director of Clydesdale Bank Plc. and the Convenor of the Millennium Forest for Scotland Trust.

Parallel Papers Session 1 - Track: 2

The rural and the city: Dis-enfranchisements or co-determinants in the 21st century

Presenter(s): Catherine Odora Hoppers

Affiliation(s): South African Research Chair in Development Education, PASCAL International Observatory

The rural cannot be talked about without its opposite. The City is the contemporary reality which we are so concerned about. But its logic, its metaphysics, its ideology, its ethos, its way of seeing, its way of knowing, its ideology is markedly different from its "other"; the "rural".

In convening this PASCAL Conference on "Learning Cities - Global, Local, Connected, Sustainable, Healthy and Resilient", we have to "mean it". For instance, what would we mean by "sustainability", "connected" and "healthy" in one sentence -- really? We know that the histories of these two concepts have been contentious since the beginning. Their so-called "connection" has been filled with nihilation and therapy in Berger and Luckman's words (1967), and with power and violence in Bourdieu and Passerons (1977) and with productive essence of them all in Foucault's words (1974). Policy makers have been at a loss how to figure out how they should make sense with what seems to be "inevitable": the "truth" in these matters historically! (Odora Hoppers 1998, Odora Hoppers and Richards, 2012).

Presenter profiles:

Catherine Odora Hoppers

Dr Catherine Odora Hoppers, Co-director for PASCAL Africa, is an internationally recognized academic and consultant has taken up her position as head of the NRF South African Research Chair in Development Education at the University of South Africa. Among her vast experience, Dr Hoppers has been involved in international and regional development; South Africa's transformation and the African Renaissance; peace and development; higher education in southern Africa; adult education; further education and training and gender and social policy. Her lengthy CV includes: Advisory and consultancy experience on international development policy, gender and social policy, Adult and basic education; and higher education for SIDA, NORAD, World Bank, EU-ACP, UNESCO, NEDA, UNICEF, OAU,

Governments of South Africa and Uganda; Expertise in peace and disarmament, peace research, human rights and conflict Resolution for the UN Department of Disarmament Affairs, the International Peace Research Association, International Peace Academy/OAU, Hague Appeal for Peace, SIDA, NORAD); Policy Analysis, Research and Dialogue at the Southern African Regional Institute for Policy Studies, Harare – Zimbabwe, the Center for Education Policy Development and the Human Sciences Research Council – South Africa. Regional Expert on Indigenous Knowledge Systems; development issues; and community intellectual property rights for the World Intellectual Property Organization – WIPO (Geneva), the OAU, ECA (Addis Ababa); International Federation of Reproduction Rights Organization (IFRRO). Dr Hoppers, who was born in Uganda but is a Swedish citizen; he has a PhD in social sciences from Stockholm University and has held several teaching and lecturing posts.

From Silos to Skylines: reconnecting learning cities with urban studies

Presenter(s): Keri Facer

Affiliation(s): University of Bristol, UK

The Learning Cities movement is one that seeks to locate learning and education at the heart of wider initiatives – from health and wellbeing to technological and environmental change. As this conference call observes, however, learning institutions and processes often seem to be marginalised or misunderstood by other city-wide programmes. This paper argues that this oversight might be understood as having epistemological foundations. Specifically, the paper argues that mainstream educational theory and practice has become fundamentally divorced from the learning theories that are emerging in fields such as urban studies (e.g. McFarlane, 2011/2013), infrastructure studies (Amin, 2015) and socio-material studies (e.g. Thrift, 2014). Indeed, this disjuncture is so profound that an urban geographer can argue that 'it is crucial that we open the black-box that learning has become' (McFarlane, 2011, 373); clearly demonstrating the extent to which research on education and learning has become increasingly invisible in the wider field of urban studies.

This paper outlines two approaches, one theoretical, one methodological, to attempt to reconnect the fields of education studies, urban studies, socio-material studies and cultural geography.

The first intervention is to frame the Learning City as necessarily a plural and overlapping set of practices that are simultaneously in operation, in which formal educational practices can be understood to function alongside 1) the practices of dwelling and improvising that constitute the process of learning to live in the city (from cultural geography); 2) the intentional political practices of learning to change the city (from urban studies and social movement theory) and 3) the emerging socio-technical practices of the city itself as a digital learning organism (from socio-material theory). Such an articulation of the Learning city creates opportunities for connection between researchers working in fields ranging from classroom practice to political studies to computer science.

The second intervention is methodological, it employs 'inventive' (Wakeford & Lury, 2014) devices from archaeology and participatory arts practice in order to 1) produce an 'ontograph' (Thrift, 2014) of the multiple learning practices that are taking place simultaneously in the city; and 2) frame cities and neighbourhoods as having distinctive 'learning skylines', which are as specific to each place as their physical architecture. Through walking the city and mapping the city, these methods make visible how the practices of learning (both formal and informal) are always already deeply enmeshed with the urban practices of adapting to environmental and technological change and with the creation of health and wellbeing. No silos exist between learning, health and technological change at streetlevel.

In this way, the paper demonstrates how productive collaborations might be built between researchers and social actors already working to adapt cities for contemporary change. It will evidence this with reference to the use of these techniques in Bristol and their implications for city actors at local government level.

Presenter profiles:

Keri Facer

Keri Facer is Professor of Educational and Social Futures at the University of Bristol, UK where she works on the relationship between formal and informal educational institutions in cities. Since 2012 she has been Leadership Fellow for the RCUK Connected Communities Programme, a unique £30m programme that comprises over 300 projects across the UK and which is a global flagship for engaged and participatory research activity. She has worked with organisations ranging from UNESCO and the BBC to Microsoft and local museums; her recent publications include 'Towards the All Age Friendly City' and 'Learning Futures: Education, Technology and Social Change'.

Heritage in action - Policies and practices addressing the life planning of older adults

Presenter(s): Tine Fristrup, Henrik Zipsane

Affiliation(s): Aarhus University; Linköping University; Nordic Centre of Heritage Learning & Creativity (NCK)

Concepts such as lifelong learning, life-wide learning and skills for the 21st century were received by heritage institutions with great enthusiasm 10-15 years ago. Archives, museums and other heritage institutions saw the chance to advocate for the organisational potential in *learning through heritage* in a learning society.

By the end of the first decade of the 21st century the financial and economic crisis took its firm grip on all policy areas, and it became ever clearer that policies on learning as *competence development* were only addressing issues in regard to employability in order to be able to address issues related to the need for basic skills development and the postponing of retirement age for older adults.

In doing so the largest growing group in our European population (retired older adults) were left outside policy development. Older adults were forgotten by mainstream politics at the same time as the societal challenges for this specific group were addressed as a *social problem* in other European settings regarding issues related to healthy and active ageing.

This paper will try to outline some of the reactions from different European heritage institutions which operate on a regional and local level. These are examples that might influence policy development in the coming years.

A final paper is available. Please see the PAPERS section of the Conference website

Abstract keywords: heritage learning, museum education, older adults, life planning

Presenter profiles:

Tine Fristrup

Tine Fristrup, PhD in educational studies, is an associate professor at the Danish School of Education, Aarhus University, Denmark, and has research expertise in the fields of disability and ageing studies. For the last two years, she has been a researcher in residence at the Nordic Centre of Heritage Learning & Creativity (NCK) in Östersund, Sweden. Fristrup is currently working on the conceptualising of a framework for heritage learning in later life in order to understand the intersection between heritage, learning and ageing. She is engaged with 'the sociology of age' and earlier sociological conceptualisations of 'ageing

and society' and has written articles on the theorisation of 'an age-differentiated vs. an age-integrated society' in relation to 'education for active ageing' and 'education for citizenship in later life'. Fristrup has been appointed as an eminent expert in the field of education and learning on behalf of the JPI Assembly to participate in and contribute to the development of a strategic research agenda in relation to the European Joint Programming Initiative "More Years, Better Lives: The Potential and Challenges of Demographic Change": More Years Better Lives – A Strategic Research Agenda on Demographic Change. Brussels 2014. Link: www.jp-demographic.eu/

Henrik Zipsane

Henrik Zipsane is Director of the Jamtli Foundation - a heritage organization in central Sweden which runs one large and three smaller museums. He is also co-founder and senior researcher at The Nordic Centre of Heritage Learning & Creativity since – a Research & Development organization for learning through heritage engagement. Henrik Zipsane is guest professor in heritage learning and regional development at Linköping University and associate expert of Pascal Observatory and Glasgow University as well as associate of European Expert Network on Culture and The European Museum Academy and has been contracted as expert on culture and adult education by the European Commission. Henrik Zipsane is board member of Culture Action Europe and holds a PhD degree in education and history from The Danish University of Education. In recent years his research has primarily been centred on issues related to the use of heritage in regional development and lifelong learning.

Parallel Papers Session 1 - Track: 3

[Working strategies for developing a learning city: learning from 12 UNESCO Learning City Award recipients](#)

Presenter(s): Mo Winnie Wang, Max Weidlich

Other credits: Mr Raúl Valdes-Cotera, Senior Programme Specialist, UNESCO Institute for Lifelong Learning

Affiliation(s): UNESCO Institute for Lifelong Learning

The UNESCO Guidelines for Building Learning Cities were launched in 2015 with the aim to provide cities with strategic approaches for building dynamic and sustainable learning cities. The guidelines specified 6 key areas of actions which should be tailored to every city's unique context. By analyzing cases of 12 cities from 5 UNESCO regions which received the UNESCO Learning Cities Award 2015, this paper intends to illustrate how the 6 key areas proposed in the guidelines can be implemented in practice. Document analysis and interviews with key stakeholders from the 12 cities will provide insights and mechanisms for other stakeholders to form working strategies for making their own start (or progress) on the journey towards developing a learning city. Additionally, this paper will analyze and compare the varied approaches in building learning cites across the globe, thereby contributing to the theoretical discourse on the definition of a learning city and its conceptual evolvement.

A final paper is available. Please see the PAPERS section of the Conference website

Abstract keywords: lifelong learning, plan, coordinated structure, celebratory events, monitoring and evaluation, accessible for all, sustainable funding, UNESCO Guidelines for Building Learning Cities

Presenter profiles:

Mo Winnie Wang

Ms Wang is a core team member of the coordination team of the UNESCO Global Network of Learning Cities at the UNESCO Institute for Lifelong Learning. She has developed a series of conceptual and communication papers on the topic of lifelong learning and learning cities. She is the co-editor of the UNESCO publication Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities, which was published in 2015. She was also the core workforce to organise the 1st and the 2nd International Conference on Learning Cities, in Beijing and Mexico City respectively.

Max Weidlich

Mr Weidlich holds a BA in Social Science from Amsterdam University College and an MSc in International Public Policy from University College London. He is interested in development questions, global governance structures and the analysis of public policies and implementation strategies. He has assisted the coordination team of the UNESCO Global Network of Learning Cities at the UNESCO Institute for Lifelong for Lifelong Learning, where he, amongst other things, researched potential strategies for learning city development in Germany.

From Learning City to Learning Region: Connection challenges

Presenter(s): Mary Hamilton

Affiliation(s): City of Limerick

The comprehensive Public Service Reform Programme put in place by the Irish Government in 2011, in response to the global financial and economic crisis of 2008 and the Troika (EU, ECB & IMF) agreement in 2010, has had far reaching consequences for the Limerick City Region. Implementation of national policies aimed at integrating public services has had particular implications for Limerick's Local Government and Education & Training sectors.

The merger, in 2014, of the two previously, independent, local authorities of Limerick City Council and Limerick County Council established the Limerick City-region on a formal, statutory basis. In 2002, twelve years prior to the introduction of the new integrated structures, Limerick City of Learning Steering Group was set-up as a sub-committee of the former Limerick City Development Board with representation from public, private, community and voluntary organisations. Despite a lack of resources, this group worked tirelessly on "learning city" issues, questions and plans launching its first strategy document – *"Together for a Brighter Future – A Collaborative Framework for Progress* – in 2008. Funding from the Limerick Regeneration Agency, in 2010, allowed the group to employ a part-time facilitator and made it possible to host the first annual Limerick Lifelong Learning Festival in 2011 – a flagship event that is now in its 6th year.

In 2013, the group expanded membership to partners from across the wider Limerick region and changed its name from "City of Learning Steering Group" to "Learning Limerick". Today, as members reflect on the purpose and performance of the restructured group, they point to six key connections as fundamental to the Limerick Learning Region project.

	Connections	Description	Some Connection Challenges
1	Geographical	Linkages between city & county workers, residents, groups & services.	o Poor transport infrastructure o Migration from city to rural towns
2	Sectoral	Intra-sectoral connections *(across single sector such as Education)* and Inter-sectoral connections *(between public, private & CSO's*)	o Programme-specific criteria, indicators, etc. o Competition between organisations o Inadequate linkages between local organisational strategies
3	Developmental	Maintenance of momentum and continuity throughout the process of becoming a Learning Region.	o Inadequate governance and decision-making structures

4	Technological	Maximising use of ICTs to connect people & groups.	o Poor on-line visibility for "Learning Limerick" o Low-level digital skills in some sections of the population and some occupations. o Inadequate Broadband access in some areas o Limited uptake of ICTs by some enterprises.
5	Cultural	Relationships between people of different religions, nationalities & cultural traditions.	o Silo approaches to provision & funding leading to segregation of target groups o Language barriers o Promotion & sharing of all forms of creative expression
6	Generational	Connections between people at different stages of the life cycle: children, people of working age, older people & people with disabilities	o Demographic imbalances o Creation of innovative initiatives for intergenerational learning

By drawing on the views and experiences of "Limerick Learning" group members and other key stakeholders, this case study will explore how these connections support or impede Limerick's journey towards becoming a "learning city-region" at a time of great change. It will also provide examples of the connections and associated challenges, mapping them to UNESCO's Key Features of Learning Cities.

A final paper is available. Please see the PAPERS section of the Conference website

Abstract keywords: Limerick, Learning City, county, City-Region, connections, linkages, partners, region, challenges

Presenter profiles:

Mary Hamilton

Mary Hamilton has worked in adult education for over 30 years in many different roles and settings. Her career, which focused primarily on 2nd chance adult learners, included jobs in teaching, career guidance, curriculum development, community development, teacher training and management. Throughout her time as Adult Education Officer, with Limerick City Vocational Education Committee (1998 – 2014), she was actively involved in setting up and developing the "Limerick City of Learning" project. She was a founding member of the City Steering Group and served as chairperson when the group expanded to encompass the wider Limerick Region in 2014.

Engaging Communities with Universities: The Case of Vietnam

Presenter(s): María-José Vieira

Affiliation(s): University of León, León, Spain

The linkages and transactions between universities and business for reciprocal and mutual benefits, and formal agreements are known as University-Business Collaboration (UBC). This concept affects interactions in the collaboration in R&D, mobility of students and academics, lifelong learning and curriculum development, and other activities related to entrepreneurship and governance. However, although it is conceptually difficult to separate the areas that are within UBC, these are usually classified mainly in three dimensions: Technology Transfer and Innovation, Continuing Education and Social Engagement. All of these dimensions are characterised by high levels of collaboration, sharing and co-creation between the university and business.

Considering that, this paper is focused on describing the UBC activities of European and Vietnamese universities in order to have an overall picture of this collaboration and how these activities are developed, and are part of the Erasmus+ project: *Supporting Entrepreneurial Development in the field of IT in Vietnamese HEIs (ICTentr)*. The European participating universities in this project are the University of Turku (Finland), Dublin Institute of Technology (Ireland) and University of León (Spain); they work in cooperation with three Vietnamese universities: Hanoi University of Science and Technology, University of Danang and Ho Chi Minh University of Technology. One of the main aims of this project is to improve in a more consistent way, communication with the regional business and other community actors.

In order to reach the objectives set out in this paper, all participating universities have elaborated a content analytical inventory of their current UBC activities at their own university to (1) be used as examples of good practices and detailing their success factors (EU partners) and to (2) analyse the problems and obstacles for developing these activities, interviewing local business representatives and local organisations to identify their needs (Vietnamese partners).

The outcomes of the ICTentr project show the benefits of UBC activities, their development, the impact in European and Vietnamese universities and its main dimensions: Technology Transfer and Innovation, Continuing Education, and Social Engagement. The institutions participating in ICTentr project present a relevant university strategy and policy towards UBC activities, which has encouraged the role of universities in their regional economic role. There exist clear differences in the type and extension of these activities depending on the context, especially and primarily in the case of technology transfer, entrepreneurial and innovative activities, which are more developed; and less in regard to social engagement activities, which depend fundamentally on the context and the volunteering culture of the country. For these institutions, the fact that they could cooperate with the external environment is a way to prove their relevance and, from the economic aspect, a way of securing additional funding.

The UBC activities help the universities to increase the work-life relevance of teaching through joint projects with industry as well as to commercialize their research output, reinforcing their capacity to network effectively with the community, supporting scientific cooperation and knowledge transfer. The success of the cooperation between universities and business is considered the ideal driver of knowledge-based economies and societies, enhancing regional innovation systems.

Abstract keywords: Higher Education, University-Business collaboration, community building, Europe, Vietnam

Presenter profiles:

María-José Vieira

Dr. María-José Vieira is Associate Professor at the University of Leon (ULE) in Research Methods in Education. Her research is focused on Higher Education (guidance and attention to diversity, graduates' competences and employability, and more recently, on university-enterprise partnerships). She is author of several publications on these subjects. She has worked as adviser for higher education matters for the European Commission as member of the Cluster for the Modernisation agenda of European universities, DG Education and Culture. From 2007 to 2010. She has collaborated with the DG of Higher Education in the Spanish Central Government in the Bologna Reforms. At the ULE se has been Vice-Dean of Student Affairs and Mobility at the Faculty of Education (2010-2014).

Parallel Papers Session 1 - Track: 4

Entrepreneurial learning and education for sustainable development

Presenter(s): Alyson Jenkins

Affiliation(s): Swansea University

A common understanding is that entrepreneurship is the engine that drives the economy of most nations, and entrepreneurship education is increasingly exploring new and innovative ways of thinking and working. However, the neo-liberal view of the global marketplace with its exponential growth and homogenisation of culture can be a conceptual barrier to engaging with entrepreneurial learning. In order to move away from this, entrepreneurial learning that includes a vision and a framework for education that aligns with the UN Sustainable Development Goals is advocated. The economy is an integral part of society

and cannot be separated from considerations of natural resources and the biosphere which ultimately supports life. This paper discusses the synergies between Education for Sustainable Development (ESD) and entrepreneurial learning drawing on the conclusion from research conducted with the adult education sector in Wales on ESD.

Many of the approaches to entrepreneurship education echo the pedagogical approaches in ESD; these include fostering creativity and critical reflection within a transformational and future-facing paradigm, and placing a central importance on participation, dialogue and collaborative methods. Brookfield's work on discussion and critical thinking (1987, 2013, 2015 and Brookfield & Preskill, 2012) has informed this approach. Economist Tim Jackson's work on 'prosperity without growth' (2011) and a growing body of work on new economic models, entrepreneurship and sustainability, emphasise creative problem-solving for local and global challenges. Entrepreneurship education can contribute to new model for sustainability through integrating the three domains of economy, society and environment and it can respond to challenges with an intent that aligns to the UN Sustainable Development Goals in order to help create a world where entrepreneurs combine environmental responsibility and socially just models with innovation and economic activity.

The three Sustainable Development goals that are most relevant to entrepreneurship are about promoting economic growth, employment and decent work for all; building resilient infrastructures and fostering innovation; and ensuring sustainable consumption and production. These are complex goals and it takes a particular classroom approach to fully explore the issues and address inclusivity, sustainability and the other goals that include issues of poverty, social justice, food security, water and sanitation, universal education and well-being, climate change action, safe cities, protection of terrestrial and marine environment, reducing inequality and dealing with waste.

Parrish (2010) and Tilley & Parrish (2006) have researched sustainability and entrepreneurship and other academic work links values and behaviour to corporate sustainability (Avota et al. 2015), looks at educational processes and structures (Hörisch, 2015) and more recently there has been a specific literature on entrepreneurship education and sustainability (Akrivou, 2015, Oziegbe, 2015; Vidic, 2013). These and other publications on pedagogy in entrepreneurial learning (Fayolle & Gailly, 2008; Jones, 2010; Pittway & Cope, 2007) will inform the discussions on integrating global sustainability and entrepreneurship education through developing a framework for entrepreneurial learning that is dialogic and addresses values. This is a participatory and solutions focused pedagogy that deals with real life problems on a local and a global scale.

Presenter profiles:

Alyson Jenkins

Alyson has worked in education for many years; in development and environmental education and in Education for Sustainable Development and Global Citizenship (ESDGC) which is a Welsh Government initiative. Her expertise is in Adult Learning and she is completing a PhD that looks at how policy makers and practitioners in this sector responded to ESDGC. Alyson has also been a community dance development worker, conducted research and evaluations as a consultant and trained adult tutors. Currently Alyson works at Swansea University in the Planning and Strategic Projects Unit working on regional collaborations for skills for economic growth.

Co-creation of entrepreneurial competences - Innovation and entrepreneurship policies...

Presenter(s): Fumi Kitagawa

Affiliation(s): University of Edinburgh Business School

Co-creation of entrepreneurial competences - Innovation and entrepreneurship policies with a case of opto-electronics and photonics industries in Scotland

Entrepreneurial and innovation activities seem to emerge in locations that have place-specific assets, sometimes depending on the previous or existing industrial traditions and the combinations of skills as well as other resources and organisational capabilities (Teece, 2007). Understanding economic changes of places is about unpacking innovation driven changes –how they are brought about, and what their consequences are (Dosi, 2013). The combination of factors at local, national and global, as well as technological means different levels and patterns of interactions, with a deeply intertwined story of both the "natural trajectory of the technology itself and the national and institutional context in which it has developed" (Hendry et al 2000).

One of the objectives of this paper is to synthesise the insights from both innovation and entrepreneurship literature to understand and analyse the diverse issues related to place-based innovation and entrepreneurship policies. Zahra and Wright (2011) identify four contextual dimensions related to the entrepreneurial activity – social, spatial institutional and temporal. These dimensions help analyse "placed-based" innovation and entrepreneurship activities. There is no generally agreed theoretical or empirical framework for answering what makes some places grow while other do not (Simmie et al 2008). More longitudinal studies are still needed, with more understanding on how places can anchor

new industries and harness their economic potential. Recent literature on micro-foundations of innovation (see Dosi, 2013) highlights that actors have the capacity to innovate and transform through combinations and adaptations between micro and macro processes (Thornton et al 2012).

This exploratory paper illuminates the co-evolution and dynamics of place-based innovation and entrepreneurship competence building processes by studying the co-location of scientific excellence in photonics and opto-electronics in Scotland and the spatial mobility of highly skilled individuals, particularly the doctoral graduates from the universities. These graduates are considered to be agents of knowledge transfer. These graduates are considered to be agents of knowledge transfer as well as human capital as part of the founding teams of entrepreneurial start-ups.

The history of optoelectronics and photonics in Scotland goes back to late 19th century. Barr & Stround Limited was a pioneering Scottish optical engineering established in Glasgow in 1913 as a spin-off from the University of Glasgow. This was later acquired by Pilkington Optronics, and then Thales Optics. Scottish academia is particularly strong having 12 Universities with at least one department engaged in optoelectronics research. There are over 400 researchers engaged in optoelectronics research. Since 2000, there has been around 30 start-ups in the industry including successful university spin-offs. The paper highlights the co-evolution of technologies, competences and networks as part of the place-based learning.

Presenter profiles:

Fumi Kitagawa

Dr Fumi Kitagawa works as Lecturer in Entrepreneurship and Innovation at the University of Edinburgh Business School. She has conducted research on the roles of HEIs in regional development in the UK since her PhD research project up until now based in different cities in the UK. She was involved in the OECD projects on the contribution of HEIs in regions in, South Korea and Canada. She is a Pascal Associate and was involved in PURE project with the Observatory Pascal in Sweden and Norway. Her research encompasses higher education policies and innovation and entrepreneurship in Europe and East Asia (including Japan; more recently looking at Hong Kong and mainland China).

Sustainable Learning-Regions Planner: Certification for learning cities professionals

Presenter(s):
Leodis Scott
Affiliation(s): LearnLong Institute for Education and Learning Research; Center for Governmental Studies-Northern Illinois University

Regional policy allows institutions of higher education to use the power of applied research to honor the local landscapes they inhabit. It provides an organizing principle to address economic and social issues while maintaining the priority of environmental integrity.

In alignment with regional policy and development, PASCAL is an international organization supporting regional engagement that honors people-and-place within sustainable economic development. The opportunity to advance regional development and lifelong learning internationally can be implemented through a professional certification program that focuses on significant topics regarding learning cities/regions. With a chief focus on developing an economy that provides quality space for all of us, this proposal advances the entrepreneurial opportunity to develop a Sustainable Learning-Regions Planner (SLP) certification.

This professional SLP certification would train scholars and practitioners about the economic and academic aspects in using local resources and honoring diverse communities. In other words, the SLP certification would promote research methods of engaged scholarship, community engagement, and sustainable development (Fitzgerald, Burack, & Siefer, 2010; Ramachandra & Naha Abu Mansor, 2014; Van Wynsberghe & Moore, 2015), which features the context of advancing learning cities and applying lifelong learning policies (Longworth, 1999; Morgan-Klein & Osborne, 2007; Galt et al. 2013). The certification not only focuses on regional development, but also it covers community improvement within local cities and regions, including food systems and sustainable economies that ensure areas are socially equitable and ecologically sound.

The basic premise of regional and lifelong learning policy in this context is that economies have a physical sense. The strength of an economy is based on utilizing and preserving the resources around which the urban hubs are structured. Commerce and economic development are centered around natural centers rather than only governmental allocation. Using the untapped research capabilities of engaged scholarship within our universities through a professional certification program would actually provide needed funds and services through interdisciplinary scholarship. This applied learning and entrepreneurial scholarship opportunity offer a promising track for researchers, practitioners, regional planners, social entrepreneurs, and public administrators to engage in the learning cities movement through practicing the science of lifelong learning in real life settings.

