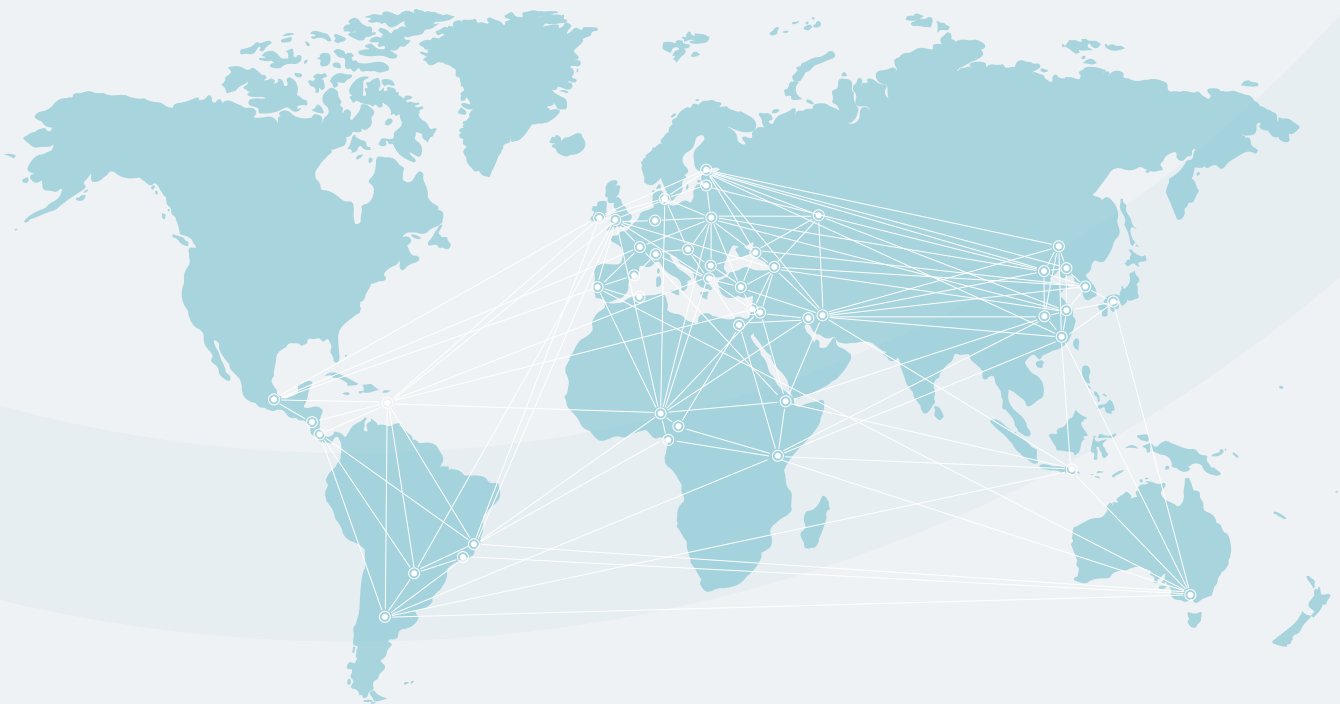


# Learning, sharing and collaborating:



Portraits of participating cities of  
the first Members' Meeting of the  
UNESCO Global Network of  
Learning Cities

**15 – 16 November 2016**





## Participating cities

|                            |             |
|----------------------------|-------------|
| Argentina                  | Villa María |
| Armenia                    | Dilijan     |
| Brazil                     | Contagem    |
| Brazil                     | Sorocaba *  |
| China                      | Beijing *   |
| China                      | Chengdu     |
| China                      | Hangzhou    |
| China                      | Shenzhen    |
| Denmark                    | Sønderborg  |
| Ethiopia                   | Bahir Dar * |
| Finland                    | Espoo *     |
| Greece                     | Larissa     |
| Greece                     | Serres      |
| Honduras                   | Cantarranas |
| Honduras                   | Marcovia    |
| Iran (Islamic Republic of) | Behbahan    |
| Iran (Islamic Republic of) | Kashan      |
| Ireland                    | Cork *      |
| Ireland                    | Limerick    |

|                                                      |                      |
|------------------------------------------------------|----------------------|
| Israel                                               | Modiin-Maccabim-Reut |
| Jordan                                               | Amman *              |
| Lithuania                                            | Kaunas               |
| Mexico                                               | Mexico City *        |
| Nigeria                                              | Kano State           |
| Paraguay                                             | Ybycuí *             |
| Republic of Korea                                    | Bucheon              |
| Republic of Korea                                    | Dangjin              |
| Republic of Korea                                    | Goyang               |
| Republic of Korea                                    | Gwanak-gu            |
| Republic of Korea                                    | Gwangmyeong          |
| Republic of Korea                                    | Osan                 |
| Republic of Korea                                    | Suwon                |
| Sint Maarten                                         | Philipsburg          |
| Turkey                                               | Eskişehir            |
| United Kingdom of Great Britain and Northern Ireland | Bristol              |
| United Kingdom of Great Britain and Northern Ireland | Swansea *            |
| Ukraine                                              | Melitopol            |

\* UNESCO Learning City Awardee 2015

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## Design

andreas stuerz visuelle kommunikation



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## Foreword

In only one year, more than 150 cities have become members of the UNESCO Global Network of Learning Cities (GNLC). It has been rewarding to watch the network grow at this impressive pace. Learning from others' experiences, sharing challenges, success and lessons learned as well as connecting with likeminded leaders are at the heart of building this network. UNESCO, through its Institute for Lifelong Learning, aims to support the maintenance and growth of the UNESCO GNLC, providing space and opportunity for exchange and collaboration, connecting cities around the world and giving overall guidance to cities in promoting education and lifelong learning at the local level.

On the occasion of the first Members' Meeting of the UNESCO GNLC, I am delighted to share a collection of city profiles and introducing the cities participating at this meeting. It provides general insights into actions, challenges and themes related to the building of learning cities.

The brochure also gives a taste of a bigger project. I am pleased to inform you that the UNESCO Institute for Lifelong Learning is in the development phase of an online database, showcasing the member cities. Similar to the city portraits featured in this brochure, UNESCO will over time present every member of the network online. The database, which will be openly accessible, aims to enable all cities as well as other

stakeholders to obtain general insights into the motivations, actions and challenges involved in building learning cities. The database further hopes to serve existing UNESCO GNLC members in identifying potential partner cities to advance lifelong learning based on common challenges, themes or interests. Because this is work in progress, member cities are warmly invited to share any relevant suggestions and comments they may have.

I am looking forward to fruitful exchange, discussions and partnerships at this first Members' Meeting and hope to see continuous collaboration between GNLC member cities in the future. I would also like to use this opportunity to express my gratitude to the City of Hangzhou for hosting this Meeting and for providing member cities with this valuable opportunity to get together.

*Arne Carlsen*

*Director*

UNESCO Institute for Lifelong Learning,  
Hamburg, Germany

# Villa María

Argentina



Villa María joined UNESCO GNLC in June 2016

## Gender equality and universal literacy rates

|                                |         |               |
|--------------------------------|---------|---------------|
| Population                     | 80,006  | (2010)        |
| Area (km²)                     | 36      | (2012)        |
| GDP per capita (in USD)        | City    | 32,384 (2015) |
|                                | Country | 18,400 (2012) |
| Mean years of schooling (City) | n/a     |               |

Villa María is reaching a universal level of literacy (a literacy rate of 94.5% was reported in 2010). With a long educational tradition and the community's positive perception of education, the city is enthusiastic to build a lifelong learning city.

### Vision and motivation

Villa María's vision is to promote sustainable personal and social development. The city tries to bring its infrastructure together with its vast human resources for the purpose of socioeconomic and cultural development. The city understands that citizen participation in non-formal learning needs to be recognized, validated and accredited. Linking the education system and labor market is also a motivator.

*'Education is the new name for social justice.*

*Community development is not possible without the development of each citizen.'*

*Mr Martín Rodrigo Gill  
- Mayor of Villa María*

### Challenges and goals

- Adult illiteracy
- Childcare
- Inclusive learning
- Learning in families and communities
- Sustainability

### Plan and implementation

Villa María is developing an array of tools to overcome obstacles to its social, cultural and economic expansion.

As part of the plan to build a sustainable city, Villa María will:

- conduct surveys and analyze secondary data
- set development indicators and implementation plans
- establish partnerships
- train officials to implement and monitor the programme.

By adopting these measures, the city hopes to:

- strengthen the link between the education and labor markets
- connect outcomes of non-formal learning with formal education frameworks
- build a social and personal fulfillment of sustainability



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Dilijan

Armenia

Dilijan joined UNESCO GNLC in September 2016

## Transforming into an educational and cultural centre

|                                |                        |
|--------------------------------|------------------------|
| Population                     | 26,798 (2016)          |
| Area (km²)                     | 635 (2016)             |
| GDP per capita (in USD)        | City n/a               |
|                                | Country 3,499.8 (2016) |
| Mean years of schooling (City) | 11.3 (2011)            |

Located at the geographical crossroads of Europe and Asia, Dilijan is looking to also become a crossroads of education and culture in Armenia through the building of a learning city.

### Vision and motivation

Dilijan is working towards becoming an educational and cultural hub in Armenia, where the community is empowered to contribute to the economic development of the city.

By joining the GNLC, Dilijan also hopes to transform itself into an educational and cultural centre of international importance.



### Challenges and goals

Dilijan experienced a difficult period after the collapse of the Soviet Union, with increased unemployment and declining economic development. The city hopes that, by joining the GNLC, its economy will grow as its citizens develop new skills and knowledge through community-based learning opportunities.

*'We are really happy that Dilijan has got an opportunity of serving as a platform to unite and implement various educational systems and approaches.'*

*Mr Vasiliy Bardadymov  
- CEO of Dilijan Community Center*

### Plan and implementation

Dilijan has enlisted the help of local organizations to develop universal learning experiences for its citizens. Currently, its partnership network includes (1) the United World Colleges Dilijan, which is an IB school with students from 72 countries; (2) Dilijan Community Center, which offers vocational education for all age groups; (3) Bridge of Hope, an inclusive learning centre; (4) Tumo Center for Creative Technologies – free after school lessons on modern technologies; 5) Dilijan Central School – educational methods development. By joining the UNESCO GNLC Dilijan City committed to strengthening relations with existing partners and expand its network to more external stakeholders. Dilijan plans to establish a cross-sector collaboration system, and allow the partner institutions to organize joint educational, cultural and social events, in cooperation with local schools and communities. The current plan will ensure that the culture of lifelong learning will be fostered deeply in every community in Dilijan.

