

2nd International Conference on Learning Cities

28–30 September 2015, Mexico City

Building Sustainable Learning Cities



Conference Report





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Foreword



‘Societies can only develop sustainably if we all learn how to live responsibly.’

It is my pleasure to present the following Report on the 2nd International Conference on Learning Cities, which was co-organized by UNESCO and the Government of Mexico City. The Conference, which was dedicated to the theme ‘Building Sustainable Learning Cities’, took place from 28 to 30 September 2015 in Mexico City. This UNESCO World Heritage site provided a stunning backdrop to many inspiring and informative presentations and discussions.

Over the course of the Conference, it became evident that the world’s cities share a keen awareness that societies can only develop sustainably if we all learn how to live responsibly. This awareness is also reflected in the 2030 Agenda for Sustainable Development, which explicitly underlines the importance of ‘fostering an ethic of global citizenship and shared responsibility’. Thus the Conference not only marked a milestone in the development of the learning city concept, but also contributed to the 2030 Agenda for Sustainable Development.

The Director-General of UNESCO, Ms Irina Bokova, stressed at the 1st International Conference on Learning Cities in Beijing in 2013 that ‘cities are our greatest source of growth, innovation and “living together”’. As well as examining how learning cities can help citizens develop the attitudes, skills, values and knowledge they need to secure a sustainable future, this second Conference explored how the process of building

a learning city can itself be sustained. In this context, the importance of supporting the practice of lifelong learning in the world’s communities by expanding the UNESCO Global Network of Learning Cities (GNLC) was reaffirmed at the Conference. Moreover, the event saw the launch of the UNESCO Learning City Award, which was presented to twelve cities that, by implementing the Key Features of Learning Cities, have achieved outstanding progress in building learning cities. And by adopting the Mexico City Statement on Sustainable Learning Cities, over 650 participants of the Conference defined new strategic directions and called for learning cities throughout the world to become drivers of social, economic and environmental sustainability.

I would like to extend my gratitude to the organizers of the Conference and the Government of Mexico City – a city with a proud history of lifelong learning and one of the twelve winners of the first UNESCO Learning City Award – for their generous hospitality and support.

QIAN TANG

— *Assistant Director-General
for Education, UNESCO*

Introduction



‘This Conference Report aims to sustain the spirit of inspiration and motivation that emerged during the Conference.’

The 2nd International Conference on Learning Cities took place from 28 to 30 September 2015 in Mexico City. Over 650 participants from ninety-five Member States came together with the common aim of ensuring that lifelong learning becomes a driver of social, economic and environmental sustainability in cities throughout the world. The Conference gave participants an opportunity to reflect on progress achieved since the 1st International Conference on Learning Cities in 2013, to share best practice, and, most importantly, to look to the future.

The Conference’s delegates and speakers – who included ministers, vice-ministers, mayors, vice-mayors and representatives of international organizations, national governments, cities, non-governmental organizations, private-sector organizations and youth representatives – stressed the importance of creating a sustainable future for learning cities. The recently adopted 2030 Agenda for Sustainable Development, and the role that learning cities can play in achieving its goals, were therefore major topics of discussion.

The discussions in the Plenary Sessions centred on developing policies, strategies, partnerships and networks to build sustainable learning cities and implement the Key Features of Learning Cities. While the Regional Forums featured presentations by representatives of all five

UNESCO regions, the Mayors’ Forum gave Conference participants an opportunity to hear from local leaders about their experiences of building learning cities. In the Thematic Forums, experts from a wide range of backgrounds sparked fruitful discussions on the relationship between learning cities and the Sustainable Development Goals. The insights gained from all of these forums and sessions informed the drafting of the Mexico City Statement on Sustainable Learning Cities, which was adopted at the end of the Conference.

During the Conference, the inaugural UNESCO Learning City Award was presented to twelve cities that have demonstrated an exceptional commitment to lifelong learning. This was a very special moment, and I already look forward to witnessing this biennial Award being presented to worthy recipient cities in 2017. The Conference also saw the UNESCO Global Network of Learning Cities officially open to membership. Learning cities from all over the world are now invited to submit their applications for membership of the Network.

I would like to extend my gratitude to the UNESCO Director-General, Ms Irina Bokova, for her unremitting support for the UNESCO Global Network of Learning Cities, and to Mr Qian Tang, UNESCO’s Assistant Director-General for Education, for his participation in the Conference



on behalf of the Director-General and for the valuable input he provided. My gratitude also goes to Ms Nuria Sanz, Head of the UNESCO Office in Mexico and UNESCO Representative to Mexico, for her and her team's assistance in organizing the Conference; and to Mr Jorge Sequeira, Director of the UNESCO Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago), for his important contribution to the Conference.

The Conference was organized by UNESCO and the Government of Mexico City. I am very grateful to the Secretariat of Education of the Government of Mexico City, the UNESCO Office in Mexico, and the Mexican Commission for Cooperation with UNESCO (CONALMEX), which co-hosted the Conference with the UNESCO Institute for Lifelong Learning. The success of the Conference also owed a great deal to the generosity of its sponsors. I am therefore especially grateful to Festo Didactic Inc. and Kings Group, which have provided generous financial support for funding the participation of delegates, in particular those from least developed countries.

This Conference Report aims to sustain the spirit of inspiration and motivation that emerged during the Conference. It celebrates the achievements of the twelve recipients of the inaugural UNESCO Learning City Award and provides useful information on the UNESCO

Global Network of Learning Cities. This report also captures the central vision shared by the participants of the 2nd International Conference on Learning Cities: to unlock the potential of lifelong learning to create a peaceful, just, healthy and sustainable world. If we follow up on our commitments and work towards the goals we have set ourselves, this vision will bear fruit.

ARNE CARLSEN

— *Director of the UNESCO Institute for Lifelong Learning / Secretary-General of the 2nd International Conference on Learning Cities*



I. Opening Ceremony

'For our country and all its states, this will be a great opportunity to advance our lifelong education models.'

*Mr Miguel Ángel Mancera Espinosa,
Mayor of Mexico City*



Opening Ceremony

The 2nd International Conference on Learning Cities was opened on 28 September 2015 in Mexico City's Teatro de la Ciudad under the chairmanship of the Mayor of Mexico City, Mr Miguel Ángel Mancera Espinosa.

Speakers from a wide range of backgrounds were invited to take the floor during the Opening Ceremony. These speakers shared their interest in strengthening learning cities around the world in order to enhance global citizenship, health and peaceful coexistence. They also highlighted the important role that learning cities can play in achieving all of the seventeen Sustainable Development Goals (SDGs) that had recently been adopted by the United Nations General Assembly. Participants were struck by the direct relevance to learning cities of SDG 4 ('ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('make cities and human settlements inclusive, safe, resilient and sustainable'), in particular.

Mr Qian Tang, Assistant Director-General for Education of UNESCO (pictured top), emphasized the critical role that lifelong learning plays in sustainable development. The 2030 Agenda for Sustainable Development reflects a growing awareness of the fact that sustainable development is only possible if citizens learn how to live responsibly, as it explicitly stresses the importance of 'fostering an ethic of global citizenship and shared responsibility'. Mr Tang explained that cities can provide a link between the global sustainability agenda and successful implementation on the local level.

Mr Xiaoming Wang, Deputy Secretary-General of Beijing (pictured left), described his city's progress since hosting the 1st International Conference on Learning Cities in 2013. Mr Wang explained how Beijing has been implementing the Beijing Declaration on Building Learning

Cities and the Key Features of Learning Cities as part of its efforts to become an innovative, harmonious, prosperous and well-managed city. Mr Wang emphasized that becoming a learning city is essential for Beijing's sustainable development as its population grows beyond 21 million citizens.

Ms Alejandra Barrales Magdaleno, Minister of Education of Mexico City and Deputy Chair of the Conference (pictured right), explained that learning is an ongoing process that occurs throughout people's lives. Learning, she argued, not only shapes individuals; it also lays the foundation for thriving cities and countries. Mexico City went through a defining learning experience in 1985 when a major earthquake caused severe destruction. However, solidarity among Mexico City's citizens grew as they recovered from this natural disaster. The catastrophe was documented, the response to it was studied and knowledge was created to ensure that the city would be better equipped to deal with earthquakes in future. Ms Barrales said that, in the thirty years since the earthquake, Mexico City has learned how to become a fairer, more equitable city in which citizens can participate in decision-making. The devastating earthquake has therefore played a key role in Mexico City's evolution as a learning city. Mexico City now seeks to work with the growing UNESCO Global Network of Learning Cities in order to address issues such as new technologies, cultural diversity and environmental sustainability.

Mr Rodolfo Tuirán, Vice-Minister of Education, Mexico (pictured bottom), argued that the chief importance of the UNESCO Global Network of Learning Cities lies in the way that it highlights similarities between highly diverse cities from all over the world. While these cities are unique in terms of factors such as size, location, economy and population density, they have all committed to establishing and promoting a learning





environment for their citizens. Mr Tuirán emphasized that political commitment from governments is crucial for creating a culture of lifelong learning throughout cities, countries and regions. The UNESCO Global Network of Learning Cities gives cities the chance to connect and share their success in providing their citizens with the best possible learning environment.

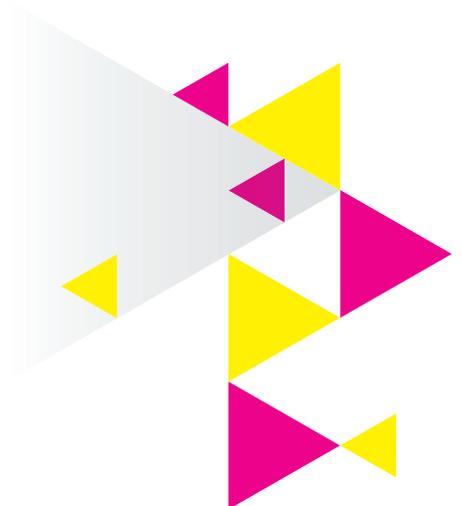
In his speech, **Mr Paulo Gabriel Soledade Nacif**, Vice-Minister of Education, Brazil (pictured bottom left), described the development of education in Brazil and explained that a new strategy with a focus on lifelong learning will increase the inclusiveness and quality of learning in his country. He argued that cities must be transformed into learning environments that promote a sense of togetherness while encouraging people to participate in opportunities to learn and teach.