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Abstract keywords: sustainable learning regions, engaged scholarship, regional development, regional policy, applied research methods, lifelong learning policy

Presenter profiles:

Leodis Scott

Leodis Scott, Ed.D., President, LearnLong Institute for Education and Learning Research; Adjunct Assistant Professor, Adult Learning and Leadership, Columbia University-Teachers College. Dr Scott's interests includes learning cities, quality of life, and lifelong learning research and policy.

Parallel Papers Session 1 - Track: 5

Can "Big Data" lead to "Big Learning"?

Presenter(s): Waltraut Ritter

In recent years cities around the world developed new approaches to manage urban data; "urban informatics" and "smart city" are concepts where information, data, and technology become the basis for new models of managing processes in a city and gaining new insights.

This paper discusses the development of data governance across cities with different degrees of citizen involvement, and argues that "big" data can be used as public commons which allows for greater participation and involvement in city learning processes if data governance is put at the core smart/learning city development. Big data could be a potential ingredient for knowledge creation and learning in cities.

However, the dual nature of Big Data and Internet of Things as massive threat to privacy and trust as well as potential to generate new insights using algorithms for knowledge discovery makes the discourse on the development of good governance structures difficult.

This ongoing, applied research project focuses on the question on how such governance of urban (big) data and information is shaped, how governance is discussed, and how it might inspire new thinking about the city as an inclusive knowledge space. The research also raises questions on citizen-involvement in governance processes which could enable inclusive learning cities. Many smart city approaches see governance within the framework of public-private partnerships between city administrators and ICT service providers only.

Using examples from Helsinki and Hong Kong, the paper discusses findings from an ongoing participatory research with city officials, citizen groups, and researchers on the current and potential uses of data and information for collaborative learning processes in urban planning and design.

In Helsinki, the development of better and inclusive public services is the driving force behind the Smart City initiatives. The basis for this development has been opening up public data in order to encourage the creation of digital services and applications that enable crowd sourcing of ideas and citizen involvement in city decision-making. Open data is considered the basis for transparency and learning for all citizens.

In Hong Kong, the government has developed an explicit "Digital21" development strategy with a strong focus on technology-focused solution delivery in the context of e-government services, however, citizen involvement is not explicitly included in the strategy.

The research includes a literature review on (big) data governance, qualitative interviews, as well as an analysis of discourses and events in the chosen cities, where governance issues of smart/learning cities are directly or indirectly addressed.

Abstract keywords: smart cities, governance, big data, open data, urban informatics, knowledge cities

Presenter profiles:

Waltraut Ritter

I am an independent researcher with a background in information science, urban sociology and public administration, and have been involved in applied and participatory urban research projects in Europe, India, and Hong Kong. I am particularly interested in spatial issues of knowledge and learning in cities. I have contributed to a number of PASCAL Observatory Conferences and workshops, and am an active member in the international community of Knowledge Cities researchers.

Educating the smart city: active citizenship, future city literacy, and digital governance

Presenter(s): Ben Williamson

Affiliation(s): University of Stirling

In governmental, academic and commercial aspirations for the 'smart city,' urban environments are imagined as software-supported spaces that utilize big data collection, processing and analytics techniques 'in ways that enable us to monitor, understand, analyse and plan the city to improve the efficiency, equity and quality of life for its citizens in real time' (Batty et al 2012). Many of the major global companies associated with smart cities development have begun to address the question of how education might need to be reimagined for such software-smart urban spaces. So too have several local government and academic initiatives. Their underpinning logic is that the economic, cultural and political functioning of smart cities will rely on smart people that can help contribute to the monitoring and management of the city itself. In such projects, the 'smart citizen' is increasingly viewed as responsible for enacting computational and data analysis tasks 'so that smart cities will function optimally' (Gabrys 2013). In this sense, smart cities depend on citizens themselves becoming apprentice computational urbanists with the computational and data analytical skills to become engineers and hackers of the smart city's services and urban processes.

This original research paper presents a documentary-based sociological analysis of smart cities initiatives focused on the education of smart citizens. In particular, it examines the Future City Literacy program, part of the Glasgow Future City project, and Urban Data School, the educational program of the Milton Keynes MK:Smart project. It situates them in the context of emerging visions of how citizens might shape the future of their cities through collaborative technologies, citizen sensing projects, and civic crowdfunding—or 'people-centred smart cities' which 'take human behaviour as seriously as technology' and 'invest in smart people, not just smart technology' (Nesta 2015). To realize such visions, Glasgow Future Makers and MK:Smart Urban Data School have focused on training young people to code their own computer programs and on equipping them with 'data literacies', in order that they might be enabled to conduct data analyses on urban datasets and contribute to 'hack the city,' 'civic technology' and 'coding for civic service' initiatives. By equipping young people with data literacies and coding skills, these smart city initiatives encourage them to occupy the forms of conduct that are appropriate for active citizenship in smart cities.

In conclusion I suggest that these emerging projects aimed at educating the smart city need to be understood as part of a shift towards techniques of 'digital governance,' an approach to redesigning 'the state in the era of social media, cloud computing, robotization and big data' which 'prioritises the interactions and feedback loops … of digital technologies for public policy solutions and service delivery' (Dunleavy & Margetts 2015). Smart citizens, I argue, are being sculpted through smart city education programs with the computational future city literacies required to realize not just smart urban governance but to 'optimize' the digital governance of the state. The paper provides an original sociological examination of the links between education, smart city citizenship and digital governance.

Presenter profiles:

Ben Williamson

Ben Williamson is a lecturer in the School of Social Sciences at the University of Stirling, where he focuses on the role of software and digital data in education. His recently published research has examined education in smart cities visions, data analytics in education policy, and the growing influence of Silicon Valley politics on educational thought and practice. It has been published in Big Data & Society, Journal of Education Policy, and Critical Policy Studies. His research website is https://codeactsineducation.wordpress.com/ and on Twitter he is @BenPatrickWill

Learning Cities in the US: Development of a research model and methodology

Presenter(s): Connie Watson, Leodis Scott

Affiliation(s): LearnLong Institute for Education and Learning Research

The United Nations initiative, *Transforming Our World The 2030 Agenda for Sustainable Development* identifies seventeen major goals. Its focus on people, planet, prosperity, and peace through partnerships, is holistic and comprehensive, and inspires hope and optimism for humanity (Sustainable Development Goals, 2015). Two goals in particular impacts the success of the remaining goals, namely:

- o Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; and

- o Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

A pragmatic approach to supporting these UN goals is to apply a learning cities model to cities/regions around the world. A learning city/region "is a form of community development in which local people from every community sector act together to enhance the social, economic, cultural an environmental conditions of their community" (Boshier, 2005, p. 377).

The work on learning cities/regions has already been implemented internationally. For example, UNESCO's Global Network of Learning Cities (including twelve cities honored for their work such as Beijing and Mexico City) and PASCAL's International Observatory's Learning Cities Networks (including cities using an EcCoWell approach such as Glasgow and Tampere) have been leaders in the field for a number of years (PASCAL International Observatory, 2015; UNESCO Global Network of Learning Cities, 2015). However, more literature and research linked to learning cities/regions in the U.S. is truly needed (Watson & Tiu Wu, 2015).

This paper aims to advance a U.S. learning cities model (philosophy and methodology) to spur more discussion, research, and evaluation. The implementation of this model has been informed through a Learning Cities-for-All Conceptual Map (Scott, 2015) that guides the research to important values and variables at the heart of an overall learning city approach, especially incorporating beliefs for positive sustainable change among people, organizations, and institutions. First, this conceptual map and other models will be discussed for a philosophical approach for conducting learning cities research. Second, an American learning cities index will be proposed by adapting relevant indicators and benchmarks used in other countries related to national, statewide, or municipal policies. Indicators and benchmarks can support engagement and together can be a motivational tool for researchers (Cappon & Laughlin, 2013) energizing further progress in the learning city/region movement.

To support our research goals as noted above, three relevant and useful examples from the learning city literature will be reviewed. First, an EcCoWell (Kearns, 2012) approach to a learning cities' philosophical orientation will be considered for its holistic focus and strong emphasis on citizenship. Next, Canada's Composite Learning Index and The European Lifelong Learning Indicators will be utilized as a basis from which to build a U.S. index (Cappon &Laughlin, 2015). It is important to create a methodology that is specific to the United States while at the same time allows for research within and between city-states nationally and internationally. In future research we plan to apply this model to U.S. cities and metropolitan regions.

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Presenter profiles:

Connie Watson

Connie Watson is an educator, researcher, and consultant. She is co-founder of Learnlong Institute, a thinktank with a focus on innovation and continuous improvement in adult learning, higher education, and lifelong learning through research and practice. Connie also teaches Psychology and Leadership courses at the Community College of Philadelphia and is engaged in collaborative work there in entrepreneurship, civic engagement, and global education. She also consults with organizations in the areas of strategic planning, leadership development, and organizational culture. Her research interests include learning cities, transformative learning and leadership, global and multicultural education, and coaching/mentoring.

Leodis Scott

Leodis Scott is co-founder and research scholar at LearnLong Institute for Education and Learning Research, a non-profit educational think-tank informing individuals and the public about adult, higher, and continuing education. Dr Scott speaks and teaches nationally in adult learning philosophy, practice, and assessment including DePaul University-School for New Learning (Chicago) and Columbia University-Teachers College (New York). His latest work includes a book entitled, "Learning Cities for Adult Learners" (Spring 2015) for New Directions in Adult & Continuing Education. Leodis received a doctorate in adult learning and leadership from Columbia University-Teachers College

Parallel Papers Session 2 - Track: 1

Learning Cities and transformative learning on the street...

Presenter(s): Connie Watson, Maria Liu Wong

Affiliation(s): LearnLong Institute for Education and Learning Research; City Seminary of New York

Learning Cities and transformative learning on the street: A comparative study of local community engagement in New York and Philadelphia

A learning city is a macro model that focuses on community development "in which local people from every community sector act together to enhance the social, economic, cultural and environmental conditions of their community" (Boshier, 2005, p. 377). Promoting social justice, enhancing quality of life, and building cohesive communities are key elements of this approach. Pervasive inequality however still exists, even after 20 years of progress. Innovation is necessary to further the mission of inclusion, and a local neighborhood focus may have broader implications for creating a sustainable and healthy society.

One learning city method that focuses directly on citizenship, families, and neighborhoods is the EcCoWell approach. A goal of this tactic is to "increase self-esteem and feelings of competency" through social relationships (PASCAL, 2016). The EcCoWell orientation can also be used to enhance an educator's philosophy and curriculum, and complement a transformative learning focus – fostering the notion that one's frame of reference becomes more "inclusive, differentiating, permeable…critically reflective of assumptions, emotionally capable of change, and integrative of experience" (Mezirow, 2000, p. 19).

Cultivating the context for transformative learning in this way can be a powerful force for inclusive sustainable change. Integrating self-reflection, contemplation of spirituality and/or consciousness-raising, trust and respect for co-learners and mentors/teachers, and experiential learning activities can also allow for the possibility of overcoming barriers to change. This paper will explore how an EcCoWell learning city orientation may be integrated with a transformative learning approach, involving place-based pedagogy and engagement in reflective practice in New York City and Philadelphia (Edelglass, 2009).

Using the city as our classroom, and inviting students to reflect on how they see and interact with local communities, we will lead two groups of students with similarly diverse demographics through parallel learning experiences in their respective cities over a four-month period. One group is composed of participants in an urban ministry certificate program at a Christian seminary in New York City, while the other is a group of students taking a Community Leadership class at a community college in Philadelphia. As a comparative case study of a work in progress, the paper will describe how the above methodology translates in these two different educational contexts – one focused on contextual spiritual growth, and the other on community leadership.

As educators, we see the local neighborhood as part of our learning lab, encourage self-reflection and build community amongst learners, with the common goal for students to engage with the neighborhood and challenge themselves to be part of positive community growth. In this process, we anticipate they will deepen their cross-cultural understanding and consciousness of the work towards justice. Comparing the process and outcome of our learning journeys as educators, and those of our students, we will unpack emergent and overlapping themes in order to better understand how to build individual engagement and community capacity in citizens. We start from the ground (or literally, the street) up, in order to demonstrate how a neighborhood-based learning city approach can impact local, national and global arenas towards inclusive lifelong learning.

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Abstract keywords: Learning Cities, learning neighborhoods, place-based pedagogy, experiential/ lifelong learning, sensory learning

Presenter profiles:

Connie Watson

Connie Watson is an educator, researcher, and consultant. She is co-founder of LearnLong Institute, a think-tank with a focus on innovation and continuous improvement in adult learning, higher education, and lifelong learning through research and practice. Connie also teaches Psychology and Leadership courses at the Community College of Philadelphia and is engaged in collaborative work there in entrepreneurship, civic engagement, and global education. She also consults with organizations in the areas of strategic planning, leadership development, and organizational culture. Her research interests include learning cities, transformative learning and leadership, global and multicultural education, and coaching/mentoring.

Maria Liu Wong

Maria Liu Wong is an educator and researcher in adult learning, leadership and theological education. She holds graduate degrees from Teachers College, Columbia University, and Westminster Theological Seminary. As the Dean of City Seminary of New York, she is involved with faculty development, program planning, and gallery exhibition coordination. Maria is also a research scholar with LearnLong Institute, a think-tank with a focus on innovation and continuous improvement in adult learning, higher education, and lifelong learning through research and practice. Her research interests include lifelong and transformative learning, mentoring, action research, women and leadership, diversity, arts, and urban theological education.

Designing and implementing learning neighbourhoods in Cork's UNESCO Learning City project

Presenter(s): Denis Barrett, William McCauliffe

Other credits: Dr Siobhan O'Sullivan, Centre for Adult Continuing Education, University College Cork, Dr Seamus O'Tuama, Centre for Adult Continuing Education, University College Cork, Lorna Kenny, Centre for Adult Continuing Education, University College Cork

Affiliation(s): University College Cork; Cork Education and Training Board;

This paper will demonstrate the role and value of the Learning Neighbourhoods project in Cork city. Cork is the Republic of Ireland's second most populous city and is one of 12 UNESCO Learning Cities globally. The UNESCO learning city approach lays heavy emphasis on lifelong learning and social inclusion. In addressing these two concerns Cork city is piloting the development of two Learning Neighbourhoods in areas that experience high levels of socio-economic disadvantage, though with differing demographic profiles. The pilots are a collaboration between the City Council, University College Cork and Cork Education and Training Board who are working with learning and education organisations and residents in each area to promote and showcase active local lifelong learning.

In both pilots, the emphasis has been to encourage a bottom-up approach and as wide as possible neighbourhood reach. Public engagement exercises have been conducted in both localities and the agenda for activities for the first year of the project has been primarily shaped by local inputs. This paper will explore the design and achievements so far of the Learning Neighbourhood pilots and how the emerging model can contribute to the Learning Cities agenda.

Abstract keywords: local strategy, learning neighbourhoods, inclusion, bottom-up approach, urban disadvantage and inequality

Presenter profiles:

Denis Barrett

Denis Barrett is a Community Education Facilitator with Cork Education and Training Board. He works in partnership with local groups and agencies, to provide education courses for adults that complement the formal education sector. He is committed to developing inclusive, empowering and participative learning, and to facilitating marginalised people in disadvantaged communities to engage in lifelong learning.

A case study in lifelong learning: Partnering rural public libraries with the land-grant university

Presenter(s): Cindy Fletcher

Other credits: Alysia Peich, Continuing Education Consultant, Iowa Library Services, Des Moines, Iowa USA

Affiliation(s): Iowa State University

Fostering a culture of lifelong learning cities in rural, underserved regions faces many challenges. Declining populations and stagnant economies limit the resources that are available to invest in lifelong learning opportunities, yet improving quality of life depends primarily on the development of human and social capital. The value of learning--throughout life and beyond formal degree programs—is considerable, however creating opportunities for all may be particularly important in regions that lack the infrastructure of vibrant and responsive formal education venues. This paper describes a unique partnership between two community-based organizations—public libraries and land-grant universities—that offer non-formal, lifelong learning opportunities.

Using a human and social capital framework and drawing upon relevant literature, we present a case study describing a successful investment education project carried out by rural public libraries and the land-grant university in one rural Midwest state in the United States. Motivated by the need to improve Americans' financial knowledge and savings/investing behaviors, a non-profit investor education foundation funded an initiative in 43 rural communities that reached 847 adult learners. Project objectives were to 1)

bolster the collections and library staff skills in conducting adult programming on personal investing; 2) design, implement and evaluate a hybrid (blending of face-to-face and online) course targeted to three age-based cohorts; and 3) ultimately improve learners' abilities to make informed investment decisions at each life stage.

First, we describe the historical role that public libraries and land-grant universities have played in fostering lifelong learning in rural regions of the United States. Second, we review literature on the need for personal finance education and the lack of financial services available to rural consumers. Third, we describe the design, implementation and evaluation of an educational program on personal finance and the roles of the local library and the university's extension program. Next, we identify outcomes of the project, including results of a pre- and post-test evaluation of the adult learners. Finally, the discussion section identifies barriers as well as the unique advantages of the rural context. For example, the importance of well-trained educators and library staff in delivering non-formal education, the lack of computer skills and high-speed Internet access, and the dearth of non-commercial, personal finance resources in rural communities are discussed. We compare our findings to other literature that reports outcomes of urban strategies. We discuss the role that external funding played in facilitating the project and the challenges of sustaining similar learning opportunities in rural communities.

Access to lifelong learning has been a guiding principle for both public libraries and land-grant universities, however both entities are finding it increasingly difficult to provide opportunities to rural learners given the demands of social and economic change underway in much of rural America. Our paper concludes by raising questions: What does lifelong learning mean in the rural context? What methods, tools and techniques are needed to target and motivate all residents to be lifelong learners? How will communities know that they are "learning cities" rather than a collection of organizations that foster education?

Presenter profiles:

Cindy Fletcher

Dr Fletcher is Professor in the Department of Human Development and Family Studies at Iowa State University with responsibilities for extension and outreach, resident teaching, and research in family economics and public policy. She has published in such journals as the Journal of Consumer Affairs, Journal of Family and Economic Issues, and the Journal of Poverty. She received the Distinguished Fellow Award from the American Council on Consumer Interests in 2012.

Place making for learning communities

Presenter(s): Diarmaid Lawlor

Affiliation(s): Architecture and Design Scotland

There are three challenges affecting the learning estate in Scotland. First are policy ambitions. Second is the attainment agenda, and the ambition to host lifelong learning opportunities, for all. Third is the resource challenge facing public sector. The challenges are multi dimensional. 'Place' is a useful lens to make sense of how to tackle these challenges collaboratively.

The starting point is the learner, who they are and what they need. For example, Scottish Government are providing additional hours of free child care. How can we think about meeting the learning and care needs of the child, and at the same time, in the same place provide learning, co-working and development opportunities for parents? This is about clustering opportunities. And, thinking about how the spaces and places of a whole community might come into play to provide the different settings needed to enable full learner participation in a way that meets their needs.

Participation with communities at the scale of localities can draw out ambitions and needs for learning and other services. Collaboration by education authorities, civic organisations and private sector can enable thinking about a network of spaces and settings that can be organised to create learning clusters. The school becomes one of a series of settings, enabling responsive, outcome focused service on the one hand, and smart asset management efficiencies on the other.

The locality framework provides the geography for collaborative working around services and outcomes. But, how do we create the learning estate, create the shared spaces and places for learning at this level to enable these outcomes to be realised sustainably?

Drawing on examples of different types of learning community across Scotland, from island to urban contexts, using digital, physical, peer and policy networks this presentation will:

o   Draw out a narrative to support how we develop a participation driven learning communities estate as a way of doing locality driven regeneration;

o   Suggest strategies for 'meanwhile' use of space as a method of evidencing and realising the learning estate through small scale, incremental tests of change;

o   Identify possible logics and metrics to articulate the collaborative benefits of the learning communities approach with multiple actors.

Presenter profiles:

Diarmaid Lawlor

Diarmaid is Head of Urbanism with Architecture and Design Scotland. An urbanist, with a multi-disciplinary background, he has worked on projects involving the shaping and implementation of change for clients in Ireland, the UK and Europe, for the public, private and tertiary sectors. He has almost 20 years' experience of helping clients make well informed decisions about complex, connected urban policy and investment challenges. He is an educator, communicator and collaborator who writes and speaks on creative approaches to making better places.

Parallel Papers Session 2 - Track: 2

Reader development in Glasgow: The challenge of complexity in cultural policy

Presenter(s): Paul Docherty

Affiliation(s): University of Stirling

Aye Write! Glasgow's Book Festival is a major event in the city's cultural calendar, delivered by its Libraries and Arts teams and built upon a reader development ethos. While the festival is considered successful by many measures it is also pulled between competing visions, from within and without: from reducing poverty, to nurturing local talent, or showcasing the city as a culturally significant destination. This 'identity crisis' of the festival reflects a wider problem facing policy-makers, not only the question 'Why are we doing this?' but also 'What role do we have in making this happen?' Belfiore, Comunian and many others have made a clear case that the cultural development of a city follows the principles of complexity, yet this remains a challenge for cultural organisations more used to a linear model of policy-making and struggling with the need to relinquish some control in order to embrace new working models. The Aye Write! festival inhabits this difficult space between institutionally developed cultural policy and the complexity of the literary city, highlighting the tension between the two.

Colander and Kupers maintain that complexity theory has much to offer public policy, in its re-framing of policy problems and in the potential of new tools to work within complex adaptive systems and their emergent nature. In fact, they place policy in a position to guide,

impose constraints on, and amplify desirable emergent behaviours within a complex system, rather than to determine outcomes. How might public policy apply such tools to create and support readers, and how do organisational structures help or hinder this goal? Informed by participation in Glasgow's book festival, interviews with literary sector professionals, and ethnographic studies of non-mainstream literary groups, this paper explores the tensions and synergies between cultural policy-driven literary activity and emergent clusters of readers and writers. Around the edges of highly structured and targeted reader development initiatives, rogue readers tell their own stories, from the radio station selling under-the-counter books, to poetic transactions in a late night bar. These individual stories reveal some awkward truths about readers, publishers and book festivals. The complex and multi-layered nature of the urban literary field brings both challenge and opportunity, and interactions between the civic, commercial and community drivers of reader development hint at the emergence of new working models.

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Abstract keywords: cultural policy, complexity, literature, reader development, book festivals, libraries, cities, Glasgow, urban studies, identity

Presenter profiles:

Paul Docherty

Paul has a background in community project development, has experience within the creative industries, and is a graduate of Stirling University's Creative Writing Masters programme. His PhD project, provisionally titled Read Write City: Towards a city-wide strategy in support of reading, writing and publishing, is carried out in a collaboration with Glasgow Life and the Stirling Centre for International Publishing and Communication. This research will explore which aspects of Glasgow's literary infrastructure work well and why, and whether successful approaches used in other cities might usefully be applied to Glasgow's particular set of challenges and possibilities.

[Repossessing the history of the East End of Glasgow](#)

Presenter(s): Bob Davis

Affiliation(s): University of Glasgow

Cycles of de-industrialisation, regeneration and gentrification in the East End of Glasgow have in the last 30 years precipitated a renewed engagement with the multiple historical narratives through which the collective memory and heritage of the area has been negotiated, contested and constructed. The vibrant revival of interest in oral history, genealogy and the micronarratives of local urban ethnography has been critical in authorising hitherto unheard and abjected voices to contest what Miranda Fricker has famously termed the 'testimonial asymmetries of epistemic injustice'.

This testamentary emancipation has in turn prompted a deeper questioning of the historiographical preferences out of which the axiology of the 'East End/West End' urban binary is implicitly created and sustained. Reconsideration of the patterns of circulation, exchange and interaction draws upon these new microhistories to develop a radical and refreshed 'city imaginary' that highlights contact, contamination, encounter and (mis)recognition alongside the previously favoured dichotomies of class, labour, inequality and exclusion.

This presentation argues that the history-making and recording practices of Glasgow's East End multiple and variegated populations have offered over some considerable period a priceless resource for understanding and interrogating the experience of local belonging, which reframes the agency of indigenous people as protagonists in their own social, economic and cultural destinies.

Presenter profiles:

Bob Davis

I am Professor of Religious and Cultural Education and Head of School of Education (2010-14) in the College of Social Sciences. I am active in Initial Teacher Education (BEd Primary, MA in Religious and Philosophical Education and PGDE Primary and Secondary), CPD and Postgraduate Teaching and Research supervision, including Masters, PhD and EdD programmes. A large proportion of my work is in research and publishing. I have taught, written and broadcast nationally and internationally on religion, postsecularism, literature, music, folklore, education, history of education, sectarianism, childhood studies, environmental education and the development of Catholic education in Scotland and beyond. Teacher education remains central to my interests, encouraging a wider exploration of professional values and professional formation more generally. I served on the National

Partnership Group (NPG) for the implementation of Teaching Scotland's Future - the Donaldson Report on the reform of Teacher Education in Scotland. I now belong to its successor body, the National Implementation Board (NIB) and to the Shadow Board of the new Scottish College for Educational Leadership (SCEL). I am also currently Convener of the Scottish Teacher Education Committee (STEC) and a member of the Education Committee, Council and Executive of the General Teaching Council for Scotland (GTCS). I am currently engaged in, or have just completed, a number of significant publications projects with a range of colleagues in areas such as the effectiveness of Religious Education, the cultural history of early childhood and Scottish children's literature.

Journeys through austerity and homelessness in Glasgow: A mixed methods investigation in to the resilience of a city and its homeless population during times of financial adversity

Presenter(s): Andrew Burns

Other credits: Dr Kate Reid and Dr Lucy Pickering

Affiliation(s): University of Glasgow

The austerity agenda pursued in the UK since the global economic downturn in 2008 has presented significant challenges to the resilience of cities and their inhabitants. Evidence suggests that welfare and public service reform is having disproportionate effects on those already facing socio-economic disadvantage and contributes to further health and social inequalities in society. These austerity measures are putting on pressure on the budgets of Glasgow City Council, which has to save £103million between 2016 and 2018.