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# Contagem

Brazil



Contagem joined UNESCO GNLC in January 2016

## Education for all to overcome social vulnerability

|                                |         |              |
|--------------------------------|---------|--------------|
| Population                     | 648,766 | (2015)       |
| Area (km²)                     | 195     | (2015)       |
| GDP per capita (in USD)        | City    | 8,048 (2010) |
|                                | Country | 8,539 (2015) |
| Mean years of schooling (City) | n/a     |              |

*'This is a great opportunity to provide ways for our community to build new skills and develop their potential to change the education system, their neighborhoods and their city.'*

*Mr Carlos Magno de Moura Soares  
- Mayor of Contagem*

Contagem is an industrial city that attracts workers from many different regions. The city hopes to improve access to learning for all of its citizens.

### Vision and motivation

Contagem wants to improve the educational possibilities of its inhabitants and provide learning spaces for all. It envisions a lifelong education programme that fosters inclusion and promotes learning opportunities. The focus goes beyond the formal academic perspective by bonding social, cultural, artistic and human facets.

### Challenges and goals

The challenges are mainly related to social vulnerability and underprivileged groups, such as:

- Social inclusion
- Urban migration
- Racism and intolerance
- Juvenile delinquency
- Learning in the workplace, and for families and communities
- Economic development

### Plan and implementation

Contagem is implementing a number of lifelong learning initiatives, including:

- **Continuing education initiatives**  
Public servants and community leaders will become 'community articulators', who build links between schools and communities. The aim is to increase participation in school and community activities, thereby fostering inclusion and support for underprivileged students
- **Extracurricular activities**  
The development of environmental education, sports and recreation, human rights, culture and arts, digital culture, health promotion, communication and ICT, natural sciences and economic education programmes
- **Accessibility for all**  
Free transportation to school and healthcare services for people with mobility impairments



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## Towards an egalitarian city

|                                |                       |
|--------------------------------|-----------------------|
| Population                     | 637,187 (2014)        |
| Area (km²)                     | 1,304 (2011)          |
| GDP per capita (in USD)        | City 449,804 (2011)   |
|                                | Country 15,494 (2010) |
| Mean years of schooling (City) | n/a                   |

Sorocaba is one of the oldest and most education-oriented cities in Brazil, and its historical traditions extend into the city's development

### Vision and motivation

The main motivation for Sorocaba to become a learning city is to foster the potential for lifelong learning, which will transfer the city into an egalitarian one, improving the quality of life for its citizens.

The majority of the learning programmes and activities in Sorocaba will therefore place great emphasis on Sorocaba's marginalized and vulnerable community groups. The city envisages learning opportunities being available for everyone.



### Challenges and goals

Sorocaba faces challenges in enhancing individual empowerment and social cohesion. By providing learning programmes that target marginalized groups, the city aims to create a society with equal opportunities and equal access.



### Plan and implementation

Sorocaba recognizes the importance of setting strategic pillars in the development of a learning city. The city's action plan therefore includes the following aspects:

- **Civic engagement:** the city will facilitate engagement by citizens in the planning and implementation of their learning activities.
- **Sustainability:** Sorocaba will incorporate sustainable development into the learning city initiative.
- **Health awareness:** health awareness campaigns form a vital part of learning programmes, as Brazil is prone to exposure to some diseases that pose serious health risks.
- **Access to public utilities:** the city will ensure public access to treated water, sanitation and electricity, as well as access to opportunities for inclusive economic growth.
- **Stakeholder involvement:** Sorocaba will promote a wide involvement in the public and private sectors.

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Beijing joined UNESCO GNLC in September 2016

## ‘Capital of Learning’ for comprehensive development

|                                |            |                |
|--------------------------------|------------|----------------|
| Population                     | 21,705,000 | (2015)         |
| Area (km²)                     | 16,410     | (2015)         |
| GDP per capita (in USD)        | City       | 17,064 (2015)  |
|                                | Country    | 7,924.7 (2016) |
| Mean years of schooling (City) |            | 11.73 (2014)   |

As the Chinese national capital, Beijing officially launched its learning city agenda in 1999 to promote innovation, sustainability and inclusiveness.

### Vision and motivation

The overall objective of building a learning city in Beijing is to achieve sustainable and scientific development. The learning city will pursue the following objectives:

- building a lifelong learning structure;
- mobilizing educational resources;
- creating a learning atmosphere;
- establishing good conditions for learning; and
- attracting experts with an innovative and dynamic spirit



### Challenges and goals

By joining the GNLC, Beijing will harness the power of lifelong learning to achieve a soft landing for its fast-growing economy, using an innovative and sustainable approach. In addition, Beijing is seeking solutions for managing its huge population.

### Plan and implementation

Constructing a modern lifelong learning system would be the foundation for Beijing to build a learning city. Inspired by the Key Features of Learning Cities, Beijing has identified nine major projects to further establish itself as learning city:

1. establishing an urban area learning demonstration project;
2. facilitating lifelong learning demonstration bases for citizens;
3. establishing a digital network platform for lifelong learning;
4. developing the Beijing Credit Bank project further;
5. fostering a learning organization;
6. enhancing innovation within the labour force;
7. providing training for new, modern farmers;
8. facilitating an education project for the ageing population; and
9. establishing a community education guide service system.

With these nine pillars, Beijing aims to promote comprehensive development for its people, with a focus on the individual.

Beijing hosted the 1st International Conference on Learning Cities in 2013, which culminated in the adoption of the Beijing Declaration on Building Learning Cities and the Key Features of Learning Cities. The conference laid the foundation for the UNESCO Global Network of Learning Cities, and its documented outcomes now serve as the Guiding Documents for the network and its members.

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Chengdu joined UNESCO GNLC in September 2016

## Leading the development of a learning city plan

|                                |                        |
|--------------------------------|------------------------|
| Population                     | 14,428,000 (2014)      |
| Area (km²)                     | 12,100 (2015)          |
| GDP per capita (in USD)        | City 12,019 (2015)     |
|                                | Country 7,924.7 (2016) |
| Mean years of schooling (City) | 14.41 (2014)           |



Chengdu, a major city in western China, is known as the 'land of abundance'. It is considered by many to be one of the most liveable cities in China.

### Vision and motivation

Chengdu is drawing on the UNESCO GNLC and the Key Features of Building Learning Cities to develop plans and tools for promoting lifelong learning.

The city firmly believes that through policy dialogue and exchanges with other cities in the network, Chengdu will improve its citizens' living conditions.

### Challenges and goals

As a hub of commerce, finance and transportation in Western China, Chengdu is open to a wide variety of ideas and influences. The city wishes to take advantage of its central location to form an inclusive learning and education system, extend the use of technologies in training, and create a culture of lifelong learning throughout the city.

### Plan and implementation

At the governmental level, Chengdu has drafted and adopted Chengdu's Suggestions for Promoting the Establishment of a Learning City. This detailed plan outlines the following six actions:

1. Reaching an agreement on building a learning city
2. Establishing a lifelong learning service system and perfecting the infrastructure of the learning city

3. Promoting urban and rural education and enhancing quality and equality
4. Facilitating learning organizations and cultivating a culture of learning
5. Promoting lifelong learning through Internet-Plus and employing modern technologies to improve the accessibility of learning resources
6. Integrating public learning resources



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Hangzhou joined UNESCO GNLC in November 2015

## Innovation alongside antiquity and prosperity

|                                |                        |
|--------------------------------|------------------------|
| Population                     | 8,890,000 (2014)       |
| Area (km²)                     | 16,596 (2014)          |
| GDP per capita (in USD)        | City 16,891 (2014)     |
|                                | Country 7,924.7 (2016) |
| Mean years of schooling (City) | 9.79 (2010)            |

Often recognised as the most beautiful city in China, Hangzhou successfully blends modernity and antiquity.

### Vision and motivation

Hangzhou's motto, 'government leads, society coordinates and everyone participates', is supported by the city's broad notion of learning. It comprises:

- The 'three Ls' framework: lifelong, life-wide and life-deep learning; and
- The 'six Ws' for building a learning city: no matter who, when, where, why, access to what information or in which way



### Challenges and goals

The city would like to increase:

- Living standards
- Governance of and participation by its stakeholders
- The culture of learning; that is, learning in the workplace and within the family

*'We will further explore the "Hangzhou model" of learning city construction, share experiences and make contributions to the development of the UNESCO Global Network of Learning Cities (GNLC).'*

*Mr Hongming Zhang  
- Mayor of Hangzhou*

### Plan and implementation

Hangzhou strives to develop new strategies towards becoming a learning city. To this end, five central measures are being implemented:

1. Development of an education system comprised of 15 years' compulsory education
2. Creation of learning service platforms, such as the '15-minute Cultural Circle': every resident will live within a fifteen-minute walking distance from the nearest learning site
3. Expansion of diverse and innovative learning activities
4. Founding of new learning organizations
5. Development of comprehensive and effective lifelong learning policies

The city will also improve its current learning policies and regulations, and strengthen the management system.

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Shenzhen joined UNESCO GNLC in September 2016

## Establishing a learning network within the city

|                                |                        |
|--------------------------------|------------------------|
| Population                     | 11,378,712 (2015)      |
| Area (km <sup>2</sup> )        | 1,991 (2015)           |
| GDP per capita (in USD)        | City 25,365 (2015)     |
|                                | Country 7,924.7 (2016) |
| Mean years of schooling (City) | 11 (2014)              |

Adjacent to Hong Kong and Macao, Shenzhen was China's first special economic zone. The city is committed to promoting healthy and steady economic growth and sustainable development.

### Vision and motivation

In building a learning city, Shenzhen aims to stimulate the city's vitality, promote urban innovation and improve the city's core competitiveness, essentially leading to an improvement in Shenzhen's sustainable development. Shenzhen expects to strengthen cultural exchanges among member cities, learning from each city's extensive experiences while improving and advancing its own development in lifelong learning.



### Challenges and goals

Based on the city's action plan, Shenzhen will promote learning in families, communities and the workplace actively, and will extend the use of modern learning technologies as well as boosting resource mobilization and utilization.



### Plan and implementation

The Shenzhen Government is committed to building and promoting a learning city, placing great emphasis on strengthening talent training and realizing each individual's potential completely, while ensuring economic development and the livelihood of the people. The Shenzhen Municipal Government has been engaged actively in building a learning city using the following measures:

1. The launch of a Lifelong Learning Network Website ([www.szlll.net.cn](http://www.szlll.net.cn)) for citizens of Shenzhen; featuring more than 100 free courses on a wide range of topics, it serves the purpose of building a learning city by integrating educational resources.
2. The establishment of a network of community colleges, training schools, education centres and workstations. Currently, the number of participating institutions has reached 270.
3. Shenzhen plans to focus on human resources development and individual satisfaction.