A central task facing learning cities, argued French philosopher and writer **Mr Gilles Lipovetsky** (pictured middle), is overcoming the pillarization of education systems so as to enable a continuous, uninterrupted learning experience over the entire course of a lifetime. Key to this is the networking and cooperation of trade unions, employers, politicians and teachers in all areas of education, from early childhood to adult education.

After welcoming all guests and Conference participants to Mexico City, **Mr Miguel Ángel Mancera Espinosa** (pictured top), observed that Mexico City is in a state of transformation, and that it aims to develop even further as a learning city. At the end of his speech, the Mayor formally declared the 2nd International Conference on Learning Cities open.

Following the opening addresses, **Mr Arne Carlsen**, Director of the UNESCO Institute for Lifelong Learning and Secretary-General of the Conference (pictured bottom right),

introduced the background and the programme of the Conference. He then summarized UIL's role in promoting and developing learning cities around the globe. Finally, Conference participants approved the Conference agenda and ratified the election of the Chair, Vice-Chairs, General Rapporteur and members of the Drafting Committee (for a full list of members of the Bureau of the Conference, see Appendix 2).





2nd International Conference on
Building Sustainable Learning
28 to 30 September 2015, Mexico



II. UNESCO Learning City Award Ceremony

'Through sharing and exchange we can enhance the building of sustainable learning cities.'

Mr Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning.

Learning Cities
ing Cities
City, Mexico



CDMX
CIUDAD DE MEXICO



UNESCO Learning City Award Ceremony

The UNESCO Learning City Award Ceremony took place in the Teatro de la Ciudad in Mexico City under the moderation of Ms Nuria Sanz, Head of the UNESCO Office in Mexico and UNESCO Representative to Mexico. The launch of the Award represented a special moment in the development of the UNESCO Global Network of Learning Cities (GNLC).

Mr Raúl Valdes-Cotera, Senior Programme Specialist at the UNESCO Institute for Lifelong Learning, began the ceremony by introducing two of the Institute's recent publications: *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities* (ed. Valdes-Cotera et al., 2015) and *Guidelines for Building Learning Cities* (UNESCO Institute for Lifelong Learning, 2015); the Guidelines are also published in Section IV of this Report. These publications mark an important step forward in the process of establishing accessible and

practical information that can be used by all members of the UNESCO GNLC.

Mr Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning, explained that cities can make a major contribution to the sustainable development agenda by ensuring inclusive and equitable quality education and lifelong learning for all. He also outlined the UNESCO Institute for Lifelong Learning's role in managing cities' membership of the UNESCO Global Network of Learning Cities and organizing the UNESCO Learning City Award. Mr Carlsen then officially opened the Network to membership and launched the UNESCO Learning City Award.

Finally, **Mr Qian Tang**, Assistant Director-General for Education of UNESCO, presented the UNESCO Learning City Award 2015 to representatives of twelve cities that have shown extraordinary commitment to implementing the Key Features of Learning Cities.



The recipients of the Award were as follows:



MELTON ⁰¹

Australia

Asia & the Pacific

Ms Sophie Ramsey,
Mayor of the City of
Melton



SOROCABA ⁰²

Brazil

Latin America
& the Caribbean

Mr Antonio Carlos
Pannunzio,
Mayor of Sorocaba



BEIJING ⁰³

China

Asia & the Pacific

Mr Xiaoming Wang,
Deputy Secretary-
General of Beijing



BAHIR DAR ⁰⁴

Ethiopia

Africa

Mr Tesfaye Shiferaw,
Vice-President
of Research and
Community Services,
Bahir Dar University



ESPOO ⁰⁵

Finland

Europe &
North America

Mr Sampo Suihko,
Deputy Mayor of Espoo



CORK CITY ⁰⁶

Ireland

Europe &
North America

Mr Willie McAuliffe,
Chair of the Cork
Lifelong Learning Festival
Organizing Committee



AMMAN ⁰⁷

Jordan

Arab States

Mr Samer Khair Ahmad
Khrino, Director of
Cultural Affairs, Amman
Municipality



MEXICO CITY ⁰⁸

Mexico

Latin America
& the Caribbean

Ms Alejandra Barrales
Magdaleno,
Minister of Education
of Mexico City



YBYCUÍ ⁰⁹

Paraguay

Latin America
& the Caribbean

Ms Maria del Carmen
Benítez Díaz, Mayor of
Ybycuí



BALANGA ¹⁰

Philippines

Asia & the Pacific

Mr Jose Enrique S.
Garcia III,
Mayor of Balanga



NAMYANGJU ¹¹

Republic of Korea

Asia & the Pacific

Ms Jong-Sun Kim, Chief
of the Lifelong Learning
Centre, Namyangju
Institute of Lifelong
Education



SWANSEA ¹²

United Kingdom
of Great Britain &
Northern Ireland

Europe and North
America
Mr Clive Lloyd,
Councillor for St Thomas
and Cabinet Member
for Transformation and
Performance, City and
County of Swansea

Award Recipients' Statements ►



● AUSTRALIA



● POPULATION ▶ 134,967
● AREA IN KM² ▶ 527

CITY OF

Melton

CITY OF MELTON ►



I would like to begin this statement by thanking the following people and organizations:

- Mr Miguel Ángel Mancera Espinosa, Mayor of Mexico City, for generously hosting the 2nd International Conference on Learning Cities;
- Mr Qian Tang, Assistant Director-General for Education of UNESCO;
- the Drafting Committee of the Mexico City Statement on Sustainable Learning Cities;
- Mr Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning (UIL), and the entire UIL team, who worked so hard to make the Conference such a great success;
- the National Institute for Lifelong Education of the Republic of Korea for co-publishing with UIL *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities*, which was launched at this Conference; and
- fellow mayors, councillors, presenters and delegates who participated in this Conference.

It is a great honour for the City of Melton to have been selected as one of the case studies featured in *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities*, and to be one of the cities to receive the inaugural UNESCO Learning City Award.

Melton's Community Learning Plan 2015–2018 is the first to explicitly identify the City of Melton as a learning city. We share with the UNESCO Global Network of Learning Cities the goals of achieving individual empowerment, social cohesion, economic development, cultural prosperity and sustainable development. Our involvement with the UNESCO Global Network of Learning Cities exposes us to current research and provides opportunities to share knowledge and learning city best practice. The City of Melton is keen to explore possibilities for furthering our relationships with our fellow learning cities around the world through knowledge, cultural exchange and business, education and training delegations.

The City of Melton congratulates the Conference hosts, organizers and presenters and all the other cities featured in the collection of case studies. I wish all well and thank UNESCO once more for affording the City of Melton the great honour and opportunity to be involved.

MS SOPHIE RAMSEY

— *Mayor of the City of Melton*



◉ BRAZIL



◉ POPULATION ▶ 644,919

AREA IN KM² ▶ 450

Sorocaba

SOROCABA ►

Receiving the UNESCO Learning City Award 2015 marks a very important stage in Sorocaba's development as a learning city. As the only Brazilian city to receive the Award, Sorocaba is aware that it has a critical role to play both nationally and internationally as a model for other cities wishing to use the learning city approach to tackle the challenges of the twenty-first century. While this Award recognizes the great progress that has been achieved, Sorocaba is aware that much work remains to be done to create an egalitarian city in which all citizens can enjoy a high quality of life.



By building a learning city, Sorocaba seeks to strengthen participative democracy, promote sustainable development as the driving force of growth, and improve its citizens' quality of life. More specifically, Sorocaba is harnessing the potential of lifelong learning to increase civic engagement as a means of promoting sustainability and health awareness; improving access to public utilities such as water, sanitation and electricity; reaching out to different sectors

of society, especially young people; reducing social vulnerabilities; preserving the historical, cultural and artistic heritage of the city; and promoting respect for all citizens and the environment.

Sorocaba's success rests on certain key factors. Firstly, Sorocaba involves all stakeholders in developing the learning city and generates among citizens a sense of ownership over the learning city. Secondly, Sorocaba has found that it is particularly important to enable young people and citizens who have traditionally been affected by social exclusion to play an active role in learning city initiatives. Thirdly, Sorocaba is investing in projects that make lifelong learning a part of citizens' daily lives. Fourthly, Sorocaba is ensuring that all local government departments – including the Departments of the Environment, Social Development, Education, Economic Development and Employment, and Sports and Culture – are contributing to the development of the learning city. Finally, Sorocaba is encouraging actors in the public and private sectors to cooperate in offering citizens learning opportunities.

It was a great honour to participate in the 2nd International Conference on Learning Cities. Sorocaba is determined to be an ambassador for lifelong learning. It looks forward to creating international partnerships and sharing expertise with other learning cities around the world through the UNESCO Global Network of Learning Cities.

MR ANTONIO CARLOS PANNUNZIO
— *Mayor of Sorocaba*



CHINA



POPULATION ▶ 21,516,000
AREA IN KM² ▶ 16,400

Beijing

BEIJING ►

The 1st International Conference on Learning Cities was held in Beijing in October 2013. Since this Conference, Beijing has continued to promote the development of learning cities. This has involved various steps. The first step was to devise the Beijing Action Plan on Learning City Development, which is based on the Beijing Declaration on Building Learning Cities. The second step was to intensify the development process and monitor learning city development, focusing on districts and counties within Beijing. The third step was to carry out evaluations of model counties, which play an influential role throughout the city as a whole. At present, three out of sixteen districts and counties have been designated as model counties. The fourth step was to improve the lifelong education system and lifelong study service system so as to encourage vocational colleges, community colleges and open universities to play a greater role in the development of the learning city. The fifth step was to set up an online platform for the learning city entitled Beijing Learning.

Beijing has made great efforts in its learning city campaign, which has nurtured culture and social

harmony, improved human capital, and promoted innovation and sustainable development. However, Beijing faces many challenges, such as air pollution, fog and haze, traffic congestion, population explosion, water shortages, greater pressure for citizens in life and in work, and lower levels of happiness among citizens. In the light of such challenges, Beijing will continue to collaborate with surrounding areas such as Tianjin and Hebei to ensure that the social governance model has a focus on learning and innovation. We want Beijing to be a smart, energy-saving and environmentally friendly city by the time it hosts the Winter Olympics in 2022.

We wish to thank UNESCO and the Government of Mexico City for organizing the 2nd International Conference on Learning Cities. Beijing is looking forward to the third Conference and to continuing to contribute to the building of learning cities all over the world.