These impacts are measured and reported in socio-economic contexts which, while informative, do not convey the human story behind the figures. Investigating how disadvantaged individuals and communities cope, navigate and negotiate the impacts of austerity can deepen our understanding of individual resilience and learning. In doing so, we can begin to understand the ways in which the various agencies and policies of cities serve to reinforce or undermine the resilience of their populations.

The writers propose a study into Glasgow's homeless population that will seek to investigate the resilience of this disadvantaged community using mixed methods. Quantitative analysis of 'Big Data' will be used to 'map' the movement of homelessness and resource provision in the city in terms of whole or part populations. This will be augmented with ethnography of the literal and metaphorical journeys of homeless individuals in their day to day activities, in their lives, and through the various systems and policy consequences of the city. In this

way, the proposed investigation will blend big data with human experience through ethnography and bring forward the voices of disadvantaged individuals to the debate on the impact of austerity.

Abstract keywords: homelessness, austerity, big data, ethnography, resilient people, resilient cities

Presenter profiles:

Andrew Burns

I completed my MSc in Drug and Alcohol Studies at The University of Glasgow in 2014 while working in front-line addiction services and subsequently decided to study for a PhD. Having worked in social work services in Glasgow for nearly 20 years, I have a keen interest and commitment to the study of socio-economic disadvantage and its impacts, particularly in relation to health and well-being.

The instrumentality of community-based service learning in instigating local transformations: An investigation into the role community voices

Presenter(s): Marcellus Mbah

Affiliation(s): Centre for Excellence in Learning, Bournemouth University

Higher education systems in the world are undergoing transformation and the mission of many universities increasingly influenced by regional and global forces. The expectation of African universities to play a leading role in the transformation of their continent persists. The Association of African Universities' mission underscores the need for the continent's universities to strengthen their contribution to African development. A powerful direct tool at the disposal of the university for addressing the subject of local or regional development is its community engagement through service learning. This tool has the potential to promote experiential learning opportunities (Dewey 1938) and jointly enable high positive impact on local communities and universities. Whilst the concept of service learning is not well developed in Africa as it is in some parts of the world, its potential to foster active learning, critical thinking, reflectivity, as well as promote a sense of civic responsibility (Bringle and Hatcher 2007, Hall 2009, Chun et al., 2012) amongst students cannot be undermined. In addition to underscoring the connection between service learning and the

intellectual growth of students, some authors have rightly argued that service learning has the potential to foster sustainable community development (Bodorkos and Pataki 2009 and Brower 2011). In spite of this potential, there is need to attempt an articulation of an appropriate framework of community-based service learning an African university can adopt for acceleration in sustainable regional/local development.

Given that community development as a concept calls for collective participation in change processes, a service learning scheme intended to promote community development suggests the need for collective participation of university and community stakeholders. This paper therefore highlights the role of local voices in jointly enabling service learning processes to address a wide array of issues that are relevant to local people and can instigate community transformation. The instrumental case study underpinning this paper drew on interviews, focus groups and observation involving university and community participants from disparate backgrounds within an African setting. It posits that service learning processes would best serve the developmental mission of a university if local voices are captured in systemic and supportable ways to provide insights and directions aim at stimulating the wellbeing of ordinary people and their communities. Furthermore, by incorporating local voices into service learning processes, the university and its community engagement can connect with a wide array of resources in both rural and urban areas for mutual development.

Abstract keywords: community engagement, community development, service learning, local voices, Africa

Presenter profiles:

Marcellus Mbah

Marcellus is Research Fellow in the Centre for Excellence in Learning at Bournemouth University. His involvement in the Centre touches on some of the key areas in the discipline of Education such as University Community Engagement, Graduate Employability and Education for Sustainable Development. In realising his research targets, a versatile set of research designs come to the fore, notably: Interpretive Case Studies, Ethnographies, Narratives and Mixed Methodology.

Parallel Papers Session 2 - Track: 3

University engagement and environmental sustainability

Presenter(s): Margaret Sutherland

Affiliation(s): University of Glasgow

This session will highlight the most recent PASCAL publication, *University Engagement and Environmental Sustainability*. A panel of book authors will discuss their chapters and provide a current update on their initiatives. Themes include:

- o The complexity of environmental issues;

- o The need for interdisciplinary research;

- o The need for new methodologies in addressing such complex issues;

- o The need to listen to regional stakeholders;

- o The need to respect indigenous knowledge; and

- o The importance of relationships.

Presenter profiles:

Margaret Sutherland

Dr Margaret Sutherland is a senior lecturer in additional support for learning at the University of Glasgow, Scotland. She is the Director of the Scottish Network for Able Pupils and Deputy Director of the Centre for Research and Development in Adult and Lifelong Learning. She coordinates the Masters in Inclusive Education: research, policy and practice. She has 34 years teaching experience in schools and higher education. She has written in the field of gifted education and is the author of a number of academic papers, chapters and books on the subject. Her book, Gifted and Talented in the Early Years has been translated into German, Slovenian and will soon be translated into Hungarian. She is visiting professor at the Centre for Psychology, Giftedness, and Research on Excellence at the University of Erlangen-Nuremberg. She also serves on the editorial board of the Korean Journal of Educational Policy and the Turkish Journal of Giftedness and Education. She speaks at conferences and has worked across the UK and

with staff and students in Tanzania; Malawi; Korea; Virginia, USA; Slovenia; The Netherlands; Poland; Germany and Denmark. She is an elected member of the general committee of the European Council for High Ability and an elected member of the executive committee for the World Council for Gifted and Talented Children (August 2015).

Intergenerational learning for sustainable development: Okayama Education for Sustainable Development Project in Japan

Presenter(s): Rika Yorozu

Affiliation(s): UNESCO Institute for Lifelong Learning, University of Glasgow,

The paper, based on first phase of completed data collection from my doctoral research, will be a case study on Okayama Education for Sustainable Development Project in Japan which has been operating since 2005. Okayama City is a medium-size city in Japan with a mixture of urban and rural characteristics. Multiple stakeholders have been engaged in managing and running active learning for sustainable development involving school children, local businesses and senior citizens.

I would like to share challenges practitioners have faced in nurturing a pilot activity to a city-wide project receiving international recognition as a city promoting holistic lifelong learning for all. In 2014, the city hosted a series of international conferences on education for sustainable development, including an International Conference on Kominkan-CLC for Sustainable Development drawing lessons from many Asian countries in sustaining community-based learning and development activities.

Six community-based action principles for lifelong learning (Noguchi et al. 2015) from this conference will be illustrated through the project in Okayama. In particular, I will focus on how synergies among multiple forms of learning through school education, community education and environmental education were made applying Wals' Big-Five stakeholders in social learning (2015: 95).

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Abstract keywords: education for sustainable development, intergenerational learning, Japan, community education

Presenter profiles:

Rika Yorozu

Rika Yorozu is Programme Specialist for Literacy and Basic Skills at the UNESCO Institute for Lifelong Learning (UIL). She provides support to developing and middle-income countries in Asia and Africa. Before joining UIL, she promoted regional collaboration in adult literacy programmes at the Asia-Pacific Cultural Centre for UNESCO (ACCU Tokyo) and at the UNESCO Regional Bureau for Education in Bangkok. She is an EdD student in the University of Glasgow doing research on professional development of female social educators in Okayama City, Japan.

Learning cities and university: The 'Novus Campus' project of Valenzano between sustainability and legality

Presenter(s): Gabriella Calvano

Other credits: Martinelli Nicola, Associate Professor of Urbanism, Technical University of Bari, Mangialardi Giovanna, PhD Student, University of Salento, Angelo Tursi, Full Professor of Ecology, Bari University

Affiliation(s): Bari University; Technical University of Bari; University of Salento

In lifelong learning developments (Schwartz 1967; Lengrand 1970; Dumazedier 1972; de Sanctis 1979), the city has been the key factor of learning trough an effective integration of social, economic, environmental and educative aspects.

Today, the importance of urban sustainability is decisive for the inception of resilient communities: this is evident in COP21 results (with the focus of learning role to mitigate climate changes), in post 2015 Global Agenda and in Sustainable Development Goals.

This proposal is a work in progress that looks to the contribution given by the universities to the construction of sustainable communities at the Novus Campus in Valenzano. Valenzano is located in the South of Italy and it is a district of the metropolitan city of Bari, definitively established with legislative decree n. 56/2014.

The concept of sustainability modifies the role given to the higher education for urban and regional development. In fact, the university is not only the traditional institution of

research, but it is an instrument of innovation in partnership with public and private stakeholders (Chatterton and Goddard 2000). It is the university's 'third mission': through the third mission, universities commit not only to social and cultural development, but also to economic and entrepreneurial development of territorial areas where they are located.

The Novus Campus is a project already financed by Bari University. Through Novus Campus, Valenzano's district has the possibility to be the headquarters of biotechnological center of Bari University itself.

Thanks to a particular attention to green public, to build sport facilities and greenhouse for Agriculture Faculty and places for an innovative and incisive didactics, the Novus Campus project seeks to promote a new idea of the university campus, which builds opportunities of dialogue with other universities located in Bari, with other institutions, with associations and with territorial systems.

In addition, the creation of this kind of Campus will produce a social and economic development and new jobs closer to local needs.

The educational calling to this proposal is linked to legality themes: in fact, the Campus will be built on a land confiscated from the local mafia.

Interviews with privileged observers permitted:

o   to understand as a new manner to imagine higher education's spaces can support the territorial development of the district where the Novus Campus is situated;

o   to reflect about the role of co-built knowledge in the definition of a learning city;

o   to analyse higher education's contribution to development process of a city as a learning city.

Abstract keywords: sustainability, university, campus, territory, learning city

Presenter profiles:

Gabriella Calvano

Gabriella Calvano is research fellow at Biology Department of Bari University. PhD and pedagogist, she is member of: CEEAUniba (Experience Centre of Environmental Education of Bari University), an inter-faculty structure at University of Bari, where she deals of training processes and spread of environmental culture; Italian Association of Sustainability Science; Italian Society of Pedagogy (SIPED). Her studies focus on environmental problems. In particular, she investigates regarding relationship between politics and sustainability education; green Universities; training of educators; participative processes and competences of education for sustainable development.
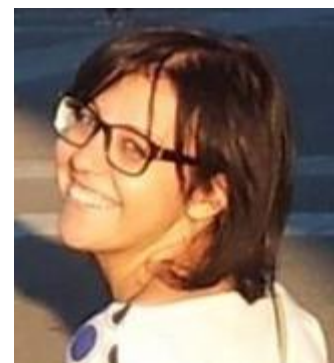
E-resilience for disaster risk management in a developing state: The Philippine case

Presenter(s): J Prospero De Vera, Ranjit Singh Rye

Affiliation(s): University of the Philippines

This analytical paper looks at the issue of e-resilience in the Philippines and evolving national and global perspectives on the issue. The paper is framed on United Nations' definitions for disaster, and disaster risk reduction, that is also followed in local legislation. eResilience is defined as a means towards reducing risk and addresses possible vulnerabilities in the functional use of ICTs in delivery of services (e.g. communication, data repository, and other management information services) and its ability to withstand vulnerabilities of the ICT infrastructure.

The paper provides a country-level synopsis based on the ICT readiness of the national DRM plans and the resilience of ICT systems to provide basic services in withstanding disaster events and help in recovery. Implications on governance and disaster risk reduction and management for developing States will be derived from the insights of this country level analysis.

Abstract keywords: e-Resilience, disaster risk management, Philippines, ICT

Presenter profiles:

J Prospero De Vera

J. Prospero E. De Vera III is a Full Professor and concurrent Vice President for Public Affairs of the University of the Philippines. He has extensive experience in the Philippine government, having served as a Technical Assistant, Chief-of-Staff, Senior Consultant, and Senior Adviser in the Philippine Congress. He was a Jesse Marvin Unruh Fellow/Policy Analyst with the Committee on Revenue and Taxation of the California State Legislature in the United States. He was a Fulbright-Hays Visiting Scholar at the University of Southern California and the California State University-Sacramento (1990-1992), and Senior Fulbright Visiting Professor/Fellow at the Johns Hopkins University (2000-2001).

Ranjit Singh Rye

Ranjit Singh Rye is Assistant Professor at the Department of Political Science, University of the Philippines Diliman and concurrent Assistant Vice President for Public Affairs of the University of the Philippines. He has spent nearly a decade doing policy work in the Philippine Congress, both at the House of Representatives and the Philippine Senate. He has worked as a consultant from the 12th to 15th Congress. His areas of policy research in Congress cover higher education, poverty studies, local government and regional administration, corruption and governance studies as well as ICT for development.

Parallel Papers Session 2 - Track: 4

Learning Cities: Past, present and, hopefully, future

Presenter(s): Norman Longworth

Affiliation(s): Global Network of Learning Cities (UNESCO)

The Learning Cities concept has existed since ancient times from the great library of Alexandria and the Greek idea of 'Dia Viou Paedaeia ', through the Islamic scientific flowering in places such as Damascus and Granada, the rise of Venice and the magnificent cities of the Hanseatic League to the present day. What appears to connect all of these is the growth of prosperity through trade and manufacture, which also provoked a cultural renaissance.

In the past 30 years, interest has revived in the concept, propelled by a flight from the countryside into larger conurbations and the need to understand how cities can meet the more daunting challenges of the modern day. Commencing in Europe, the centre of gravity of Learning Cities development has now moved to China and South Korea where cultural factors and strong government support have provoked impressive growth. In the present day, we have not only learning cities but more than 40 other national and international city groupings, such as resilient cities, cities of opportunity, sustainable and green cities and sanctuary cities to name but a few. These too are learning cities, if not in name.

The trend is towards learning city specialization – entrepreneurial, inclusive, sustainable etc. These movements are more prevalent in North America, Europe, Australia and Eastern Asia while large parts of the world have been left behind. There are now some encouraging signs

that these gaps are being filled, especially in South America and some parts of Africa. The future will be one of more cooperation between cities around the world, although unknown economic and geo-political factors will also play a large part. This paper will examine some aspects of the growth of the learning city movement to the present time, describe contemporary developments over the past 20 years and present a brief likely scenario for the future.

Abstract keywords: Learning Cities, communities, entrepreneurial, future, sustainability, cooperation, past, international

Presenter profiles:

Norman Longworth

Visiting honorary professor of lifelong learning at 5 European universities. Worked with these and PASCAL Unit at Glasgow University managing and advising many EU development projects on Learning Cities. Former UNESCO Professor. Former President of European Lifelong Learning Initiative. Wrote European Commission's policy paper on Learning Regions. Keynoted and lectured on the subject in more than 20 countries around the world. Well-selling books on Lifelong Learning and Learning Cities translated into Italian, Spanish, Chinese and Lithuanian. Consultant to UNESCO Institute of Lifelong Learning on development of its Global Network of Learning Cities and to European Commission on several education programmes.

Glasgow as a Learning City: The Legacy of the Commonwealth Games

Presenter(s): Lynette Jordan

Affiliation(s): University of Glasgow

2014 was an exciting and challenging year for Glasgow, exciting because the city hosted the XX Commonwealth Games (CWG) Scotland or the Glasgow Commonwealth Games (CWG) and challenging as there were great expectations about what the legacy would be after the Games were long gone. The city fathers looked optimistically towards a period of prosperity, growth and vibrancy after the sporting activities. The citizens of Glasgow were encouraged to see this event as an opportunity for the development of the city. This was expected to be through an increase in business growth due to this one-off event. So what makes Glasgow believe it will prosper and thrive after the Games are a distant memory? Why do the politicians and businessmen think they can handle the growing competition between cities in both Scottish and UK regions? How will Glasgow sustain growth against the harsh backcloth of a world recession? It is suggested that entrepreneurs are needed to emerge to boost economic direction both during and after the Games. Other changes needed are strong regional, sustainable policies, participatory citizenship and new models of democracy which consider the future economic position over a longer term period i.e. over decades rather than over a few short years. Glasgow's slogan is, 'People make Glasgow!' We explore what the Glaswegians will be left with after the Games and what they can offer as citizens for the future of Glasgow.

Abstract keywords: XX Glasgow Commonwealth Games, legacy, entrepreneurial city, learning city

Presenter profiles:

Lynette Jordan

Lynette Jordan was up till 2015 a specialist in the field of community development, initially as a practitioner and latterly over the last 17 years as a lecturer in lifelong learning at the University of Glasgow. She has trained community projects and committees throughout Scotland and has extensive international experience of working with women in Croatia, Zambia and Turkey, and on student centred learning with medical staff in Erbil, Iraq. She also has experience of leading on European Projects on both Learning Cities and Domestic violence. She has strong skills in facilitating educational work with community groups, workers, management and students.

Creating a regional workforce for rural manufacturing: Linking technical education systems and students to local business

Presenter(s): Mary Emery, Meredith Redlin

Affiliation(s): South Dakota State University

This paper reports on initial accomplishments of a regional effort to address the intersection of education and regional economic development. Funded by the National Science Foundation, the project addressed the increasing need for a well-trained advanced manufacturing workforce and regional approaches to addressing workforce and economic development from a collective impact approach.

In many small regions across the US, lack of a trained workforce has constrained manufacturers and contributed to outsourcing. At the same time, many young people find themselves forced to migrate to larger metro regions to find employment. Building on previous efforts to support manufacturing in the region, the project brought key players together to address this issue including two of the four institutions of higher education in the area, the economic development community, the planning district representing economic development and jurisdictional interests in the region, Region 2 School Superintendents, and manufacturing employers representing the North Idaho Manufacturers' Association (NIMA). With modest funding from NSF, the project undertook an effort to create a regional system-level approach to address workforce development, STEM education, and a growing need to support a competitive manufacturing sector. Project activities included developing curricula and training for STEM and PT (professional – technical) teachers to introduce students to computer aided- design projects at the same time they developed skills in applying math and science concepts. The project team also provided software to the schools and worked with them to address the lack of computer capacity and bandwidth. Articulation agreements outlining career and academic ladders provided a pathway for students interesting in pursuing local job opportunities in manufacturing or an academic trajectory related to the manufacturing. A mentoring program was developed to link local manufacturers with schools to support student project activities, increase awareness of local career opportunities, and develop job shadowing and internship opportunities. A very successful Showcase event was added to provide an opportunity for mentors, teachers, and students to participate in a regional competition and to create awareness of the project and its successes. Finally, the project created a regional Workforce Advisory Council to institutionalize communication among educational institutions, economic development players, and local industry.

The far reaching vison behind the project focused on developing a regional cross-sectional approach to addressing the interrelated problems of workforce development, increasing STEM education in schools, outmigration of youth, and support for local industry to be competitive in the global economy. Developing strategies for the various institutions to work in concert toward addressing these interrelated issues is a worthy cause, yet system change of this magnitude takes time and resources. This project succeeded in creating awareness about the possibility of collaboration across sectors to create a vibrant economic

and educational region. It has created several self-sustaining pieces in support of the goal including the Workforce Advisory Council, STEM and solid modelling curricula and teacher resources, a mentoring guide for manufacturers, and some great examples of success. The project encountered critical barriers to success, particularly in regard to the lack of resources school districts have to effect change.

Abstract keywords: manufacturing, workforce development, STEM education, economic development

Presenter profiles:

Mary Emery

Dr Mary Emery focuses on economic and community development research and practice including using the Community Capitals Framework (CCF) in evaluation, research on community change, and program planning. Recent research has focused on the relationship of community capacity to quality of life. A co-author of the Field Guide for Community Coaching, she regularly provides workshops and training on community development processes and approaches. In addition to teaching in the Great Plains IDEA transdisciplinary multi-university distance degree in Community Development, she is Department Head for Sociology and Rural Studies at South Dakota State University.

Meredith Redlin

Meredith Redlin is a Professor in the Department of Sociology and Rural Studies at South Dakota State University. Her research and publication includes study of diversity in rural settings and community development. She teaches in the Great Plains IDEA transdisciplinary multi-university distance degree in Community Development, and has taught as an Erasmus Mundus fellow for the multi-university EU CoDe program.

From community empowerment to the development of the learning city

Presenter(s): Te-Yung Chang

Affiliation(s): Department of Adult and Continuing Education, National Taiwan Normal University

Community is the microcosm of the city. Based on the people, culture, land, industry and view of community, community development is growing in holistic ways and towards sustainable directions.

Taipei City has been a modern city for over 130 years and the focus of study of this paper is community empowerment with the territory. The methodologies of this paper are theory interpretation and literature review. Firstly, this paper discusses theories of community empowerment. Secondly, it introduces the processes and strategies of community empowerment of Taipei. And lastly, it analysis adult and lifelong learning access, and opportunities of some parts of communities in Taipei City. Especially, this paper use social capital theories to analyse empowering strategies and outcomes of the communities in Taipei City.

At the end of this paper some conclusions and suggestions will be proposed.

Abstract keywords: empowerment, social capital, learning city, Taipei City

Presenter profiles:

Te-Yung Chang

Professor Te-Yung Chang studied at National Taiwan Normal University (NTNU), He is also Secretary General of Chinese Community Education Society (Taipei). As an adult educator, he presided of many projects about community colleges, senior active learning centers and non-formal learning accreditation programs in Taiwan in the past few years. He is now Chair of Department of Adult and Continuing Education, Director of Research Center for Adult education, and is also Director of Non-formal Education Programs Accreditation Center at NTNU.

Parallel Papers Session 2 - Track: 5

Smart Cities: The Role of the Canadian Research Data Centre

Presenter(s): S. Martin Taylor

Affiliation(s): Canadian Research Data Centre Network University of Victoria, McMaster University and the University of Waterloo

Smart cities depend on smart public policies which in turn require an evidence base derived from robust research supported by rigorous analysis of relevant and comprehensive data. To this end, the Canadian Research Data Centre Network (www.rdc-cdr.ca), created in 2000, is uniquely placed to advance social, economic and health research and to inform public policies for Canada's cities.

The Network was created as a *platform* to enable Statistics Canada, through its Research Data Centre Program, to provide researchers with ready access to a wide and growing range of confidential census, survey and administrative data files in 30 secure sites across the country. It is now established as the only platform that has national reach and a proven infrastructure; as such it ranks among the best in the world. The hundreds of files now available have been analysed by more than 4300 social science and health researchers; in 2014 alone the Network supported more than 1500 researchers, including 500 graduate students. They were drawn from a wide range of academic disciplines and also included researchers drawn from government departments and agencies and from abroad. About half of all Network researchers are working on health topics and more than half of all publications that result from that work have a health orientation.

The Network website lists 3374 publications by the end of 2014, many in top ranked refereed journals. Using examples of recent studies by Network researchers, the paper will show how access to Statistics Canada de-identified data at the individual or household level has led to major advances in quantitative research in the social sciences and health in Canada. Topics considered include: income inequality, child well-being, mental illness, and population aging. These examples will also illustrate how the research outcomes advance understanding of the factors and trends related to significant societal change and thereby inform the development of relevant and timely public policy.

Abstract keywords: research data centres, Canada, social science and health research, public policy

Presenter profiles:

S. Martin Taylor

Martin Taylor is based in Dundas, Ontario, Canada. He is Executive Director of the Canadian Research Data Centre Network, Emeritus Professor at the University of Victoria, and Adjunct Professor at McMaster University and the University of Waterloo.

Knowledge-based urban development

Presenter(s): Francisco Javier Carrillo

Affiliation(s): Tecnológico de Monterrey, México

This work discusses at several descriptive features of the Knowledge-based Urban Development (KBUD) field before an account of alternative perspectives on the theoretical and methodological identity is summarised. Although largely conceptual, this work draws on state-of-the art research is consolidating integrated knowledge capital accounting for the holistic strategic development of cities. Providing the theoretical and methodological tools for the balanced and viable development of urban communities has become a central issue of KBUD. On these bases, an exercise in characterising knowledge-based development in a distinct way from current uses that might render it redundant or irrelevant is carried out. Under this perspective, KBUD most significant challenge and opportunity are to contribute to engender and shape a new culture based on knowledge-intensive economics and politics. The core issue is the characterisation of 'knowledge-based' and what it might imply for the upgrade of human experience and coexistence. Such characterisation underlies the more popular term "Knowledge Cities" and as such it entails a definition of this urban category as well as a demarcation from other urban attributes emphasised by a number of labels currently in use.

The promise of KBUD is to contribute to the understanding and design of human coexistence in knowledge-intensive settings. This involves a major challenge for it implies coming to terms with knowledge as a natural and behavioural phenomenon as well as with its economic implications. Being clear on this helps to setup an agenda for knowledge societies, in terms not just of economic productivity, but also in terms of a qualitative evolution in the human condition. Being a major and long-term undertaking, two existing lines provide some evidence on the feasibility of such an agenda. The first has to do with a

new language to articulate and measure the multidimensionality of k-based experience: capital systems. The second involves a field of social and entrepreneurial innovation in rapid expansion: knowledge markets.

These views are a recollection of the author's involvement in the field and constitute a review of the literature with an emphasis on the broader social, economic and cultural issues. Such views are to be regarded as an input that might contribute to better understand the distinctive nature of KBD and maybe also to promote its relevance to science and society at large.

Abstract keywords: knowledge-based urban development, KBUD, knowledge-based, development, economic culture, capital systems, knowledge markets

Presenter profiles:

Francisco Javier Carrillo

Javier is passionate about knowledge as a leverage to the human condition. A Professor of Knowledge Management and Knowledge-Based Development at Tecnológico de Monterrey since 1990, is recognized as an international leader in Knowledge Cities. He founded in 1992 the Center for Knowledge Systems, where he lead over 150 contracted projects and developed the Capital Systems Framework for knowledge-based organizations and societies. He is President of the World Capital Institute and Editor-in-Chief of the International Journal of Knowledge-based Development. He currently heads the Strategic Research Group on Knowledge Societies. His research interests are knowledge cities, capital systems and knowledge markets.

Networked-collaboration among smart cities in the Arctic area

Presenter(s): Jari Stenvall

Other credits: Tarja Saarelainen

Affiliation(s): City of Rovaniemi; University of Tampere, Finland

In this paper we focus on the network of learning cities in the Arctic area. We identify economic, cultural and technical solutions that promote sustainable urban development of these cities. The basic idea is that these cities cannot solve complex issues alone and

therefore they are willing to form contemporarily arenas for co-creation and networked-collaboration.

