The development of a globe network of learning cities and a globe learning city index

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Copenhagen 28 May 2012

Some basic conclusions drawn from Jin Yang presentation at the ASEM LLL Forum in Viet Nam (Dec. 2010)

➢ The discourse of 'lifelong learning' as a 'master concept for educational policies' has been widely accepted;

➢ Some pragmatic approaches have been adopted to make the visionary discourse of lifelong learning 'handle-able';

➢ A learning society in a country can only be built province by province, city by city, community by community.

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➢ The building of a learning region/area is one of the practical or operational approaches;

➢ The concept of a learning region/area can apply at all levels of local government, the main focus tends to be on cities;

➢ There are more than 1000 cities in the world have already become or are building Learning/Educating cities.

➢ This clearly shows that the building of Learning/Educating Cities has become a considerable world-wide phenomenon.

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- The process of building a learning city *per se* is a learning and capacity development process.

- The establishment of a dynamic network local authorities/resource centres has accelerated the development of learning cities and regions.

  - Lernende Regionen Deutschland e.V. (LRD, Learning Region Association of Germany)
  - The international observatory on learning regions, place management, and social capital, coined as PASCAL Observatory.

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UNESCO/UIL new proposal

In response to Member States' call to adopt a more pragmatic and instrumental approach to promoting lifelong learning, UIL proposes to establish the UNESCO Global Learning Cities Network

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Overall aim

➢ To create a global platform to mobilise cities and demonstrate how to use effectively their resources in every sector to develop and enrich all their human potential to foster of lifelong learning for all, the development of equality and social justice, the maintenance of harmonious social cohesion, and the creation of sustainable prosperity.

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Objectives

- Advocate lifelong learning for all;

- Facilitate research;

- Promote policy dialogue;

- Serve as a clearing-house;

- Provide capacity development;

- Develop a Global Learning City Index;

- Assess and award a 'UNESCO Global Learning City' brand to excellent learning cities;

Progress of preparation

1. **Obtained assent of the Standing Committee of the UIL Governing Board (December 2011), the UNESCO Education Sector at HQs (March 2012) and the UIL Governing Board (May 2012)**
2. **Developing partnerships (spring 2012): UIL has approached a selection of 25 founding partners :**

   I.   **International and regional organisations/agencies**
   II. **Ministries of education of Member States**
   III. **International and non-governmental associations**
   IV. **Foundations and corporations**
   V.   **Universities and other institutions**
   VI. **Cities**

The role of founding partners:

- **Recommend an expert in education or social development to serve as a member of the International Consultative Committee for the Establishment of the UNESCO-GLCN and to participate in the Committee's activities**

- **Explore the possibilities to contribute an initial grant to support the establishment of the UNESCO-GLCN**

- **Provide assistance in mobilising cities to become members of the UNESCO-GLCN**

Further work to be done

1. **To organise the International Consultative Committee for Establishing the UNESCO-GLCN:**

   – Recommendations from founding partners
   – One or two UNESCO Chairs and independent experts

The first meeting of the Committee in October 2012 in Beijing

To prepare the draft UNESCO-GLCN Constitution

2. Develop a communication strategy

- Mobilise cities of the UNESCO Member States to join the UNESCO-GLCN:

  - ➢ Founding members of the UNESCO-GLCN

  - ➢ Members of the UNESCO-GLCN

- Develop website and online application procedures

  www.globallearningcities.uil.unesco.org

3. Establish a data process centre for processing data in order to generate the UNESCO Global Learning City Index

4. Develop a comprehensive framework to collect data and assess learning cities – the Global Learning City Index

5. Prepare the 1st Conference of the UNESCO-GLCN, to be held in Beijing in the autumn of 2013

- **International participants:** 300 city representatives (mayors, chairs of city councils, directors of city education departments) and experts;

- **Domestic participants:** 200 city representatives and experts from China;

- **Dates:** 3 working days in:
  The week of **21 – 25 October**, or

  28 October – 1 November 2013

- **Languages:** Chinese, English, French and Spanish;

A preliminary framework for the Global Learning City Index

Draw inspiration from the Human Develop Index:

