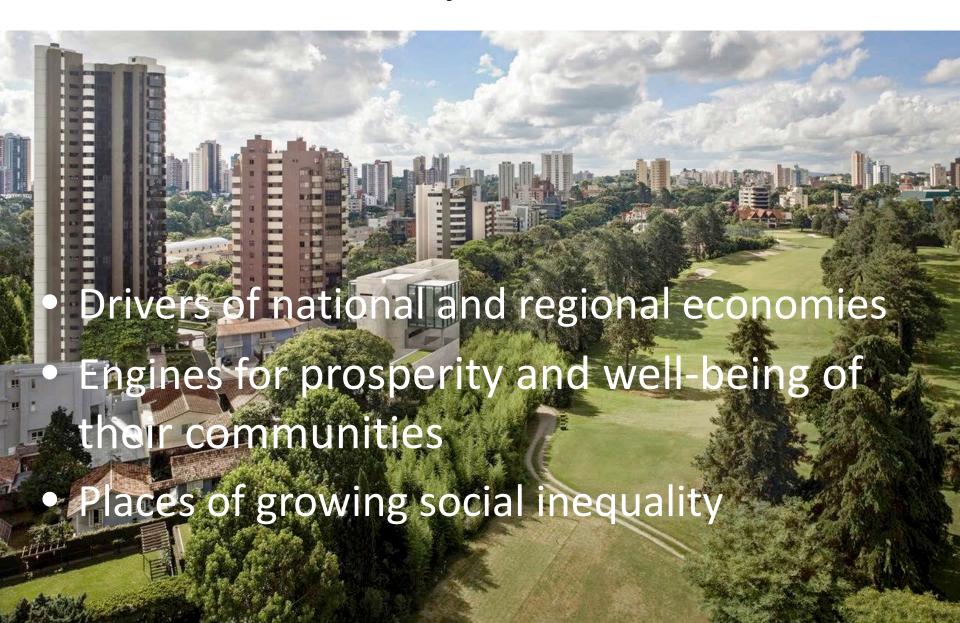
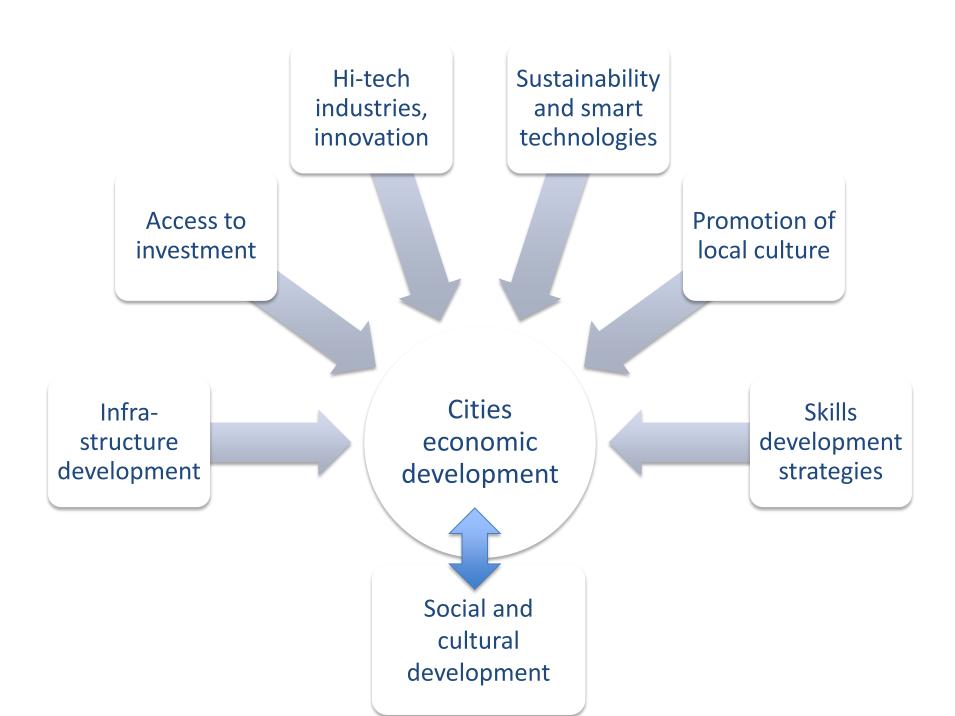