The paper addresses on the one hand inclusive urban regeneration of three Arctic cities, Rovaniemi, Kemi and Oulu, and on the other hand enhancing resilience in these cities through networked-collaboration and co-creation for sustainable innovations and new businesses.

Our empirical data was gathered by focus groups in these cities, and indicates that it is critical for sustainable development to make cities participate in value creation processes and to integrate resources held by each city. We follow the transformation of networked-collaboration and co-creation forms from the perspective of complex theory that take into account the historic perspective of these cities.

The paper is work in progress.

A final paper is available. Please see the PAPERS **section of the Conference website**

Abstract keywords: smart city, sustainable development, networked-collaboration

Parallel Papers Session 3 - Track: 1

Lifelong education and re-education of detainees towards social inclusion

Presenter(s): Gabriella Aleandri

Other credits: Vincenza Russo, Graduate in Pedagogical Sciences, University of Macerata

Affiliation(s): Roma Tre University, Italy

This paper is based on the findings of a work in progress within a pedagogical research project. One of its aims is to promote social inclusion. The tough and unexpected changes that have occurred in recent years both at political and legal level, have tried to break down the old barriers between prison and social life. Article 27 of the Italian Constitution makes explicit reference to the rehabilitative goal of punishment, especially in order to achieve social re-integration. In recent decades, according to this trend, many national legislative developments have been approved. Furthermore, a recommendation of the Council of Ministers to member States concerning dangerous offenders stated that : "Dangerous offenders, like all offenders, should be treated with respect for their human rights and fundamental freedoms, and with due regard for their particular situation and individual needs while at the same time protecting society effectively from them" (CM/Rec(2014)3).

Issues discussed in the paper concern the ways inmates can relate to the social environment and community of cities. These topics highlight the importance of education strategies in a lifelong learning perspective, implemented through many re-education activities in order to improve the condition of imprisonment.

New Italian penitentiary regulations, which took effect in 2000, pay more attention to the most intimate human rights, with a special emphasis on the relationships between prisoners and their family members, on the characteristics of detention rooms and health standards, on education and professional training, on the organization of work with the involvement of external companies (The Prison Rules 2000).

Auto-biographical methods are one of the many pedagogical approaches used in penitentiaries as tools in order to bring prisoners in touch with others. Such methods provide an opportunity to create dimensions of meanings and relationships that go beyond the prison bars, with the view to recover personal relationships and re-join the community, society and the urban context, and to link the naturally closed prison building with the city and citizens in an authentic perspective of the educating community. Among several theoretical and practical references about such issues in national and international pedagogical literature we can quote, for example, Barbagli, Freire, Gatti, Ianes and Mulè.

From a methodological point of view, our research project is focused on using an autobiographical writing format, distributed in two different prisons contexts: Department of "High Security" and Department of "Common Prisoners". Data analysis has been based on both quantitative and qualitative methodologies. The qualitative approach based on the grounded theory of Glaser and Strauss. After prisoners had completed the formats they attended a semi-structured interview and finally, they filled a final evaluation questionnaire. The active participation of the prisoners in research was crucial in order to think about ways and programs for social reintegration, and to give detainees the opportunity to establish relationships with the outside civil and social environment with the view to break down the barriers of the prison, leaving a message for promoting cultural, spiritual and ethical renewal.

Abstract keywords: lifelong learning, social inclusion, re-education of detainees

Presenter profiles:

Gabriella Aleandri

Gabriella Aleandri, Associate Professor of General and Social Pedagogy, Department of Education, Cultural Heritage and Tourism, University of Macerata (ITALY) until January 31th 2016, Associate Professor of General and Social Pedagogy, Department of Education, Roma Tre University (ITALY) from February 1st 2016. Master's Degree in Educational Sciences, Psycho-Pedagogical Counsellor. Teaching: Adult Education, Social Education, Human Sciences, Clinical Medical-Scientific Methodology. Main fields of research: lifelong and lifewide learning,

adult education, educational policies, social education, autobiographical methods. She presented papers at several national and international congresses and wrote books and articles published by international scientific journals. Among the 2015 ones: G. Aleandri, Autobiography as educational scientific tool in penitentiary. Procedia: Social & Behavioral Sciences – Elsevier. G. Aleandri, V. Russo, Autobiographical questionnaire and semi-structured interview: comparing two instruments for educational research in difficult contexts. Procedia... G. Aleandri, Autobiographical Methods For Broader Lifelong And Lifewide Learning For All: A Research Based On Original Format, Procedia… G. Aleandri, A. Checchi, Educational Value of Autobiographical Writings for Self-identity Development and Orienteering, Procedia…

Kurdistan Learning Cities Facing ISIS (Daaesh) Crisis and Challenges

Presenter(s): Kamal Ketuly

Affiliation(s): University of Duhok, Iraq

The Learning Cities in Kurdistan have been affected considerably after the attack of ISIS (Daaesh) in June 2014. At the same time the economy has suffered with the drop of Oil prices and the funding for the Pashemergas (Kurdish National Guards) war fronts and the influx of thousands of refugees from within the country and outside the country, mainly from Syria. The education establishments, health service, security and caring for the refugees have reach critical levels. The learning cities have taken an active part in coping and sustaining the forced changes and helping in facing these challenges.

Abstract keywords: urban resilience, terrorism, extremism, ideology, cronic stress, acute shock, prevention, information awareness, educational model, transformation, transformative pedagogical technology.

Presenter profiles: Kamal Ketuly

Dr. Kamal Aziz Ketuly is an Associate Professor, Faculty of Medicine, University of Dohuk. A Kurd born in Baghdad, he obtained BSc in Chemistry at the University of Baghdad in 1976. He came to Glasgow University in 1976 to study as a private student and obtained M.Appl.Sc. in 1978 and PhD in Chemistry in 1982. He worked at Glasgow University as a Postdoctoral Research Fellow until 1991. He worked as a Scientific Consultant in UK. In 1997- 2002 he worked in University of Malaya as an Associate Professor of Chemistry. He re-joined University of Malaya in March 2009- Feb. 2012. Then he joined University of Duhok, Faculty of

Medicine in March 2012 to present. During his academic and scientific career he has published several scientific papers. He was appointed by the Kurdistan Regional Government-Iraq as their representative for the Far East mission based in Malaysia, from Nov. 2003 – 2007. He was able to introduce and build bi-lateral relationships with many Governments of the Far East (including China and Japan) in political, economic, scientific and cultural relationships. He has been the co-founder of many organisations such as the Kurdish Cultural Centre which opened in London in 1985, the Kurdish Aid Association Scotland and he established the Friends of Kurdish Society-Scotland in 1983.

Mapping out adult education opportunities for migrants in the city of Glasgow as a means of promoting social inclusion: a work in progress

Presenter(s): Bonnie Slade, Kirsty Cameron

Affiliation(s): University of Glasgow

The proposed paper is part of a larger research study, in progress, that aims at shedding light on the use of Learner Centred Education (LCE) as a tool for social change in adult education programmes for migrants in four European cities: Glasgow, Tallinn, Nicosia and Valletta. Scotland's *Statement of Ambition on Adult Learning* (2014, p.6) identifies LCE as one of its core principles and argues that 'the educational process must build around the interests and motives of the learner and seek to fulfil the purposes and goals he or she sees as relevant and important'. Similarly, the *Adult Learning Action Plan 2014-2017*, produced by Glasgow's Learning Partnership (comprises public and voluntary sector learning providers and chaired by Glasgow Life), highlights the ambition that adult learning in Glasgow should be lifelong, life-wide and learner-centred. Additionally, international organizations (UNESCO, UNICEF) promote LCE within a rights framework or make LCE a part of definitions of quality education (Schweisfurth, 2013).

This paper reports on a scoping exercise mapping out the adult education provision either aimed at or accessible to migrants. We consider the extent to which LCE is a sound choice in bringing out social change in adult education for migrants in Glasgow. It is on this report that our proposed presentation focuses. It is split into four sections: Further Education; Higher Education; Local Government; Voluntary Sector and Community Organisations. Each section begins with a brief overview in order to set the context of that sector/type of provider in Scotland as a whole and Glasgow in particular. Each section then goes on to detail the range and type of adult education provision delivered within that context. Of special interest are the voluntary sector and community organisations that are not run for a profit and are non-governmental. These range from larger organisations with a thematic remit or focus, to smaller organisations which serve a particular local region of the city. The provision detailed in this presentation mainly focuses upon the slightly larger or thematic

organisations with a more consistent adult education provision. In particular, it focuses on the Scottish Refugee Council, Workers Educational Association, The Bridges Programmes, Rosemount Lifelong Learning, The Wise Group, Jobs and Business Glasgow, Glasgow Women's Library, Volunteer Glasgow.

Given the, at times, informal and/or ad hoc nature of some adult education provision, it is acknowledged that this paper is unlikely to give a full account of every single adult learning opportunity available to migrants in Glasgow. This is particularly likely to apply to Voluntary Sector and Community Organisation provision. The report on which this paper is based, however, is as complete as it was possible for the purpose of the research and authors are confident that it provides a comprehensive and extensive picture of adult education provision for migrants in Glasgow.

Abstract keywords: adult education programmes, learner-centred education, social inclusion, migrants, Glasgow

Presenter profiles:

Bonnie Slade

Bonnie Slade, is a Lecturer in Adult Education, Programme Leader for the MSc in Adult and Continuing Education, MSc in Teaching Adults and the International Master in Adult Education for Social Change (Erasmus Mundus). She is interested in how adult education, across a variety of contexts (workplace, higher education, community) can work as a tool for social change and individual empowerment.

Kirsty Cameron

Kirsty Cameron, Kirsty has an MSc in Adult Education and currently works in the field of offender learning - working with and engaging prisoners in education. Her particular interests are in 'second chance' education and the role of class in education.

Parallel Papers Session 3 - Track: 2

Informal settlements as a community space for learning and social justice in the South African context

Presenter(s): Raisuyah Bhagwan

Affiliation(s): Durban University of Technology, Department of Community Health Studies, South Africa

Social justice serves as a guiding paradigm to empower and transform underdeveloped communities in South Africa. This paper serves to highlight how socially excluded communities may be co-constructed with community partners and university partners into a more included and developed community through engagement. The paper speaks to socially excluded communities briefly, and also reflects on social justice and its interconnectedness with engagement. It then highlights how university academics and students through a transdisciplinary research approach sought to develop and co-construct a socially excluded community in a way that created jobs, improved living conditions and built a more included community by drawing on the intellectual resources of multiple disciplines at the University.

Informal settlements are a common feature in the South African context and many exist alongside developed areas.   People who settle in these communities are faced with many difficult psychosocial challenges as well as having no access to basic needs. This paper highlights the initiatives undertaken by a group of academics and students to improve both the physical structures in informal settlements as well as to create a healthy social environment. Of salience is how social justice principles are used to create and empower a disadvantaged community. The paper will reflect on a focus group discussion held with students regarding their initiative. More importantly it will reflect on how the community served as a space for learning for students. It further highlights transdisciplinary research as a powerful tool in lifelong learning and engagement.

Abstract keywords: social justice, engagement, transformation, transdisciplinary research, learning

Presenter profiles:

Raisuyah Bhagwan

Raisuyah Bhagwan is an Associate Professor in the Department of Community Health Studies at the Durban University of Technology. She teaches research methodology and contemporary social issues to students at an undergraduate level. She also supervises a large cohort of Masters and Doctoral students who are involved in a range of engagement projects related to eco-justice issues, developing community based clinics and using student volunteers to act as peace warriors and activists against gender based violence and substance use. Prof Bhagwan is also the recipient of a Grant from the National Research Foundation in South Africa which has as its objective to develop a theoretical framework on community engagement in South Africa. She is also actively involved in research on spirituality in social work and is on the International Editorial Board for the Journal of Religion and Spirituality in Social Work.

Imbali Education Precinct: A development plan for KwaZulu-Natal

Presenter(s): Julia Preece

Affiliation(s): Durban University of Technology, University of the Free State, South Africa

This is a discussion paper which reflects on a new initiative in the KwaZulu-Natal province of South Africa to develop a learning city. The region is Imbali, on the semi-rural, geographical outskirts of Pietermaritzburg, the city of KwaZulu-Natal. KwaZulu-Natal has a particularly violent history of racial segregation and spatial imbalances as a result of its apartheid settlement patterns. It also has the highest incidence of HIV infections in the country. The Imbali precinct initiative is in its early conceptual stages with the following remit:

The concept of the Imbali Education Precinct (IEP) emanates from a vision ... to build on the unique mix of educational institutions in a relatively confined geographic space within Imbali, Pietermaritzburg. The Minister's idea is to make education relevant to the learning needs of the City and establish the precinct as a place of innovation in education, relevant on a national scale (IEP 2014:2)

A development plan has now been developed which is intended to lead to the full establishment of the precinct over a 15 year time period. The plan has evolved in the wake of a recent White Paper that proposes an integrated approach to post school education and training in South Africa. The White Paper was written in the light of high unemployment, poverty and escalating crime. Participation in higher education is approximately 17% but

there are substantial numbers of adults who are neither in education, employment or training (NEETS). The White paper provides a framework for developing community based learning centres (community colleges) which include a focus on non-formal community education as well as vocational education and training, with a menu of programmes that would be linked to South Africa's national qualifications framework and broader social development agendas. The IEP is a pilot proposal which would have implications for how other learning hubs might evolve.

The context and rationale for selecting Imbali as a potential learning hub is summarized by the draft development plan as follows:

The precinct lies within a city and region that has a very rich educational network of institutions, spanning the educational spectrum. The wider geographic area within which the precinct is located incorporates two public universities, DUT and UKZN, a UNISA facility, a public TVET college, public nursing, agriculture and traffic colleges.

Some of the best public and private primary and secondary schools in the country are located in and nearby the city, which also boasts a rich tradition in adult education (IEP 2014: 10).

The Durban University of Technology (DUT) has established a new adult and community education unit at its campus within Imbali. <u>This paper critiques the draft development plan, reflects on the implications of its top-down situational analysis and draws on capabilities development theory (Sen, Nussbaum, Walker) as a lens to explore the potential role that the Durban University of Technology might play in facilitating the proposed learning precinct</u>. It concludes by proposing the notion of a 'porous university' which interfaces with the grass roots community and promotes a community led model of engagement as a counterpart to the top-down model of learning cities.

Abstract keywords: Imbali Education Precinct, community engagement, porous university

Presenter profiles:

Julia Preece

Julia Preece is professor of adult education at the Durban University of Technology, and honorary professor of the University of the Free State, in South Africa. She has worked in Botswana and Lesotho and also has connections with the University of KwaZulu-Natal where she was employed from 2011 to 2015. She has published extensively in the African context on university community engagement, and the role of service learning as a community engagement tool.

The City of Espoo develops as a Sustainable Learning City

Presenter(s): Kristiina Erkkila

Affiliation(s): The City of Espoo, Education and Cultural Services

The city vision already states that Espoo is good places to live, learn, work and do business in and where residents can have their say in matters. Therefore well-being and inclusion of all actors in the city is our common goal.

The Espoo Story is the city's strategy for 2013 to 2017. It portrays the past, present and future of Espoo. Dynamic co-creation processes with residents, partners, universities and enterprises have helped us to create and implement the Espoo Story and to find sustainable solutions for the city and its residents.

The Espoo Innovation Garden concept refers to an innovative way of working based on a culture of collaboration and co-creation; it promotes a communal way of thinking and doing things. The city's mission is to find and formulate the right questions, to create platforms for collaboration, and to encourage its citizens and all other stakeholders to get involved – at every level, everywhere.

The City of Espoo is preparing its citizens for the future by empowering all kinds of learners to be at the centre of their own learning processes. It also provides continuous learning paths leading from early childhood education through capacity building in the workplace to learning in later life. Flexible learning spaces and digitalization are expanding opportunities to participate and have fun when learning.

Espoo was awarded by UNESCO as one the 12 pioneering Learning Cities in 2015. In the beginning of 2016 Espoo became officially a member of the Global Network of Learning Cities. The *Key Features of Learning Cities* and the examples of other learning cities are helping Espoo to build its own sustainable future.

Presenter profiles:

Kristiina Erkkila

Dr Kristiina Erkkilä is currently Director of Development for the Education and Cultural Services in Espoo, the second largest city in Finland. Her background is in teaching and teacher education. Before working for the City of Espoo she was Director of the International Centre in Mikkeli University of Applied Sciences. Kristiina Erkkilä holds a PhD in Administrative and Policy Studies in Education from University of Pittsburgh, United States. The City of Espoo has been one of the awarded forerunners in the UNESCO Global Network of Learning Cities.

Parallel Papers Session 3 - Track: 3

Humanizing Learning Cities through the social impact of leisure

Presenter(s): Leodis Scott, Dan Hibbler

Affiliation(s): LearnLong Institute for Education and Learning Research; Columbia University - Teachers College; DePaul University - School for New Learning

Over the past 50 years, in an effort to validate the vital research on leisure behavior, such leisure scholars have worked vigorously to define and establish leisure studies as a legitimate field of scholarship and professional practice. Although leisure scholars have made significant progress, most people continue to think of leisure insofar as being recreational activities when away from work. While there is nothing erroneous about this view, leisure solely seen as recreation, actually limits its broad disciplinary scope and societal impact.

We consider leisure as a powerful agent for social change as well as working alongside the adult education field in bringing to life the idea of learning cities. Leisure scholarship, history, and practice have the potential to transform the way we live by centering education on learners and their communities, improving our overall health and well-being, and even "humanizing" our cities into places for continued learning and education, experience and engagement (Hibbler & Scott, 2015). Few discussions have addressed or advanced the need for lifelong learning that Verduin and McEwen (1984) encouraged, which connects learners to leisure and combines both fields of leisure studies and adult & continuing education, aspects vital for the consideration of learning cities.

Thorstein Veblen, an American economist and sociologist, produced writings in the late nineteenth century that were the catalyst for viewing leisure as a symbol of social status. In his seminal work, The Theory of the Leisure Class, Veblen was critical of the upper-class and labeled them as the "idle rich" and "exploiters" who lived off the toil of others (Veblen, 1899). Veblen coined the phrase "conspicuous consumption" to describe the habits of the wealthy in the late 19th and early 20th century. Such as discussion highlights divisions of social class that undermines the collaboration necessary for learning cities to exist.

Bertrand Russell, a British philosopher, expressed in a famous essay, In Praise of Idleness, that it has always been shocking to the rich that the poor should have leisure (Russell, 1932/1960). As Russell concedes, "the wise use of leisure…is a product of civilization and education." Unfortunately, consumption of all kinds has been widely associated and confused with leisure behavior. Yet through leisure education, individuals of all socioeconomic classes can learn to become effective and healthy consumers of leisure. Within cities and communities, leisure can become equitable and inclusive and can serve the needs of all people, regardless of work and economic status.

Scholars have found that individuals utilize social networks to gain support, establish group norms and values, develop knowledge, and maintain a modified version of community in spite of the changes in American social and economic culture. Social networks also provide outlets for communication, leisure and recreation. According to Wellman (1989), this support is provided in four major dimensions: emotional aid, information/knowledge, companionship, and financial aid. These four dimensions are frequently utilized to study the depth of an individual's support system and are the foundation of network analysis. Community network ties with friends and relatives are a principal way by which people obtain supportive resources (Wellman, 1989). Those relationships supply much of the social capital that people use to deal with daily life and the constituency of citizens. Leisure and its relation to social networks highlight the importance of humanity and the role of humanizing learning cities.

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Abstract keywords: Learning Cities, leisure, social networking, social justice

Presenter profiles:

Leodis Scott

Leodis Scott, Ed.D., President, LearnLong Institute for Education and Learning Research; Adjunct Assistant Professor, Adult Learning and Leadership, Columbia University-Teachers College. Dr Scott's interests include learning cities, quality of life, and lifelong learning-for-all.

Dan Hibbler

Dan K. Hibbler, Ph.D., Associate Professor of DePaul University-School for New Learning. His Ph.D. in Leisure Behavior is from the University of Illinois at Urbana-Champaign. Dr. Hibbler interests focuses on leisure behavior and leisure administration in urban environments related to issues of social justice.

Cohesive and inclusive learning through science

Presenter(s): Mathieu Schneider

Affiliation(s): University of Strasbourg

The University of Strasbourg has a long tradition in the field of scientific culture and its promotion. In fact, it has had since the 1980s a leading position in France in the development of science outreach activities towards the wider public. This action is mainly supported by the "Jardin des sciences", one of the cultural departments of the university, whose activities are diverse and consist of welcoming and guiding its audience in the places of our university, where the scientific culture is present. We are the only university in France to have its own planetarium, and thanks to our French-German heritage, we have a large range of university museums and collections. Among the 50,000 visitors/participants each year, more than 21,000 are school children. The recently created "Maison pour la Science" has a complementary mission, for it is dedicated to the training of teachers in the construction of educational programs in the field of scientific culture for school children.

Both the Jardin des sciences and the Maison pour la Science deploy their actions within the whole territory of Alsace, and the links with the city of Strasbourg are strong and various. Recently, the city government has included the university in its education and development plan towards the suburbs and poor neighbourhoods, in which the social exclusion is strong and where there is almost no intercultural and religious debate. A new contract between the public authorities was signed in 2015 to develop social inclusion through several kinds of action. The university is part of this and has implemented a certain number of program actions (so called "Kids' university", "Openlab", "Atouts"…), in which young children from all walks of life are invited to learn through practicing and making science. On the other hand, the Jardin des sciences has also developed a large program of conferences for older people, in Strasbourg and in rural areas, to bring scientific culture on various topics (including human and social sciences) to other kinds of people who might feel excluded of learning.

Our paper is going to focus on these two kind of actions and on the framework – this new contract with the city – in which they are integrated.

Abstract keywords: cohesion, social inclusion, promotion of scientific culture, learning through science

Presenter profiles:

Mathieu Schneider

Dr Mathieu Schneider is Associate Professor in history of music and vice-president of the University of Strasbourg. He was successively head of the Department of Music and director of the Culture Department of the University of Strasbourg. He also organized an international exhibition on Wagner in 2013 in France and Germany. Since 2014, he is vice-president of this university, in charge of culture, editorial policy and of the interactions between the university and its social environment.

Learning destinations ten years on

Presenter(s): Hervey Gibson

Affiliation(s): Glasgow Caledonian University

Tourism continues to develop roughly twice as fast as the world economy as a whole. International tourism revenues are now equivalent to XX % of world gdp, revenues from domestic (intra-national) overnight tourism are about the same and, in industrial nations at least, tourism revenues from day excursionists are usually more than all overnight visitors put together. So spending by tourists – people outside their normal environment for whatever reason – is around ZZ per cent of global final expenditure.

Tourism not only shapes a large part of the global economy, but also the character of our lives, and of many of the communities that we inhabit, work in, learn in and visit. For many people their first experience of paid work is creating or delivering services and goods for tourists. Thus tourism introduces many young people to the labour market or to entrepreneurship, rescues others from unemployment, and (while it could often be better-paid and more knowledge-intensive) it helps to trim back the poorest tails of the distributions of income on the one hand and ignorance on the other. This is true from some of the poorest countries in the world to the most affluent. In the tourist trade quality improvement in the product, which requires learning from all in the industry and from other community members tangentially affected, is seen as critical. Learning is key to continuing

growth and development, to enhancing user satisfaction, and to fulfilling the aspirations of suppliers and workers.

The concept of *Learning Destinations* was mooted in 2006 to encapsulate largely qualitative research into the complexity of tourism development, and was the title of a book based on case studies of five Swedish cities and one Scottish. It identified three principal mechanisms through which a destination could learn: through the discovery of places themselves, through projects, and through people. Eighteen months later an Australian research team used the same title for an entirely separate study of system dynamics modelling as a tool for implementation and enhancement of collective learning processes. That work also made use of case studies.

In the ensuing ten years the analysis of tourism has evolved, and the concept of learning locations has been extensively developed, not least by many people present at this conference. In both tourism and learning we are beginning to develop richer data, so we can support and enhance qualitative analyses with quantitative evidence. For example in Scotland there are new techniques for measuring local tourism, and new statistics on local learning and teaching capacity from the Funding Council and others, and these are now both heading in the direction of 'big data'.

In this paper we reflect on a current conception of a *learning destination* combining features of both the two 2006/2007 models and of other models of destination characteristics. We show how this synthesised and elaborated conception can map to that of a *learning city* and its region. We take an initial quantitative look at how work on the development and monitoring of local tourism in Scotland fits with the learning and teaching capacities present at destinations.

Thus we hope to describe a framework for a strategic review of how the learning and teaching community can in future contribute to the development of an important industry central to our economies and to our lifestyles.

Presenter profiles:

Hervey Gibson

Hervey Gibson's work focuses on understanding two-way interactions between industry and the economy from global to local, and employs close familiarity with measurement and data. Tools developed for this work include the GEM model of industrial cluster competitiveness and the DREAM® Detailed Regional Economic Accounting Model used in this paper. Hervey's early career was in the chemical industry in the UK and Sweden, and in the Growth Project of Nobel Laureate, Sir Richard Stone, at Cambridge University. He came to Scotland for the British National Oil Corporation and, after a short spell in US investment banking, became Head of Economics for the Scottish development agency, Scottish Enterprise. He is now Principal of Cogent Strategies International Ltd,

cogentsi. Hervey has been a professor at Glasgow Caledonian University, represents economic statistics on the Scottish Government's Scotstat Board, was the compiler of Scottish National Accounts 1951-1995, is an occasional newspaper columnist, and a PASCAL Associate.

Parallel Papers Session 3 - Track: 4

A new route to employment for disadvantaged young people

Presenter(s): Stephanie Young, Albert Barnes

The presentation will address some of the key hurdles facing young people with challenging backgrounds, seeking their first employment. This group comprises young people identified as most at risk of becoming NEETS (Not in Education, Employment or Training) and in particular those leaving care, young offenders or with a disability. The proportion of young people falling into the NEET category has been stubbornly hard to shift, despite significant public investment and government commitment. The presenters will suggest that a lack of innovation and risk taking inhibits the public sector, from adopting more radical approaches and using the kinds of tools that businesses use in the development of their people.