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Sønderborg joined UNESCO GNLC in September 2016

## Sustainable development and the '4 – 17 – 42' way of thinking

|                                |                       |
|--------------------------------|-----------------------|
| Population                     | 74,737 (2016)         |
| Area (km²)                     | 495 (2016)            |
| GDP per capita (in USD)        | City 49,838 (2014)    |
|                                | Country 56,394 (2014) |
| Mean years of schooling (City) | 14 (2014)             |

*'Education in sustainability has a focus which reaches out to all sectors and forms a platform for cross-sectional cooperation, within public organisation and with citizens'*

*Mr Erik Lauritzen  
- Mayor of Sønderborg*

To propel development, the city of Sønderborg is prioritising three interdisciplinary areas: citizenship, health and sustainability.

### Vision and motivation

It is Sønderborg's intention to augment the positive outcomes of current projects focused on environmental, economic, social and cultural sustainability. The city expects to further enhance the quality of learning, intensify external partnerships, and engage all citizens in the process of becoming a learning city.



### Challenges and goals

Apart from having achieved outstanding results in the reduction of CO<sub>2</sub>, Sønderborg continues the pursuit of its efforts to:

- become a sustainable city;
- expand learning in informal spaces; and
- intensify the use of modern technologies in the learning process

### Plan and implementation

The '4-17-42' way of thinking is Sønderborg's main project as a Learning City. The three figures 4, 17 and 42 stand for:

- The 4 policies for sustainability:
  - the Environmental sustainability policy;
  - the Economic sustainability policy;
  - the Social sustainability policy; and
  - the Cultural sustainability policy
- A link to the 17 United Nations Sustainable Development Goals (SDGs): Investing into quality education for all, sustainable energy and global partnerships for sustainability
- The 42 Key Features for Learning Cities: Ensuring coherent thinking and linking activities with tools to monitor results and boost development

In addition, ProjectZero offers scientific and educational tools promoting a ZEROcarbon future from Kindergarten to PhD levels. and envisions sustainability as a natural way of living.

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Bahir Dar joined UNESCO GNLC in July 2016

## Empower citizens with knowledge, skills and attitudes

|                                |         |           |
|--------------------------------|---------|-----------|
| Population                     | 288,200 | (n/a)     |
| Area (km²)                     | 286.6   | (n/a)     |
| GDP per capita (in USD)        | City    | n/a       |
|                                | Country | 632 (n/a) |
| Mean years of schooling (City) | n/a     |           |

*'Our city strives to provide better service to everyone by coordinating and integrating citizens and other stakeholders. In doing so, we intend to be the hub of development and good governance, ensuring citizens are the prime beneficiaries'*

*Mr Lake Ayalew  
- Mayor of Bahir Dar*

Bahir Dar joined the GNLC with the commitment to utilise education to enhance citizens' employability and entrepreneurial skills, contributing to a sustainable learning city.

### Vision and motivation

Bahir Dar holds a vision that citizens can live peacefully with each other, with gender, social, economic, ethnic or religious background making no difference to how they are treated. Every citizen is encouraged to realise their full potential through a constant learning process.



### Challenges and goals

Though Bahir Dar enjoyed lasting economic growth in recent years, poverty and access to primary education remain a challenge. Additionally, the city wishes to improve the following areas by joining the GNLC:

- Individual empowerment
- Inequality in socio-economic status and gender balance
- Insufficient access to affordable ICT tools for learning purposes

### Plan and implementation

Mostly directed by Bahir Dar University, the city of Bahir Dar adopted a unique university-led approach in terms of designing and implementing a strategy for building a learning city.

Inspired by the Key Features of Learning Cities, Bahir Dar University has established seven separate units to further implement their vision. The units include: research, intervention, institutional linkage, mobilisation and events, implementation, monitoring and evaluation.

In addition, the city will also seek a more diversified involvement in developing and implementing the learning city action plan, including city administration, community-based organizations, civil society, NGOs and educational institutions at all levels. It aims to secure the essential foundation for building a learning city, and more importantly, it provides wide access and mobilises people to become involved in the process.

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Espoo joined UNESCO GNLC in January 2016

## Creating the Espoo Story together

|                                |         |               |
|--------------------------------|---------|---------------|
| Population                     | 269,500 | (2015)        |
| Area (km²)                     | 528     | (2014)        |
| GDP per capita (in USD)        | City    | n/a           |
|                                | Country | 49,678 (2014) |
| Mean years of schooling (City) | 12      | (2012)        |

*'The strongest asset that Espoo has is its communities.'*

*Mr Jukka Mäkelä  
- Mayor of Espoo*

Learning city initiatives play a key role in promoting the well-being and inclusion of Espoo's citizens.

### Vision and motivation

Espoo's learning city vision is to create a positive place to live, learn, work and do business in; where its citizens can fulfil their potential and participate in developing their community. By providing learning opportunities and resources, Espoo encourages its citizens to be competent and creative residents who can succeed in an uncertain future with the help of a learning spirit.



### Plan and implementation

The Espoo Local Development Plan for Education 2020 proposes to develop knowledge, skills and competencies that are crucial for its citizens throughout life. Providing everyone with the opportunity to learn, increasing the joy of learning, and partnership collaboration are at the core of the implementation.

A current challenge for the city is the integration of asylum seekers and the development of an inclusive educational system.

Espoo is working with various organizations on new ways to communicate, share and further develop its learning city practices. All stakeholders are committed to building a sustainable learning city and to contribute to the future of Espoo's citizens. Together with its partners the city focuses on:

- Encouraging an active life for all
- Developing knowledge, skills and competencies
- Providing educational services in a collaborative way

### Challenges and goals

Despite having high educational attainment, the city would like to promote:

- Well-being and an active lifestyle
- Inclusion and educational equity
- Sustainability
- Stakeholders' involvement

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Larissa joined UNESCO GNLC in November 2015

## Lifelong learning as a common language

|                                |                |        |
|--------------------------------|----------------|--------|
| Population                     | 162,000        | (2011) |
| Area (km <sup>2</sup> )        | 335            | (2015) |
| GDP per capita (in USD)        | City 20,642    | (2011) |
|                                | Country 23,364 | (2011) |
| Mean years of schooling (City) | 12             | (2011) |

Due to the financial crisis, the unemployment rate in Larissa has reached its historical high peak, which causes serious concerns for the city's future development. In Larissa, lifelong learning is a way forward.

### Vision and motivation

The Larissa municipality values the promotion of lifelong learning and the provision of opportunities to anyone willing to acquire new knowledge and skills highly. Larissa envisions adopting learning as a common language throughout the city and realizing each individual's potential.



### Challenges and goals

Of young people in Larissa, 75% remain unemployed and one in five families have no income due to unemployment. The serious implications of this financial crisis have already made a large impact on the city. Therefore, Larissa is adopting a sustainable approach to development by utilizing the power of lifelong learning.

*'Active and cultivated citizens are the key element in the development of a society of solidarity, equality and democracy.'*

*Mr Apostolos Kalogianni  
- Mayor of Larissa*

### Plan and implementation

Larissa believes firmly that a "Learning City" should not only exist as a title, but also as an accepted "common language" within the city.

The city is working closely with the Scientific Union of Adult Education, the most influential organization involved with lifelong learning in the country, to offer educational programmes that support marginalized groups, especially those who were struck by the financial crisis. The programmes aim for individual empowerment and personal evolution through the acquisition of new skills and knowledge.

Larissa organizes the International Conference of Adult Education and Lifelong Learning annually. The conference covers several topics:

1. Larissa's "Lifelong Learning Week"
2. sharing experiences on developing learning cities with sister cities
3. raising public awareness of lifelong learning; and
4. expanding partnerships.

### Contact details:

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- Chief of Health Section, Larissa  
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Serres joined UNESCO GNLC in February 2016

## Enabling citizens to reach their full potential through lifelong learning

|                                |                 |
|--------------------------------|-----------------|
| Population                     | 60,642 (2014)   |
| Area (km²)                     | 252,973 (2011)  |
| GDP per capita (in USD) City   | n/a             |
| Country                        | 18,035.6 (2016) |
| Mean years of schooling (City) | 4 (2016)        |

Since financial crisis struck Greece and the Serres region, agricultural production, upon which the region's development is largely based, has been strained. There is also a high rate of unemployment in the area.

### Vision and motivation

Serres is committed to adopting the learning city concept with the vision that it will offer opportunities to all its citizens. The learning opportunities will equip everyone with the skills necessary to adapt to the changing environment, and will provide access to modern technologies.



### Plan and implementation

The municipality of Serres will act as a coordinator, developing and maintaining partnerships to promote lifelong learning and sustainable socio-economic development in the city. Serres is now collaborating with several local educational institutions to provide and promote learning in various sectors using modern learning technologies.

Furthermore, by joining the GNLC, Serres plans to form closer links with other member cities in the network, exchanging and sharing good practices and expertise in different areas.

Serres will focus on including vulnerable and marginalized groups, so that every individual citizen will have the opportunity to reach their full potential. The city will support and mobilize relevant local resources as part of the initiative.



### Challenges and goals

One crucial challenge for Serres is that young professionals in the crisis-struck tertiary business sector have found themselves lacking in the necessary knowledge and skills to pursue alternative career paths. They are therefore unable to adjust to the new socioeconomic reality. Serres aims to provide lifelong learning activities to this target group, facilitating access to new and innovative sectors.

#### Contact details:

Mr Konstantinos Karpouchtsis  
- Municipal Councillor, Serres  
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# Cantarranas

Honduras

Cantarranas joined UNESCO GNLC in October 2016

## The cradle of culture and good flavour

|                                |                |
|--------------------------------|----------------|
| Population                     | 260,753 (2014) |
| Area (km²)                     | 380 (2015)     |
| GDP per capita (in USD)        | n/a            |
| City                           |                |
| Country                        | 49,147 (n/a)   |
| Mean years of schooling (City) | 13 (2012)      |

*'We are convinced that an educated Cantarranas is more powerful, that's why we will keep supporting the learning and education process, it is totally worth it.'*

*Mr Francisco Gaitán Agüero  
- Mayor of Cantarranas*

Cantarranas has added and adopted the learning city initiative as a means to achieve sustainable development within the municipality.

### Vision and motivation

Cantarranas envisages a city of learning as a place in which its citizens have access to opportunities at all stages of life and can therefore contribute to the municipality's integral development.