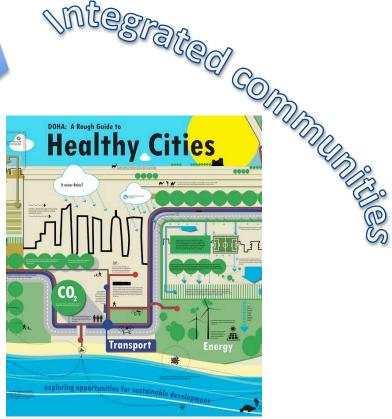
Why cities













learning

Why learning cities

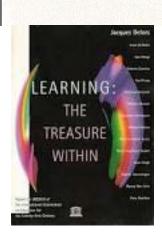


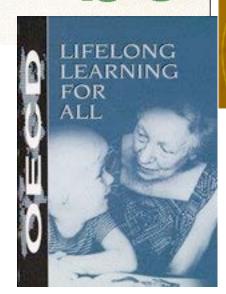
Individual learning needs...

- ...to be met where people are living
- ...allow citizen to understand and react



Learning The world of education today and tomorrow





The learning region

We recognise the crucial importance of learning as the major driving force for the future prosperity, stability and wellbeing of our citizens

(A charter for learning cities, 1998)

Some key ideas

relationships and identity linked to the place where people live and work

collaboration and coordination

learning opportunities within the community







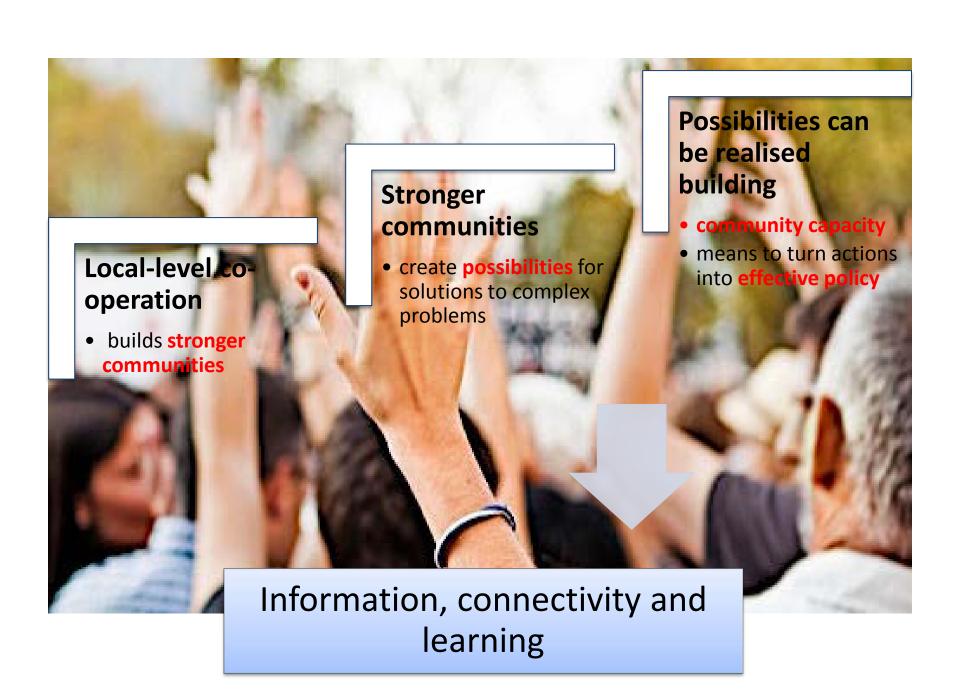
Community involvement

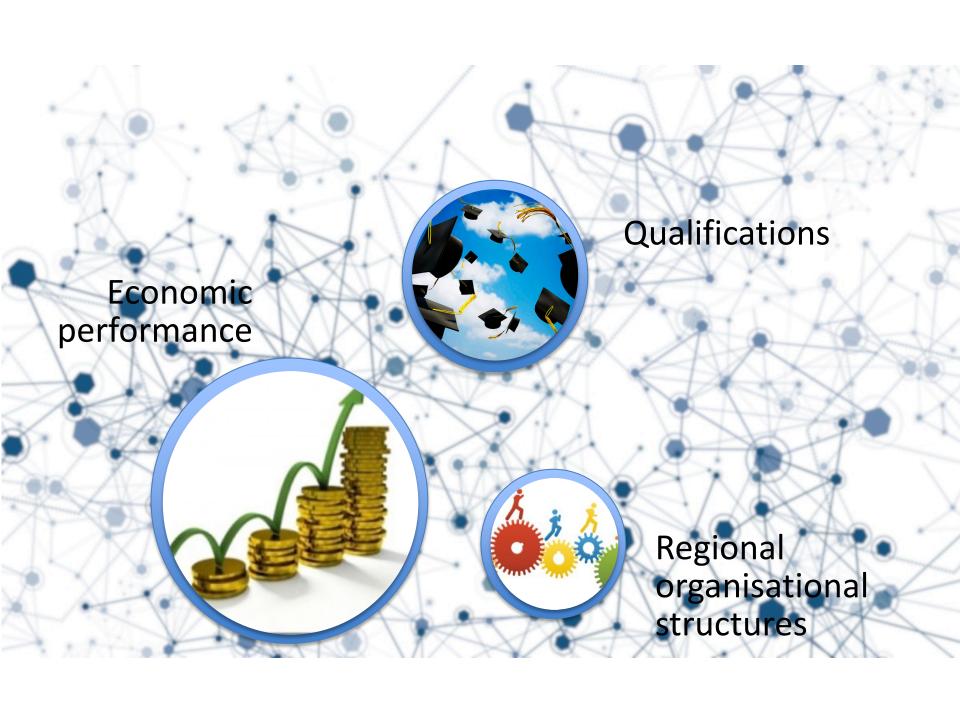
Strengthening the support structure

State responsibility



Learning of individuals and organizations







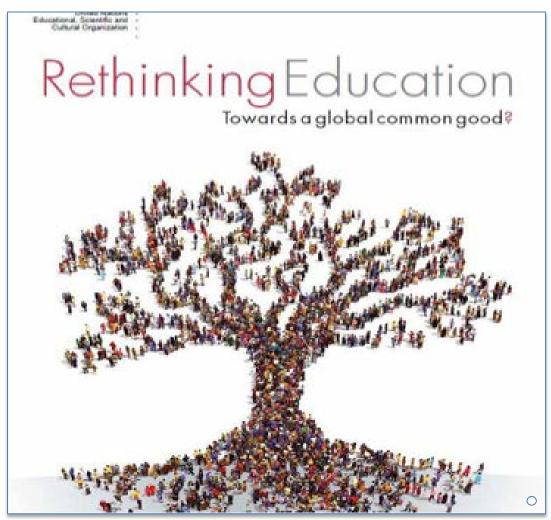
Indicators for a sustainable learning city