This presentation will consider a more entrepreneurial approach to working with this group of young people based on the pioneering work of Dr Albert Barnes with young offenders in Kent.   They will present the ideas contained in a proposal for Kent, Medway and South East London, using a strengths-based approach to development, based on ideas emanating from the fields of positive psychology and approaches to criminal justice.

Using a coordinated series of interventions the process begins with a work preferences psychometric analysis and goal setting, followed by a combination of mentoring and coaching towards training and employment, with a dose of tough love.   The psychometric tool is then used to measure individual progress (often described as "distance travelled" by policy makers), which is notoriously difficult to measure but remains for policy makers the ultimate prize. This is complemented by more traditional measures of programme effectiveness.

The Kent and South East London pilot is likely to be run in parallel with a similar project in Florence, to test the approach in a different culture and the likely challenges in replicating.

Presenter profiles:

Stephanie Young

Stephanie Young - After 25 years experiencing good and bad workplaces first hand, Stephanie created Origin HR Solutions (www.originhrsolutions.com) to help organisations learn to think about their employees the way they think about their customers. She specialises in helping find the right people and practices to build high commitment workplaces based on trust and results. Stephanie is a distributor for global talent leader Harrison Assessments and uses their approach in most of her work because it can be customised to meet needs across any organisation. Previously Stephanie was Director, Strategic Relations at Skills Development Scotland and Senior Director, Skills and Learning at Scottish Enterprise Glasgow where she led on a diverse range of creative skills and learning interventions. These include the internationally award winning physical and virtual learning environment, The Real Network, as well as the design and delivery of the largest sectoral skills plan in the UK. Recognised as an innovative skill and learning professional, her experience spans all aspects of strategic planning, policy and organisational/human resource development. A graduate of Edinburgh and Leicester Universities, Stephanie is an Honorary Professor at the University of Glasgow, Vice Chair of Glasgow Caledonian University and a Fellow of the RSA. She lectures internationally on skills and learning and has contributed to a number of books on skills and learning. Her current interests include learning futures, youth employment, personalisation and the use of design led approaches to public policy. She is currently researching and writing about youth employment issues, future jobs and recruitment.

Albert Barnes

Dr Albert Barnes - A social entrepreneur with a track record of delivering positive outcomes in public and NGO sectors that support the improvement of vulnerable people at risk of offending. Previously worked with the Criminal Justice (London) in a variety of positions including: policy and strategy advisor on equality issues, research and project delivery. Part of a team that managed the prototype of Virtual Courts in London. Represented London Criminal Justice Board on various Home Office subgroups including: the Home Office Race Hate Crime Delivery Panel; and Stop & Search Action Team. Currently an independent board member on equality and diversity group at HMP Thameside. My professional and research interest lies in victimology, and people with mental health in criminal justice. A member of British Society of Criminology since 1996.

Who pays the price? A Social Impact Bond case study examining 'Pathways to Youth Employment in Kent', UK

Presenter(s): Peter Welsh

Affiliation(s): Evident Consulting Ltd; University of Glasgow; Sciences Po, Paris

This paper examines a work in progress/ demonstration project.

This paper examines how Social Impact Bonds (SIBs) are being evaluated as a means to turn around the recent trend in UK Local Government to cut funding for preventative public services. It sets out the background and policy relating to SIBs in the UK presenting some early case study findings.

The main body of the paper focuses on the background to and learning from the development of the 'Pathways to Youth Employment' SIB development programme being undertaken by Kent County Council in the south East of England.

In Kent over the previous 10 years there have been a range of successful and life-changing programmes that have helped young people from a range of social, educational and geographical backgrounds break through the, often complex and numerous, barriers to their first job. Equally many of programmes have sought to ensure that young people develop positive habits and behaviours towards work and develop their skills, careers and economic well-being for a sustainable future. In particular there has been a strong geographical focus on five high risk districts of Kent, these were termed Youth Employment Zones (YEZs).

However, due to a combination of both a lack of systemic programme evaluation and learning and the increased pressures of reduced public funds, these programmes have either ended or risk not being recommissioned. The paper presents the findings of evaluation and examines the question of whether and to what extent these programmes have been on the one hand, successful in meeting their objectives, and on the other, their suitability for the delivery of SIB outcomes.

The case studies in the paper are situated within the new and emerging literature on SIBs.

Presenter profiles:

Peter Welsh

Peter founded Evident Consulting in 2011 and has a background that spans Local Government (Head of Research and Intelligence at Kent County), the university sector and the private sector where he has worked at senior levels as head of service and director. He is passionate about innovation, collaboration with a special emphasis on evidence-based working, leadership and reflective practice. In particular Peter holds a deep understanding of the unique challenges of developing services, projects and transformation in a political environment. Peter has built an international profile of the highest standard to ensure that projects are developed on a credible, academic base of both quantitative and qualitative data. Additionally, he has a track record of securing funding from a range of UK and EU sources and is expert in the design and authorship of funding applications.

Overcoming the challenges of delivering adult and community education in rural South West Victoria, Australia

Presenter(s): Leone Wheeler

Other credits: Dr Shanti Wong and Ian Wong (Starfish Consultancy), Dr Jude Walker

Affiliation(s): Department of Education, Victoria, Australia; PASCAL International Observatory; RMIT University, School of Global, Urban and Social Studies

This is a report on completed research. The research, commissioned by the Barwon South-West (BSW) Adult, Community and Further Education (ACFE) Regional Council, Department of Education and Training (DET) in Victoria, Australia, examined the issues regarding the complexities and costs of service delivery in rural locations and considered the recent closures or mergers of a number of Learn Local Organisations (LLOs). It reports on the findings and also makes recommendations for action to support LLOs located in regional and rural areas develop viable models of delivery to ensure they are able to support the most vulnerable learners in their communities.

What are the Issues?

Adult and community education centres known as Learn Local Organisations (LLOs) located in rural and regional communities in the State of Victoria, Australia, provide a vital service in supporting the most vulnerable learners in their communities, yet many of these organisations are becoming economically unviable.

The research identified factors such as LLO governance, management, technological capacity and planning; changes in funding; the effects of competition especially from 'for profit' training organisations; and the challenges of teaching the most vulnerable learners which have impacted financial sustainability.

Relationship of the paper to other literature and research

A literature review provided background research which informed a survey and focus group questions and the final recommendations. The review drew on international research about the wider benefits of learning (Schuller and Watson, 2009, Thöne-Geyer, 2014). It compared lifelong learning policies in Australia to international strategies, for example, the European Strategic Framework for Education and Training 2020 and the UNESCO Learning Cities Framework. It examined Australian literature about the roles that LLOs play in rural communities (Bowman, 2006, Clemans, Hartley et al. 2003, European Commission, 2014, Thompson, 2013, UNESCO, 2014). It concluded with good practice national and international case studies based upon sustainable partnership networks.

Methodology

The first step was to refine the research question:

In the light of recent closures of a number of LLOs, how can LLOs located in regional and rural areas develop viable models of delivery to ensure they are able to continue to support the most vulnerable learners in their communities?

A mixed method approach was used (Creswell and Plano Clark 2006) that included a literature review, desktop analysis of LLOs policy documents and key documents. An online survey was sent out to all LLO Executive Officers in the region. This was followed up with interviews and focus groups with 34 LLO personnel, community partners and stakeholders. A project reference group monitored the progress of the research.

Conclusions and recommendations

The small, rural LLOs in BSW Victoria are not operating on a level playing field. They do not have the infrastructure or training resources of private Registered Training Organisations (RTOs), Technical and Further Education (TAFE) or industry, yet they play a vital role in reaching and supporting vulnerable learners and provide a critical pathway to engagement in the community, to accredited training and future employment. The research team recommended that these organisations be more appropriately resourced and supported to ensure that vulnerable learners in rural communities do not lose this valuable resource.

A report and video on the outcomes of the project were presented to the ACFE Board and as a result of this and other research significant additional resources have been allocated to the adult education sector in Victoria.

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Abstract keywords: social inclusion, lifelong learning, adult education, rural learning communities

Presenter profiles:

Leone Wheeler

I am a PASCAL Content Editor and member of the Board, academic and Associate of RMIT University, School of Global, Urban and Social Studies. My previous experience at RMIT University as Director of Learning Community Partnerships in Northern Melbourne and Hamilton, South West Victoria, was in the area of community/university engagement through school, industry and community partnerships, which drew on my background as a lecturer and manager in education and business management in the secondary and tertiary sectors, and also as a small business owner. I currently reside in Abu Dhabi, United Arab Emirates.

Parallel Papers Session 3 - Track: 5

SmartGov - Smart Governance of Sustainable Cities: Citizen Engagement, ICTs and Sustainable Urban Development in the United Kingdom, The Netherlands, and Brazil

Presenter(s): Charles Leleux

Other credits: William Webster, Centre for Research into Information, Surveillance and Privacy, Stirling Management School, University of Stirling, Douglas Robertson, School of Social Sciences, University of Stirling

Affiliation(s): University of Stirling

'Smart Governance of Sustainable Cities' (SmartGov) is a four year collaborative transnational research project on the value of ICTs for engaging citizens in the governance of sustainable cities. Funding Councils in the United Kingdom (ESRC); The Netherlands (NWO), and Brazil (FAPESP) are, respectively, co-funding the research. The three partners are: the University of Stirling (UK); Utrecht University, (The Netherlands), and Fundação Getulio Vargas, Sao Paolo, (Brazil). The project, which started in October, 2015 and will end in September, 2019, falls within the remit of the ESRC as it addresses questions of governance; sustainable urban development; information and communication technologies; participatory democracy; smart cities; smart governance; public administration; urban governance and e-government studies. By comparing the development of 'smart technologies' in different national urban contexts, the project seeks to identify key socio-technical ingredients for the successful implementation of sustainable urban 'smart governance'. Comparative analysis will take place of 'smart governance' in different organisational, institutional, political and learning contexts, looking closely at the infrastructure, economy and poverty in the three case study cities: Utrecht (The Netherlands); Curitiba (Brazil), and Glasgow (United Kingdom). The extent of learning by citizens in the use of new ICTS with which to engage in the governance of their municipalities will be examined and compared, as will barriers to learning and social inclusion. Big Data will be used to inform the research through accessing central and local government datasets, and from research conducted by partners associated with the project.

While focusing on the theme of governance and democracy, with the analytical and empirical research addressing the three cross-cutting policy areas (infrastructure, economy and poverty), the project also considers resilient societies, social justice and the economic vitality of core urban areas. It emphasises roles played by 'smart' technologies in fostering the co-production of services, development of new urban infrastructure and evolution of services and governance arrangements to address poverty, inequality and vulnerability. This research will enhance our understanding of the requirements for sustainable urban development within an environment where the drivers for sustainable and resilient societies

are increasingly technologically orientated. The proposal makes a significant contribution to developing knowledge through blending two theoretical traditions, urban studies and e-governance, into a synthesised context sensitive, socio-technical approach to understanding and operationalising the 'smart governance' of sustainable cities.

The overall aim of the project is to provide insights that will guide city governments in using ICTs to engage citizens in the governance of sustainable cities. Sustainable urban development requires new forms of governance based on citizen engagement. New information and communication technologies (ICTs) promise to transform urban governance into 'smart city governance' when the technologies are integrated in strategies for citizen participation, e.g. the City of Amsterdam uses Citizen Toolkits to engage citizens in environmental monitoring, the Greater London Authority uses open data to stimulate sustainability initiatives, and the City of Toronto uses social media to engage citizens in fighting crime. The new technologies are 'sexy' but little is known about their effectiveness in different organizational, institutional, political and learning contexts.

Abstract keywords: governance, smart governance, E-governance, E-government, E-participation, information and communication technologies, sarticipatory democracy, sustainability, sustainable urban development, social inclusion

Presenter profiles:

Charles Leleux

Charles Leleux is a Researcher with the Centre for Research into Information, Surveillance and Privacy, Stirling Management School, University of Stirling. He has worked on European Commission FP7 Projects: Increasing Resilience in Surveillance Societies, 2012-15; Assessing Societal Impact of Security Research, 2013-14, and European COST Action: Living in Surveillance Societies, 2009-13. He has an M. Phil (Urban Policy) University of Glasgow, 1996. Prior to academia, Charles worked in local government, coordinating: outcome-based performance reporting, archives/records, and information management. Current research includes an ESRC project on Smart governance for sustainable cities, and the use of body-worn video in Scotland's public services.

Adaptive learning in smart cities – The cases of Catania and Helsinki

Presenter(s): Ilpo Laitinen, Roberta Piazza, Jari Stenvall

Affiliation(s): City of Helsinki; University of Catania; University of Tampere

The smart city (SC) has been in an issue for discussion and has become fashionable, especially after 2010. The smart city concept is typically based on six focus areas: smart economy, smart mobility, smart environment, smart people, smart living, and smart governance. Learning is a dimension that is becoming more central within smart city discussions although it has not been yet adequately studied as key process in the SC development.

Our study concentrates on the issue of challenges for adaptive learning within smart cities. Our analysis is based Dreyfus's competence acquisition model which emphasizes that learning occurs through people interacting *in context,* or more specifically, in multiple contexts.

Our research is a comparative qualitative study. The material has been gathered from the cities of Helsinki and Catania. The research techniques include document analysis, face-to-face interviews, and focus groups. The first insights about the SC concept were gained in 2015 with an in-depth interview and two focus groups (12 people) in the City of Helsinki and, in 2016, in-depth interviews and a focus group in the city of Catania with 11 experts.

Our starting point is that the learning patterns of a smart city highly depend on its local context factors. In practice, there are some clear distinctions between Helsinki and Catania. Firstly, it seems that the dominant smart city discourse in Catania is more characterised by historical push than in Helsinki, where the dominant discourse is more based on future pull. In Catania, interviewees referred to history and cultural heritage clearly, and notably more often than in Helsinki. The history-dominant discourse leads to view development through an incremental process rather than a system-wide change. Secondly, the importance given to learning processes in the development of the SC differs. Self-directed learning processes are not always adequately recognized and emphasized in the workplace; more often the vision is anchored to the importance of training activities and expert guides .

Due to the cities' contexts we concentrate our presentation on what the differences between a closed system (Catania) and an open system (Helsinki) are in adaptive learning in smart cities.

The paper is work in progress.

A final paper is available. Please see the PAPERS section of the Conference website

How good is our learning city? The new PASCAL benchmarking template on learning cities

Presenter(s): John Tibbitt

Affiliation(s): PASCAL, University of Glasgow

In earlier PASCAL paper for the Learning Cities 2020 programme (Tibbitt & Wheeler, 2014) distinguished 4 broad approaches to understanding city performance, and provided some examples of each. The approaches identified are:

- o Indexes and rankings based on secondary analysis of existing data – typically used to provide some idea of current performance and comparison with other cities;

- o New data collection and surveys – typically used to explore present performance or knowledge and attributes of city stakeholders and populations;

- o Qualitative instruments for benchmarking and auditing – typically used to assess strengths and weaknesses in present performance or processes; and

- o Evaluation approaches – typically used to ascertain the efficiency and/or effectiveness of present or new initiatives.

The benchmarking template to be described sits clearly within the third category. It provides a framework for the analysis of city and regional performance as a learning city. It does not take a 'league-table' approach based on quantitative measures, (although it does ask for some quantitative data), nor is it an evaluation of outcomes achieved from actions taken. Rather, it provides a means of 'mapping' practice performance to assess strengths and weaknesses, and as a tool for policy analysis and development.

The template is focussed around a range of activities and actions through which cities along with regional stakeholders and institutions and their communities might progress to become a learning city for their mutual benefit. It is derived from an approach developed by Charles et al for HEFCE (2002) and used successfully in the PASCAL international study of university / regional engagement (PURE), but developed to reflect the broader concept of mapping the learning city as a whole.

The range of actions and activities included are derived from the growing literature on the characteristics of learning cities and other prominent emerging categories of cities such as healthy, resilient, or sustainable. The actions and activities are grouped into a series of domains, each of which is associated with achieving a particular aspect of learning city development.

The paper will:

- o describe the construction of the new template;

- o demonstrate ways in which cities and regions might use the template;

- o illustrate the kind of analysis which the template can support; and

- o assess the contribution use of the template can make to city development

Presenter profiles:

John Tibbitt

Honorary Senior Research Fellow, Glasgow University / Director of Policy, PASCAL International Observatory.

Parallel Papers Session 4 - Track: 1

Men learning through life: Where too next?

Presenter(s): Rob Mark

Affiliation(s): Dublin City University

Concerns about men's attitudes to and involvement in lifelong and lifewide learning have emerged in recent years.

In many countries, there has also been an increase in older men of working age who are not in the workforce or who are retired from paid work. Such men are also vulnerable to social isolation and problems with health and wellbeing. Recently younger unemployed men have

been found to be less likely than other adults to engage in formal learning as well as in non-formal adult and community learning. In school's girls are now outperforming boys in many countries, with many more girls entering higher education than boys.

Given this new emerging picture, there is an increasing interest in finding ways to increase men's participation and promote practices that will contribute to men's learning and wellbeing, particularly in contexts and life stages for men beyond paid work.

This paper/workshop will look at the factors influence men's learning with a particular focus on older men's (age 50+) learning and wellbeing. It will draw from studies in Australia and Ireland which demonstrate the benefits which can arise from provision of non-formal education focused on men's needs (for example, from men's groups and sheds). It will examine how far have we come in understanding the particular needs of certain groups of disadvantaged men and where we might go in the future in providing education which is inclusive and relevant to every one's needs.

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Abstract keywords: Lifelong Learning; Unemployed, Inclusion, Wellbeing, Learning in Later life

Presenter profiles:

Rob Mark

Rob Mark is currently Honorary Secretary to the UK University Association of Lifelong Learning http://www.uall.ac.uk/ . He is Honorary Research Fellow at the Higher Education Research Centre (HERC) Dublin City University, Ireland, https://www.dcu.ie/herc/index.shtml and at the University of Strathclyde, Glasgow, Scotland, UK. He is also editor of the Adult Learner of the Irish Adult Education Association (AONTAS) http://www.aontas.com/pubsandlinks/theadultlearner.html. Rob was previously Head of the Centre for Lifelong Learning at the University of Strathclyde and has held positions as Director of Education and Director of Research at the School of Education, Queen's University Belfast. He has also worked in the schools sector, further and higher education and in the community and voluntary sector, in various parts of the UK and Ireland Robs research interests are located in the broad field of Education and Lifelong Learning. Much of his research has focused on second-chance education and education for disadvantaged groups. He has a special interest in literacy and inter-generational learning, policy and practice issues in adult learning and European and international issues in education.

CityLibraries Townsville : Gateway to an inclusive community or an exclusive club for members

Presenter(s): Judith Jensen

Affiliation(s): Townsville Library Service

Recent evidence-based research and socio-economic data analysis reveals that users and non-users alike perceive public libraries as important places in the community and identified the support of education, lifelong learning and building community as key roles.[1] This paper will outline current work by the CityLibraries Townsville to build the library as an inclusive community hub using lifelong learning as the foundation. In particular it looks at programs that have been developed to respond to disadvantage and changing demographics. The paper uses census and other data sets to profile the Aboriginal and Torres Strait Islander community and the culturally and linguistically diverse communities (CALD). Further it looks at the challenges faced by the library to engage those communities in meaningful ways and to evaluate initiative outcomes.

In recent years Townsville has become a culturally diverse community with refugee resettlement and skilled migration. While numbers are small by world standards, we have had to be agile and forwarding thinking in the delivery of our lifelong learning programs to respond to the changes. We deliver lifelong learning programs to the Indigenous community through the work of the library's Indigenous Library Resource Officer. The percentage of the population who identify as Aboriginal and Torres Strait Islander in Townsville is high in comparison with the other parts of the state and yet attendance at programs is low.

While we are providing inclusive learning programs, analysis of our library membership reveals that members tend to be located with the catchment of the static library branches. An overlay of the 2011 Australian Bureau of Statistics census data suggests CityLibraries has a largely middle class membership. There is an under-representation in the more remote areas, the lower socio-economic suburbs and where older residents lived. While the library considers itself socially inclusive its membership is low in those demographics that are disadvantaged and excluded. A challenge for us is how to engage those groups in our programs. Is greater collaboration the answer or is the development of learning neighbourhoods, in those suburbs that have higher resident populations of the identified groups and where learning is guided by them, a solution?

Aligned with addressing the challenge of engaging those communities in lifelong learning is the challenge of addressing the ongoing perception of public libraries as antiquated, quiet spaces where you can borrow books. We need build a lifelong learning framework that places the library at the centre of an inclusive learning city. A framework that builds sustainable relationships and that takes a strengths-based approach and values an increasingly diverse society.

[1] CityLibraries Townsville took part in a Queensland University of Technology, Australian Research Council project *Exploring the lived experience of evidence based practice in academic and public libraries* which revealed that while we may not have had a name for it we were constantly engaged in evidence-based practice through our identification of gaps in learning programs in our community and delivering positive community outcomes and through a process of reflection continually monitoring and improving learning programs. (Unpublished at the time of writing this).

State Library of Queensland, 2012, *The Library Dividend Summary Report, A guide to the socio-economic value of Queensland's public libraries*

Abstract keywords: evidence-based research, socio-economic data analysis, social inclusion, lifelong learning, public libraries, asset-based community development

Presenter profiles:

Judith Jensen

Dr Judith Jensen is Coordinator of Learning and Information Services with the Townsville Library Service. In this role she administers the library's delivery of lifelong learning programs to the community both within the library and as outreach services. She is also responsible for the development of council's strategic document on learning the Lifelong Learning Strategic Action Plan. The plan provides the strategic framework to guide Townsville City Council's work with the community to facilitate the development of Townsville as a learning community. Judith has been on the management committee of the Australian Learning Communities Network Inc since 2011.

Partnership strategies in the provision of work-based adult learning in European higher education

Presenter(s): Muir Houston

Other credits: Dr Laureano Jimenez, Dr Karsten Krueger, Professor Mike Osborne, Dr Andreas Saniter

Affiliation(s): University of Glasgow; University Rovira i Virgili, Tarragona; Fundacion CYD, Barcelona; Institut Technik und Bildung (ITB), Universität Bremen

This paper addresses the objective of successful partnership strategies to deliver lifelong learning opportunities.

The paper presents details of a project (LETAE - Labour Efficiency of Tertiary Adult Education) funded by the European Union which aimed to understand the scope and scale of partnerships and collaborations in the provision of work-based and work-related learning in higher education at both national and European levels. At both a national and European level the need to provide learning and training opportunities to adults has been deemed crucial in order to allow them to update or renew their skills and competences in order for both them and their national economies to prosper in the knowledge economy. The partnership comprised the UK, the Czech Republic, Spain, Turkey, Germany and Finland.

Methodologically the project adopted a multiple comparative case study approach and each partner selected three cases to illustrate the provision of work-based or work-related learning for adults delivered in partnership or in collaboration with external stakeholders and higher education institutions seeks to engage specifically with debates at the level of the EU in relation to *Agenda 2020* and *New Skills for New Jobs* which suggest that in order for the EU and its member states to remain competitive in the global knowledge economy, it will require a highly skilled workforce. It is suggested that given current skill levels, this can only be achieved through an increase in the proportion of the adult population with tertiary level qualifications.

We examine the role of national context and how the policy and regulatory framework influences the scope and scale of both collaboration and provision in the areas of work-based and work-related learning. However, as the paper reports little robust data exists at the national or European level on the scope and scale of engagement with external collaborators in the provision of work-based or work-related learning. We present a typology based on a number of factors including access, entry levels, mode of study and delivery, model of partnership/collaboration, certification or accreditation and funding. Selected countries are examined in more detail to provide illustrative examples of different forms and models of provision and a number of barriers to progress are identified. We also provide some examples of innovative and good practice and recommendations for policy to address some of the long-standing barriers which this and other studies have identified.

The findings presented here suggest that while there has been some progress, much has yet to be done to achieve the desired outcome in relation to work-based/-related education and training opportunities for adults; and that structural change in labour market demand appear has so far failed to materialise at the levels expected since the financial crisis of 2008.

Abstract keywords: partnership, collaboration, adult education, work-based learning, higher education, stakeholders

Presenter profiles:

Muir Houston

Muir's main research interests are around issues of widening participation; social inclusion; and the student experience in all its manifestations. In addition, he has published with colleagues on the relationship between class and sectarianism on Clydeside in Victorian Britain. Muir is proficient in both qualitative and quantitative methods and methodologies and often uses a complementary mixed methods approach. Muir is currently involved in three EU funded projects under the Grundtvig programme looking at issues of adult education and traning; lifelong learning cities and regions; and access to HE for mid-life adults.

Parallel Papers Session 4 - Track: 2

[The Pécs Learning City-Region Forum as innovative frame for cultural policy](#)

Presenter(s): Balázs Németh

Affiliation(s): Pécs Learning City-Region Forum University of Pécs

This paper will demonstrate the interim results and progress of activities of the Pécs Learning-City Region Forum. Also, it will address some key issues concerning how collaborative actions of cultural institutions (e.g. local museums, libraries, and some other cultural institutions/organisations) and organisations of Pécs may influence innovative development and engagement in sustainable community life and social cohesion in order to strengthen identity, cultural renewal and partnership amongst different generations. Moreover, the Forum has incorporated environmental education and training, and professional development of mentors of young people with learning difficulties. We will relate the scope of the paper to some recent UNESCO initiatives on learning cities, and define choices for and barriers to HE collaborations and roles in further developments of the Forum with significant social engagement. Finally, we will signal the impact of the European COMMIT project upon the success of socially driven participation of the University of Pécs in further development of the Forum for sustainable actions and reflections by signaling lessons we have learned so far.

Weblink of Pécs Learning City-Region Forum: http://www.tanulo-varos-regio-pecs.hu/

Abstract keywords: city-region development, innovation, cultural renewal, social cohesion, sustainability, HE partnership

Presenter profiles:

Balázs Németh

Balázs Németh is a researcher on European adult and lifelong learning policy development and comparative adult education. He is an associate professor and reader in Adult Learning and Education at the University of Pécs. He is also a founding member of the Hungarian Universities Lifelong Learning Network (MELLearN) and represents the University of Pécs in the European Universities Continuing Education Network (EUCEN) and in the European Association for the Education of Adults (EAEA). Research topics of his are: Politics and Adult Education; Comparative Adult Education; History of Modern European Adult Education from 1850 to 1950; Learning City-Region Developments through HE involvement.