Cantarranas' Municipal Corporation has agreed to create a municipal development plan that proposes opportunities for formal and technical education, diverse training, motivating entrepreneurship, cultural growth and community resilience.



### Challenges and goals

The formal education system supports the municipality in increasing the level of education, and this forms a part of the city's efforts to develop as a learning city. However, Cantarranas also recognizes the necessity for further efforts in promoting and encouraging:

- equality in education
- entrepreneurship
- sustainability and resilience
- artistic, recreational and cultural growth.

### Plan and implementation

Cantarranas is currently designing a strategic plan for municipal development until the year 2026, which will promote growth as a city of learning by:

- providing permanent support to formal education systems, ensuring equal access among citizens, improving installations, didactic materials, educational technology, and curricula, and establishing strategic alliances.
- strengthening the cultural, culinary and artistic values that Cantarranas holds, and giving citizens access to spaces adapted for the improvement of their knowledge and skills.
- promoting artistic and sporting activities through the Municipal Institute of Sports, Art and Culture (INMUDE+AC) so that every citizen can improve their skills and well-being.
- creating an enterprising community with access to permanent training, new technologies and financial resources that complies with the relevant regulations and guidelines.
- promoting civil participation at any age level to contribute to sustainable development and community resilience.

#### Contact details:

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# Marcovia

Honduras



Marcovia joined UNESCO GNLC in October 2016

## An enterprising city

|                                |                        |
|--------------------------------|------------------------|
| Population                     | 52,120 (2016)          |
| Area (km²)                     | 429 (n/a)              |
| GDP per capita (in USD)        | City n/a               |
|                                | Country 2,495.6 (2016) |
| Mean years of schooling (City) | 11 (n/a)               |

Education is a powerful tool and the key to improving the population's quality of life. Since being selected as a city of permanent learning in Honduras, the municipality of Marcovia has focussed its efforts on local economic development by creating micro-enterprises and providing new labour opportunities, with the aim to reach development targets and improve quality of life for its residents.

### Vision and motivation

Marcovia's aims include:

- achieving significant improvement in the well-being of the population
- increasing economic activity in urban and rural areas
- conserving natural resources permanently
- ensuring that civil participation is equal, including youth and women
- giving citizens the chance to contribute to the progress
- transforming quality of life



*'As the mayor of Marcovia, I recognize that educating and training residents is fundamental to the development and growth of the municipality, and is directly linked with improving quality of life.'*

*Mr Jose Nahun Calix  
- Mayor of Marcovia*

### Challenges and goals

Marcovia has identified the following challenges and goals:

- strengthening local micro-financial systems
- developing competition in human resources and creating new business
- Developing diverse exchange experiences
- Exhibiting projects that are strengthened by training.

### Plan and implementation

Marcovia will strive to improve quality of life, particularly in the rural communities and across the human resources, social, productive and environmental industries. The city's strategy is based on automatic management and strong community participation. Marcovia's approach to the sustainable management of natural resources will help to diminish environmental vulnerability

The municipality has implemented diverse work strategies to support citizens of rural areas, joining efforts and sharing objectives with key collaborators to have a greater impact and achieve Marcovia's vision. The strategies covers the following aspects:

- establishing strategic alliances within the private and public sectors on a national and international level
- developing diverse programmes in which all citizens can participate
- offering employment opportunities in communities
- Giving residents opportunities to improve their lives and be more active in the community

#### Contact details:

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- Mayor of Marcovia  
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# Behbahan

Iran  
(Islamic Republic of)

Behbahan joined UNESCO GNLC in July 2016

## Extending the tradition of learning in a historical city

|                                |                |
|--------------------------------|----------------|
| Population                     | 107,000 (2011) |
| Area (km²)                     | 3,195 (2016)   |
| GDP per capita (in USD)        | n/a            |
| City                           |                |
| Country                        | 4,763 (2010)   |
| Mean years of schooling (City) | 12 (2016)      |

Behbahan's history reaches back to the Sassanian period, during which the ancient city of Arjan was built. The city of Behbahan, built on its ruins, still takes pride in its strong tradition of learning.

### Vision and motivation

In building a learning city and increasing access to lifelong learning, Behbahan's major goal is to reduce violence, unemployment and social inequality. Behbahan envisages a city that has quality teachers, continuous training programmes, early childhood education and equal learning opportunities for everyone.



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### Challenges and goals

Currently, the city faces challenges with its further development. By joining the GNLC and taking a new approach, Behbahan will create entrepreneurial citizens, manage human resources and teach people to live peacefully, using modern technologies and materials to facilitate learning. The city aims to help citizens find mental, physical and cultural stability and to enhance social cohesion and individual empowerment.



### Plan and implementation

Behbahan has adopted a detailed action plan that includes the following aspects:

1. Increasing teacher training programmes and access to lifelong learning tests using the Industrial Resources Budget;
2. Promoting cross-sectoral learning;
3. Fostering a strong partnership with local NGOs, learning organizations and institutions;
4. Organizing scientific, social, educational and cultural workshops to enhance people's living standards;
5. Facilitating equal access to learning activities;
6. Hosting workshops and classes in public places, primary schools, high schools and universities in collaboration with educational and scientific organizations.

### Contact details:

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- Behbahan Municipality  
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# Kashan

Iran  
(Islamic Republic of)



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Kashan joined UNESCO GNLC in July 2016

## Restoring ancient culture and identity

|                                |                      |
|--------------------------------|----------------------|
| Population                     | 500,000 (2015)       |
| Area (km <sup>2</sup> )        | n/a                  |
| GDP per capita (in USD)        | City n/a             |
|                                | Country 4,763 (2016) |
| Mean years of schooling (City) | n/a                  |

Declared by UNESCO as a World Heritage site, the civilization of Kashan in the Sialk Hills is 7,000 years old.

### Vision and motivation

Kashan is one of the pioneer cities in Iran with an advanced education system. Kashan hopes that by being a UNESCO Learning City, the city will restore its ancient culture and identity, create content to engage citizens in urban and social affairs, promote a feeling of belonging among its citizens and achieve the goal of sustainable development.



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### Challenges and goals

Despite the fact that Kashan has a well-established education system, the city faces challenges in building a learning city. Kashan expects that the learning city initiative will enhance its economic development and cultural prosperity, increase social cohesion and promote individual empowerment.

### Plan and implementation

To engage citizens in Kashan, the municipality has adopted a wide range of measures to promote a culture of lifelong learning. These measures include:

1. Organizing educational festivals covering a wide range of topics. The two most significant learning festivals in Kashan are the Mentha Festival and the Vital Citizen Festival. These festivals feature public lectures and learn-by-doing events to promote public engagement and raise enthusiasm for learning.
2. Promoting mental health education among citizens, especially for marginalized groups. Kashan pays special attention to citizens belonging to marginalized groups within the city, some of whom suffer from mental illnesses and may lack the ability to learn effectively. The city has adopted special provisions to encourage the integration of such groups.

#### Contact details:

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## A firm commitment to create learning opportunities for all

|                                |         |               |
|--------------------------------|---------|---------------|
| Population                     | 289,739 | (2015)        |
| Area (km²)                     | 833     | (2015)        |
| GDP per capita (in USD)        | City    | 47,210 (2015) |
|                                | Country | 39,290 (2015) |
| Mean years of schooling (City) | 13.7    | (2016)        |

As the second largest city in Ireland, Cork wishes to boost economic growth and improve the lives of all citizens by reducing social inequalities.

### Vision and motivation

By joining the GNLC, the city wants to strengthen its commitment to building a learning city and to join a global initiative consistent with its local activities. Education and lifelong learning are regarded by Cork as a key means to reduce inequalities and improve social inclusion.

### Challenges and goals

Lifelong learning can lay the foundation for change. In particular, the city wants to tackle the following challenges:

- reducing social division and early school leaving
- extending the use of modern learning technologies
- improving employment
- lowering economic emigration and improving the lives of the immigrants who stayed.

### Plan and implementation

To give citizens access to a broad array of learning opportunities, Cork designed many projects, including:



*'Networking and partnerships are key ingredients for Learning Cities and I look forward to meeting you in Cork, Ireland in September 2017 at the 3rd International Conference on Learning Cities'*

*Mr Cllr Des Cahill  
- Lord Mayor of Cork*



- hosting a series of international seminars and a conference on taking an inclusive and holistic approach by working to integrate other sectors with the Learning City concept (EcCoWell Cork)
- Cork Learning Festival, which celebrates learning as a joyful and collective experience and proposes almost 500 free events every year
- Cork City Development plan, which encompasses lifelong learning and recognizes Cork as a city of learning
- GLLiC (Growing Lifelong Learning in Cork), a cross-sectoral working group designed to implement the Declaration on Building Learning Cities in 2014
- two Learning Neighbourhood pilot programmes in disadvantaged areas, supported as case studies to develop an ongoing approach to the learning city concept

Cork City has long demonstrated tremendous commitment to the learning city approach in general and to the UNESCO Global Network of Learning Cities in particular. At the 2nd International Conference on Learning Cities in 2015 in Mexico City, Cork City received the UNESCO Learning City Award in recognition of its achievements. In 2017, Cork City will host the 3rd International Conference on Learning Cities.

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Limerick joined UNESCO GNLC in August 2016

## Lifelong learning for economic development

|                                |                |
|--------------------------------|----------------|
| Population                     | 195,175 (2016) |
| Area (km²)                     | 2,756 (2011)   |
| GDP per capita (in USD) City   | 32,542 (2014)  |
| Country                        | 46,533 (2014)  |
| Mean years of schooling (City) | 12.4 (2014)    |

*'My wish for Limerick is for it to become the desired location for business development, cultural enrichment and educational opportunity.'*

*Mr Kieran O'Hanlon*

*- Mayor of the City and County of Limerick*

As the third largest city in Ireland, Limerick serves as the hub for transport and economic, educational, social and cultural activities.

### Vision and motivation

Faced with a low percentage of the population holding a third-level qualification, Limerick is adopting a lifelong learning approach to meet its desired rate of economic development. Additionally, the city is supporting social inclusion, broadening access and raising the educational skills level of the public.



### Plan and implementation

The Limerick City Development Board (CDB) adopted a 10 Year Strategy on Economic, Social and Cultural Development, setting the overarching goal for Limerick to become a "City of Learning and Opportunity". The steering group of the city launched "Together for a Brighter Future – Collaborative Framework for Progress" in 2008 with four strategic pillars: 1) creating a spark of learning; 2) giving children and young people the best start in life; 3) fostering a thriving and inclusive city; 4) promoting a quality learning environment. Detailed actions include promoting the value of learning in Limerick at all stages of life and supporting sectoral networks and groups in their efforts to engage people. The council's "Local Economic and Community Plan" includes actions to coordinate the provision of, and promote access to lifelong learning by developing Limerick as a learning city.