MR XIAOMING WANG

— *Deputy Secretary-General of Beijing*



ETHIOPIA



POPULATION ▶ 318,429
AREA IN KM² ▶ 28

Bahir Dar

BAHIR DAR ►



Bahir Dar City and Bahir Dar University started implementing the learning city concept soon after the 1st International Conference on Learning Cities in 2013. We believe that lifelong learning is a tool to build a better city in which all levels and forms of learning are promoted and valued at all times in peoples' lives and in all contexts. In Bahir Dar, the learning city concept is one that brings together and enhances the currently isolated and uncoordinated efforts of the various stakeholders. We expect that the learning city concept will enable us to become a city where our citizens can live peacefully, and where their gender and social, economic, ethnic and religious backgrounds do not affect how they are treated and what they achieve in their lives. By building a learning city, we also wish to enhance our citizens' employability and entrepreneurial skills, to ensure that they remain physically and mentally healthy, and to help them

protect the environment and their culture. As we forge partnerships with UNESCO and other cities, we will keep clarifying and elaborating our concepts of lifelong learning and learning cities.

We call upon all stakeholders – both nationally and internationally – to work with us in promoting lifelong learning and implementing the learning city concept. We call in particular upon Ethiopians in the diaspora to help build a model learning city in Bahir Dar. We also call upon other cities throughout the world and international organizations to share their experiences of, best practices in and expertise on creating a sustainable learning society.

MR TESFAYE SHIFERAW

— *Vice-President of Research and Community Services, Bahir Dar University*



○ FINLAND



○ POPULATION ▶ 267,906
AREA IN KM² ▶ 528

Espoo

ESPOO ▶



Espoo is developing as a sustainable learning city through partnerships and innovation.

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

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

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

The Key Features of Learning Cities and the examples of other learning cities are helping Espoo to build its own sustainable future.

MR SAMPO SUIHKO

— *Deputy Mayor of Education and Cultural Services, Espoo*



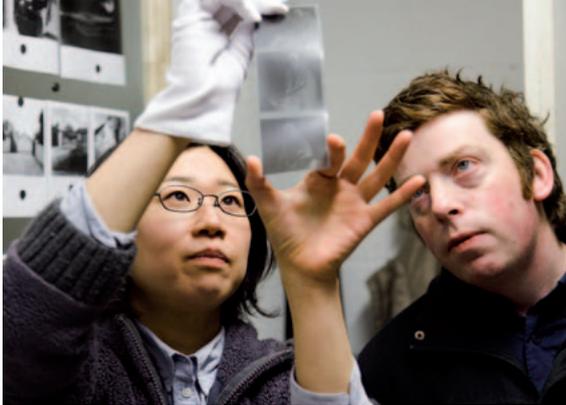
IRELAND



POPULATION ► 289,739
AREA IN KM² ► 833

Cork City

CORK CITY ►



On behalf of Cork City Council, Cork Education and Training Board, Cork's higher education institutions, schools, colleges, community and voluntary organizations, as well as the citizens of Cork City, I am deeply honoured to accept this Award.

I would like to thank the UNESCO Institute for Lifelong Learning and Mr Raúl Valdes-Cotera for their advice and encouragement, and in particular for taking the time to visit Cork's Lifelong Learning Festival this year.

Developing a culture of learning in Cork began over twelve years ago, when Cork City Council adopted a strategy called 'Imagine our Future'. At the heart of this strategy was a vision of transforming Cork into a city of learning. Today marks a milestone in the realization of that vision.

Our Lifelong Learning Festival, which has captured the imagination of people both in the city and beyond, has played a crucial role in implementing our vision. Over the years, the festival has built on areas of common interest across sectors such

as health, social inclusion, the environment and economic development, so that today all stakeholders are committed to ensuring that Cork is a sustainable city of learning. The fact that all events are free during the festival reflects the willingness of participants to share their passion for learning in all its forms. During the week-long festival, organizations and individuals showcase their activities, all of which continue throughout the year. By establishing networks and partnerships, groups working in the most disadvantaged parts of the city are now able to offer major learning opportunities within their local communities.

The recognition that Cork has received today is a particular source of pride for participants of the festival, who are now part of a global network. Such recognition improves our city's prospects for competitiveness in the global economy and, as a result, will improve employment and educational opportunities for all our citizens, in particular our young people.

I would like to acknowledge and thank the voluntary organizing committees of both the Cork Lifelong Learning Festival and Growing Learning in Cork for their commitment and dedication over the years.

Our festival's motto is 'Investigate! Participate! Celebrate!' Today is certainly a day to celebrate.

MR WILLIE MCAULIFFE

— *Chair of the Cork Lifelong Learning Festival Organizing Committee, Cork City*



JORDAN



POPULATION ▶ 2,584,600
AREA IN KM² ▶ 1,680

Amman

AMMAN ►



On behalf of the Mayor of Amman, Mr Akel Biltaji, I would like to express the appreciation of the Municipality of Amman and its citizens to UNESCO and the UNESCO Institute for Lifelong Learning for their recognition of Amman's efforts to become a 'Learning and Convivial City'.

Jeera, as our initiative is called, embodies values that are deeply embedded in Arab culture. We want to build a city where all citizens enjoy convivial, neighbourly relationships, learn from each other and can access a web of learning spaces, opportunities and cultural treasures.

Over the past four years we have created a model for Arab learning cities that has recently been adopted by the Arab Towns Organization, which has established an Amman-based working group on culture for Arab cities. This working group aims to encourage other Arab cities to become learning cities.

The learning city concept was launched in Amman in 2011 as a collaborative initiative between Amman Municipality (represented by its Cultural

Department) and the Arab Education Forum (a Jordanian non-governmental organization). The chief aim of this initiative is to promote sustainable development throughout the city. From the beginning, the learning city of Amman has been built on partnership. Amman has already created synergies and learning opportunities that not only all citizens contribute to and benefit from, but that also positively affect citizens' attitudes. These opportunities have promoted a sense of belonging to the city. They are creating a bond between citizens and their neighbourhoods, and are cultivating respect for the different cultures that make up the community of Amman.

We look forward to more integration in our city and to much more sustainable development for our community. We hope that our involvement in the UNESCO Global Network of Learning Cities will help us to reach even more citizens.

MR SAMER KHAIR AHMAD KHRINO

— *Director of Cultural Affairs,
Amman Municipality*



● MEXICO



● POPULATION ▶ 8,918,653
AREA IN KM² ▶ 1,485

Mexico City

MEXICO CITY ►



According to the Beijing Declaration on Building Learning Cities, which was adopted in October 2013, learning cities mobilize human and other resources to promote inclusive learning from basic to higher education, revitalize learning in families and communities, facilitate learning for and in the workplace, extend the use of modern educational technologies and improve the quality of learning. As we know, the ultimate aims of learning cities are to reinforce individual empowerment and social cohesion, foster citizens' participation, promote the economic and cultural prosperity of cities and pave the way for sustainable development.

With that in mind, the Government of Mexico City adopted the concept of 'social capital' right at the start of its term of office as a key part of its public policy. Social capital simply refers to the civic virtue that is generated when citizens actively participate in setting standards, creating networks and running cooperative projects based on trust, mutual benefit and contributing to social development and well-being.

In line with that approach, the Government of Mexico City has rolled out a series of programmes and public policies aimed at promoting lifelong learning from early education up to higher education, with an emphasis on strengthening citizens' social and economic skills, offering education and training to parents, and providing teachers with up-to-date professional training.

Mexico City is delighted to have had the honour of hosting the 2nd International Conference on Learning Cities. On behalf of the Head of the Government of Mexico City and on my own behalf, I wish to thank UNESCO for giving us this opportunity to contribute to the building of learning cities throughout the world. We are also grateful to UNESCO for recognizing our own efforts here in Mexico City by presenting us with the UNESCO Learning City Award.

MS ALEJANDRA BARRALES MAGDALENO
— *Minister of Education of Mexico City*



PARAGUAY



POPULATION ► 23,094
AREA IN KM² ► 122

Ybycuí

YBYCUÍ ▶



I am honoured to accept the UNESCO Learning City Award on behalf of all the people in Ybycuí who have been working so hard to build a learning city. I am very grateful to UNESCO for recognizing our achievements. This Award encourages us to continue harnessing the potential of lifelong learning to promote the development of Ybycuí and indeed Paraguay as a whole.

Participating in the 1st International Conference on Learning Cities in Beijing in 2013 was an important moment for the Municipality of Ybycuí. It inspired us to launch our Ybycuí Learns and Develops initiative, which promotes the integration and participation of all of our citizens in the building of the learning city.

I wish to thank two institutions that have been sources of immense support for Ybycuí Learns and Develops: the Ministry of Education and Culture in Paraguay, which has shared

its expertise with us, and the Organization of Ibero-American States, which has provided invaluable technical, logistical and moral support for our activities.

As a community, we are aware that our work has just begun and that much is left to do. We are committed to creating a better future for our citizens and to sharing our experience with other towns, regions and countries that are also looking to lifelong learning as a means of securing a better quality of life for all.

I have no doubt that this 2nd International Conference on Learning Cities will make a major contribution towards the building of learning cities around the world.

MS MARÍA DEL CARMEN BENÍTEZ

— *Mayor of Ybycuí*



PHILIPPINES



POPULATION ▶ 93,687
AREA IN KM² ▶ 111.63

Balanga

BALANGA ▶



On behalf of the City Government of Balanga, I would like to thank the UNESCO Institute for Lifelong Learning for: 1) providing a framework that enables cities to identify and adapt the Key Features of Learning Cities; 2) initiating the UNESCO Global Network of Learning Cities, which serves as a platform for building partnerships and sharing best practice; and 3) recognizing Balanga's efforts in promoting lifelong learning.

Balanga's journey towards becoming a centre for lifelong learning started in 2007. Our 'University Town' vision brought us to Beijing, where we represented our city at the 1st International Learning Cities Conference in 2013. Our participation in that Conference paved the way for us to further improve and measure the effects of our learning programmes. The Beijing Declaration on Building Learning Cities prompted us to use learning as a means of empowering our citizens and to incorporate it into local governance.

Receiving the UNESCO Learning City Award is both an inspiration and a challenge to us. It inspires us to know that all our efforts are being recognized, and that our vision of becoming a University Town is now clearer than ever. It is uplifting to know that our dream of becoming a centre of knowledge and innovation is possible. This Award confirms that we are on the right track.

We would like to thank UNESCO once again for recognizing our efforts to improve the lives of our people through learning. We look forward to continuing to work with you to promote lifelong learning for the generations of today and tomorrow.