Cultural Learning Regions in Hungary

Presenter(s): Erika Juhász

Affiliation(s): University of Debrecen, Hungary; Hungarian National Institute of Culture; KultúrÁsz Cultural Association; Hungarian Educational Research Association (HERA)

In my presentation, based on the framework of survey K-101867 entitled "*Learning regions in Hungary: From theory to reality*" supported by the Hungarian Scientific Research Fund, I present the findings of the "Cultural Learning" team on cultural adult learning activities.

The main questions posed by our research:

o   What kind of learning activities can be observed with adults in the area of culture?

o   How do different learning activities influence a given region's state of socio-economic development?

o   How can the findings be utilized in the development of a region?

As an outcome of the research we have established an analytical index system in which the main indicators of the socio-economic development index (SEDI) and the cultural learning index (CLI) generated in our examination are compared. Based on our findings we wish to prove that although cultural learning is present in every region to a considerable degree, in more disadvantageous regions its presence is more significant as a means of compensating

for a shortfall in economic-social development. This phenomenon can be connected to theories of social and cultural capital (by way of Bourdieu, Coleman, etc.), which in our previous researches we have indicated as having outstanding significance for development in disadvantageous regions.

The basis of the methodology for our survey is based on the German Learning Map, which is based on national samples. In this method scholars examine the connections between regional development and learning activities along four dimensions. These four dimensions are: learning in a formal school system, vocational training, individual personal learning, and learning in a community. Our team deals with research into personal learning (*Persönliches Lernen*), but within this we made some changes, so our new researching theme is cultural learning. Our team has defined it as a dimension of informal and non-formal learning using the devices of culture, which is different from formal learning systems and professional non-formal learning, or vocational training. These dimensions have been examined in other international research as well with variation (e.g. Composite Learning Index (CLI) – Canada, European Lifelong Learning Indicators (ELLI) – based in Germany, etc), based on the findings of which we have expanded the dimensions of the German Learning Map and have formed the dimensions that can be investigated in Hungary. Our sources include works of international scholars such as Peter Jarvis, Jaques Delors, Janette Griffin, Lynda Kelly, Judith Van Evra, George Comstock and others.

In the framework of the presentation, relying on our empirical research results, I wish to present the connection that can be detected between cultural learning and the state of socio-economic development of a region. During our research we have examined connections in the following four fields with the help of statistics:

- o Participation in culture (community culture, library, museum, music, etc.);

- o Amateur sports activities;

- o Musical activities; and

- o Personal learning with the help of media tools (including primary mass communication and the Internet).

Apart from this, we have also examined the opportunities for and support of cultural learning in institutions of the above types.

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Abstract keywords: informal learning, non-formal learning, personal learning, learning map, cultural learning

Presenter profiles:

Erika Juhász

Dr. Erika Juhász (Ph.D.) Head of Department, Associate Professor, University of Debrecen (Hungary), Department of Adult Education and Culture (from 1998). Head of Centre, Senior Researcher, Hungarian National Institute of Culture, Centre of Cultural Research and Development (Hungary, Budapest) (from 2013). President of "KultúrÁsz" Cultural Association (Hungary, Debrecen) (from 2004). Vice president of Hungarian Educational Research Association (HERA) (Hungary, Budapest) (from 2012)

Challenges and opportunities of lifelong learning in Nigerian higher education and significance contribution of UNESCO through Distance Education

Presenter(s): Abdulkadir Adamu

Affiliation(s): Bayero University, Kano, Nigeria; University of Glasgow

Nigeria like many other developing countries in the world is promoting lifelong learning opportunities to its citizens through higher education, especially distance education (Yusuf, 2006). The provision of lifelong learning in Nigeria is a very complex issue, with government on the one side and the higher education institutions on the other working to provide lifelong learning opportunities to an increasing proportion of the population. However, there seem to be issues of lack of infrastructure and other challenges limiting the access. This indicates barriers in achieving government efforts in promoting lifelong learning opportunities in Nigeria (Awe, 2012). Many studies have shown that it is extremely difficult to meet the demand of lifelong learning in higher education, especially given the challenges faced by the traditional system of education (See Derrick (2003); UNESCO (2005); Yusuf (2006); NOUN (2012) and Jimoh (2013)). As a result, the ideas of distance education have risen in prominence (Ogunleye, 2013).

The Nigerian National Policy on Education (NPE) has recognized the place of distance education in the promotion of lifelong education. The policy affirms that lifelong education should be the basis of the nation's education policy (NUC, n. d.). With the above assertion United Nations Educational, Scientific Cultural Organization (UNESCO) as an international organization plays an important role in education and training across Nigeria (Okebukola, 2013) . The organization has a great influence in promotion of lifelong learning in higher education and distance education in particular (Omoyeni & Ajayi, 2012). The general aim is to ensure free access to education to all by all citizens irrespective of their status. UNESCO helps distance education institutions to undertake research for the development of lifelong learning, as well as funding relevant projects and programmes such as 'training the trainers', and reflective programme to assist Nigeria in achieving its objectives for lifelong learning development in the country (NOUN, 2012).

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Among the other contributions of UNESCO in the promotion of lifelong learning is human resource development in Nigeria in collaboration with National Teachers Institutes (NTI) and National Open University of Nigeria (NOUN) and the other institutions in the country (Abdurrahman & Danaher, 2010). UNESCO has considered distance education providers as a primary engine in maintenance of the economic standard living of country. The contributions of UNESCO has made lifelong learning a major goal in education and training policies of the country's institutions for them to improve human capital development (Ajayi, 2010).

This paper suggests some lessons that Nigeria can learn from UNESCO in relation to future directions for learning cities and human development. These include human resources development; improving practice in building a body of organised education to develop learners' abilities to enrich their knowledge; mobilising stronger and sustainable support to literacy programmes through effective advocacy; making changes in the selection of students in secondary schools; avoiding segregation and inequalities in schools throuhg funding strategies that should be responsive to students and schools needs so as to design a comprehensive system of education; introducing new initiatives in education which implies expansion of learning opportunities, qualitative changes in the existing educational system, different learning activities, settings and changes in the timing of learning activities in the life cycle of an individual.

Abstract keywords: UNESCO, challenges, opportunities, lifelong learning, higher education, distance education.

Presenter profiles:

Abdulkadir Adamu

I am Abdulkadir Adamu, a PhD student in School of Education at the University of Glasgow, I obtained my B.Ed Adult Education and M.Ed Community Development from Bayero University, Kano Nigeria. I also, obtained MSc in Adult and Continuing Education from University of Glasgow I am working with School of Continuing Education, Bayero University, Kano, Nigeria. My interest is on adult and continuing education, lifelong learning, distance education and community development.

Parallel Papers Session 4 - Track: 3

Salt Spring Island as a Learning City/Community: Successes and challenges

Presenter(s): Liza Ireland

Affiliation(s): School of Environment and Sustainability, Royal Roads University, Canada

Salt Spring Island is a vibrant community that appears to exhibit numerous qualities of a Learning City, from early childhood education to mid-career adults and seniors working to develop a resilient, sustainable community. This case study research is looking at the various sectors and how well Salt Spring Island functions as a Learning City. As there are diverse interest groups and local to regional initiatives related to sustainability and community resilience; health and wellbeing; recreation; communication; art and literature; formal education; and non-formal learning with non-profit organizations such as Transition Salt Spring, this research looks at the network of relationships that have developed and the extent to which silos may still exist. Through qualitative research the successes, obstacles and needs in developing a holistic approach as a Learning City will be explored.

This is a work in progress, but early indications suggest it is an excellent model of good practice; yet it potentially raises some issues with leadership, communication, time constraints, and effective networking between sectors and across scales. Being an island community, residents of Salt Spring Island have a strong community identity, grounded in the natural beauty of Salt Spring Island. It is a socio-economically and ideologically diverse community, yet there is a very progressive orientation with an active community based on sustainability and the arts. As such, it will be interesting to see what factors contribute to it being an effective Learning City. As the focus of this case study is an island community, combining rural living and a small urban centre that provides all necessary services, it provides a nice rural/urban microcosm to compliment literature and research in larger urban centres.

Abstract keywords: case study, island community, learning cities, community networks, successes, obstacles

Presenter profiles:

Liza Ireland

Liza Ireland is PASCAL's Associate Director for NA and Associate Faculty in the School of Environment and Sustainability with Royal Roads University, Canada. She was the Acting Program Head for the Environmental Education and Communication Program at RRU from 2012-2014 and presently teaches sustainability online and in China. With a PhD in Education for Sustainability her focus is on developing systems thinking and a sustainability perspective. Her research focuses on worldviews and influential conceptual metaphors and how these affect sustainability and efforts to develop a learning society. Liza is the Executive Director of Changing Climates Consulting to help redesign education.

Becoming a Learning Region as part of a healthy civil society

Presenter(s): Paul Haslam
Affiliation(s): Integrated College, Derry/Londonderry The Labour Party, NI

This paper is about work in progress and in particular the journey that the region will have to take in becoming a Learning Region. It will firstly place Derry City and Strabane District Council in its geographical, economic and historical contexts and in particular since the beginning of 'the troubles' in 1968. The process and importance of community planning will be outlined which will lead to a discussion of the vision, aims and objectives of becoming a Learning Region and the need for a holistic approach to the social, cultural, educational, technological and economic objectives for the region. The "One Plan", formulated for the old Derry City Council, will be examined as an attempt to produce a more holistic plan for urban development and the need for it now to take account of the needs of the expanded rural area of the new council. The roles, policies and actions of the various Government and other bodies and how they interact with the Region will also be discussed.

Another context which will be explored is the fact that the council area has a border with another jurisdiction within the European Union namely Ireland. Examples of the wide-range of cross-border initiatives will be given and how they could be enhanced if the Learning Region becomes a reality.

For this Learning Region, one of the main themes must be conflict resolution and the paper will discuss how the important work that has already been done in the area could be enhanced by being in a Learning Region and part of a global network of such cities/regions.

The concept of the Learning Region as a kind of *'neural network'* will be examined and seeing it as a modern version of Patrick Geddes's 'Thinking Machine'.

Abstract keywords: history, community planning, government, cross-border, conflict resolution, neural network, Geddes

Presenter profiles:

Paul Haslam

On leaving school, in Blackburn, Lancashire, in 1961, I attended Edinburgh University for 5 years followed by a year Makerere University College, Kampala. I then worked in secondary schools in Uganda, Scotland and Northern Ireland for 8 years before working in the local Education Authority as an education officer for 22 years. On retirement I have continued my interest in Education by being a governor of the local Integrated College in Derry/Londonderry and the Education spokesman for the Labour Party in NI. As well I have interests in the History of Education, local heritage and history, and genealogy.

Parallel Papers Session 4 - Track: 4

Learning for entrepreneurship: Community-engaged curriculum design in higher education as a collective activity for social change

Presenter(s): Yahui Fang

Affiliation(s): Research Center for Humanities and Social Science, National Cheng Chung University

In this presentation I will address issues concerning building entrepreneurial learning cities.

Despite the individualist conception of entrepreneurial discourse that prevails, a constructionist view invites different modes of coping with an ambiguous environment, including the use of analogizing and bricolage when enacting entrepreneurship by way of improvisation and personal networking. That echoes my personal experience of initiating university-scale transformation through curriculum design.

The paper reports a university-scale transformation I have been deeply engaged in. It has been initiated by a humanities and social innovation project that aimed to foster community engagement in disadvantaged areas in Southern Taiwan. Inspired by the ideas of human development and social justice that have been advocated by Indian economist and philosopher Armartya Sen, the project team seeks to set up a collaborative network that consists of an interdisciplinary research team, civic groups and individuals working for community development.

The case manifests transforming academic curriculum as a way of cultivating an organization culture of the engaged-campus, first and foremost, in the process of improvising and personal networking among multi-stakeholders to engage in this collective activity. As the empirical basis, through employing a Participative Action Research (PAR) approach, community-engaged curriculum design targets emerge as collective objects that expect to fulfil visions of social justice in particular in rural areas. It creates a kind of social space for multiple stakeholders (students, community associations, community leaders) to enact entrepreneurship that weave relations and resources (cultural and social capital in particular) in formal and informal learning settings. Eventually, a new concept of "doing" curriculum emerges through this ongoing entrepreneurial networking (curation, project initiation from community association, multi-stakeholders' dialogue, etc.) in forms of social situatedness which are embedded in societal context between community and the University, and larger society (urban-rural relation). These efforts generate some outcomes: strengthening community bonding for local villages, promoting social inclusion and future competence through providing learning activities to local children, empowering competence and resilience of community organization, and inspiring students' creativity and a self-motivated spirit of social entrepreneurship.

Lastly, I propose universities-community partnership in order to redesign curriculum to address personal as well social transition, and that this would be of great potential to nurture popular entrepreneurship (that privileges everyone to be entrepreneurial) that contributes to building entrepreneurial learning cities. And I will identify and elaborate factors that challenge and generate possibilities, and future strategies as a conclusion.

Abstract keywords: community engagement, entrepreneuring, collaborative inquiry, regional development

Presenter profiles: Yahui Fang

Adult educator, scholar, coach for community worker and educator or NGO organizational development, and an invited consultant for life-long learning, experimental education and community regeneration committee of local government. Specialising in community organizing and planning, adult education, participatory approach of public/community engagement, multi-stakeholders' collaboration.

Mapping university third mission in the city: a study from the University of Catania

Presenter(s): Roberta Piazza

Other credits: Professor Maria Cristina Longo (University of Catania, Department of Economics), Professor Giuseppe Mancini (University of Catania, Department of Engineering), Professor Donatella Pritivera (University of Catania, Department of Educational Sciences), Professor Federica Santagati (University of Catania, Department of Humanities)

Affiliation(s): University of Catania

Many studies pertaining to the role of universities in regional development have stressed the capacity and the capability of academic institutions in contributing to the economic, social and cultural developments of the cities and regions where they are located. Unfortunately, until now, this mission has not been accomplished in a full neither in a meaningful way.

Attempts and actions to attain these goals are often referred to the University's third mission (TM): activities able to stimulate and direct the application of knowledge to the benefit of the social, cultural and economic development of our society. The interpretation of what type of functions should be included in the definition of the TM varies considerably amongst countries and different contexts (from the focus on technology transfer from universities to enterprises, to the broader concept of extension of the university to serve community needs). Unfortunately, the TM is often confined to the area of technology transfer, neglecting the potential that University has to address the solutions to the multiple crisis that nowadays cities are facing. There is no doubt that the potential involvement of *University in City* development clearly goes beyond the relatively narrow perspective of innovation and technology transfer, academic enterprise, and human capital formation that the economic focus mainly entails. It concerns the possibility for the university, thanks to an holistic and sustainable view of regional development, to emphasize its role together with civil society in tackling local and regional disadvantage, inequality and poverty.

Moving from the analysis of international research to evaluate and compare TM accomplishments and learning city development, the paper aims to discuss the extent to which universities are just in the city, or a part of it and contributing actively to its development. The outcome is to analyse the impact of the university's activities in the areas of social engagement, intended to address critical societal issues and contribute to the public good.

To better understand the level of university engagement with its wider community, this paper is based on the analysis of the wider third mission activities of the University of Catania, in order to highlight the commitment that the university research dimensions carries out to cope with some problems of the city and the surrounding region (as they are advertised on the website of the University) and the consequent ability of the University to

disseminate the results of such research to the community and to contribute to the economic development.

Abstract keywords: Third Mission, local development, cultural resources, community engagement

Presenter profiles:

Roberta Piazza

Roberta Piazza is Associate Professor of Pedagogy at the University of Catania, Department of Science of Education. She is PASCAL Associate Director in Europe and is a member of the PASCAL Advisory Council. Her teaching activity concerns Adult Education, the Pedagogy of lifelong learning, the Pedagogy of education and school policy, and European policies on Lifelong learning (connected in particular to her work within the Jean Monnet Programme). Her main research interests are focused on widening participation to education, lifelong guidance for work transition, and teaching and learning in higher education. Her most recent work has been directed towards the field of learning cities and the role of the University in spreading lifelong learning culture. She has taken part to many projects within the European Commission's (EC) LLL programme, that have contributed to the development of her research interests: INDICATORS, (2004-2006); LILARA (2005-2007); PENR3L (2006-2008). She was a member of the Apulia Consultative Development Group (April 2009 and May 2010) with the PURE project (Pascal Universities' Regional Engagement), and was co-author of the two final reports.

Self-direction and autonomy: A tool for lifelong learning in entrepreneurship development training in Nigeria

Presenter(s): Samir Halliru

Affiliation(s): University of Glasgow

Autonomy, as a powerful liberal ideal, is arguably an important aim of contemporary education because of its value in the education of children, adults and communities. In defence of autonomy Dearden (1975, p.343) argued that a person is autonomous if what that person thinks and does in important areas of his/her life is determined by him/her (self-direction). Autonomy is a 'pervasive ideal', positively valued because of its intrinsic relationship to human dignity. I will argue that to stimulate entrepreneurship skills for self-employment activities among young people, lifelong learning should be the bedrock for

such development. Cornford (2002) shows that national and international policies have invested in lifelong learning to ensure maintenance of an economic, competitive edged in the globalised economy.

This paper, while reflecting on autonomy will suggest lifelong learning values in entrepreneurship training for young people self-employment activities. It has been argued that real learning is not simply memorising facts and learning drills, but that learning should be a process through which learners autonomously produce ideas and the ideas produce reflection (Longworth and Davies, 1996), which will promote entrepreneurship. Entrepreneurship develops an individual's ability to turn ideas into practical action and these includes creativity, innovation and risk taking, the ability to plan and manage projects to ensure achieve its objectives (Benneworth and Osborne, 2015). This seems important and can be stimulated through lifelong learning.

Lifelong learning refers to any learning that is flexible, empowering, open, reflective and capable of producing autonomous human beings, who can engage in entrepreneurship activities. Using the principles of lifelong learning to stimulate self-employed activities among young people in Nigeria is practical because of the data by National Baseline Youth Survey (2012), which reported that the population of young people aged 15-35 were estimated to be 64 million and that 54% were unemployed in 2012. According to a study by Ifeoma (2013) young people problems, especially unemployment is one of the major sources of social vices such as robbery, destitution, political thuggery, kidnapping and social unrest in Nigeria. This evidence was corroborated by Maguire *et al* (2013) that those not in employment, education and training (the so called NEET group) are likely to have poor health status and are likely to engage in criminal activities.

This is a proposition paper for promoting lifelong learning in entrepreneurship education in Nigeria, because as Leach (2012) suggested education for transformation should produce learners as employment resources with adequate knowledge, skills and experience for employment and self-directedness. Brooks and Everret (2008) argued that engaging in lifelong learning is a way of maintaining self-employment status in the globalised world. This shows the inextricable link between education, training and employability of learners, especially in training those learners as entrepreneurs and lifelong learners with capacity for being self-employed. OECD (2015) suggests being in employment or self-employment requires not only proficiency in cognitive skills but ability to apply those skills to solve problems in practical situation through 'soft skills' such as communication and teamwork.

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Abstract keywords: lifelong learning, entrepreneurship, autonomy, self-employment

Presenter profiles:

Samir Halliru

I am lecturer in Adult Education and Community Development in Bayero University, Kano, Nigeria and currently a PhD student at the University of Glasgow Under Social Justice Place, and Lifelong Learning. This paper is a position paper trying to promote lifelong learning in entrepreneurship education as a means of developing self-employed business activity in Nigeria. The paper will provides a discussion from the wider international literature on lifelong learning and entrepreneurship education and draw some lessons for practice in Nigeria.

Parallel Papers Session 4 - Track: 5

Implementing the key features for evaluation and monitoring on learning city building: a practical case from Beijing

Presenter(s): Hao Xie

Affiliation(s): Beijing Institute for Learning Society, Beijing Normal University

In Beijing, the evaluation of building the learning city has been undertaken for more than ten years, including the learning city construction advanced districts/counties evaluation and exemplary districts/counties evaluation. In 2013, UNESCO issued the Key Features of Learning Cities (KFLC). Through research we proposed three core issues: indicators localization, a specific implementing approach and the lack of indicator criterion, which should be addressed in order to achieve the KFLC, implementing in Beijing learning city sustainable evaluation .

During the last two years we have carried out the following three research and development initiatives. First, combining the KFLC with Beijing practice, to develop a localization evaluation indicator system; second, developing a policy monitoring and evaluation system on learning city building, to provide decision support services for the government and to identify the specific KFLC implementing approach in Beijing ; third, developing the index tool, through comparing differences among different districts in different modules, proposing targeted policy proposals to offset the lack of indicator criterion.

Presenter profiles:

Hao Xie

Dr Xie Hao is a lecturer from the Faculty of Education, Beijing Normal University, China. His research interests and expertise include lifelong learning, policy analytics and evaluation. His research projects include "The Research about monitoring and evaluation tool on Beijing learning city building", supported by Beijing Education Research Fund, and "Research on construction and application of Learning City Development Index" project, funded by China Ministry of Education. He has published several pieces of research papers in these fields.

Older adult learners in Glasgow: Urban data captured through survey, sensors and multimedia

Presenter(s): Catherine Lido, Mike Osborne

Affiliation(s): University of Glasgow, Urban Big Data Centre

The Urban Big Data Centre (UBDC) at the University of Glasgow is a research resource funded by the Economic and Social Research Council and accessible to all, researchers, local government policy makers and public citizens alike. It is part of the UK drive to harness Big Data, to target urban challenges and develop interventions addressing inequality, for instance, in educational access, achievement and lifelong learning engagement.

The UBDC's first data product was gathered by the integrated Multimedia City Data (iMCD) project. This project is an example of combining survey data and novel technologies to examine the links between forms of formal, non-formal and informal learning and successful life outcomes, such as employment, health and well-being within the city context of Glasgow. This talk presents iMCD data which yields a three-dimensional picture of people's (for example, older adults) daily activity, mobility, education demographics, and participation through three major data collection strands.

The iMCD data strands are:

- o   A representative n=1500 household survey;

- o   Tracking of urban sensors (including GPS and Lifelogging cameras);

- o   Internet-based visual and textual media capture

The concept of the iMCD draws on 'Digital Mobility Information Infrastructure' (DMII) in urban areas proposed by Thakuriah and Geers (2013). UBDC houses data from the 1500 households who took part in the iMCD survey, following stratified random postcode sampling (measuring demographics, housing, transport, ICT, education and cultural/civic participation). The educational place and disadvantage team have preliminarily examined the predictive relationship of age, and other key variables to learner engagement in the City of Glasgow, particularly examining low levels of participation by older adult learners. Upon completion of the survey participants were asked to take part in the sensor strand of the project, with 403 individuals agreeing to carry GPS for one week and 265 carrying a Life-logging camera for two days (in order to collect images of their daily journeys).

The team have initially examined GPS sensor differences in older adults engaged in various types of learning, allowing us to visualise 'who' are the learning engaged older-adults in the city, 'where' they are going and 'what' they are doing and seeing within their urban environment. More importantly we can better target interventions to engage older adults in learning, particularly in areas of social deprivation.

Abstract keywords: lifelong learning, big data, urban data, adult learners

Presenter profiles:

Catherine Lido

Dr. Catherine Lido is a Researcher in Education at the Urban Big Data Centre, where she works assessing the city's learning access and metrics, as well as working with large data and multi-media data sources (details at: www.urbanbigdatacentre.com). She is also a member of the Research and Teaching Group in Social Justice, Place & Lifelong Education, as well as a member of the Robert Owen Research Centre in Education at Glasgow University. She was previously a Research Fellow, senior lecturer and former BSc Programme leader for the University of West London (2004-2014). Her teaching and research interests are mainly within the social psychology of education and quantitative methods in the social sciences and has led and collaborated on a number of funded research projects with the ESRC and the Higher Education Academy concerning supporting under-represented student groups. She has published widely using quantitative and qualitative methods in the field of inclusion in education, including a recently authored book chapter in Hinton-Smith's (2013) 'Widening Participation in Higher Education: Casting the net wide?'

Mike Osborne

Michael Osborne is Professor of Adult and Lifelong Learning at the University of Glasgow, and experienced in adult education, VET and Higher Education research, development and evaluation. He is Director of the Centre for Research and Development in Adult and Lifelong Learning within the Faculty of Education and Co-director of the PASCAL Observatory on Place Management, Social Capital and Lifelong Learning. He also co-convenes a research cluster on Social Justice, Place and Lifelong Education. He co-ordinated the PASCAL study of universities and regional engagement (PURE) in 17 regions around the world. Currently he is a Co-PI within the ESRC funded research centre on Urban Big Data Centre (UBDC) within which he co-ordinates projects on education, place and disadvantage and on learning city metrics. He is also the Glasgow University co-ordinator of two new projects on learning communities of practice (DISCUSS) and university adult learning (LETAE) for the EC.

Assessing Learning City Partnership impact, an initiative of the City of Melton, Victoria, Australia

Presenter(s): Leone Wheeler

Other credits: Peter R. Blunden, Lifelong Learning Coordinator, City of Melton, Dr Shanti Wong and Mr Ian Wong, Independent Educational Researchers, Starfish Consultancy

Affiliation(s): PASCAL; RMIT University, School of Global, Urban and Social Studies

The City of Melton's presentation will focus on its Collective Impact Assessment Tool (CIAT), a demonstration project and work in progress.

Some of the key factors that identify Melton as a Learning City are also similar to and complement **Smart Cities, Healthy Cities and Resilient Cities initiatives.**

Methodology

Since 1998 the City of Melton (Melton) has produced six Community Learning Plans and its evaluation methodology has evolved over time. The first extensive evaluation of its learning community activity used the Measuring Impact (MI) tool.[1]&[2] and later, *Towards the Next Generation Community Learning Plan,[3]* used an action research approach within the context of a local government governance structure.

What are the issues?

Through its networks, Melton found that once a Community Learning Plan is in place, local government practitioners are required to evaluate their work, but are often time poor and are looking for guidance.