### Challenges and goals

In Limerick, the percentage of people with high-level education is well below the national average. Of the city's population, 36% is classified as belonging to a disadvantaged group, and the unemployment rate also poses significant challenges for the city's development. By joining the GNLC, Limerick aims to close the internal gap among its residents, as well as the external gap between the local and national averages.

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Modiin-Maccabim-Reut joined UNESCO GNLC in August 2016

## Establishing a learning city centre to lead the process

|                                |                       |
|--------------------------------|-----------------------|
| Population                     | 89,733 (2015)         |
| Area (km²)                     | 50 (2015)             |
| GDP per capita (in USD)        | City n/a              |
|                                | Country 73,209 (2015) |
| Mean years of schooling (City) | 15 (2015)             |

Named after the ancient village of Modi'in, the city was once home to the Hasmonean dynasty and now embodies Israel's heritage and heroic story.

### Vision and motivation

Modi'in envisages a learning city that achieves resilience and integrates people and communities from a wide range of different backgrounds.

The city aims to create active citizenship and a cohesive community by building a learning city, developing leaderships within local communities and providing lifelong learning activities to the public.

### Challenges and goals

Modi'in is coping with the challenges of social cohesion, family and social resilience and is also creating employment opportunities. With an influx of new immigrants from many countries, the changing demographic poses new challenges to the historical city.

### Plan and implementation

The learning city concept was first acknowledged here in 2008, making Modi'in one of the first Israeli cities to formally adopt the concept.

The Multi-Disciplinary Center in Modi'in takes a leadership role in developing pioneer programmes for Israel's leading city. It has established the Israeli Center for



Learning Cities (ICLC), a start-up incubator and accelerator for the promotion and implementation of the Learning City initiative.

The Multi-Disciplinary Center serves as a hub for developing programmes and models that implement the principles and practices of a learning city at both a local and a national level. In addition, Modi'in has a strong network of external partners, which includes the Association for Adult Education, the International Advisory Team at EU, PASCAL and national ministries. The Center has formed a local advisory board to further expand its partnerships.



### Contact details:

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Developer of the Learning City model in Modi'in, Israel  
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# Amman

Jordan



Amman joined UNESCO GNLC in August 2016



## Closing the gap within the city and across the nation

|                                |           |             |
|--------------------------------|-----------|-------------|
| Population                     | 2,584,600 | (n/a)       |
| Area (km²)                     | 1,680     | (n/a)       |
| GDP per capita (in USD)        | City      | 5,193 (n/a) |
|                                | Country   | 4,414 (n/a) |
| Mean years of schooling (City) | 6.9       | (n/a)       |

Jordan has always been home to people from many different backgrounds.

### Vision and motivation

The main motivation for Amman in its development as a learning city is to cultivate and foster a diversity of culture and a sense of belonging among all people, regardless of their background.

Project 'Jeera - Amman Learning and Convivial City' aims to promote informal and non-formal learning opportunities in local communities. It is the first of its kind in the Arab world.



### Plan and implementation

Jeera activities include creating community-based learning opportunities by connecting people who are keen to learn with those willing to share their knowledge with others, turning used and abandoned spaces into functional learning spaces and encouraging people to adapt learning experiences and to welcome learners and visitors into various areas of Ammani society. Mobility is a key concept in the Jeera initiative.

The project arranges for Amman's citizens to travel around the city, discovering learning spaces in other neighbourhoods, participating in learning events, meeting inspiring people and building networks. As such, Jeera provides learning experiences that are radically different from those offered within the formal education system.

The 'culture of conviviality and learning' is gradually spreading among people within the municipality.

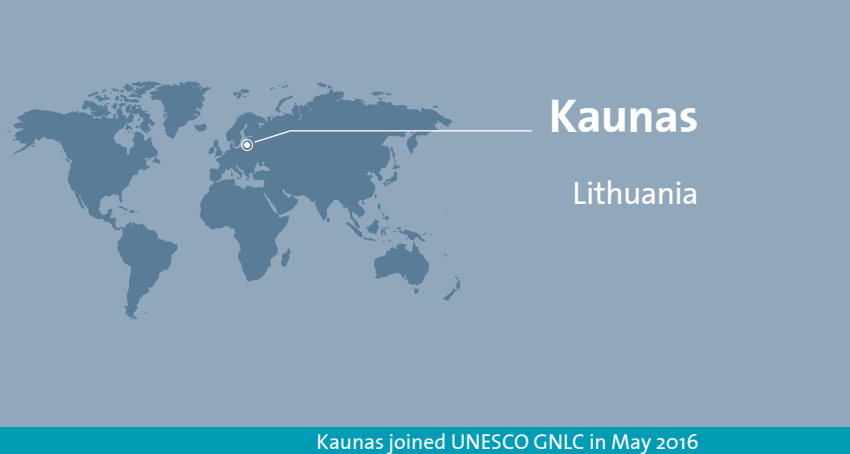


### Challenges and goals

Amman's fundamental principle as a learning city is that knowledge and learning are among its citizens' most important tools for combatting problems such as scarce resources, inequality, alienation and apathy. The project combats the marginalization of informal and non-formal learning and encourages citizens to recognize their role in Jeera.

#### Contact details:

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Kaunas joined UNESCO GNLC in May 2016

## Learning always and everywhere

|                                |         |               |
|--------------------------------|---------|---------------|
| Population                     | 304,097 | (2014)        |
| Area (km²)                     | 157     | (2011)        |
| GDP per capita (in USD)        | City    | 13,768 (2014) |
|                                | Country | 13,880 (2014) |
| Mean years of schooling (City) | 12      | (2015)        |

Kaunas was one of the first cities in Lithuania to adopt the learning city concept 15 years ago.

### Vision and motivation

Proclaimed by the Mayor of Kaunas, the city committed to join the GNLC and to build a learning city that benefits every resident.

Kaunas envisages building a learning city and developing a society with advanced information and knowledge. Kaunas aims to promote individual learning by providing its citizens with adequate formal and non-formal learning opportunities, as well as by expanding its partnership network.



### Plan and implementation

Kaunas City Council has formally adopted the city's strategy, entitled 'Kaunas – Learning City', which provides a detailed plan for future activities and information on measurement and monitoring processes. The city has also established a local board, comprised of representatives from stakeholders and members of citizen groups and other organizations.

To further implement the learning city concept, Kaunas aims to collaborate with universities to provide quality educational programmes, learning activities, modules and staff.

The Kaunas Old Town Development Strategy is a strong example of a successful collaboration between the city and a university. The project strengthened people's understanding of the city's unique history and tradition and thus enhanced social cohesion.



### Challenges and goals

Currently, Kaunas faces challenges in facilitating secure, sustainable economical development and cultural prosperity. Through the learning city initiative, the city will tackle these challenges head on by providing inclusive education, expanding access to learning resources and ensuring equal access to opportunities.

#### Contact details:

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- Member of Kaunas City Council, Lithuania  
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# Mexico City

Mexico



Mexico City joined UNESCO GNLC in April 2016

## Promoting diversity, multiculturalism and basic rights

|                                |                       |
|--------------------------------|-----------------------|
| Population                     | 8,851,080 (2010)      |
| Area (km <sup>2</sup> )        | 1,495 (n/a)           |
| GDP per capita (in USD)        | City 23,103 (2014)    |
|                                | Country 10,230 (2014) |
| Mean years of schooling (City) | 10.5 (2010)           |

The government of Mexico City wishes to play a more active role in shaping the learning opportunities available to its citizens.

### Vision and motivation

By encouraging multisectoral participation, Mexico City aims to develop a complex network of public spaces that make lifelong learning opportunities accessible to all residents and promote diversity, multiculturalism and basic rights. Mexico City's chief objective is to enhance the skills of citizens of all ages. This will promote individuals' sense of well-being and personal satisfaction, reduce inequality in the city and promote greater social integration.



### Challenges and goals

The Government of the Federal District's General Plan for Development for the years 2013 to 2018 identifies a number of challenges currently facing the city. It is hoped that the learning city approach can help tackle these challenges. They include:

- rising rates of obesity;
- illiteracy
- a growing gap between rich, highly educated citizens on one hand, and poor, low-skilled citizens on the other;
- high population density located in an area of high susceptibility to natural disasters such as earthquakes, floods, landslides and volcanic eruptions; and
- effects of climate change, pollution, the overexploitation of resources and water shortages.

*'If we do not share knowledge, if it is not inclusive and does not reach everyone, genuine learning for all is not possible. In Mexico City, learning opportunities are offered to all citizens of all ages.'*

*Mr Miguel Ángel Mancera  
- Mayor of Mexico City*

### Plan and implementation

To give citizens access to a broad array of learning opportunities, Mexico City designed many projects, including:

- free civil protection courses;
- a cycling school called Bici Escuela. This educates citizens on the rights and obligations of all road users and traffic rules for cyclists in the city. The programme runs alongside the city's ECOBICI bicycle sharing scheme and the Muévete en Bici (Move by Bike) scheme. Meanwhile, Road Safety and Crime Prevention is a programme offering training, conferences and workshops that help citizens to be safer on Mexico City's streets.
- Vamos a separar (Let's Separate) provides training on recycling and composting waste.
- Ciudad Lectora (Reading City) encourages citizens to read. Literacy Programme aims to reduce the illiteracy rate among citizens aged 15 years and over.
- School Violence and Culture of Peace aims to reduce discriminatory practices that generate exclusion, abuse and violence in schools and families.

Mexico City also hosted the 2nd International Conference on Learning Cities in 2015. The conference culminated in the adoption of the Mexico City Statement on Sustainable Learning Cities, which outlines the role that learning cities play in achieving the 2030 Agenda for Sustainable Development and defines strategic directions and action points for building sustainable learning cities.

### Contact details:

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Kano State joined UNESCO GNLC in October 2016

## Transforming the state for livability and sustainable growth

|                                |                  |
|--------------------------------|------------------|
| Population                     | 2,163,225 (2016) |
| Area (km²)                     | 137 (2016)       |
| GDP per capita (in USD)        | n/a              |
| City                           |                  |
| Country                        | 2,640.3 (2016)   |
| Mean years of schooling (City) | n/a              |

Kano State aims to build a learning city, enhancing literacy and youth empowerment for a better and sustainable future.