MR JOSE ENRIQUE S. GARCIA III
 — Mayor of Balanga



○ REPUBLIC OF KOREA



○ POPULATION ▶ 642,192
AREA IN KM² ▶ 460

Namyangju

NAMYANGJU ▶

The key challenge facing Namyangju today is to address the inequalities that exist between its rural and urban areas in terms of living standards and access to education, culture and information. Namyangju is tackling this challenge by building a learning city, which it hopes will cultivate local talent, improve the city's competitiveness, boost community and cultural participation, and enhance all of its citizens' quality of life.



Namyangju has launched several initiatives as part of its efforts to build a learning city. These include the following:

1. — Building a 1-2-3 Lifelong Learning Infrastructure that provides its citizens with ample opportunities to learn in any environment. '1-2-3' refers to the distance that citizens live from the nearest learning opportunity. Thus no citizen lives more than ten minutes away from the nearest Learning Lighthouse, no more than twenty minutes away from the nearest community centre and no more than thirty minutes away from the nearest public library.

2. — Establishing 100 learning villages, which will play a key role in creating a learning ecosystem, encouraging communication among residents, restoring a sense of community and cultivating local entrepreneurship.

3. — Operating an academy for local talent, as Namyangju sees its citizens as its greatest resource.

4. — Providing support to learning clubs in order to promote a culture of lifelong learning. In addition, Namyangju is funding businesses that design and create learning materials for these clubs.

5. — Establishing a network that allows parents to work together to support their children's education.

6. — Creating lifelong learning opportunities for socially disadvantaged people. For example, the city has provided ten community centres with literacy teachers and is providing language classes for multicultural families.

7. — Creating Lifelong Learning Shops, which provide an online and offline lifelong learning consultation service for citizens.

MR SEOK-WOO LEE

— *Mayor of Namyangju*



UNITED KINGDOM OF
GREAT BRITAIN
AND NORTHERN IRELAND



POPULATION ▶ 685,051
AREA IN KM² ▶ 4,805

Swansea

SWANSEA ▶



Bore da (Welsh for 'good day')!

It is a great honour and privilege to be invited to Mexico City to participate in the 2nd International Conference on Learning Cities. I know I speak on behalf of the people of Swansea when I say that we are extremely proud to receive the UNESCO Learning City Award.

Two years ago, Swansea adopted the Beijing Declaration on Building Learning Cities, thereby becoming the UK's pioneering learning city. What we realized in Swansea City and County Council was that everyone has a role to play in creating a learning city, and that to realize our ambitions, we need partners and collaboration. And we have some great partners! In particular, I would like to recognize the invaluable work of Swansea University.

We have an ambitious goal: to create a region that is innovative, entrepreneurial and inclusive. But this will only be achieved through joint public- and private-sector collaboration as well as regional skills partnerships with schools, universities and lifelong learning initiatives. Our commitment to our young people via our Youth Guarantee scheme and our Keeping in Touch strategy, which involves schools, colleges, careers services, charities and the voluntary sector, is also crucial. So strong partnerships comprise one of our city's chief assets. This Award recognizes what our partnerships have done and will continue to do.

We look forward to developing new partnerships with the other eleven recipients of this year's UNESCO Learning City Award and with the many other cities participating in this Conference.

I will conclude by saying that we are very proud of our achievements as a learning city. Please come to Swansea to see what we are doing. You will receive a great Welsh welcome!

Diolch ('thank you' in Welsh)!

MR CLIVE LLOYD

— *Councillor for St Thomas and Cabinet Member for Transformation and Performance, City and County of Swansea*



Organización
de las
Naciones Unidas
Educación,
Ciencia y Cultura

2nd International Conference
Building Sustainable
28 - 30 September 2015

III. Sessions and Forums

- ▶ *Plenary Sessions*
- ▶ *Mayors' Forum*
- ▶ *Thematic Forums*
- ▶ *Regional Forums*



Plenary Sessions

Plenary Session 1: Developing Sustainable Learning Cities around the World

The first session featured varied perspectives on developing learning cities. Speakers discussed how mayors, city education executives and experts can use the learning city concept to create a better future for themselves, their citizens and the planet.

MODERATOR

Mr Jorge Sequeira — Director of the UNESCO Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago)

KEYNOTE SPEAKERS

Mr José Ramón Amieva Gálvez — Minister, Ministry of Social Development of Mexico City

Ms Youngwha Kee — President, National Institute for Lifelong Education (NILE), Republic of Korea

Ms Mariko Sato — Chief, UN-HABITAT Bangkok

Mr Jiantong Liu — Deputy Director-General, Department of Vocational and Adult Education, Ministry of Education, China

Mr Amieva, speaking from a public policy perspective, addressed the importance of establishing a system that ensures the efficiency, effectiveness and sustainability of learning cities and their learning programmes. Mr Amieva explained that having appropriate laws and regulations in place, securing sustainable funding and ensuring equal opportunities for all people are essential elements of such a system. Furthermore, he affirmed the determination of the Government of Mexico City to implement the learning city approach to tackle prominent challenges facing the city, in particular poverty.

In her presentation, **Ms Kee** described the systematic way in which the learning city approach has been implemented in the Republic of Korea. Legal frameworks have been set up at national and local levels, a collective governance mechanism involving the Ministry of Education, the National Institute for Lifelong Education (NILE) and local governments has been set up, and extensive use is being made of information and communications technology. Ms Kee also discussed an important longitudinal study comparing learning cities and non-learning cities in the Republic of Korea. This study shows that learning cities have outperformed non-learning cities with respect to indicators such as the gross regional domestic product (GRDP), crime rate and population outflow. According to Ms Kee, the study provides concrete evidence of the benefits of building learning cities. It has therefore reinforced the commitment of cities in the Republic of Korea to promoting lifelong learning for all of its citizens.

Ms Sato argued that in an urbanized world, cities have a key role to play in implementing the global sustainable development agenda. She suggested that cities need to develop a new generation of national urban policies, establish urban patterns for a green economy and incorporate sustainable urban spaces into city planning. Ms Sato stressed that a people-centred approach should underpin all activities, which means ensuring that all stakeholders are involved in decision-making and action.

Mr Liu provided an overview of the significant progress that has been made in developing learning cities in China since the 1st International Conference on Learning Cities. In 2014, the first Chinese national policy paper on learning cities was issued by the Ministry of Education and six other government ministries. This policy paper provides guidelines for building learning cities in China. By 2015, more than fifty Chinese cities had

joined the National Learning Cities Construction Alliance, which is led by the Chinese Adult Education Association, and had pledged to become learning cities. In addition, work is currently underway on creating a national learning cities index. This index is based on the UNESCO Key Features of Learning Cities and the experiences accumulated in developing learning cities in China. Mr Liu explained that China's focus is now on putting the policy paper into practice and creating a holistic system that stimulates the growth of learning cities across China.

The discussions in Plenary Session 1 revealed general agreement on the benefits of implementing lifelong learning to address challenges related to urbanization. A humanistic, holistic approach to education and learning will contribute to a new development model in which individual empowerment, social cohesion and cultural prosperity are accorded the same importance as economic development. Participants of this session agreed that people must be put at the centre of the learning process, and that learning cities must go beyond narrow utilitarian and economic concerns to integrate multiple dimensions of human existence.

Plenary Session 2: Strengthening Partnerships and Networks for Developing Sustainable Learning Cities

During the second Plenary Session, discussions focused on practical approaches to involving city governments and other stakeholders in building sustainable learning cities. Representatives from various nodes of existing networks and partnerships gave first-hand accounts of the governance of sustainable learning cities.

MODERATOR

Ms Judith James — Head of Strategic Regional Collaboration, Swansea University, United Kingdom of Great Britain and Northern Ireland

KEYNOTE SPEAKERS

Mr Sampo Suihko — Deputy Mayor of Espoo, Finland

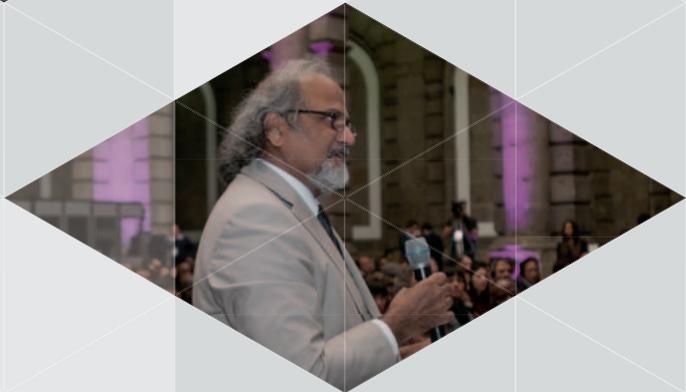
Ms Sandra Morrison — President, International Council for Adult Education (ICAE)

Mr Nader Imani — CEO and Head of Business Field Education, Festo Didactic Inc., Germany

Mr Ariel Pacecca — Education Director, Microsoft Mexico

Establishing and maintaining active networks of cooperation helps cities to develop effective responses to new challenges, argued **Mr Suihko**, who shared his observations as Deputy Mayor of Espoo. Mr Suihko explained that Espoo has created a platform for networks and partners that enables these to work together to tackle the challenges currently facing the city, such as digitalization, placing learners at the centre of their own learning and creating flexible learning spaces.

Speaking on behalf of the International Council for Adult Education (ICAE), a global network with a specific mandate to advocate for youth and adult learning and education as a universal human right, **Ms Morrison** placed special emphasis on the importance of having global agendas and issue-based approaches. While local partnerships and networks for cooperation play a key role within a learning city, it is equally important to provide opportunities for exchange between cities by creating partnerships and networks that span multiple cities, both nationally and internationally. By representing multiple NGOs in national and regional networks,



ICAE supports the learning city initiative while advocating the maintenance of individual cities' traditions and identities and ensuring that the learner stays as the centre of this process.

Mr Imani stated that building bridges between education and industry in urban regions represents a special opportunity for learning cities. Festo Didactic is building such a bridge in the field of water technology. Ensuring that citizens have access to clean water is one of the central development challenges facing cities today. By providing training in water technology and developing a suitable qualifications framework, Festo Didactic seeks not only to enhance the supply of clean water in cities, but also to enhance learners' employability and create jobs.

Mr Pacecca addressed the importance of utilizing information and communications technology in learning cities. He described how partnerships fostered as part of Microsoft's CityNext initiative have been successful in addressing a range of problems in various cities. CityNext is a solution-oriented platform that benefits cities and partners. Through collaboration with partners, CityNext wants to utilize the cloud, big data, mobile resources and social networks to find innovative solutions for education, and in particular to provide broader access to skills development and training.