As Melton developed as a learning community using the evaluation tools available, it recognised that while measuring partnership strength was beneficial, it also wanted to understand how to measure the broader impact the partnerships were having on achieving its Community Learning Plan goals and whether the identified success measures were right. It was for this reason the Board looked at collective impact as a means of describing what its partnerships do as well as developing a tool to measure it.

The Melton *Collective Impact Assessment Tool is the outcome of this exploration, based on the premise that:*

'Outcome strength + partnership strength = impact'

Relationship of the paper to other literature and research

Melton has built on its own experiences and was an active participant in the development of the *Learning Community Framework and Measuring Impact Toolkit, Volumes 1&2,[4]*

strongly aligned with the UNESCO Framework for the Key Features of Learning Cities. Using principles identified in the Canadian Learning Index,[5] Preisinger-Kleine's, analytical quality framework[6] based on the work of Cara and Ranson[7] in the UK and the European Commission R3L+ program and also influenced by the 'collective impact' movement,[8] the *CIAT[9]* aims to synthesise the measure of partnership strength with outcome strength to determine impact, and provides a visual representation of the overall impact of a particular partnership.

Conclusions and recommendations

Considerable feedback has been sought as the *CIAT* was developed and it has been enthusiastically received. A paper on the *CIAT* has been published by PASCAL and UiL and it has been cited by Tibbit et al (2014)[10] as a best practice example of a qualitative instrument for benchmarking and auditing learning partnerships. *The Australian Learning Community Framework and Measuring Impact Toolkit* also recommends using the *CIAT* for measuring the strength and outcomes of partnerships.

The development of a *CIAT* website is underway as a real-world project by a team of students at Federation University, Ballarat.

[1] Community Learning Board *Measuring Impact Report*, 2006, Shire of Melton.

[2] Cavaye, J, Wheeler, S, Wong, S, Simmons, J, Herlihy P & Saleeba, J,Community Development (2013): Evaluating the community outcomes of Australian learning community initiatives: innovative approaches to assessing complex outcomes, Community Development, DOI: 10.1080/15575330.2013.853681. Originally designed in 2005 this Australian framework has been designed specifically to evaluate Australian learning communities. The framework adapted a program logic method and used a tiered approach.

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[4] Wheeler L., Wong, S., Blunden, P. (2014), *Learning as a Driver for Change: Measuring Impact Toolkit* Australian Centre of Excellence for Local Government, University of Technology, Sydney

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[7] Cara, S., & Ranson, S. (1998). *Learning Towns and Cities - "The Toolkit" - Practice, Progress and Value - Learning Communities: Assessing the Value They Add*. Birmingham: DfEE.

[8] http://www.fsg.org/OurApproach/WhatIsCollectiveImpact.aspx

[9] Blunden, P., Wong, S., Wong, I., & Wheeler, L. (2014). *Australian Learning Community Collective Impact Assessment Tool,* City of Melton Community Learning Board (Unpublished).

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Presenter profiles:

Leone Wheeler

I am a PASCAL Content Editor and member of the Board, academic and Associate of RMIT University, School of Global, Urban and Social Studies. My previous experience at RMIT University as Director of Learning Community Partnerships in Northern Melbourne and Hamilton, South West Victoria, was in the area of community/university engagement through school, industry and community partnerships, which drew on my background as a lecturer and manager in education and business management in the secondary and tertiary sectors, and also as a small business owner. I currently reside in Abu Dhabi, United Arab Emirates.

Programme – Showcases

City Showcase 1

[Taipei City Showcase]

Presenter(s): Hsiu-Mei Tsai, Wan-Chun Chang, Te-Yung Chang

Other credits: Chun-Nan Chou

Affiliation(s): Department of Education, Taipei City Government

Taipei City has been promoting the Learning City Project since 2010, and in June 2011 Mayor Hau, Lung-pin officially announced Taipei as a Learning City. In November, 2012, the Declaration of Taipei as a Learning City was issued. Based on a vision of building a smart city, Taipei as a Learning City is planned to develop according to six major core values: Taipei as a Cultural City, Taipei as an Eco City, Taipei as a Waterfront City, Taipei as a Healthy City, Taipei as a Safe City, and Taipei as a Welfare & Wellbeing City.

Taipei is a city with great cultural and natural diversity, but also a city under the threat of climate change. Therefore, as the community learning centres, and community colleges in Taipei map out the promotion of strategies for the Learning City in Taipei to cover different aspects such as inclusion for all, health promotion, ecology and disaster prevention. Taipei Learning City has set up an exclusive website http://www.lct.tp.edu.tw to compile achievements. At the same time, 114 editions of the City Learning e-Newsletter have been issued and can be read on smartphones http://www.lct.tp.edu.tw/m/412-1001-310.php .

Presenter profiles:

Hsiu-Mei Tsai

Hsiu-Mei Tsai, Ph.D., Professor Tsai is currently associate professor in National Chung Cheng University, Taiwan. She is former chair of the Department of Adult and Continuing Education. She has been teaching and doing research on the subject of adult community education and community empowerment for 22 years. She works as a member of the advisory committee for promoting Learning Cities in the Ministry of Education.

Wan-Chun Chang

Wan-Chun Chang, Principal of Taipei City Datong Community College, majored in the Education Administration Doctoral Research Program of University of

Oregon U.S.A. and the Marriage and Family Therapy in M.A. of Northwest Christian University. Working at Datong Community College as the principal, and an Instructor at the Taiwan National University Hospital Volunteer Organization for many years, she has achieved for her own goal.

Te-Yung Chang

Chun- Nan Chou, Chief Secretary, Songshan Community College, graduated from Yuan Pei College of Medical Technology, and completed Management Consultant training by the China Productivity Center. He threw himself into the work of NPO for about 10 years, with concern about education, multicultural, social welfare, community building, healthy cities to environment protection. He likes to work with community and NPO partners, because they always give him good feedback, and creative new learning.

Te-Yung Chang, Ph.D., is a Professor at the National Taiwan Normal University, majoring in adult and community education. He is also Secretary General of the Chinese Community Education Society (Taipei). As an adult educator, he presided over many projects about community colleges, senior active learning centers and non-formal learning accreditation programs in Taiwan in the past few years. He is now Chair of the Department of Adult and Continuing Education, Director of the Research Center for Adult education, and is also Director of the Non-formal Education Programs Accreditation Center at NTNU.

Bristol Learning City

Presenter(s): John Readman, Sian Rees, Rebecca Phillips, Judith Squires

Affiliation(s): Bristol City Council, University of Bristol

Bristol Learning City is delighted to be attending and showcasing at the PASCAL Glasgow conference in June 2016. We are committed to developing Bristol as a world class city, with learning at the heart of our journey.

In Bristol a group of city wide leaders has come together to promote learning and tackle some of the challenges facing our social, economic and environmental development. In 2015 Bristol held the title of European Green Capital; building on this, 2016 has been designated as Bristol's Year of Learning. Bristol Learning City will use the City Showcase to highlight the benefits of partnership working with the aim of improving outcomes for citizens, now and in the future.

A delegate of City Leaders will present a picture of Bristol as a Learning, Resilient and Green City, where partnership development is creating a city of world class standings, ready to face the challenges of the future.

Presenter profiles:

John Readman

John Readman is Strategic Director for People, Bristol City Council. John overseas services which include adult care, children's services and education and skills, and his career has been mainly in London boroughs, then Hull and in Bristol since 2014. John is one of the founding members of Bristol Learning City and continues to play a pivotal role in its development. As a passionate advocate for inclusive learning, John is working with Learning City partners to address the systemic challenges facing the city.

Sian Rees

Sian Rees is Learning City Lead, Bristol City Council. Sian has more than twenty-five years strategic, advisory and operational experience in education service delivery and organisational development across a range of local government, not-for-profit and private sector organisations. She has held regional and national, executive and non-executive, directorships in the UK, including Chair of a national charity, Director of a newly created University and founding Director of a national association for guidance practitioners.

Rebecca Phillips

Rebecca Phillips is Learning City Lead, Bristol City Council – Rebecca brings her wealth of experience in learning, partnership and creative development to support City leaders to establish an innovative and ambitions way of working together and cultivate a culture of learning for all in Bristol. Professional learning in organisational development and creative and systems thinking has formed a foundation, including her time as a Chief Executive of a young people's charity, in local government, the cultural sector and in her consultancy business.

Judith Squires

Professor Judith Squires is Pro-Vice Chancellor, University of Bristol. Professor Squires took up the post of Pro Vice-Chancellor for Education in August 2013. She was a member of the ESRC Training and Skills Committee (2009-14) and is currently a member of the Peer Review College and is also a member of the REF (sub-panel 21). She was made an Academician of the Academy of Social Science in 2009 and is also a Fellow of the RSA. She is also a member of Bristol's Festival of Ideas Advisory Board.

Swansea Bay Entrepreneurial Learning City Region

Presenter(s): Judith James, Jean Preece, Norman Longworth

Affiliation(s): Swansea University

Norman Longworth will define the key features of an entrepreneurial learning city.

The presentation will consider progress in developing Swansea Bay Entrepreneurial Learning City Region.

Jean Preece will examine the policy context in Wales. Wales has a devolved administration with responsibilities for 20 subjects including education and training and economic development.

The Welsh Government identifies two key themes, "developing a buoyant economy" and "supporting social justice", as essential for development in Wales.

The presentation considers steps taken to implement these themes through a focus on developing entrepreneurial skills and attitudes.

Jean will review the regional structures which enable the development of an entrepreneurial learning city. There are three complementary pillars which support the development of the Swansea Bay Entrepreneurial Learning City Region.

1. Swansea Bay City Region Partnership leads on economic regeneration. It ensures that the infrastructure and investment which support research, development and innovation are in place;

2. The Regional Learning Partnership is a collaboration of all learning providers and develops learning and skills pathways which are responsive to employer needs for growth;

3. The UNESCO Learning City Initiative supports the development of entrepreneurial capacity and reviews entrepreneurial learning provision to ensure inclusivity.

The progress of Swansea Bay Entrepreneurial Learning City Region was reviewed as a Case Study which was published by UNESCO in "Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities."

Judith James will explain how the implementation is located within an anti-poverty agenda, which is the priority for the City and County of Swansea.

Swansea can be viewed as a city of two halves, with an increasing divide between affluent neighbourhoods and local areas identified within the Welsh Index of Multiple Deprivation.

Our Learning City developments are focused on entrepreneurial learning. The presentation will explain the reasons for the selection of entrepreneurial learning as a theme and the impact of this on inclusive learning. Entrepreneurial learning can enable citizens living in disadvantaged communities to access new opportunities which arise as a result of an improved economy. Judith will review the Welsh Government's Youth Entrepreneurship Strategy and consider results.

In 2015 Swansea Bay City Region received the UNESCO Learning City Award as one of only three cities in Europe to be honoured among a total of 12 worldwide.

Finally **Norman Longworth** will review Swansea Bay City Region's progress in his key features to identify strengths, weaknesses and direction of travel.

Presenter profiles:

Judith James

Judith James has extensive experience in higher education management, with particular reference to equality and diversity, entrepreneurship and widening participation from under-represented groups in H.E. Her recent roles have focused on change management in higher education and currently she is Head of Strategic Regional Collaboration at Swansea University. Her previous role was Deputy Head of the Department of Adult Continuing Education. She is a member of the UNESCO International Expert Group on Developing Learning Cities and has contributed to the development of the UNESCO Global Network of Learning Cities. She has undertaken consultancies for the UK Government Equalities Office and the Welsh Government.

Jean Preece

Jean Preece is an experienced ICT Programme Manager and European Project Manager in the Department for Adult Continuing Education. She has managed the training of over 3,000 disadvantaged community learners in ICT and personal development with great success in achieving employment outcomes, including self-employment. Her project 'Swansea Arrivals' supported refugees and asylum seekers to integrate into the community. She supported 'Parenting in a Multicultural European City' with eleven European partners. She has also participated in Transversal, Horizon, and Lingua projects, including the XPLOIT Multilateral project which focused on the development of learning regions. Jean's publications focus on the use of ICT training to enhance widening participation in higher education.

Norman Longworth

Norman Longworth is a former President of the European Lifelong Learning Initiative and a UNESCO Professor. He has also been a visiting Professor of Lifelong Learning at several European universities. He managed many of the European Commission's (EC) Learning City projects, developing tools and techniques to stimulate their growth. He wrote the EC's strategy paper on learning city and region development, has written and edited books and lectured on the subject in more than twenty-five countries. He has worked with UNESCO, OECD and the European Commission on the same topics, and has recently helped the former to develop a network of global learning cities.

Acireale learning city - The Urban Centre

Presenter(s): Giusy Pappalardo, Roberta Piazza

Affiliation(s): University of Catania City of Acireale

The presentation concerns the creation and development processes of the Urban Center (UC) of the city of Acireale. Specifically, it describes the activities carried out and the contribution that the Centre is offering to policymaking for city planning and economic and social regeneration of the historic centre of Acireale.

The UC, thanks to the partnership between the University of Catania and the municipality of Acireale, has been designed as a place of cooperation between the city and the local administration, especially for what concerns urban policies related to environmental issues, social disadvantage and restoration and valorisation of cultural heritage of the city.

The creation of the UC is included in the activities of community engagement that the University is trying to activate in the region, also through the recent establishment of the Research Centre for Community University Engagement (CUrE).

Presenter profiles:

Giusy Pappalardo

Giusy Pappalardo (LabPEAT fellow) is a Postdoc Researcher at the University of Catania, Department of Civil Engineering and Architecture, with a strong interest for Action Research (AR) in places with environmental and social challenges. In 2009/2010, she developed a master thesis working closely with a distressed community aimed at regenerating the Simeto River Valley. She graduated cum laude and won the first price of a national competition called "La Città dei Cittadini" ("A City Belonging to Citizens"). In 2010/2013, she attended a PhD program in Environmental Planning and Design, still at the University of Catania. During her PhD, she contributed to develop the Simeto River Agreement. During the PhD program, Giusy has also conducted part of her research abroad, working with another distressed community in Mississippi (USA), where she developed Case Study Research: in 2011, with a EU-funded scholarship; in 2012/2013, with a Fulbright Fellowship.

Roberta Piazza

Roberta Piazza, PhD in Education (University of Naples), is a researcher on adult education, lifelong learning and career guidance. She is an associate professor in Adult Education and Lifelong Learning at the University of Catania, coordinator of University Postgraduate course in Expert in Job Placement Services, founded by European Social Founds (two editions) and key staff member of University J. Monnet Programme (2009-). Her main research interests are focused on widening participation to education, lifelong guidance for work transition, teaching and learning in higher education. Her most recent work has been directed towards the field of learning cities and the role of the University in spreading the lifelong learning culture. He has taken part to many EU projects, that contributed to the development of her research interests: INDICATORS, (2004-2006); LILARA (2005-2007); PENR3L (2006-2008); EUROGUIDANCE (2008-2010); NICE2 (2012-2014). Associate

member of PASCAL Observatory (from 2008), member of the Advisory Council Board (2013-), Associate Director in Europe (2014-), she took part to the Apulia Consultative Development Group of the PURE project.

Town centre living in Scotland: Arbroath

Presenter(s): Diarmaid Lawlor

Other credits: Kate Givan, Kevin McGowan, Kirsty Macari

Affiliation(s): Architecture+Design Scotland

In October 2015, Architecture and Design, the national placemaking champion in Scotland, hosted a learning event on town centre living in the town of Arbroath. Using the town as a learning place, we brought over 100 delegates from a range of disciplines across Scotland to explore what we mean by town centre living, what the benefits and barriers are and what the possibilities might be. The event tested live policy and community challenges, working through a participatory process of action learning. The ideas and insights of the participants were drawn together as a source book of ideas for town centre living to inform practitioners and policy makers. The publication support the idea of using 'place' as a robust framework for situated and problem based learning by providing replicable and scaleable learning resources.

http://www.ads.org.uk/place-challenge-2015-summary-report-2/

We propose to make this presentation with some our national and local partners who helped make the event possible.

Presenter profiles:

Diarmaid Lawlor

Diarmaid is Head of Urbanism with Architecture and Design Scotland. An urbanist, with a multi-disciplinary background, he has worked on projects involving the shaping and implementation of change for clients in Ireland, the UK and Europe, for the public, private and tertiary sectors. He has almost 20 years' experience of helping clients make well informed decisions about complex, connected urban policy and investment challenges. He is an educator, communicator and collaborator who writes and speaks on creative approaches to making better places.

City Showcase Session – Pécs (Hungary)

Presenter(s): Balázs Németh

Affiliation(s): University of Pécs

PÉCS-Profile and its distinctiveness:

- o relatively small-scale university city (150 thousand inhabitants);

- o with weakening economic strength;

- o aiming at focussing on culture-led development;

- o a former ECOC-city (2010), labelling itself:" The city of culture",   making effort to achieve the title „Green city" as well.

Community involvement in planning for the city's long –term development (2014-2030) and complying with sustainability criteria:

- o The *Pécs Learning City-Learning Region* initiative;

- o Learning communities, community –based development networks, and policy agendas;

- o City development games for the youth;

- o Means of mobilizing local resources;

- o Participating stakeholders: The university's role.

Presenter profiles:

Balázs Németh

Balázs Németh, Phd, Associate Professor of Lifelong Learning, Faculty of Adult Education and HRD, University of Pécs. He is Vice-Head of the Department of Adult Education, Head of the Regional Lifelong Learning Research Center of the Faculty and has participated in joint European networks and related projects, researching the role of higher education in adult and continuing education and lifelong learning, also on curriculum development for adult educators. He is the official representative of the University of Pécs in EUCEN and EAEA. Dr Németh was a key figure to take the learning region initiative into the focus of discussion of the Committee of Regions (CoR) of the European Union.

City Showcase 2

Action Plan for the Construction of Learning Beijing (2016-2020)

Presenter(s): Hao Xie, Yuan Dayong

Affiliation(s): Beijing Normal University, Beijing Academy of Educational Sciences (BAES)

Beijing has been developing as a Learning City for the past fifteen years. The Beijing presentation will focus on the new Action Plan for 2016-2020 for the further development of the Beijing Learning City.

Beijing is a world famous historic and cultural city, which has more than 3000 years' city building history, and more than 800 years' capital building history. Beijing is not only the capital of China, but also the political centre, cultural centre, international communication centre and technological innovation centre.

Beijing has carried out the learning city construction for 15 years. We put the comprehensive development of people as the core, and try to create an environment where everyone can learn anywhere, anytime. We also put learning and innovation as a sustainable development approach to address the deep-seated problems that constrain the development of a mega-city.

In the past three years, as the host city of the first International Conference on the Learning City, Beijing strived to practice the *Beijing Declaration* and *Key Features of a Learning City.* This conference opened a new chapter in building a Learning City. In May 2014, President Xi proposed that "China should always be a learning city". In October 2014, the Chinese government released the first special files of learning city *Opinions on Promoting the Building of the Learning City*. In this context, the building of the Learning City in Beijing has entered a new stage. Facing this new situation, as a starting point, Beijing city government is issuing "Beijing Action: Five Years Plan for Building the Learning City ", focusing on eight projects. Beijing Normal University has collaborated with the Beijing city government in the development of these projects.

Presenter profiles:

Hao Xie

Dr Hao Xie is a program specialist at Beijing Institute for the Learning Society, Beijing Normal University, China. His research interests and expertise include lifelong learning, policy analytics and evaluation. His research projects have included "Research on a monitoring and evaluation tool for building the Beijing Learning City" supported by the Beijing Education Research Fund, and "Research on the construction and application of the Learning City Development Index" funded by the Chinese Ministry of Education. He has published several research papers in these fields.

Yuan Dayong

Dr Yuan Dayong is a researcher from Beijing Academy of Educational Sciences (BAES), his research mainly focuses on lifelong and adult education, international and comparative education. Currently he is working on a number of research projects about lifelong education in Beijing including the Learning Evaluation Index Project. He provides consulting and academic service to Beijing Municipal Education Commission as well as the vocational colleges in Beijing. He has published the English book (Glasgow Caledonian University): Towards the Learning City of Beijing: A review of the contribution made by the different education sectors and in Chinese journals.

Glasgow as a Learning City

Presenter(s): Maureen McKenna, Andrew Olney, Alastair Brown, David Gaimster

Affiliation(s): University of Glasgow, City of Glasgow, Glasgow Life, Hunterian Museum

Glasgow first adopted the designation of a Learning City in 1999, and the concept continues to be a driving force in the city's development. The City has pursued that general objective of promoting learning in many ways, covering many facets of the life of the city, and the learning city remains one of the 5 main priorities of the City in its current strategic plan. This presentation will highlight several of these, and allow the conference to explore a broad approach to the learning city idea, consistent with the theme of the Conference organisers.

The decision by Glasgow to become a learning city was seen as a logical response to facing up to the challenges of the loss of traditional industries, and to wanting to compete in the developing knowledge-based economy of the 21st century. The central place given to lifelong learning was also in the spirit of the traditions of a city whose oldest university had been built on the traditions of the Scottish enlightenment to bring opportunities for learning to the broader community.

The showcase will span initiatives in education, in community development, in the development of the City's Resilience strategy, and in relation to cultural development. It brings together too the contributions of different agencies to the overall objective of providing learning opportunities for all. Presentations will be led by Maureen McKenna, Executive Director of Education for the City of Glasgow, and will include contributions from Andrew Olney, Head of Communities and Libraries, Glasgow Life, Alastair Brown, Chief Resilience Officer for the City of Glasgow, and Professor David Gaimster, at Glasgow University and Director of the Hunterian Museum in the city.

Glasgow continues to build on its success as European City of Culture in 1988 through its promotion of a wide range educational , community learning, cultural and sporting events, for example as host city for the Commonwealth Games in 2014. Its museums and cultural facilities adopt an open inclusive approach and form an important contribution to the creativity and vitality of the City.

Education - Maureen McKenna

Maureen will introduce the presentation around the theme of the learning journey for people from pre-school through school and on to continuing education. The city sees itself as a nurturing city, encouraging learning on an inclusive basis through all stages and widening access to further and higher education opportunities. She will describe several major initiatives in the city towards this goal.

Communities – Andrew Olney

Glasgow Life is a charity which delivers cultural, sporting and learning activities on behalf of Glasgow City Council with a vision to inspire Glasgow's citizens and communities to lead more active and richer lives through culture and sport. Andrew will describe initiatives taken by Glasgow Life to promote learning in the community through libraries and community-based learning centres.

Resilience – Alastair Brown

Glasgow, like all cities, faces a number of major challenges. In Glasgow's case the legacy oof declining heavy industries has left its mark and presents major issues as the city seeks to secure its place in the 21st century world economy. Glasgow was one of the first cities to join the Rockefeller Foundation programme of Resilient Cities. It will shortly be publishing its

Resilience strategy. Alastair will describe the work which has been undertaken in the city in the preparation of the strategy.

Cultural development – David Gaimster

Glasgow has one of the highest concentrations of cultural and heritage collections in the UK, if not in Europe. Glasgow Museums are the largest civic service in the UK, and the Hunterian at the University of Glasgow is among the largest university collections and by far the most extensive in Scotland. This rich ecology of museums and galleries enriches the learning journey for all from primary through to higher education and on to lifelong learning. The new Kelvin Hall development, with its unique partnership between civic, university and national institutions re-enforces Glasgow's learning city ambitions.

Bringing the strands together

The showcase will end with a discussion chaired by John Tibbitt, PASCAL Head of Policy; this will aim to explore the opportunities and benefits which arise from this cross-sector approach to the learning city.

Abstract keywords: Glasgow, learning city, education, communities, resilience, cultural development

Presenter profiles:

Maureen McKenna

Maureen McKenna OBE, Executive Director of Education, Glasgow City Council has responsibility for learning across the city. She is a former maths teacher/specialist and worked for 7 years as a member of Her Majesty's Inspectorate of Schools, overseeing schools, education authorities and child protection. Since joining the Glasgow City Council, there has been a marked improvement in attainment and attendance in schools. Maureen is Vice President of the Association of Directors of Education of Scotland and honorary Vice President of Basketball Scotland. Her OBE was awarded for services to education in Glasgow and Malawi.

Andrew Olney

Andrew Olney, Head of Communities and Libraries at Glasgow Life formerly held area management roles. He has a management background in a range of positions in local government in the UK including sports and recreation administration, to business and community development. His interests include arts and culture, economic empowerment, children, education, health, poverty alleviation and social services.

Alastair Brown

Alastair Brown, Head of Sustainability and the Environment, Glasgow City Council and Chief Resilience Officer for the City of Glasgow, an exciting new venture for the City as part of the Rockefeller Foundation's global network of 100 resilient cities with a particular focus on vulnerable communities, climate resilience and long term planning for cities. Alastair has an influential role on the Future Cities demonstrator programme and is a Future Cities Glasgow Board Member. He is the Head of Sustainability and Environment at Glasgow City Council. His remit includes all aspects of environmental regulation, carbon management, climate change, energy management and projects, parks, cemeteries and public events. He is the lead co-ordinator for the successful Sustainable Glasgow public/private partnership and for Glasgow's Year of Green in 2015. Alastair played a leading role in delivering the environmental commitments for the 2014 Commonwealth Games and continues to lead the Greener Legacy programme for Glasgow.

David Gaimster

David Gaimster PhD, Director - Hunterian Museum, Glasgow University, the largest university museum service in Scotland and the nation's oldest museum. Previously David worked as General Secretary and CEO of the Society of Antiquaries of London (2004-2010); as Senior Policy Advisor for Cultural Property, Department for Culture, Media & Sport (2002-04); and as an Assistant Keeper in the Department for Medieval & Later Antiquities, British Museum (1986-2001). David is a board member of Museums Galleries Scotland and of Historic Environment Scotland. He was recently elected a Fellow of the Royal Society of Edinburgh (FRSE).