Components of the Human Development Index

The HDI—three dimensions and four indicators
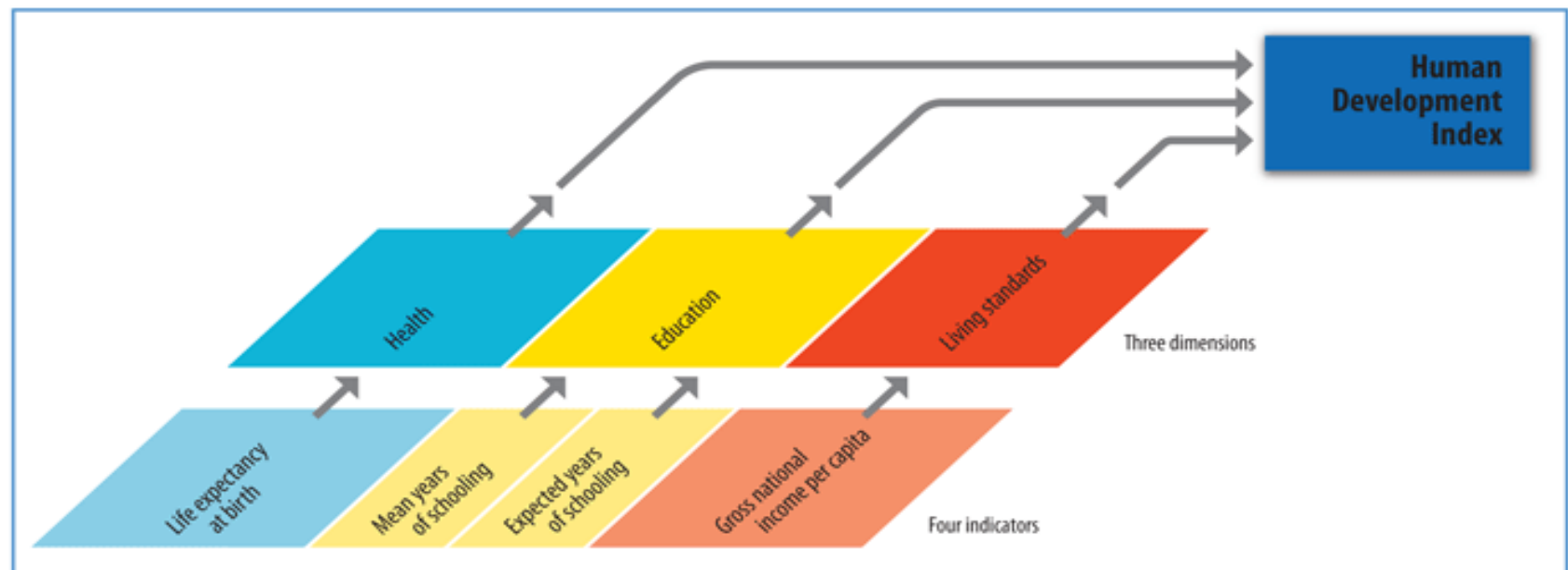
Note: The indicators presented in this figure follow the new methodology, as defined in box 1.2.

Source: HDRO.

United Nations
Educational, Scientific and
Cultural Organization

60 Years in Hamburg

Synthesis of Existing Indicator Systems* (UIL Draft)

The European Commission Initiatives (selected)		PASCAL European Network of Lifelong Learning Regions: The Limerick Declaration	International Association of Educating Cities (IAEC)
Towards a European Learning Society (TEL)	European Lifelong Learning Indicators (ELLI)	Role of HEI	Equal right to means and opportunities for education, leisure and individual growth that the city offers
Commitment to a learning city	Early-childhood/pre-school education, secondary/post-secondary education	Other public/private stakeholders	Integrated education policy covering formal, non-formal and informal education
Information and communication	Supply of formal education infrastructure	Fostering innovation, creativity and vision	Collecting accurate information on the learning needs of the inhabitants
Partnerships and resources	Formal/non-formal vocational education and training	Capitalizing on diversity as an investment	Citizen participation from a critical, co-responsible point of view
Leadership development	Active-citizenship	Requiring all institutions and workplaces to become learning organizations	Spaces, facilities and public services that are suitable for personal, social, moral and cultural development
Social inclusion	Tolerance, trust and openness, inclusion in social networks	Interaction between the local and the global to create investment opportunity	Education for parents and other people undertaking educating functions
Environment and citizenship	Sports and leisure	Employability and skill upgrading	Educational planning and the needs of the labor market
Technology networks	Learning through culture	Active citizenship projects	Education for social cohesion
Wealth creation, employment and employability	Participation in continuing and further education and training	Media as publicity for both internal and external audiences	Encourage the formation of associations
Mobilization, participation and the personal development of citizens	Self-directed learning through media	Active involvement with environmental protection projects	Information provision
Learning events and family involvement	Work-life balance		Democratic citizenry: respect, tolerance, participation, responsibility and interest in public events
			Education in diversity
			Dialogue between generations