### Vision and motivation

Kano State envisages providing high-quality and functional education for lifelong learning and self-reliance. There is a need for a prosperous society in which all citizens can realize their full potential in a secure and decent environment. Considering the dense population, plurality and multiculturalism of Nigeria's most populous state, transforming Kano State into a knowledge-based, agriculturally-industrialized and commerce-friendly society with sustainable growth and appreciable living standards for all citizens is a core motivation for building a learning city.

### Challenges and goals

The state's major educational challenges are:

- inadequate data quality for decision-making, policy development and planning;
- high drop-out rates at higher primary level and low transition rates to secondary and tertiary levels, especially for girls;
- inadequate school infrastructure, facilities and instructional materials;
- low teacher quality and poor learning outcomes; and
- school safety, child protection and security concerns as a result of a prevailing national security challenge

### Plan and implementation

Kano State has identified and is working towards the following initiatives as part of its planning and implementation:

- youth empowerment
- free meals at school
- the provision of uniforms for pupils at primary school and boarding primary schools

*'There are no two ways of making the present generation and indeed the future ones a productive and constructive people, other than through qualitative and functional education.'*

*Mr Abdullahi Umar Ganduje*

*- OFR, Executive Governor of Kano State, Nigeria*

- foreign scholarships
- adult and non-formal education
- science, technical and vocational education and skills acquisition, among others.

Particular activities include:

Flexible learning spaces: A literate society and knowledge-driven economy enables its citizens to read, write and innovate. Kano State will attain higher literacy rates and qualitative education levels with a proper integration of science and technology into the education curricula via formal and non-formal education.

Children and youth education: A series of intervention plans will be implemented, including:

- expanding infrastructure in schools;
- integrating Islamiyya, Qur'anic and Tsangaya Education (IQTE);
- establishing more Early Childhood Care Development (ECCD) centres;
- enrolling girls in primary and junior schools;
- training and re-training teachers;
- awarding scholarships, especially to science students;
- involving communities in school management; and
- implementing all-inclusive education policies.

An additional intervention is aimed at providing purposeful and improved secondary and tertiary education in line with the needs of Kano State's economy and society.

### Contact details:

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Ministry of Education, Science and Technology, Kano State, Nigeria  
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Ybycuí joined UNESCO GNLC in June 2016



## Lifelong learning for civic engagement

|                                |                      |
|--------------------------------|----------------------|
| Population                     | 23,094 (2014)        |
| Area (km²)                     | 828 (2014)           |
| GDP per capita (in USD)        | City n/a             |
|                                | Country 4,402 (2013) |
| Mean years of schooling (City) | 7.5 (2014)           |

Ybycuí has experienced severe economic difficulties since the decline of its cotton industry in the 1970s. Ybycuí has adopted a policy of lifelong learning to promote civic engagement.

### Vision and motivation

The city's vision is to implement a policy of lifelong learning through the creation of formal, non-formal and informal learning spaces that promote community development by harmonizing participation across all sectors.

### Challenges and goals

The central issue that Ybycuí wishes to address is unemployment. The city intends to combat this problem and thereby generally improve citizens' quality of life by enhancing the city's human capital through formal, informal and non-formal learning. As well as creating a highly skilled workforce, the city hopes to promote entrepreneurship by giving its citizens the skills needed to establish micro-enterprises.

*'It is a timely moment to tackle the challenge of creating a city in which people take the lead in formal, non-formal and informal education, promoting social inclusion.'*

*Ms María del Carmen Benítez  
- Mayor of Ybycuí*

### Plan and implementation

For Ybycuí, a learning city is one that is committed to its citizens' development, and one in which everyone teaches and learns from each other. A learning city encourages its citizens to learn throughout life and promotes formal, non-formal and informal learning. Ybycuí has therefore established the 'Learns and Develops' project. The project runs several activities including a reading day involving pupils from all the schools in the city, a food safety programme and a writing competition on the topic 'Ybycuí of yesterday, today and the future'.

In 2014, Ybycuí held a festival entitled 'Spring in the Learning City', which included a parade with floats depicting images of lifelong learning and a 'Miss Spring' contest that promoted the idea that any and every location or space can become a learning environment. The festival strengthened the pride and sense of community among Ybycuí residents.

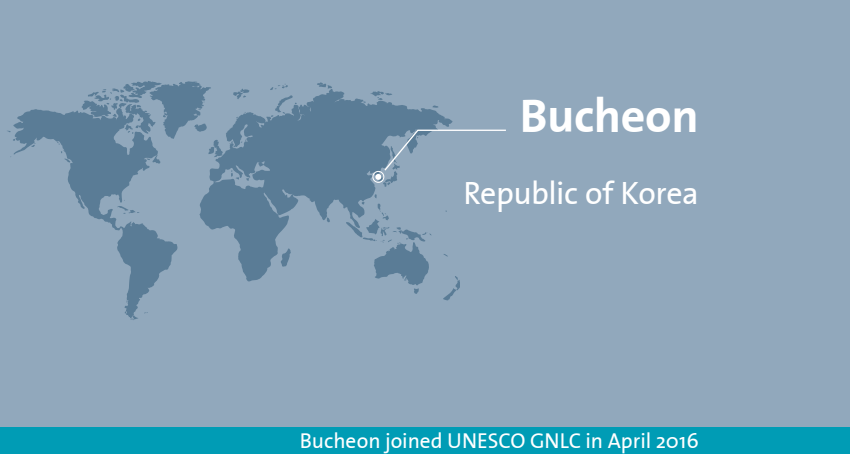


### Contact details:

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**Bucheon**

Republic of Korea

Bucheon joined UNESCO GNLC in April 2016

## A new 100 years: space, content & participation

|                                |         |               |
|--------------------------------|---------|---------------|
| Population                     | 869,165 | (2015)        |
| Area (km <sup>2</sup> )        | 43      | (2015)        |
| GDP per capita (in USD)        | City    | 17,301 (2013) |
|                                | Country | 27,195 (2016) |
| Mean years of schooling (City) | 14      | (2015)        |

Since its selection as a learning city in 2002 by the Republic of Korea Government, Bucheon has developed new strategies to implement the lifelong learning concept.

### Vision and motivation

To guarantee civil participation, Bucheon is expanding the learning city philosophy: lifelong learning for all, made for and by its citizens. By encouraging a civilian presence and partnerships among stakeholders, Bucheon hopes to reduce learning disparities between the old and new town. Lifelong learning programmes are also being implemented to improve education and cultural learning.



### Challenges and goals

- Ageing population
- Cultural prosperity
- Learning opportunities gap
- Learning circle expansion

*'I will do my best to build a learning city for all citizens of Bucheon'*

*Mr Man-Soo Kim  
- Mayor of Bucheon*

### Plan and implementation

Bucheon University is at the centre of the city's lifelong learning programme; however, 'learning circles' to increase civil participation, projects to strengthen civil capacity, and effective resources management have also been developed.

Bucheon's '100 years' strategy also proposes the following :

1. More learning spaces  
Community-based learning spaces made up of public and private facilities, such as museums and restaurants, have been secured.
2. Increased programme content  
Systematic learning goals and customized programmes have been developed.
3. Learning participation  
Educators are encouraged to facilitate learning and to develop learning programmes for workers and marginalized people.

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Dangjin joined UNESCO GNLC in September 2016

## A learning city where you can grow, share and be happy

|                                |                |
|--------------------------------|----------------|
| Population                     | 165,374 (2016) |
| Area (km <sup>2</sup> )        | 704 (2016)     |
| GDP per capita (in USD) City   | 64,498 (2013)  |
| Country                        | 27,195 (2016)  |
| Mean years of schooling (City) | 11.97 (2010)   |

*'Dangjin encourages its citizens to grow and be happy through lifelong learning'*

Mr Hong - Jang Kim  
- Mayor of Dangjin

The rapid development of Dangjin makes it central to the economic growth of the Pan Yellow Sea Region. It is a young, dynamic city with a population of almost 170,000 and an influx of around 4,600 new inhabitants annually.

### Vision and motivation

Dangjin's vision is to unite its citizens through lifelong learning. Since receiving city status in 2012, Dangjin has recognized the need to foster communication between older communities and new residents. Lifelong education is also seen as a way to improve quality of life, increase employment, and encourage people to take on local leadership roles.

### Challenges and goals

- Bringing communities together.
- Creating a balanced distribution of education resources.
- Fostering integration through education



### Plan and implementation

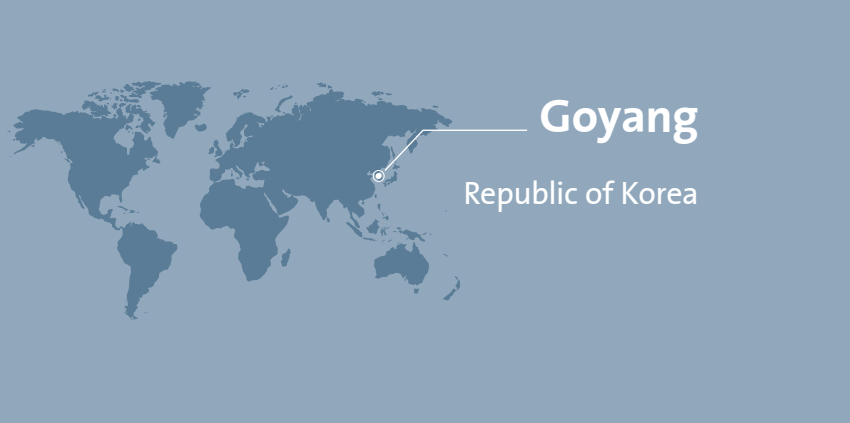
In order to achieve this vision of a happy coexistence, the following strategy has been proposed:

- Expand local customized programmes
- Strengthen the foundation of lifelong education facilities
- Reinforce the network of lifelong Learning services
- Increase participation in lifelong learning
- Community spirit reinforcement programmes and life development activities are also supported



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Goyang

Republic of Korea

Goyang joined UNESCO GNLC in September 2016

## Building a home of lifelong learning for one million citizens

|                                |                  |
|--------------------------------|------------------|
| Population                     | 1,042,285 (2015) |
| Area (km²)                     | 268,05 (2015)    |
| GDP per capita (in USD)        | n/a              |
| City                           |                  |
| Country                        | 27,195 (2016)    |
| Mean years of schooling (City) | 12 (2015)        |

*'I will run Goyang as the lifelong learning city, broadly expanding the core values proposed by UNESCO Global Network of Learning Cities'*

*Mr Sung Choi  
- Mayor of Goyang*

Home to more than one million citizens, Goyang is located just 20 minutes north of Seoul by train.