Building a learning city depends on innovations that can only happen if forward-looking institutions take the lead in facilitating dialogue and cooperation between all stakeholders. According to many of the presentations and discussions that took place during Plenary Session 2, partnerships and multi-level networks can foster innovation and increase efficiency. However, most participants agreed that there is no one-size-fits-all approach to building sustainable learning cities.

Plenary Session 3: Implementing the Key Features of Sustainable Learning Cities

This Plenary Session focused on concrete strategies and approaches that can be adopted by city governments and other stakeholders to measure and evaluate progress in learning cities.

MODERATOR

Mr Walter Hirche — President of the Expert Committee on Education, German Commission for UNESCO

KEYNOTE SPEAKERS

Ms Cuizhu Zhang — Deputy Director, Beijing Research Centre for the Learning City, Beijing Academy of Educational Sciences, China

Ms Silvia Montoya — Director, UNESCO Institute for Statistics

Mr Peter Blunden — Executive Officer of the City of Melton Community Learning Board, Melton City Council, Australia

Mr Martin Noack — Senior Project Manager, Bertelsmann Stiftung, Germany

Mr Andreas Schleicher — Director for Education and Skills and Special Adviser on Education Policy to the Secretary-General at the Organization for Economic Co-operation and Development (OECD) (video presentation)

Beijing started out on its journey towards becoming a learning city in 1999. In her presentation, **Ms Zhang** took stock of Beijing's achievements over the past sixteen years, focusing on developments in the field of monitoring and evaluation. In 2009, a group of experts under the leadership of the Beijing Municipal Commission of Education developed an evaluation index for monitoring performance. The index was based on Beijing's experience and was further refined to include the recommendations of UNESCO's Key Features of Learning Cities. The index covers factors such as policy, legislation, media coverage, organization, management, funding, human resources, research, innovation and implementation across

all levels, from preschool to education for older people, immigrants and disadvantaged groups. The index has been used to review performance, identify problems and inform policy development, and it has strengthened the scientific basis of the learning city in Beijing.

More than half of the world's population is estimated to live in cities, and this number is set to increase. In her keynote presentation, **Ms Montoya** spoke about urbanization trends and argued that focusing on urban areas will help create linkages between the various Sustainable Development Goals. Ms Montoya stressed the importance of investing in people, but added that such investments must be guided by good data generated by measurement tools focusing on well-defined outcomes and related benchmarks. This, she claimed, will ensure that education improves social cohesion and public health, diminishes poverty and crime, and maximizes the full potential of individuals, leading to more sustainable and peaceful societies.

One example of progress monitoring was presented by **Mr Blunden**, who spoke on behalf of Melton City Council. Melton monitors its own development as a learning city using environmental scanning as well as criteria and targets that define comparison points and benchmarks over time. In addition, Melton, one of the winners of the UNESCO Learning City Award 2015, has created its own evaluation and reporting framework.

Mr Noack explained that successful learning cities require strong networks between education providers, administrators and companies. He also highlighted the importance of providing learners with easy access to education facilities. Mr Noack argued that it is necessary to monitor education – including early childhood education, primary and secondary education, vocational training and further education – at the city level. He informed the audience about the work of the Bertelsmann Stiftung, which promotes lifelong learning in Germany and Europe based on the four UNESCO pillars of learning: learning to know,

learning to do, learning to live together and learning to be.

Mr Schleicher introduced the OECD's efforts to monitor citizens' skills, their use of these skills and the benefits to their economies. Unemployment is increasing among young graduates, yet employers are reporting difficulties in finding employees with the right skills. This suggests that education alone does not automatically translate into better skills, better jobs and better lives. Mr Schleicher called for the provision of high-quality initial education and lifelong learning as well as the establishment of effective links between learning and work. He also recommended that workers be allowed to adapt learning to their lives and that employers be helped to make better use of workers' skills. Mr Schleicher argued that large cities, in particular, need to become much better at equipping more people with better skills to collaborate, compete and connect.

The input from speakers in this Plenary Session made it clear that robust monitoring and evaluation systems are essential to transform political and theoretical discourses into concrete strategies. While the primary responsibility for monitoring and evaluation lies with governments, cities should consult with stakeholders across sectors to build up effective mechanisms adapted to local priorities and resources. The Key Features of Learning Cities offer a normative instrument for measuring progress in building learning cities, focusing on fundamental conditions, major building blocks and wider benefits of learning cities. To adapt the Key Features to local contexts, cities should evaluate the effects their policies and strategies have on building the learning city. The monitoring results and findings are crucial for effective evidence-based decisions and results-oriented programmes.



Mayors' Forum: Lifelong Learning for All is our Cities' Future

Politicians and city administrations have primary responsibility for committing political resources to developing sustainable learning cities. The Mayors' Forum provided such representatives from all over the world with a special opportunity to share their cities' experiences. This session involved an international policy dialogue as mayors shared ideas on building learning cities and discussed innovative implementation strategies that respond to the social, economic and environmental contexts of their cities.

MODERATOR

Mr Arne Carlsen — Director of the UNESCO Institute for Lifelong Learning and Secretary-General of the Conference

KEYNOTE SPEAKERS

Ms Criona Ní Dhálaigh — Lord Mayor of Dublin, Ireland

Mr Masao Omori — Mayor of Okayama, Japan

Mr Antonio Carlos Pannunzio — Mayor of Sorocaba, Brazil

Mr Wynter McIntosh — Mayor of Lucea and Chair of Hanover Parish Council, Jamaica

Mr Yunsig Kim — Mayor of Siheung City, Republic of Korea

Mr Dimitrios Deligiannis — Deputy Mayor of Larissa, Greece

Ms Ní Dhálaigh stated that a learning city requires leadership that is open to diversity, encourages difference and actively encourages citizens to take on more responsibility:

A learning city is one that empowers the people who live in it. Democracy requires greater citizen participation in the decisions that affect their lives. A learning city must provide people with the tools, the knowledge and the skills to ensure universal social inclusion. It must be concerned with lifelong

learning, from the cradle to the grave, with fostering a sense of adventure, a sense of discovery, and an open mind to opportunity.

Illustrating his city's human rights-based approach to providing learning environments, **Mr Omori** described the service that learners of all ages can receive when they visit one of Okayama's thirty-seven Kominkans (community centres that offer lifelong learning consultation and intergenerational learning opportunities, among other things).

Several mayors emphasized the importance of social inclusion. **Mr Pannunzio** described Sorocaba's initiatives to improve social inclusiveness and make learning more accessible, adding that 'the city is committed to mobilizing its resources in all sectors to enrich human potential.' **Mr McIntosh** stressed that municipalities have a duty to be more accessible and accountable to citizens. **Mr Kim** explained that citizens, as learners, should be at the centre of learning cities, adding that 'we need to serve our citizens and satisfy their needs.' Finally, **Mr Deligiannis** spoke about the need to increase the participation of citizens both in learning and in society as a whole.

Participants of this forum agreed on the usefulness of the Guidelines for Building Learning Cities. They felt that two of these guidelines are particularly important: firstly, making sure that learning is accessible to all citizens, and secondly, creating a coordinated structure involving all stakeholders. The participants also agreed that city leaders are responsible for establishing a monitoring and evaluation process to ensure that learning cities make progress. In addition, they recommended that cities organize celebratory lifelong learning events to maintain momentum, such as those held in Hanover Parish and the Lifelong Learning Week currently being planned in Larissa. All of the speakers in this forum placed special emphasis on remaining accountable to citizens and following up on commitments.



Thematic Forums

Thematic Forum 1: How Learning Cities can Foster Global Citizenship and Environmental Stewardship

MODERATOR

Ms Mariko Sato — Chief, UN-HABITAT Bangkok

KEYNOTE SPEAKERS

Mr José Carlos Tenorio — Executive Secretary, International Council for Local Environmental Initiatives (ICLEI), Mexico

Ms Hayley MacQuire — Capacity Support and Advocacy Adviser, the Asia South Pacific Association for Basic and Adult Education (ASPBAE), Australia

Ms Ana Puhac — student at University College London and member of the Earth in Brackets advocacy group, Croatia

Mr André Müller — Coordinator and Senior Adviser, Federal Institute for Research on Building, Urban Affairs and Spatial Development (BBSR) at the Federal Office for Building and Regional Planning (BBR), Germany

Participants of this Thematic Forum set out to answer the following question: ‘How can cities create learning opportunities that promote a sense of global citizenship and encourage people to make the positive changes necessary to secure sustainable development?’ The objective of the forum was to identify holistic, integrated strategies that foster global citizenship and environmental stewardship among both children and adults, thereby empowering them to work towards the SDGs.

Mr Tenorio explained that it is essential to strengthen the skills of various actors at the local level in order to tackle threats relating to climate change. Learning activities for sustainable development need to integrate knowledge, resilience and a sense of both global solidarity and individual responsibility.

To foster cohesion, learning activities need to encourage dialogue between different generations, ethnicities and religions. **Ms MacQuire** reminded the forum that young people must have an authentic voice in communities and learning cities when decisions are being made that affect their lives.

Ms Puhac discussed the challenges and opportunities for change in cities. She argued that citizen involvement has a comparatively large impact on urban development, especially in regard to climate mitigation: ‘States talk, cities walk’, she said.

Mr Müller introduced Dialogues for Change (D4C), a German Marshall Fund of the United States Initiative that supports the daily work of cities. Mr Müller argued that learning cities should cross administrative borders. He added that learning cities should be built on a willingness to learn from others and that they should have the potential to alter inherited thinking.

The first Thematic Forum showed that learning cannot stop at raising citizens’ awareness of social, economic and environmental issues. In fact, a suggestion that emerged from the discussion was that a fifth pillar, ‘learning to transform’, should be added to the four pillars of learning proposed by UNESCO’s Delors Report (1972): ‘learning to know’, ‘learning to do’, ‘learning to be’ and ‘learning to live together’.