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* The selection of indicator systems are done in accordance with two filtering keyword parameters: "Learning Cities/Society/……" +
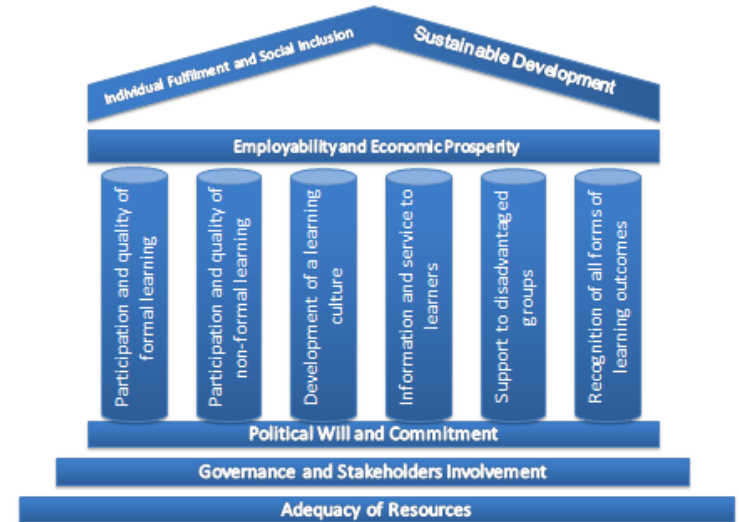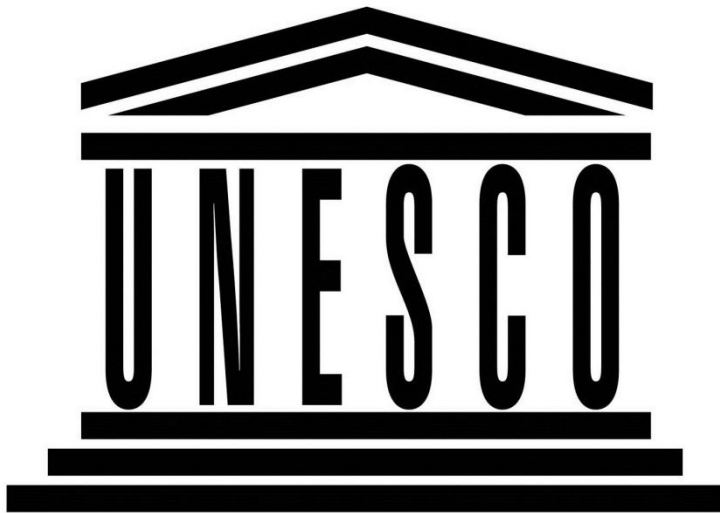
Synthesis of Existing Indicator Systems (UIL Draft) (contd)

Composite Learning Index (CLI) - Canadian Council on Learning	South Korea	Thailand	Shanghai
Youth literacy, high school drop-out rate, PSE participation	The management and implementation system: ordinance, responsible administrative entity, experts, financial plans	Basic education for all with both formal and non-formal programs	Offering various lifelong learning opportunities to residents: formal setting, community based, and vocational training
University attainment, access to learning institutions	Educational program provision in diverse aspects by life-stage	Shift from rote learning to self-directed learning and critical thinking	Formulating a comprehensive and trans-departmental management mechanism
Participation in and availability of job-related training	Educational programs for marginalized and disabled groups, especially for the elderly and the unemployed	Different learning networks at local level	Branding residents' learning activities and cultivating a rich learning culture
Volunteering	Recognizing and validating learning outcomes as equivalent to formal education outcomes	Involvement of Buddhist monks, folk artists and local artisans	Establishing an IT platform
Participation in and accessibility of social clubs and other organizations	Building trans-departmental collaboration framework	Technological support and access to diverse sources of information	Paying close attention to the demands of special social groups: laid-off workers, migrant workers, disabled and older citizens
Learning from other cultures	Promoting learning cultures, learning festivals and awards	Role of government: legislation, decentralization and participation	
Exposure to media, broadband internet access			
Learning through sports			
Learning through culture and its accessibility			