### Vision and motivation

Goyang joined the UNESCO GNLC in 2016 to provide a better quality of educational opportunities for its citizens. Goyang envisages a city in which lifelong learning opportunities that relate to work, family life, leisure and public events are available to every citizen.



### Plan and implementation

The city of Goyang has a detailed plan for implementing lifelong learning that includes the following aspects:

1. Enhancing infrastructure for lifelong learning systems: the city will support the construction of learning communities, community education clubs and a citizen's community university.
2. Expanding access to lifelong learning: the city will expand access continuously by building libraries, community centers and education institutions.
3. Engaging citizens: the city places a great deal of importance on engaging individuals to plan and implement their lifelong learning activities.
4. Increasing the budget for education: the city has increased its total budget for lifelong learning initiatives by more than 5 per cent.

### Challenges and goals

Goyang already has a solid ground for developing as a learning city, but faces some challenges in promoting a widespread culture of learning throughout the city. Goyang will use the opportunity of developing a learning city to enhance individual empowerment and social cohesion and to further promote economic development, cultural prosperity and sustainability.

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Gwanak-gu joined UNESCO GNLC in September 2016

## People, learning, libraries and happiness

|                                |                                |
|--------------------------------|--------------------------------|
| Population                     | 502,428 (2016)                 |
| Area (km <sup>2</sup> )        | 29.57 (2016)                   |
| GDP per capita (in USD) City   | 31,550 (2014)                  |
| Country                        | 27,195 (2016)                  |
| Mean years of schooling (City) | Men: 12.4 / Women: 10.9 (2015) |

*'We will establish a learning network with cities and regions across the world.'*

*Yoo jong-pil  
- Mayor of Gwanak-Gu*

Gwanak-gu District is located in Seoul, the capital city of South Korea. As the home of the Korean Association of Lifelong Learning City, Gwanak-gu enjoys a strong infrastructure of lifelong learning facilities.

### Vision and motivation

Gwanak-gu endeavours to offer all its citizens equal access to education. It looks to build 'people-centered networks' in the belief that 'people make the city, and the city makes people'.



### Plan and implementation

- Defining the concept of lifelong learning  
Helping all citizens acquire literacy and basic skills
- Creating a learning environment  
Establishing small local libraries and ensuring that no one is more than ten minutes away from their local branch
- A united library network  
Any library book can be delivered to another branch upon request using the internet or smartphone.
- University cooperation  
Opening the facilities of the Seoul National University to the community; cooperating with colleges and affiliated facilities, such as museums
- Provision of lifelong learning courses  
Specialized programmes to ensure lifelong learning for children, homemakers, retired and older people
- Establishing the Lifelong Learning Festival  
Hosting an annual event to promote a lifelong learning culture

### Challenges and goals

- Defining the concept of lifelong learning
- Developing a culture of lifelong learning
- Improving governance
- Building a sustainable community

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Gwangmyeong joined UNESCO GNLC in July 2016

## Building a 'happy' lifelong learning city

|                                |                       |
|--------------------------------|-----------------------|
| Population                     | 350,547 (2016)        |
| Area (km <sup>2</sup> )        | 38.5 (2015)           |
| GDP per capita (in USD)        | City 22,708 (2015)    |
|                                | Country 27,195 (2016) |
| Mean years of schooling (City) | 13 (2015)             |

Gwangmyeong has long pioneered the values and visions of lifelong learning. Now, as a member of the UNESCO Global Network of Learning Cities, it hopes to expand and develop its lifelong learning strategies.

### Vision and motivation

Gwangmyeong's goal is to become 'a happy lifelong learning city where anyone can learn anything they want, anywhere, anytime'. Each learning resource may have a different vision of how to achieve this; however, together their efforts help the city evolve into a place where lifelong learning is championed.



### Challenges and goals

- High population density
- Aging population
- Disparity between old and new areas of the city
- Weak economic foundation
- Traffic congestion and insufficient parking spaces
- Desire to expand the city's learning networks

*'Gwangmyeong will work with GNLC members to develop a global model of a learning city.'*

*Mr Ki-Dae Yang  
- Mayor of Gwangmyeong*

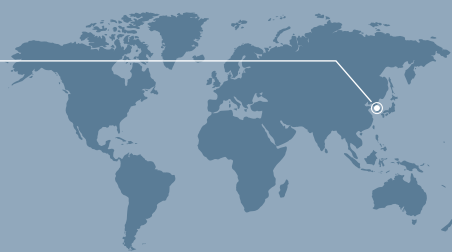
### Plan and implementation

The local government is looking for new ways to develop the city's lifelong learning strategy to enable all citizens to engage in activities appropriate for the different stages of their life cycles. The detailed implementation includes:

1. Establishing a jointly operated network of educational institutions and organizations that encompasses public and private sectors involved in education
2. Operating neuseunhan hakgyo – 'loose schools' – that provide learning opportunities to suit everyone. These include literacy classes for adults, as well as systems for acquiring higher academic degrees through non-formal education
3. Implementing official development assistance (ODA) projects for Burkina Faso and Timor-Leste to enable both countries to set up lifelong learning villages

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Osan joined UNESCO GNLC in April 2016



## Forging a common identity through lifelong learning

|                                |         |               |
|--------------------------------|---------|---------------|
| Population                     | 207,122 | (2016)        |
| Area (km <sup>2</sup> )        | 42.73   | (n/a)         |
| GDP per capita (in USD)        | City    | 19,579 (2015) |
|                                | Country | 27,195 (2016) |
| Mean years of schooling (City) | 11.4    | (n/a)         |

By placing lifelong learning at the forefront, Osan wants to strengthen the sense of community and involve every citizen.

### Vision and motivation

Due to recent and rapid demographic growth, this young city now needs to reinforce its identity. To create a real sense of belonging, Osan has decided to focus on education. By coining the expression 'Education City, Osan', the city announces its choice to become a learning city and conveys to its citizens the importance of lifelong learning.



### Challenges and goals

Social cohesion is at the centre of Osan's objectives in building a learning city. In particular, the city faces the following challenges:

- recovering a sense of community
- involving all stakeholders
- fostering learning in families and communities
- extending the use of modern learning technologies

*'Always growing together through lifelong learning, the whole city is a campus. This is Osan, educational -metropolitan city'*

*Mr Kwak Sang - Wook  
- Mayor of Osan*

### Plan and implementation

Osan is firmly convinced that lifelong learning can provide a foundation for sustainable social cohesion. By creating a learning city, Osan wants to involve all citizens in community life.

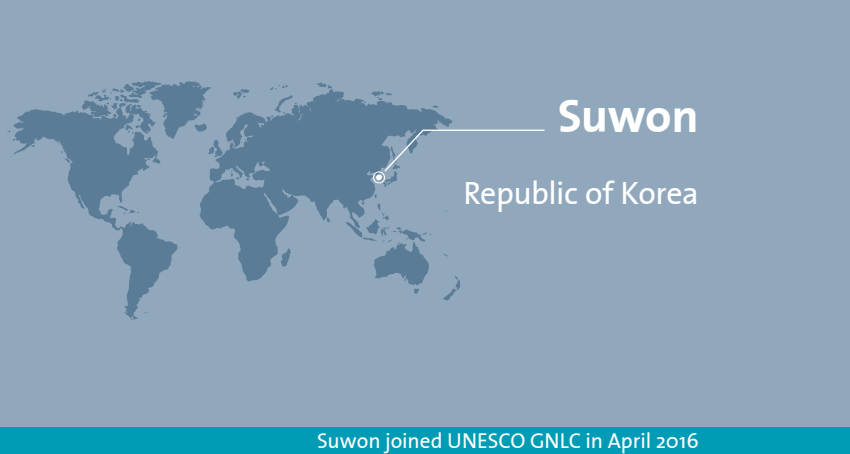
To implement this, three objectives were set:

- to involve educational businesses: the 'Delivery Lecture, Run and Learn' business is an example of a particularly successful lifelong learning programme offering educational services.
- to promote the Learning Village programmes, which turn villages into playgrounds, workplaces and learning places with a joyful atmosphere.
- to form a consultative group: the 'Circle Project' involves 1004 leaders from different industries.

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Suwon

Republic of Korea

Suwon joined UNESCO GNLC in April 2016

## Enjoyment from learning and happiness from sharing

|                                |                       |
|--------------------------------|-----------------------|
| Population                     | 1,223,205 (2016)      |
| Area (km <sup>2</sup> )        | 121 (2016)            |
| GDP per capita (in USD)        | City 19,370 (2015)    |
|                                | Country 27,195 (2016) |
| Mean years of schooling (City) | 12 (2016)             |

Suwon, home to the UNESCO World Heritage site Hwaseong Fortress, is filled with history and culture. Its nearly 600 lifelong learning centres are open to all members of the community, and offer opportunities to learn and share information.

### Vision and motivation

The centres promote the concept of 'enjoyment from learning and happiness from sharing', and provide learning opportunities for people of every age. To foster an open learning society, Suwon offers customized learning information and continuously expands life-learning support.



### Challenges and goals

- Expansion of facilities to help those from disadvantaged backgrounds
- More lifelong learning centres to increase accessibility
- Different types of learning opportunities to meet different needs
- Building an altruistic city and learning-friendly environment

*'We are building a bright future for Suwon citizens in our altruistic city, which is centred on learning and sharing.'*

Mr Yeom Tae-young  
- Mayor of Suwon



### Plan and implementation

Suwon has established learning programmes in libraries, village halls and community centres, as well as in around 600 varieties of lifelong learning centres, thereby providing easy access to these services for its citizens. The city has also developed customized learning programmes, which support a lifelong learning city whose citizens can study anywhere and anytime.

Through expansion and support of sustained lifelong learning centres, Suwon hopes to establish a true learning city. The city also plans to implement community-oriented support involving joint private and public input from citizens, businesses and organizations. Suwon's strategy also calls for:

- Supported learning circles
- Lifelong education programmes for adult literacy and the disadvantaged
- Provision of the latest information and networking possibilities
- Support to establish a learning city that is tailored to individuals' lifetimes

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# Philipsburg

Sint Maarten



Philipsburg joined UNESCO GNLC in August 2016

## A sustainable learning city for all beach-lovers

|                                |                       |
|--------------------------------|-----------------------|
| Population                     | 59,873 (2016)         |
| Area (km²)                     | 34 (2016)             |
| GDP per capita (in USD)        | City n/a              |
|                                | Country 28,353 (2014) |
| Mean years of schooling (City) | 12 (2016)             |

Teeming with natural, cultural and human riches, Philipsburg – the centre of the beach-lover's paradise Sint Maarten – wishes to become a learning city.