Learning Limerick Showcase

Presenter(s): Pat Dowling, Anna Rooney, Yvonne Lane

Affiliation(s): Limerick City and County Council, Learning Limerick

The Learning Limerick Steering Group is a partnership forum that brings together sectoral networks and partnerships, and is committed to creating a culture of learning in Limerick. It is made up of statutory, local development, business, and community & voluntary sector partners that have a role in Learning in Limerick. The original Limerick City of Learning Steering Group was established in 2003, and expanded its membership in 2013 to include both City and County partners; and the name of the group is now: 'Learning Limerick'. There are a number of areas of work of Learning Limerick that we will present, as follows: -

- o The growth of the work of Leaning Limerick has involved working with our partners in the County over the last three years. We work together in the promotion of learning and also examining some of the particular issues for engaging learners in rural Limerick;

- o The Limerick Lifelong Learning Festival, now in its 6th year and includes 200 events across the City and County. The festival this year will include a Showcase in Thomond Park in Limerick, involving all partners collaborating to celebrate learning together in an interactive showcase;

- o Learning Limerick recognises Learning is happening throughout all year round in Limerick - and promotes these learning partnership initiatives. The importance of the group's Media Campaign including a strong online presence is also increasingly being recognised in our work.

Presenter profiles:

Pat Dowling

Pat Dowling, Deputy Chief Executive, Limerick City and County Council with responsibility for Social Development, Pat was assigned the task of managing the merger of the former Limerick City Council and Limerick County Council in charting a new operating model in arriving at a unified authority for Limerick. From Knockaderry in West Limerick and a graduate of UL, he joined Limerick Corporation in 1999.

Anna Rooney

Anna Rooney, since 2016, Anna has worked with Learning Limerick, organising the Limerick Lifelong Learning Festival and the Thomond Park Showcase this year. Anna was elected to the Clones Town Council in 2009, was honoured with a LeaDeR award in the area of cultural integration, been appointed to the Leinster Regional Forum of the Ministerial Council on Integration and represented Ireland on the European Integration Forum 2009–2011. She has been working in community development and delivered training through enterprises.

Yvonne Lane

Yvonne Lane, Lifelong Learning Facilitator, Learning Limerick, she has coordinated the Limerick Lifelong Learning since it began its first pilot festival in 2011. With a background in Education, she taught at second and plc-level and worked in Instructional Design and Planning. She facilitated the Learning Limerick Steering Group, implemented the PAUL Partnership Work Plan and works closely with the Limerick and Clare Education and Training Board and with the Limerick City and County Council.

Sino-German Initiative: the case of Essen and Changzhou

Presenter(s): Gloria Gaviria, Chun Xia-Bauer, Thomas Fink

Affiliation(s): University of Duisburg-Essen, Wuppertal Institute for Climate, Environment and Energy

The Learning City: Indersciplinary Studios for Sustainable Urban Development – A Sino German Initiative

Both Germany and China have proactively pursued the pathway of sustainable urbanization, due to the high rate of urbanization and its associated environmental impacts. Having gathered experiences in the past and seeking for solutions of current and future environmental challenges, German and Chinese cities could bring in highly valuable expertise and know-how into a Sino-German knowledge exchange and mutual learning. In order to enable such a learning process, substantial projects and activities are needed in order to create shared experiences and common lessons learnt among the partner cities.

Against this background, the Learning City project funded by Stiftung Mercator aims to support Sino-German city partnership in pursuing a sustainable urban development by

establishing an innovative mechanism for developing creative solutions towards concrete needs or challenges of the partner cities. The process involves German and Chinese students and experts as well as stakeholders in partner cities. The project supports two city partnerships: Essen and Changzhou (1st phase), Düsseldorf and Chongqing (2nd phase).

The 1st phase supporting the city partnership of Essen and Changzhou will be presented at the 13th PASCAL international conference. The project team represented by the Wuppertal Institute and University of Duisburg-Essen will introduce the project in general, the two partner cities and their challenges in urban development, the mechanism the project implements to support city partnership in pursuing sustainable development and mutual learning among German and Chinese young professionals, and the outcomes and insights the project has gained during the 1st phase.

Presenter profiles:

Gloria Gaviria

Gloria Gaviria is trained as an architect and has conducted a Master of Science in Urban Management at Technical University of Berlin. She has substantial international work experience in the development of urban planning projects and strategies in cities located in Germany, China, South Africa, Nepal and Colombia. Currently she is completing a PhD at the University of Duisburg-Essen, focusing on the temporary uses as an experimental way of planning cities. She is working as a research associate in the institute for urban planning and urban design, contributing with expertise on the Learning city project; a Sino-German interdisciplinary initiative for urban sustainable development in the frame of the urban industrial transformation process.

Awaiting Image

Chun Xia-Bauer

Dr. Chun Xia-Bauer works as Project Coordinator at Research Group „Energy, Transport, Climate Policy at the Wuppertal Institute for Climate, Environment and Energy since 2010. She has been coordinating/working in various international building energy efficiency and sustainable city projects. Dr. Xia-Bauer holds a Doctor degree of natural science, a MSc. of Integrated Assessment from the University of Osnabrueck, and another MSc. of renewable energy management from the University of Freiburg.
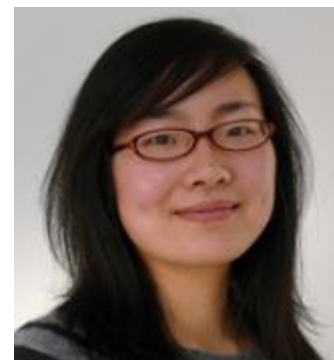
Thomas Fink

Thomas Fink is a research fellow at the Wuppertal Institute and is part of the institute's research group "Future Energy and Mobility Structures" where he is coordinating the Learning City project. He studied business and economics in Wuppertal and Cairo. His research has a specific focus on complex transformation processes and socio-economic impacts of investments in renewable energy manufacturing capacities. He has worked on the implementation of a scientific research platform involving multiple stakeholders and acting as science-policy interface.

Duhok City initiatives to become a Learning City

Presenter(s): Sherwan Taha Ameen, Kamal Ketuly

Affiliation(s): University of Naswroz, Duhok; University of Duhok, Faculty of Medicine

Duhok is a historic city in the Kurdistan region of Iraq which has suffered from conflict in that country. The Duhok presentation will be about a peace-building process through universities linked to communities through cultural centre, libraries, museums, and other organisations. The presentation starts with a background on Duhok City and the perspectives of lifelong learning and the peaceful life in the area.

At the heart of the presentation there will be a focus on the change about the number of population during the years 2011- 2014 and its effects on Duhoki people. Due to the uprising in Syria and the IS invasion over some parts of Iraq, which lead to duplicate the number of inhabitants in Duhok to jump from 1.2 million to over 2.2 million to create a mixture of host community, Refugees and IDPs.

Duhok now is a multi-cultural city with a new mixture of people from different nationalities, religions, different believes and groups. Duhok governorate and namely the General Directorate of Culture and Arts and Duhok Universities have done many workshops and seminars to bring all the 'different colours' of Duhok together through different means to build a peace-building process. The significant of this mission lurks upon the on-going threats from other neighbouring parts surrounding Iraq as a result of dusty and masked ideas of some terrorist groups. Those Threats make the whole middle-east region becomes a source of reproducing terrorists earlier in the start of the millennium there was Al-Qaidah and Ansar-Islam and now IS.

After the rapid change of the oil prices, Iraq including Kurdistan Region has faced economic crisis and the life become difficult. In additions, thousands of Iraqi people starts to immigrate to EU countries; those also are factors to be considered. The situations is hard

towards an active learning city, though, there are some points to be recommended for promoting cultural democracy by the following means:

1. Making education available to every learner as a right;;

2. Developing various kinds of cultural institutions as participatory, pro-active learning environments;

3. Encouraging greater participation and social inclusion;

4. Acknowledging the inter-relatedness of culture, learning and participation;

5. The government initiatives to revitalise the private sector and give possible help for small projects;

6. Working for strategic plan mutually the government with NGOs how to get benefit from the resources of the country such as oil, gas, agriculture, tourism, etc. It supposes that PASCAL can give support as extend the path-finding work on learning regions and cities of the Organisation for Economic Cooperation and Development (OECD).

There is a collection of ethnics and religions in Duhok living together peacefully. Thus, it is a successful story of democracy and respects each other in the country, Iraq. We have six big Universities and many community centres that can be used to act a vital role in the society. Besides, we are trying to activate the role of private sector to change the perspective of people to depend on themselves not only the government and for this sake we have asked international collaboration and the Kurdistan Region Government is seeking for all means to make a better life for its people towards prosperous and peaceful region.

Please note: Sherwan Taha Ameen will present this Showcase via Skype direct from Iraq with Dr Kamal Ketuly being on hand at the Conference should technical issues intervene

Abstract keywords: Duhok, Kurdistan, Iraq, learning city, democracy, migration, ethnicity, religion, society, international collaboration

Presenter profiles:

Sherwan Taha Ameen

Sherwan Taha Ameen is a Lecturer at the University of Naswroz, Duhok. BA from Salahaddin University-Erbil, Iraq in 2009 an MSc at the Univeristy of Glasgow in 2015 with distinction. Interested in modern methods of teaching, integrating technology in education, theories and philosophies of teaching and learning, international issues of adult education. Interests are to endeavour to learn and exchange knowledge about life, culture, educatonal policies, creating an environment for peace building and acceptance between nations and cultures and religions.

Kamal Ketuly

Dr. Kamal Aziz Ketuly is an Associate Professor, Faculty of Medicine, University of Dohuk. A Kurd born in Baghdad, he obtained BSc in Chemistry at the University of Baghdad in 1976. He came to Glasgow University in 1976 to study as a private student and obtained M.Appl.Sc. in 1978 and PhD in Chemistry in 1982. He worked at Glasgow University as a Postdoctoral Research Fellow until 1991. He worked as a Scientific Consultant in UK. In 1997- 2002 he worked in University of Malaya as an Associate Professor of Chemistry. He re-joined University of Malaya in March 2009- Feb. 2012. Then he joined University of Duhok, Faculty of Medicine in March 2012 to present. During his academic and scientific career he has published several scientific papers. He was appointed by the Kurdistan Regional Government-Iraq as their representative for the Far East mission based in Malaysia, from Nov. 2003 – 2007. He was able to introduce and build bi-lateral relationships with many Governments of the Far East (including China and Japan) in political, economic, scientific and cultural relationships. He has been the co-founder of many organisations such as the Kurdish Cultural Centre which opened in London in 1985, the Kurdish Aid Association Scotland and he established the Friends of Kurdish Society-Scotland in 1983.

Towards a Learning Region - Khyber Pakhtunkhwa, Pakistan

Presenter(s): Margery McMahon, Shaista Khan

Affiliation(s): University of Glasgow

Khyber Pakhtunkhwa, formerly North West Frontier Province, forms one of the four provinces of Pakistan covering a territory of approximately 74,521 sq km with a population of over 22 million. The province is governed through a provincial assembly with 124 elected members. Elections to the provincial assembly take place every 5 years.

Described by the World Bank (2015) as 'one of the most crisis-affected provinces in Pakistan,' the challenges for the region are considerable. The fallout of the conflict in Afghanistan has resulted in a precarious security situation as well as prolonged political and social instability (World Bank, 2015). According to the World Bank, Khyber Pakhtunkhwa is also one of Pakistan's less developed regions and in terms of human development, the province has also traditionally lagged behind, especially in education (World Bank, 2015). Consequently the development of the education sector has become a priority for the provincial government as means to build capacity and capability in the region. This has meant considerable investment in the higher education sector in particular, with the number of universities in the region continuing to grow and a focus in a number of Pakistan's cities on the development of knowledge cities, science and technology parks and technopoles to promote innovation and creativity. This showcase explores these developments in the context of Khyber Pakhtunkhwa and considers the evolution of Khyber Pakhtunkhwa towards becoming a learning region.

Presenter profiles:

Margery McMahon

Dr Margery A McMahon is Senior Lecturer in Professional Learning and Leadership and Director of the Professional Learning and Leadership Research and Teaching Group (RTG) in the School of Education. She is the author of several books focusing on professional learning including McMahon, M., (2011) Educating for a Global Future – International Education, Edinburgh: Dunedin; McMahon, M., Forde, C, & Martin, M., (Eds) (2010) Contemporary Issues in Learning and Teaching, London: Sage; and Forde, C., McMahon, M., McPhee, A., and Patrick, F., (2006) Professional Development, Reflection and Enquiry London: Sage. She has published a range of articles based on her research on teacher learning, professional learning and leadership and serves as an adviser and consultant to national and international agencies on leadership development and institutional capability building. Dr McMahon is a member of the board of the International Council for Education for Teaching (ICET) and the board of the Universities Council on Education of Teachers (UCET). She is Scottish convenor of the International

Professional Development Association (IPDA) and co-founder of the new
Leadership Network of the Scottish Educational Research Association.
She is co-chair of the conference committee of the International
Congress on School Effectiveness and Improvement (ICSEI) which will
host its 29th Congress in Glasgow in January 2016.

City Showcase 3

Cork's Learning City journey so far – a story of investigation, participation, celebration and motivation

Presenter(s): Denis Barrett, Tina Neylon

Affiliation(s): Community Education Service, Cork Education and Training Board; Cork Lifelong
Learning Festival

Cork Learning City is pleased to announce that it will be presenting as one of the City
Showcase presentations at the PASCAL Glasgow conference. Cork's progression as a
Learning City in recent years can be traced back to the 2002 City Development Board's 10
Year Plan 'Imagine our Future' and the selection of 'Cork as Learning City' as one of just 7
overarching goals in that plan. Our presentation will focus on the milestones in the
development of our Learning City thinking, engagement with citizens and governance since
then.

At the heart of the presentation will be the key factor in this development - the Cork
Lifelong Learning Festival, run annually since 2004, and the part it has played in involving
citizens, communities and a wide range of agencies across all sectors in the Learning City
agenda. By 2012 the success and growth of the Festival had created the conditions for
linking with PASCAL to take an EcCoWeLL approach to Learning City development, and this
successfully connected the Festival Organising Committee with the City Council Economic
Directorate and leaders from the Health, Environmental and Cultural Sectors.

The presentation will include a reflection on recent milestones including the award given by
UNESCO in 2015 as one of the 12 case study cities featured in their publication 'Unlocking
the Potential of Urban Communities' and on the most recent development - the co-creation
by our working group GLLiC (Growing Lifelong Learning in Cork) of two Learning
Neighbourhood Pilots in disadvantaged communities. Cork's delegation will include leaders
in this Learning Neighbourhood initiative and it is hoped that our story may offer some

lessons, comparisons and encouragement for Learning City strategies in cities of a similar size.

It is also hoped that new connections can be made with cities that have similar interests as a way to advance our PASCAL EcCoWeLL Learning City network intentions.

Presenter profiles:

Denis Barrett

Denis Barrett works for the Community Education Service, Cork Education and Training Board. Denis has been active in the development of Cork as an innovative learning city, including his central role in the implementation of the Cork EcCoWell approach to holistic development in learning cities. This included hosting the International EcCoWell Conference and the initiation of learning neighbourhood pilot projects in Cork. He works across diverse communities with a key role in liaising with cross-sectoral partners.

Tina Neylon

Tina Neylon is the Co-ordinator for Cork Lifelong Learning Festival. After graduating from University College Cork as a mature student with an MA, Tina has worked in a number of jobs; in the arts, as curator of a historic house, as a radio presenter, as a researcher & editor, in PR, as a journalist, including 6 years as Literary Editor of national newspaper The Irish Examiner, and as Parliamentary Assistant to the chair of the Irish government's Banking Inquiry. She has been Co-ordinator of the Cork Lifelong Learning Festival since its foundation in 2004, and believes her varied background contributes to its success.

The role of cultural heritage in Erbil city as a motivation for social learning: Erbil Citadel as case study

Presenter(s): Dara al-Yakoobi, Mahmood Khayat, Tahir Abdulla Osman

Affiliation(s): Erbil Citadel, University of Salahaddin and Erbil Governorate

Erbil Citadel (UNESCO world heritage site) is considered as one of the oldest continuously inhabited settlements in the world and the main historical landmark within its long history in the heart of Erbil City. The presentation starts with brief information and background on Erbil City and its learning development perspectives.

Then the Citadel as a detailed case study and the main part of the presentation, exploring its significance and the revitalization project, in addition to demonstrating how it becomes the vibrant cultural heart of the modern city of Erbil and its development to an open air museum and to a site with a potential learning capacity that evolved up to the present day as a vital settlement with a continuing role in social learning practices along its long history. The PowerPoint presentation will be the core of the City showcase, in addition to other supported materials or documents, such as books, brochures, posters, short films or videos.

The session ends with open discussions through raising questions on different topics related to the presented case and in the interest of the future development of Erbil as a cultural Learning City.

Abstract keywords: culture, cultural heritage, cultural policies, social learning, open air museum, Erbil Citadel

Presenter profiles:

Dara al-Yakoobi

Dara al Yaqoobi, Director of Erbil Citadel and the head of HCECR – Senior Consultant, Master's degree in Architecture and Planning and BSc in Business Administration. Since 1974: practising architecture, construction management and consultation for many projects in different provinces in Iraq. Academic experience: as staff member and lecturer for around thirty years in the Universities of Baghdad and Salahaddin/Erbil, Governing Board member of Kurdistan University for two years. UN Habitat and UNDP: Program officer, Team Leader and Consultant for ten years. Member of several committees and professional associations for appointed as Senior Advisor in the Council of Ministers of the KRG and Head of the High Commission for Erbil supporting heritage projects in many Iraqi cities, including Erbil. From 2007 to 2009: Erbil Citadel Site Manager. Since 2010: Citadel Revitalization (HCECR), responsible for overall management, conservation and revitalisation of Erbil Citadel as the vibrant cultural centre of the city of Erbil in close coordination with UNESCO Iraq office, played a substantial role for the inscription of Erbil Citadel on the UNESCO World Heritage List 2014.

Mahmood Khayat

Asst. Prof. Dr. Mahmood Khayat is the head of Department of Architecture in Salahddin University, a cofounder of post graduate M.Sc. program in his department, and a cofounder of (Erbil forum for sustainable development). He was the founder of Mahmood khayat architects in 1990 and Arbil engineering company in 2004 in Baghdad before joining Salahaddin University in 2006. Dr. Mahmood Khayat holds a Ph.D. Arch.(2002) and M.Sc. Arch(1997) from the University of Technology Baghdad- Iraq regarding Architecture as a communication system. Dr. Khayat has published articles, supervised M.Sc. students in Salahaddin University and co-supervised and examined one M.A. Student in Brandenburg Technical University Cottbus-Germany. His research concentrated on defining the vocabulary and grammars of the local Architecture language, this was adopted as a theme of design by making use of perception laws in re calling the architectural vocabulary saved in the deep mental data storage, to create an Environment Friend Architecture that can communicate with the audience. Dr.Mahmood Khayat on May 2014 joined the CRSCAD 2014 conference at (UMASS) Boston to present his paper titled (Erbil City Traditional and Vernacular Architecture Disastrous Status). On May 10-11\2016 joined the Institute Francis – Erbil and American university Sulimania conference to present a paper titled (Culture and Change). In 2015 he was asked to act as director of Erbil research center for sustainable development and also nominated for (UNESCO Chair for cultural Heritage at Salahaddin University-Erbil).

Tahir Abdulla Osman

Tahir Abdulla Osman is Deputy Governor, Erbil Governorate, Iraqi Kurdistan Region. Senior Civil engineer, strategic city planner, human settlement and environmental protection fields. Graduated from college of Engineering , Salahaddin University in 1994. From 1994 to 1998 worked as an engineer supervising the implementation of various housing projects in ministry of Housing for four years. In 1998 to 2002 worked in UN-Habitat as site engineer supervising and reporting on implementation of the projects in Erbil Governorate sector. In 2005 appointed as assistant ce for Erbil Governor, later in 2005 election has been Deputy of Erbil Governor.

City of Karlstad

Presenter(s): Camilla Kylin, Ingrid Rystedt

Affiliation(s): Karlstad University

The city of Karlstad, in a rural region of mid-western Sweden, has a longstanding tradition of systematic and strategic work to produce and foster an attractive and inclusive city, capitalizing on local cultural assets. The long-term vision for the city and the municipal strategic plan both emphasize the importance of a broad range of municipal activities related to culture and leisure, which are open to the public. Several past and ongoing collaborations between authorities and local institutions, e.g., the municipality and the university, have similar aims; creating an inclusive and sustainable life environment that promotes quality of life, health and wellbeing among city members. In these initiatives, a rich offering of cultural activities has been regarded as an important factor in creating an optimal life environment.

The municipality-university collaboration, specifically, aims to create synergies, by infusing the organizations with culture and cultural activities. Working groups are currently trying to identify sustainable processes for the continual offering of cultural activities, and, thereby in turn, enhancing work environments and the wellbeing among employees, students and city members. Furthermore, at the university, a platform for interaction between researchers and local cultural institutions, the municipality and regional actors is being developed.

Presenter profiles:

Camilla Kylin

Camilla Kylin, PhD. Assistant Professor of Psychology, Institution of Social and Psychological Studies, Karlstad University, Sweden. Camilla works as a deputy head of the Institution of Social and Psychological Studies. As a researcher she has published articles and book chapters within the fields of new working life and work-life balance; work, stress, and health; social identity; and leadership. Camilla is a Member of several Boards, including the Culture Committee Board, Karlstad municipality, the executive Board of the International Collegium for Advanced Transdisciplinary Gender Studies. During 2016, Camilla serves a coordinator for the creation of a platform between researchers and local cultural actors in the Karlstad and the Värmland region.

Ingrid Rystedt

Ingrid Rystedt, M.D., PhD. Assistant Professor of Public Health, Department of Health Sciences, Karlstad University, Sweden. Ingrid's background combines medical training from Sweden and a PhD from the Dartmouth Institute for Health Policy and Clinical Practice, USA. At Karlstad University, her main research focus relates to the integration for care for persons with co-occurring mental illness and substance abuse. She is the principal investigator of a project, funded by The National Board of Institutional Care, which implements models for integrated care. An important aim is to provide clients with the personal tools necessary to successfully manage the vulnerabilities related to their illnesses. This and other research, spurs Ingrid's interest in how municipal and other community activities, e.g., cultural programs, provide meaningful leisure activities, a more positive self-image, social support and friendships, especially of importance for vulnerable populations. During 2016, Ingrid serves a coordinator for the creation of a platform between researchers and local cultural actors in the Karlstad and the Värmland region.

Modi'in City: Our motto - "From theory to practice"

Presenter(s): Orna Mager

Affiliation(s): Multi Disciplinary Center, Modi'in, Israel; Israel Center for Learning Cities

Modi'in is a young, developing city, which encourages active citizenship and enables the development and assimilation of innovative and creative models in all areas of society. Leading the novel approach of Modi'in Municipality towards the needs of its citizens, our mission is to create the Language of a Learning City, to generate learning, encourage active citizenship and focus on the potential of the individual.

Our presentation will introduce the changes of perceptions that led to the creation of the Learning City Model:

o The perception of the local authority was transformed from creator and supplier of services, activities and educational programs to that of a partner in a cooperation which generates learning in the city. The local authority that places the individual, its citizen, at the center, in order to enable the fulfilment of the individual's potential through lifelong learning;

o The perception of the resident as passive consumer to an active citizen who takes responsibility and contributes something to the city. Learning city works to make active

citizens part of the process;

o   The learning city utilizes and maximizes in the best way possible the existing resources in the city in order to match them to the needs of the residents:

o   The learning city serves as a supportive platform for all the communities and supplies suitable frameworks for the citizens' needs.

Our presentation will also introduce the Israel Center for Learning Cities that we have established in Modi'in, which serves as a LAB, a start-up incubation for the learning cities that are joining the network. The goal is to concentrate all the accumulated knowledge in Modi'in, and the international cooperation, to pass it on to other authorities that will join the network.

Presenter profiles:

Orna Mager

Dr. Orna Mager - Director, Multi-Disciplinary Center, Modi'in; Developer of the "Learning City" model in Israel. PhD in Economics and Business Management, Specializing in Public Administration. Founder, and chairwoman, of a national team for promoting the Israeli network for Learning Cities, with the Union of Local Authorities (IULA), and national institutions; Head of the Association of Adult Education Institutions; Rotary club: the first women elected president in Israel, 1996; Selected "Pioneering woman" in Local Government, 2002, 2005; Founder and head of the association of advisors on the status of women in Israel; Board member of committees in the parliament and IULA (Adult Education & Women status).

Australian Learning Communities Network (ALCN)

Presenter(s): Jim Saleeba, Judith Jensen

Affiliation(s): Australian Learning Communities Network Inc, Townsville City Council

The Australian Learning Communities Network Inc (ALCN) showcase presentation will outline the organisation's work with members to promote lifelong learning as a driver of positive solutions to the challenges faced by communities. It will also demonstrate how the organisation has fostered sustainable inclusive communities built upon networks and partnerships with governments, public and private organisations. The ALCN Inc is a strong supporter of the development of state and regional based networks such as Gwydir Learning Region (NSW), Hume Global Learning Village, City of Melton, Townsville City Council and others. An overview of these Australian learning cities and regions will be revealed that highlights:

- o the challenges faced by these communities;

- o the similarities and differences in their approach;

- o outcomes achieved; and

- o evaluation of impact of learning programs delivered.

Presenter profiles:

Jim Saleeba

Jim Saleeba, Honorary CEO, Australian Learning Communities Network Inc., started his professional life as a teacher in 1962 in the Victorian Education System, gaining overseas teaching experience in the UK in 1966. He was instrumental in setting up a well established adult education centre in Albury Wodonga in 1977 and was its CEO for 23 years. He then became co-ordinator of the Learning City Wodonga, the first learning city in Australia. When he retired in 2011, he was appointed the Honorary CEO of the Australian Learning Communities Network, with as membership of around 50 members.

Judith Jensen

Dr Judith Jensen is Coordinator of Learning and Information Services with the Townsville Library Service. In this role she administers the library's delivery of lifelong learning programs to the community both within the library and as outreach services. She is also responsible for the development of council's strategic document on learning the Lifelong Learning Strategic Action Plan. The plan provides the strategic framework to guide Townsville City Council's work with the community to facilitate the development of Townsville as a learning community. Judith has been on the management committee of the Australian Learning Communities Network Inc since 2011.