- Equity of access to key services
- Support to cultural integration
- Political participation of citizens
- Mechanisms for a community to fulfil its own needs through community action
- Mechanisms for political advocacy to meet needs that cannot be met by community action
- Mechanisms for a community to identify its strengths and needs

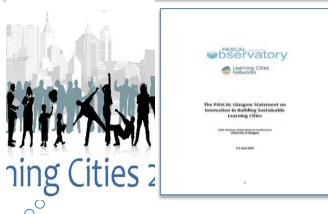
improvement of society

maintenance of improved conditions

Rethinking learning cities







Rethinking lifelong learning?



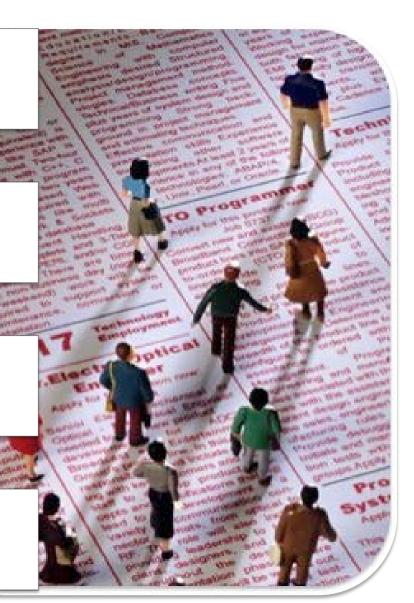
"We need to invest more in skills in Europe...Stronger investment in skills is vital for strengthening competitiveness and boosting growth. And most of all, it is crucial to help people to realise their professional dreams and goals and reach their potential" (Marianne Thyssen)

Vocational aspect of citizenship

Lifelong learning about "learning the skills" for employability

Jobs' crisis as skills' crisis

Education as common good?