### Vision and motivation

Inspired by the UN Sustainable Development Agenda 2030, Sint Maarten has set ambitious goals. The island aims to establish a lifelong learning culture which both embodies the island's unique culture and embraces an international spirit. Contributing to the SDGs by 'building a knowledgeable society' has become part of the island's development plan.



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### Plan and implementation

Using the Guidelines for Building Learning Cities as a basis, the Ministry of Education, Culture, Youth and Sports in Sint Maarten listed six areas of focus for the coming years:

1. Developing strong partnerships with NGOs and youth organizations to provide capacity-building and support for youth.
2. Developing the monitoring and evaluation process for tracking progress in building the learning city.
3. Providing guidelines for programme development, and training ministry staff in the lifelong learning approach.
4. Enhancing public awareness of lifelong learning and the learning city concept.
5. Fostering collaboration with international stakeholders, and making use of best practice and international expertise.
6. Gathering and analysing relevant data.



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### Challenges and goals

As a popular tourist destination, Sint Maarten is joining the UNESCO GNLC with the aim of enhancing inclusive learning in the education system and creating a widespread culture of learning. The initiative will tackle unemployment among young people.

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# Eskişehir

Turkey

Eskişehir joined UNESCO GNLC in September 2016

## Utilizing lifelong learning to ‘uplift people’

|                                |                      |
|--------------------------------|----------------------|
| Population                     | 826,716 (2015)       |
| Area (km²)                     | 13,925 (2015)        |
| GDP per capita (in USD)        | City n/a             |
|                                | Country 8,636 (2015) |
| Mean years of schooling (City) | n/a                  |

Eskişehir wishes to join the UNESCO GNLC to further extend its cooperation with other learning cities in project and capacity development.

### Vision and motivation

As a learning city, Bristol is championing learning as a way to transform lives, communities, organizations and the city, with an ambitious vision of a future where:

- All individuals and communities are proud to learn throughout their lives
- Every organization has a committed, skilled and diverse workforce; and
- the city’s success is shared by all



### Challenges and goals

Securing adequate funding is the foremost challenge currently facing Eskişehir. By joining the UNESCO GNLC, the city aims to take advantage of being a member of a network, and to share experiences and challenges with other cities. In addition, Eskişehir wants to ensure economic development and cultural prosperity by adopting the Key Features of Learning Cities and promoting sustainable development.

### Plan and implementation

The mayor of Eskişehir has founded two universities and one open university in the city. This illustrates the city’s commitment to learning.

*‘Our fundamental vision is ‘The city is a school that educates citizens.’ We plan all our projects so that our citizens are involved in lifelong learning processes. We learn from each other through mutual interaction and thus plan the future of the city.’*

Mr Yilmaz Buyukersen  
- Mayor of Eskişehir



Eskişehir Municipality sees its city as a school that educates and trains people. The city focuses on helping disadvantaged and marginalized people and promoting their socio-economic development through various public learning opportunities.

The municipality has adopted a wide variety of policies focusing on making public services accessible to every individual. This includes enabling online registration for the courses offered at regional education centres, improving the public transportation system for people with disabilities, and facilitating their access to all public learning resources.

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# Bristol

United  
Kingdom of  
Great Britain and  
Northern Ireland



Bristol joined UNESCO GNLC in February 2016

## 2016: Becoming a Learning City

|                                |         |               |
|--------------------------------|---------|---------------|
| Population                     | 449,300 | (2015)        |
| Area (km <sup>2</sup> )        | 110     | (n/a)         |
| GDP per capita (in USD)        | City    | 44,900 (2012) |
|                                | Country | 46,244 (2015) |
| Mean years of schooling (City) | 13      | (2015)        |

Bristol is a vibrant city with an international reputation; for many it is a good place to live and do business. There is a thriving arts scene, two successful universities, and a highly educated and skilled workforce. The population of 449,300 is diverse: inhabitants derive from 180 countries, speak 91 languages and practise 45 religions; currently, 22 per cent are non-white British and one in five is under 16.

### Vision and motivation

As a learning city, Bristol is championing learning as a way to transform lives, communities, organizations and the city, with an ambitious vision of a future where:

- All individuals and communities are proud to learn throughout their lives
- Every organization has a committed, skilled and diverse workforce; and
- the city's success is shared by all



*'Becoming a learning city means Bristol is changing. City leaders are embracing the opportunity to work together for future generations and I'm excited to see what we can achieve together in the coming years.'*

*Mr Marvin Rees  
- Mayor of Bristol*

### Challenges and goals

As in many cities, there are many citizens who do not share in the city's success. Bristol contributes £12.6 billion to the UK economy, yet one in four children live in poverty.

There are also significant challenges for the city in terms of health, education and employment: life expectancy is ten years shorter for men in some parts of the city; only 56 per cent of children have the chance of attending a good school in some areas compared with 99 per cent in others; and the percentage of young people not in education, employment or training varies from 2 per cent to 13.5 per cent.

### Plan and implementation

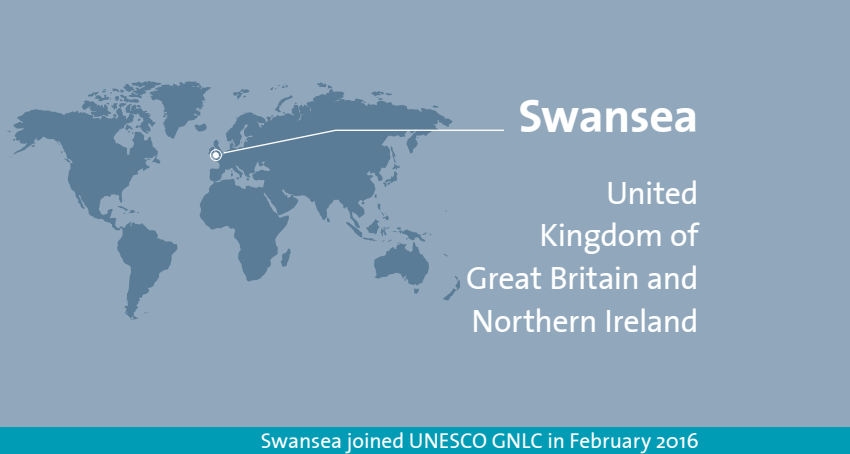
After becoming a learning city in 2016, Bristol developed the Learning City Partnership. This body involves over seventy organizations; is driven by a board of city leaders from the public, private and education sectors; and is chaired by the elected mayor. Together, they tackle the systemic challenges that lead to inequality, with the aim of sharing expertise, targeting resources and taking collective action. The partnership is focused on raising the attainment of all students through formal learning, supporting citizens into work, and encouraging a culture where learning is valued by everyone.

The city of Bristol has also made important strides in involving youth in general development. This is evident in the decision by the Bristol Youth Council to appoint two Youth Mayors to serve as the Mayor's advisors.

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Swansea

United  
Kingdom of  
Great Britain and  
Northern Ireland

Swansea joined UNESCO GNLC in February 2016

## Develop an entrepreneurial learning city

|                                |         |               |
|--------------------------------|---------|---------------|
| Population                     | 687,000 | (2013)        |
| Area (km <sup>2</sup> )        | 4,810   | (2013)        |
| GDP per capita (in USD)        | City    | 46,267 (2013) |
|                                | Country | 60,749 (2013) |
| Mean years of schooling (City) | 12.8    | (2013)        |

Enterprise education improves engagement and motivation and raises aspirations. That is why Swansea Bay Region is building an entrepreneurial learning city.

### Vision and motivation

The overarching vision of the Swansea Bay Learning City Region is to create an entrepreneurial culture that develops the regional economy and create a sustainable quality of life for all.



### Challenges and goals

The biggest challenges for Swansea Bay Learning City are to boost investment and create jobs in the region while developing a model of economic growth that ensures everyone, including residents in disadvantaged communities, benefit from enhanced prosperity. By joining the UNESCO GNLC, Swansea will address barriers to participation, narrow the gap between rich and poor, enhance social cohesion and develop a thriving knowledge economy.

*'In Swansea when it comes to learning we don't do 'standing still'; we never have. As a learning city we have a thirst for continual innovation, research, development and improvement.'*

Mr Rob Stewart

- Leader of City and County of Swansea



### Plan and implementation

Swansea Bay Learning City is pursuing the following five actions:

1. Providing professional development opportunities for educators and trainers so that entrepreneurial learning can be embedded into both formal and informal learning.
2. Enhancing the capacity for innovation through entrepreneurial leadership by private and public sector leaders.
3. Increasing experiential learning opportunities available for young people to explore entrepreneurship, and embedding the development of entrepreneurial skills and attitudes within the formal learning provision.
4. Providing support for new start-up businesses and regional companies with growth potential.
5. Developing innovative, robust and transparent ways to measure success that include factors such as quality of life, sustainability and economic factors.

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Melitopol joined UNESCO GNLC in June 2016

## Opening the gateway to lifelong learning

|                                |         |              |
|--------------------------------|---------|--------------|
| Population                     | 155,900 | (2015)       |
| Area (km²)                     | 50      | (2015)       |
| GDP per capita (in USD)        | City    | 646 (2015)   |
|                                | Country | 1,712 (2015) |
| Mean years of schooling (City) | 10.7    | (2015)       |

Known as 'the gateway to the Crimea', Melitopol enjoys an important geopolitical location in Ukraine and well-developed industrial centers.

### Vision and motivation

Creating employment for everyone and boosting economic growth are the two main strategic objectives Melitopol aims to achieve by 2020. Melitopol has joined the UNESCO GNLC in order to utilize the power of lifelong learning to enhance its human capital, which is essential to the city's sustainable growth.

### Challenges and goals

The recent closures of several important businesses in Melitopol greatly impacted the city's socio-economic development, causing the unemployment rate to increase rapidly.

By joining the UNESCO GNLC, Melitopol aims to tackle:

- 1) a lack of opportunities for marginalized groups to participate in learning activities;
- 2) limited educational infrastructure; and
- 3) residents' insufficient competitiveness in the job market.



### Plan and implementation

At policy level:

Melitopol will implement a number of initiatives aimed at improving the overall policy environment and fostering democracy and peace. The city has the political will to create a positive environment for education and lifelong learning.

At the practical level:

Melitopol has a number of partners around the world. The executive committee of Melitopol City Council actively supports the initiatives to develop a learning city action plan. And it is expected that the learning city initiative in Melitopol will be extended to the Zaporizhia region.

The city will allow the implementation of a strategically directed action to further promote the concept of lifelong learning and the city's sustainable development.



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## UNESCO Global Network of Learning Cities

**‘Lifelong learning for all is our city’s future’**

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