Thematic Forum 2: How Learning Cities can Contribute to Health and Well-Being

MODERATOR

Ms Sofia Leticia Morales Garza — Technical Secretary,
Federal Administration of Educational Services of
Mexico City

KEYNOTE SPEAKERS

Ms Alejandra Barrales Magdaleno — Minister of
Education, Mexico City

Mr Jose Siri — Research Fellow in Urban Health,
United Nations University International Institute for
Global Health (UNU-IIGH)

Ms Charmaine Picardo — Sexual Reproductive Health
and Rights Ambassador, Southern Africa HIV and AIDS
Information Dissemination Service (SAfAIDS), Zimbabwe

Mr Qiang Wu — Executive Vice-President, Shanghai
Academy of Educational Sciences (SAES), China

The following question was addressed in the second Thematic Forum: ‘How can cities harness the power of learning to improve the health and well-being of all citizens?’ The objective of this forum was to discuss the contribution learning cities can make towards realizing Sustainable Development Goal 3: ‘ensure healthy lives and promote well-being for all at all ages’. The presentations and discussions focused on ways in which lifelong learning can empower citizens to adopt healthy lifestyles.

Improving the health, nutrition, personal hygiene, well-being and civic awareness of public school children in some of the most disadvantaged areas of Mexico City are vital issues addressed by the SaludArte programme. **Ms Barrales Magdaleno** shared best practice from this programme, which provides children from marginalized groups with nutritious meals and offers workshops on a range of issues related to health and well-being.

The number of city dwellers around the world has soared dramatically and will continue to do so, as **Mr Siri** showed in his presentation. Mr Siri argued that cities have therefore become particularly important sites for tackling health challenges and improving citizens’ well-being.

Despite numerous advances in healthcare and medicine, poor health continues to hinder development throughout the world. Communicable and non-communicable diseases, mental health and addiction are just some of the issues currently undermining social and economic development. Living in cities, as **Ms Picardo** explained, has its own distinct effect on health and well-being. Ms Picardo discussed some examples of health issues that are more prevalent among city dwellers, such as obesity, mental health problems and diseases like cholera and typhoid. Such health issues can be traced back to a range of causes, including poor housing and sanitation and city dwellers’ increasingly sedentary lifestyle.

Lifelong learning can make a major contribution to the creation of healthy urban environments. **Mr Wu** introduced Shanghai’s goal of improving the health and well-being of its citizens by becoming a learning city. He described the city’s community health education courses, which enable citizens to learn how to take control of their health conditions, develop caring and supportive attitudes towards others, protect themselves from infectious health risks, and become more confident in their ability to make changes to their lifestyles.

This Thematic Forum featured several compelling accounts of why it is important to create links between lifelong learning, health and well-being in learning cities. It is evident that the rapid growth of the global urban population creates challenges for health and well-being. Tackling these challenges involves providing health-related learning opportunities for all ages.

Thematic Forum 3: How Learning Cities can Stimulate Inclusive and Sustainable Economic Growth

MODERATOR
Ms Sylvia Beatriz Ortega — Director-General, Colegio de Bachilleres, Mexico
KEYNOTE SPEAKERS
Mr Antonio E. Sánchez García — Corporate Affairs and Public Policy Director for Intel Mexico
Mr Wassilios Emmanuel Fthenakis — President, Didacta Association, Germany
Mr Shaji Baby John — Chairman and Managing Director, Kings Group of Companies, India
Ms Nicole Dättwyler Suárez — Entrepreneurship Training Leader, Acción Emprendedora, Chile
Mr Ahmet Köseoğlu — Head of Press and Public Relations Department, Konya Metropolitan Municipality, Turkey

Participants of the third Thematic Forum addressed the question ‘How can cities ensure that lifelong learning contributes to sustained, inclusive and sustainable economic growth?’ SDG 8 centres on promoting ‘sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all’. In light of this, the objective of this forum was to discuss how learning cities can develop innovative and people-centred economies, increase youth employment, and promote the knowledge, skills, values and attitudes needed for productive and fulfilling work and full participation in society.

It is essential that cities work towards SDG 8 by enabling citizens to develop the knowledge, skills and attitudes they need for the world of work and indeed for life in general. This process has to start as early as possible, according to **Mr Sánchez** of Intel Mexico, which provides teacher training in information and communications technology.

Mr Fthenakis also spoke about the importance of developing children’s competencies from early on. He argued that the home is a crucial learning space, as are virtual learning environments and community centres. Mr Fthenakis added that becoming more responsive to the knowledge and skills needed by citizens for fulfilling work and full participation in society is the key to ensuring that cities achieve sustainable economic growth.

Mr Baby John believes that empowered citizens have the chance to develop their skills through all modalities of lifelong learning. This enables them to shoulder the emerging responsibilities of contributing not only to their learning communities but also to environmental sustainability.

Ms Dättwyler introduced the NGO Acción, which empowers more than 3,000 budding entrepreneurs every year through training, consulting and mentoring programmes. The programme’s multidisciplinary team, which includes many volunteers, supports local entrepreneur networks so as to promote mutual and sustainable learning.

Mr Köseoğlu talked about the efforts of the city of Konya, Turkey, to provide lifelong learning opportunities to 100,000 of its citizens every year. The aims include providing career advice, preparing young people for job opportunities and helping people to develop hobbies. The benefits of lifelong learning, Mr Köseoğlu argued, go beyond the development of the individual: lifelong learning helps create a peaceful society.

Consensus was expressed during this forum that pursuing lifelong learning for all is strongly linked to inclusive and sustainable economic growth. Lifelong learning helps cities to tackle issues such as poverty and growing youth unemployment, and to respond effectively to developments such as mass migration, technological advances and the constantly shifting demands of the labour market. As the showcased example of Konya shows, a collective and focused effort can lead to the successful provision of lifelong learning opportunities to a large part of the citizenry.



Regional Forums

Building thriving learning cities requires regional collaboration and support. Such collaboration enables cities to develop lifelong learning visions and strategies that effectively tackle economic, social and environmental challenges. The Regional Forums therefore aimed to cultivate dialogue by inviting participants to share experiences of building and maintaining learning cities and to discuss innovative ways of implementing lifelong learning policies.

Regional Forum 1: Africa

MODERATOR

Ms Gugulethu T. Ndebele — Chief Executive Officer, Save the Children, South Africa

PANELLISTS

Mr Tesfaye Shiferaw — Vice-President, Research and Community Services, Bahir Dar University, Ethiopia

Mr Narciso Matos — Pro-Rector, Polytechnic University, Mozambique

Ms Saïda Abouid — Consultant, Morocco

Mr Moses Ngware — Research Scientist and Head of Education Research Programme, African Population and Health Research Centre (APHRC), Kenya

Mr Ibrahima Bah-Lalya — Coordinator, Working Group on Non-Formal Education, Association for the Development of Education in Africa (ADEA), Burkina Faso

Mr Abdel Rahamane Baba-Moussa — Professor, University of Porto-Novo, and Permanent Technical Secretary of the Ten-Year Plan for the Development of the Education Sector, Ministry of Education, Benin

The Regional Forum on Africa acknowledged that the region has been facing difficulties when building learning communities, villages and cities. Notable problems facing cities in the region include illiteracy, growing poverty, ongoing conflicts and rural-urban migration. However, the region also has certain advantages. Its decentralized structure, for example, allows decision-making at the local level, and this has the potential to speed up processes when implementing lifelong learning. Participants also discussed the special contribution that community learning centres can make to the sustainable development agenda in the region. The advantage of community learning centres is that they integrate local knowledge into the various learning opportunities and spaces they offer.

It was pointed out during the discussion that in the informal urban settlements that are growing in Africa, citizens need education and vocational training to enhance their life skills. Vulnerable young people should be prioritized, as they urgently need to find their place in society.

In addition, the discussion highlighted the importance of further promoting the recognition of non-formal and informal learning and of establishing new ways of sustainably funding non-formal learning and education programmes. As concepts of lifelong learning are relatively new in the region, awareness-raising events are required and lifelong learning and learning city policies at national and city levels need to be established.

In conclusion, participants agreed that there should be more regional consultation, and that representatives of the region should work together to create a contextualized definition of the 'learning city' concept that can be adapted to the many different needs of cities in the region.

Regional Forum 2: Arab States

MODERATOR
Ms Malak Zaalouk — Professor and Director, Middle East Institute for Higher Education, American University in Cairo, Egypt
PANELLISTS
Ms Serene Huleileh — Chairwoman of the Board, Arab Education Forum, Jordan
Mr Tariq Al Olaimy — Co-Founder, 3BL Associates, Bahrain

The Regional Forum on the Arab States highlighted the importance of approaching nature as an unpredictable element when building sustainable learning cities. But environmental challenges can also inspire cities to find innovative solutions to the problems they face. The forum emphasized the importance of using systematic and holistic approaches when addressing the region's challenges. As one such systematic and holistic approach, the learning city concept should reconnect with its roots in the Arab region, where learning and education have long played an important role, as demonstrated by the ancient university towns.

Learning initiatives such as the Jeera project were presented during this forum. Jeera is a grass-roots project of the Arab Education Forum in Amman, Jordan, which offers community learning activities based on the principle of conviviality. Special attention is paid to vulnerable groups, such as disabled people and young people, so that they can have a voice and participate fully in society.

As the forum drew to a close, participants expressed a wish to develop an Arab regional framework for lifelong learning and to establish inter-regional forums to exchange experiences on the implementation of lifelong learning and the learning city concept.

Regional Forum 3: Asia and the Pacific

MODERATOR
Mr Jin Yang — Director-General, Central Institute for Vocational and Technical Education, Ministry of Education, China
PANELLISTS
Mr Jose Enrique S. Garcia III — Mayor of Balanga, Philippines
Ms Jong-Sun Kim — Chief of Lifelong Learning Centre, Namyangju Institute of Lifelong Education, Republic of Korea
Mr Vallop Suwandee — Chairman of the Advisers to the Governor of Bangkok, Thailand
Mr Zhengpin Lu — Director, Executive Office of Hangzhou Municipal Steering Committee of Learning City Construction, Hangzhou, China

The Regional Forum on Asia and the Pacific recognized that the learning city concept is a rich and comprehensive approach. The examples shared by Balanga (Philippines), Bangkok (Thailand), Hangzhou (China) and Namyangju (Republic of Korea) during the forum showed the great impact lifelong learning policies and projects can have on creating a learning city.

The active participation of citizens remains one of the key priorities for cities in Asia and the Pacific. Reaching out to children, young people and families enables cities to reach the heart of learning communities. The '1-2-3' approach used by Namyangju ensures that every citizen lives within ten, twenty or thirty minutes of various learning facilities. For example, no citizen lives further away than ten minutes from the nearest Learning Lighthouse. Learning Lighthouses generate interest in lifelong learning by offering introductory learning programmes for all ages.

As part of its '3 Ls' strategy (lifelong, life-wide and life-deep), meanwhile, Hangzhou has ensured that all of its citizens live within a fifteen-minute walking distance of a learning service platform.