Skills and competences required for employability are the same ones required for participation in the social sector (Borg & Mayo, 2006)

The competencies required by the jobs of the future are very much the same as those required by the citizens of the future (Ján Figel 2006) [Skills] are the best insurance against unemployment and are an important factor for personal development and active citizenship (EC 2009)

New Skills Agenda for Europe supports training, learning, re-training and upskilling in order to better equip citizens for the labour market (EC 2016)







Policy for sustainable learning cities

- Recognition for the role of learning for the development of cities and local communities
- Creation of the conditions and the structures to take advantage of local assets
- Partnership
- Investment in human resource development
- Supporting adaptive communities

I have a dream

In most countries, Learning Cities and Learning Regions have become the main agents for implementing LLL for all. [...]

Skills mismatches between supply and demand have to a large extent disappeared, not least thanks to strong partnership between the supply and demand sides. This, in turn, has led to a strong focus on innovation in learning and education.

National governments are strongly supporting these developments, in particular through monitoring a flexible but coherent system of accreditation of LLL. [...]

Cities and Regions and the individuals also contribute to the financing of LLL, seen by them as investments for a green growth future (2013).

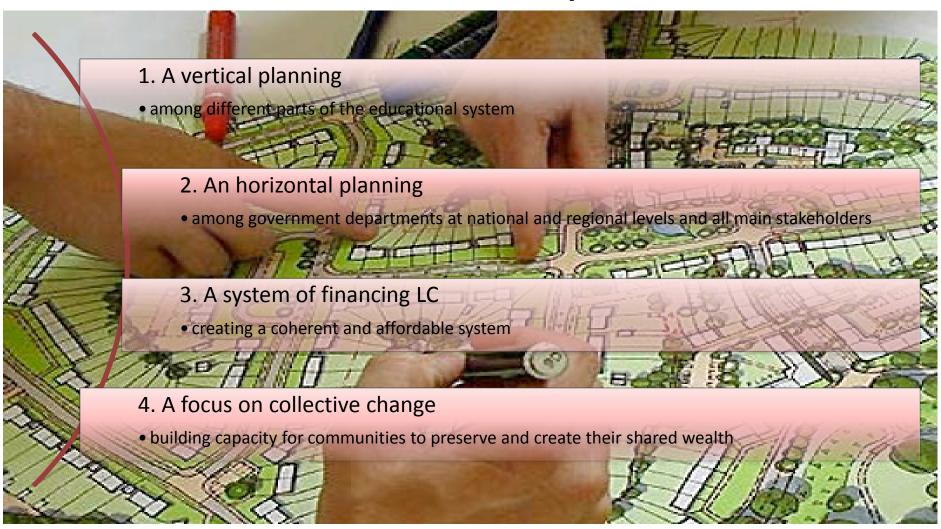






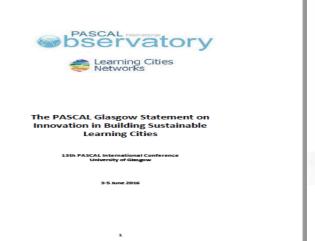


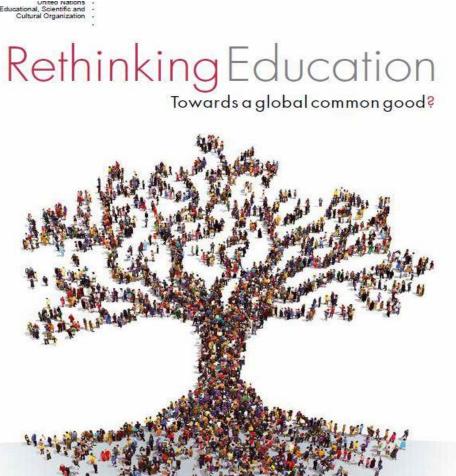
Overcoming the gap between policy and reality



Rethinking learning cities







Learning for...

Economic performance



- Organisational learning
- Learning-by-doing and learning-by-interacting
- Innovative approaches
- Adaptability to emerging needs

Personal and social benefits



- Influence on social behaviour and social cohesion
- Engagement in social networks
- Effects for disadvantaged and low skilled people