Synthesis of Existing Indicator Systems (UIL Draft) (contd)

Norman Longworth		Jin Yang	Shirley Walters, Jin Yang & Peter Roslander	Shirley Walters - the Learning Cape	Jarl Bengtsson
Citizen engagement in determining the city's future	Learning organization - Stakeholder Audits; Leadership	Political will and commitment	Education	Effective functioning of Early Childhood Development Program	The education system structure
Institutional stakeholder engagement in an learning environment	Empowerment - The Consultation Ladder	Partnership and networking	Partnerships and Networking	Proportion of vulnerable children	Demographic pattern of the city/Migration
Individuals and communities' contribution to the welfare of others in the city through active citizenship and volunteering	Aspirations - Learning Requirement Audits & Learning Action Plan	Assessment of learning needs	Information	School facilities for public learning events	Economic structure
The wider vision of organizations at all level to understand and address environmental and humanitarian problems	Resources - Stakeholder Identification	Increasing learning opportunities	Out of the silos	Proportion of learners over 24 in Further Education and Training Programs	Labor market structure
Innovation in dealing with poverty, social exclusion, health, disability to inculcate self-confidence and well-being in the people	Needs and Requirements - Learning needs	All stakeholders as learning organizations	Accessibility: local-centered family- and community- based learning	ABET by provinces and workplaces	Environment-related performance
A strategy to maximize the city's potential in building a more prosperous, stable and equitable future for its citizens	Growth - link wealth creation and learning	Combating exclusion and enhancing social cohesion	Lifelong Learning valued, clarified and understood	A rise in numbers of employees in skilled categories and a fall in unskilled categories	Social and Health Data
	Continuing professional development; Change management	Promoting wealth creation and employability	Social cohesion	Extent to which HEIs help to stimulate innovation and knowledge transfer	City organization and Admin
	Innovations in Learning; Investment	Putting the role of universities into full play		Number of municipalities promoting Learning Cape Festival	
	Involvement - active citizenship			Number of computers in libraries with internet and database access	
	Environment				
	Society - city festival, events and other fun activities; Strategies for the family				
	Technology				
	Networks				

A synthesis of the mapping of existing indicators of learning cities/regions

Individual Fulfilment and Social Inclusion

Sustainable Development

Cultural and Economic Prosperity

Participation and quality of formal learning

Participation and quality of non-formal learning

Development of a learning culture

Information and service to learners

Support to disadvantaged groups

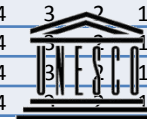Recognition of all forms of learning outcomes

Political Will and Commitment

Governance and Stakeholders Involvement

Adequacy of Resources

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Framework of the Global Learning City Index (UIL Preliminary Draft)

Areas of Focus	Objectives	Indicators	Data to be collected	Level of Achievement					Trend		
1. The purposefulness of a learning city											
1.1 Individual fulfillment and social inclusion				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
1.2 Sustainable development				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
1.3 Cultural and economic prosperity				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
2. The building blocks of a learning city											
2.1 Participation and quality of formal learning				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
2.2 Participation and quality of non-formal learning				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
2.3 Development of a learning culture				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
2.4 Information and service to learners				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
2.5 Support to disadvantaged groups				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
2.6 Recognition of all forms of learning outcomes				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
3. The fundamental conditions for building a learning city											
3.1 Political will and commitment				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
3.2 Governance and stakeholders involvement				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→
3.3 Adequacy of resources				5	4	3	2	1	↗	↘	→
				5	4	3	2	1	↗	↘	→

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Features of good indicator

- **Crucial** - Every indicator reflects a value, a priority or a critical issue.

- **Relevant** – an indicator must fit the purpose we have it for.

- **Clear and understandable** – an indicator must be simple and easy for all stakeholders to understand.

- **Easy to measure** – an indicator should be measured by available data, or by data to be collected through a well-designed survey.

- **Valid and reliable** – people must trust the information that an indicator provides.

Many thanks!

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