The forum's participants agreed that celebratory events are enormously helpful in increasing public awareness of learning cities. One example discussed was the Learning Barangay Week in Balanga, which offers citizens numerous possibilities to learn about and try out the city's many learning initiatives.

The forum also highlighted the importance of exchanging resources and knowledge between urban and rural areas in order to create inclusive learning societies and sustain the development of cities. All kinds of stakeholders should be mobilized to promote and implement the learning city idea, and formal and non-formal education institutions should work together to achieve learning city goals. Innovative approaches for implementing and monitoring lifelong learning should incorporate technological innovations such as massive open online courses (MOOCs).

The forum concluded with participants expressing an interest in establishing a regional branch of the UNESCO Global Network of Learning Cities in order to strengthen partnerships between cities in the Asia and Pacific region.

Regional Forum 4: Europe and North America

MODERATOR

Ms Katarina Popovic — Secretary-General, International Council for Adult Education (ICAE)

PANELLISTS

Ms Tina Neylon — Coordinator, Cork Lifelong Learning Festival, Ireland

Ms Judith James — Head of Strategic Regional Collaboration, Swansea University, United Kingdom of Great Britain and Northern Ireland

Ms Orna Mager — Head of the Multi-Disciplinary Centre for Learning Cities, Modi'in Municipality, Israel

Mr Richard Carranza — Superintendent, San Francisco Unified School District, United States of America

Ms Catherine M. Lido — Research Fellow, Urban Big Data Centre, University of Glasgow, United Kingdom of Great Britain and Northern Ireland

The Regional Forum on Europe and North America highlighted the need to create inclusive and diverse learning cities by developing contextualized solutions tailored to local conditions. Swansea, for example, is spearheading an initiative to create an entrepreneurial learning city region so as to ensure that everyone benefits from enhanced prosperity.

Research, such as that conducted by the Urban Big Data Centre of the University of Glasgow, can refine cities' strategies. The Urban Big Data Centre is a research centre that promotes the use of innovative methods and complex urban data to address global city challenges, for example by analysing citizens' daily activities, their social mobility and their engagement in various forms of learning.

The forum also acknowledged the importance of engaging and sustaining diverse stakeholders' participation in building learning cities. San Francisco, for example, is partnering not only with students, parents and teachers, but also with municipality representatives and the private

sector to implement the San Francisco Unified School District's Vision 2025: Re-imagining Public Education.

Participants also discussed the special role that celebratory events can play in gaining the interest of stakeholders. One example of such an event is the annual Cork Lifelong Learning Festival, which has been taking place for over a decade and has been steadily growing in popularity. One recommendation that arose over the course of the discussion was that cities enter into partnerships with each other in order to exchange ideas on combining top-down and bottom-up strategies. Participants also recommended that cities take a holistic approach to development by integrating strategies spanning several sectors, such as the environment, the economy, community, culture, and health and well-being as well as education. One example of an initiative that promotes such a holistic approach is EcCoWell in Cork.

The forum affirmed that learning is a way of life that can happen at any time and in any place. Learning cities should foster intercultural and interreligious dialogue when promoting and offering learning opportunities for all, as demonstrated by the best-practice example of the Israeli Learning City Network.

Regional Form 5: Latin America and the Caribbean

MODERATOR

Mr Luis María Scasso — Special Adviser to the Secretary-General for Lifelong Learning, Organization of Ibero-American States (OEI)

PANELLISTS

Ms María del Carmen Benítez Díaz — Mayor of Ybycuí, Paraguay

Ms Giovanna de Melo — International Relations Manager, Executive Office of Planning, Coordination and Evaluation, Jabotão dos Guararapes, Brazil

Ms Alexandra Peláez Botero — Deputy Mayor for Education, Culture, Participation, Recreation and Sports, Medellín, Colombia

Ms Graciela Messina — Researcher, Pan-American Institute for Senior Business Management (IPADE), Mexico

Mr Marcelo González Tachiquín — Minister, Ministry of Education, Culture and Sports of Chihuahua, Mexico

Participants of the Regional Forum on Latin America and the Caribbean agreed that, along with strong political will and the continuous support of the municipality, empowerment of communities plays a key role in building successful learning cities. Participants also discussed how investment in quality education can help the region to reduce its crime rate. It was argued that learning cities need to reach out to young people, in particular, as they have an important part to play in shaping policies and transforming societies in Latin America and the Caribbean. Testimonies of disadvantaged youth from the region were presented. These testimonies showed how learning can help disadvantaged young people to become the protagonists of their own lives and to engage in their communities' activities. The participants of the forum agreed that testimonies such as these could serve as a powerful tool when reflecting on the development of learning cities.



Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

IV. Ways Forward: Statements and Guidelines

'We believe that today's dynamic, intercultural and innovative cities are in a strong position to promote lifelong learning as a means of tackling development challenges.'

Mexico City Statement on Sustainable Learning Cities



Mexico City Statement on Sustainable Learning Cities

► PREAMBLE

We – ministers, vice-ministers, mayors, vice-mayors, education executives, education experts and representatives of UN agencies, the private sector, and regional, international and civil society organizations from ninety-five countries – have gathered here in Mexico City from 28 to 30 September 2015 for the 2nd International Conference on Learning Cities (ICLC). Over 650 participants comprising men and women of all ages from all five UNESCO regions have come together to share their expertise, learn from each other's experience, forge partnerships, create synergies and enhance lifelong learning in communities all over the world.

We met at a critical moment in the process of safeguarding world peace and human rights, reducing poverty and creating a global sustainable development agenda. At the recent United Nations Sustainable Development Summit 2015, Member States agreed on seventeen Sustainable Development Goals (SDGs) that will shape the next fifteen years of human development. We express our wholehearted support for all of the SDGs, but in particular for SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable'). We agree that education, lifelong learning and the citizens of the world's cities have a crucial role to play in achieving sustainable development in all three domains: the social, the economic and the environmental. We therefore welcome the 2nd ICLC's focus on sustainability.

We acknowledge that cities all over the world face difficult challenges. These include poor governance, corruption, poverty, hunger, ill health, social inequities, inadequate water supply and sanitation, gender inequality, unemployment, conflict, violence, unsustainable patterns of consumption and production, environmental

degradation and the consequences of climate change. Yet cities also have the facilities and services to engage citizens in lifelong learning. We therefore believe that today's dynamic, intercultural and innovative cities – now home to more than half of the world's population – are in a strong position to promote lifelong learning as a means of tackling development challenges.

► TAKING STOCK

We celebrate the progress that has been made in promoting lifelong learning in cities across the world since the 1st ICLC, which took place in Beijing in 2013. We welcome the fact that a growing number of cities are adopting the learning city approach as a means of pursuing sustainable development. We laud the innovative lifelong learning strategies implemented in cities in order to empower citizens and enable them to reach their full potential; improve social cohesion, solidarity and equality; increase economic and cultural prosperity; boost health and well-being; and protect the environment. We note in particular the achievements of the twelve recipients of the inaugural UNESCO Learning City Award.

We appreciate the guidance provided by the two outcome documents of the 1st ICLC: the Beijing Declaration on Building Learning Cities, which affirms the vital importance of lifelong learning for the future of urban communities, and the Key Features of Learning Cities, which serves as a checklist of actions needed to build learning cities. We also welcome the support provided by the UNESCO Global Network of Learning Cities. This Network promotes policy dialogue and peer learning among member cities; forges links and partnerships with the private sector, academia and international and civil society organizations; provides capacity development; and develops instruments to encourage and recognize progress made in building learning cities.

► STRATEGIC DIRECTIONS FOR SUSTAINABLE LEARNING CITIES

We acknowledge that much remains to be done to implement the Beijing Declaration on Building Learning Cities and the Key Features of Learning Cities. We have therefore identified the following ten strategic directions for building sustainable learning cities:

- 1 Ensure that the development of education and lifelong learning promotes a sense of global solidarity as well as individual and societal responsibility. This involves encouraging citizens to contribute to social integration by taking action to make their communities safer, more resilient and more inclusive. It also involves increasing civic engagement, empowering people to participate in decision-making and holding responsible stakeholders accountable for their commitments and actions.
- 2 Implement lifelong learning strategies that foster environmental stewardship by motivating citizens to protect the natural environment, combat climate change and adopt sustainable patterns of production and consumption.
- 3 Offer innovative, diverse and flexible education and lifelong learning opportunities that enhance citizens' knowledge and understanding of health issues, thereby empowering them to take better control of their health conditions and develop caring and supportive attitudes towards others. In addition, ensure that structural and environmental conditions are in place that make a positive contribution to the health and well-being of citizens.
- 4 Ensure that citizens have adequate access to public utilities such as clean water, sanitation and energy, as these are prerequisites for participating in education and lifelong learning.
- 5 Enable all citizens to benefit from and drive sustainable, inclusive economic growth by providing them with accessible and affordable education and lifelong learning opportunities. These should make effective use of information and communication technologies and other modern learning technologies in order to develop the knowledge, skills, values and attitudes that citizens need to find productive and fulfilling work and participate fully in society.
- 6 Involve all citizens, especially vulnerable people such as indigenous groups, women, persons with disabilities, refugees and displaced people, and place them at the heart of learning city initiatives. Foster social, economic and political inclusion by ensuring that all citizens, irrespective of age, sexual orientation or economic, cultural, religious or ethnic background, acquire the literacy and basic skills they need to assert their rights.
- 7 Reach out to different sectors, including health, education, arts and culture, sports and recreation, transport, social welfare, urban planning, housing and tourism, and build partnerships between governments, the private sector and civil society.
- 8 Include youth as an active and meaningful stakeholder in the creation of learning cities.
- 9 Embrace and reflect – in both words and actions – fundamental ethical values such as respect for people and nature, and promote the human rights of citizens, migrants, refugees and residents of neighbouring cities alike.
- 10 Incorporate culture and the arts as important pillars of learning cities and ensure that these engage all residents of and visitors to cities.

► **CALL TO ACTION**

We are committed to pursuing the strategic directions outlined above and to ensuring that lifelong learning is a driver of social, economic and environmental sustainability in cities throughout the world. To support the building of sustainable learning cities, we call upon:

- 1 The participants of this Conference to be ambassadors for lifelong learning, and learning cities to continue to offer each other support and guidance.
- 2 UNESCO to continue expanding the UNESCO Global Network of Learning Cities and to ensure that membership of the network is inclusive, diverse and open to all cities in UNESCO Member States that wish to implement the Key Features of Learning Cities. In addition, we call upon the UNESCO Global Network of Learning Cities to synchronize its actions with other UN initiatives on urban development, such as UN-Habitat (the UN programme for human settlements) and the UNESCO Global Action Programme on Education for Sustainable Development, and to make use of indicators developed by other organizations, such as WHO indicators on well-being and health.
- 3 UNESCO to monitor the progress of learning cities, to recognize the diversity of learning cities' experiences, to acknowledge excellent lifelong learning activities and to confer a biennial UNESCO Learning City Award on cities that have made outstanding progress in implementing the Key Features of Learning Cities.
- 4 Governments and cities that follow the UNESCO Guidelines for Building Learning Cities to establish legislative frameworks that support the development of learning cities, create coordinated structures across all sectors and allocate budgets at all levels to strengthen quality education and lifelong learning that is accessible to all.

- 5 Governments to support the involvement of youth in building learning cities.
- 6 Regional education organizations to collaborate with the UNESCO Institute for Lifelong Learning on building regional and international networks and partnerships between learning cities.
- 7 The private sector to give priority to lifelong learning as part of its corporate education responsibility, and civil society organizations to contribute to the provision of quality education and training and lifelong learning opportunities for all.
- 8 All citizens to become active learners, to contribute to the learning process and to play an active role in transforming their communities into learning environments that provide free and open access to digital and printed reading materials as well as access to culture and the arts.

The Conference commends Mexico City's dedication to building a learning city. It also highly appreciates the commitment announced by the Mayor of Mexico City to play a key role over the next two years in furthering the learning city agenda and providing a platform for learning cities all over the world, with support from the UNESCO Institute for Lifelong Learning and the UNESCO Office in Mexico.

We express our deep appreciation to the Government of Mexico and the Government and people of Mexico City for their hospitality and support in hosting the 2nd ICLC.

Mexico City, 29 September 2015





Guidelines for Building Learning Cities

These guidelines for building learning cities, which were developed in consultation with international experts from all five UNESCO regions, draw on insights emerging from the case studies collected in the publication *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities*. The guidelines aim to provide cities with strategic approaches for building dynamic and sustainable learning cities. They contain a set of actionable recommendations that can be referred to at every stage of the process of becoming a learning city.

The guidelines are divided into the following six key areas of action, which should be tailored to every city's unique context: developing a plan for becoming a learning city; creating a coordinated structure involving all stakeholders; initiating and maintaining the process with celebratory events; making sure that learning is accessible to all citizens; establishing a monitoring and evaluation process; and ensuring sustainable funding.

► PLANNING

Develop a plan for becoming a learning city

Strong political leadership and steadfast commitment should be reflected in a concrete action plan.

- Involve city leaders and representatives in identifying the main issues that need to be addressed based on the city's unique challenges and priorities.
- Take stock of what has already been achieved by gathering information on relevant activities implemented by different sectors and stakeholders.
- Develop an understanding of what building a learning city involves by organizing capacity-building workshops for various sectors and stakeholders.

- Devise a concrete action plan and give it a catchy title. This plan should define the medium- and long-term objectives and means of evaluation, using the Key Features of Learning Cities as a basis.
- Develop a city charter outlining the actions that need to be taken to improve learning in the city. These actions should be aligned with the central government's strategies for building a learning society.

► INVOLVEMENT

Create a coordinated structure involving all stakeholders

All organizations and citizens are stakeholders in a learning city. A structure that involves all stakeholders in building the learning city through dialogue and consensus should therefore be created.

- Establish a learning city development committee comprising representatives from different sectors. This committee should reach a consensus on the principles for developing, implementing, monitoring and financing the learning city.
- Ensure that all stakeholders have clearly defined roles and responsibilities in designing and implementing the learning city plan.
- Create a learning city forum where people can contribute and share experiences.
- Form alliances with other cities, both nationally and internationally, in order to exchange experience, knowledge, ideas and best practice.
- Join the UNESCO Global Network of Learning Cities and any other networks or associations that could add value.
- Maintain strong contact with the ministry of education and any other related ministry to link local with national development.

► CELEBRATION

Initiate and maintain the process with celebratory events

Generating enthusiasm is crucial to the success of a learning city. The more people and organizations that react positively to the idea of a learning city and engage with it, the better its chances of flourishing are.

- Organize a learning festival in places where people gather. Make this a joyful event and invite all relevant organizations to exhibit their courses, products and materials and offer hands-on activities that encourage all citizens to get involved.
- Hold a conference to deliver the learning city message. Invite one or more twin cities to participate and share their experience, knowledge, ideas and best practice.
- Invite the media to promote and celebrate learning.
- Renew the interest of all stakeholders in the learning city agenda by organizing regular celebratory events.

► ACCESSIBILITY

Make sure that learning is accessible to all citizens

Learning must be made enjoyable, available and accessible to all citizens so that they are inspired and empowered to continue learning throughout life.

- Provide adequate information, guidance and support to all citizens, including maps of learning provision in the city.
- Establish, promote and maintain community-based learning spaces and provide resources for learning in families and communities.
- Identify and respond to the learning needs and interests of citizens.
- Develop procedures that identify, validate and accredit the learning outcomes of non-formal learning in particular.
- Provide special support in the form of flexible arrangements for marginalized groups, including families with migrant backgrounds, citizens with special learning needs and unemployed people.
- Help public and private organizations to become learning organizations.
- Foster a learner-friendly environment in the city and its institutions.

► MONITORING AND EVALUATION

Establish a monitoring and evaluation process to ensure learning city progress

In order to assess progress made in providing lifelong learning for all in the city, it is important to monitor and evaluate performance continuously.

- Define the measures for performance and progress in the city based on your action plan and the Key Features of Learning Cities.
- Establish mechanisms for documenting the process, assessing citizens' interests and needs, and collecting data.
- Commission regular reports that capture the lessons learned and make suggestions for improvement.
- Establish collective strategies for informing all stakeholders and gathering feedback.

► FUNDING

Ensure sustainable funding

In order to realize the multiple benefits of becoming and sustaining a learning city, multiple sources of sustainable funding should be secured and allocated in a fair way.

- Secure sufficient financial resources to build and maintain the basic structure of the learning city action plan.
- Develop sustainable cost-sharing mechanisms involving multi-stakeholder partnerships with companies, foundations, philanthropists, international partners, local and national governments, and supranational organizations.
- Make effective use of the learning resources of all stakeholders.
- Conduct cost-benefit analyses in order to compile evidence of the benefits of learning.
- Make special provisions for marginalized groups and individuals.

In order to support cities as they follow these recommendations, the Secretariat of the UNESCO Global Network of Learning Cities, which is based in the UNESCO Institute for Lifelong Learning, will lead the following actions:

- facilitating and disseminating research on the enrichment of the concept of the learning city;
- developing tools and instruments for building learning cities;
- serving as a clearing house for successful practices in establishing learning cities;
- developing and providing capacity-development programmes for members and partners;
- promoting policy dialogue and peer learning among member cities; and
- advocating the importance of lifelong learning for all as an organizing principle for education policy and promoting policy reforms that support the building of learning cities.

Enjoy the benefits of becoming a city that effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education; to revitalize learning in families and communities; to facilitate learning for and in the workplace; to extend the use of modern learning technologies; to enhance quality and excellence in learning; and to foster a culture of learning throughout life.

The 3 x 3 x 3 x 3 Youth Statement on Learning Cities

UNESCO is keenly aware of the importance of involving youth at all levels of decision-making. For this reason, a group of youth delegates was invited to attend the 2nd International Conference on Learning Cities in Mexico City. These young women and men were tasked with drafting the following statement as one of the outputs of the Conference.

We, the youth delegates of the 2nd International Conference on Learning Cities (ICLC), which was held from 28 to 30 September in Mexico City, acknowledge UNESCO's support in engaging youth. We recognize:

- the holistic and multi-dimensional approach of learning cities, focusing on lifelong learning as a foundation for sustainable development;
- the importance of learning cities for the achievement of the Sustainable Development Goals (SDGs), in particular SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable'); and
- the strategic directions for young people's involvement in building learning cities, as identified in the Mexico City Statement on Sustainable Learning Cities ('include youth as an active and meaningful stakeholder in the creation of learning cities' and 'call upon Governments to support the involvement of youth in building learning cities').

We call upon UNESCO to strengthen youth engagement in promoting lifelong learning for all by:

- supporting a youth working group for building learning cities as part of the UNESCO Global Network of Learning Cities;
- enabling youth participation in activities to further the concept and building of learning cities; and

- providing capacity building to empower young people to lead change in achieving lifelong learning for all in the world's communities.

We encourage local and national governments to truly integrate the learning city concept and involve youth in the process by:

- recognizing youth as co-creators in building learning cities, developing lifelong learning strategies, and engaging youth, especially marginalized youth, in these processes;
- offering support, resources and legitimacy for youth-led research and projects, including those focusing on learning for the promotion of global citizenship, environmental stewardship, health and well-being, and inclusive and sustainable economic growth; and
- opening spaces for dialogue by hosting local, regional and international youth conferences and meetings on learning cities.

We, together with young people around the world, are ready to contribute by:

- acting as learning cities' ambassadors;
- promoting, in partnership with various key actors, lifelong learning opportunities for all in our local and national contexts, and taking a leading role in start-up initiatives that invest in promoting relevant skills for sustainable development; and
- contributing our expertise and perspective to safeguarding cities as learning spaces for present and future generations.

We, the youth delegates of the 2nd International Conference on Learning Cities, have the inspiration and energy needed to initiate change. Our young spirit will make a substantial contribution to building learning cities. We are committed to promoting lifelong learning as a means of achieving sustainable social, economic and environmental development.



Appendix 1

Conference Agenda

27 SEPTEMBER 2015

Arrival and registration

28 SEPTEMBER 2015

09:30	Teatro de la Ciudad	Opening Ceremony
10:45	Teatro de la Ciudad	Introduction to the Conference and Adoption of Conference Agenda
11:00		Break
11:15	Teatro de la Ciudad	UNESCO Learning City Award Ceremony
12:30		Lunch
14:30	Palacio de Minería	Plenary Session 1: Developing Sustainable Learning Cities Around the World
15:45		Break
16:15	Palacio de Minería	Plenary Session 2: Strengthening Partnerships and Networks for Developing Sustainable Learning Cities
17:30		End
20:00		Dinner

29 SEPTEMBER 2015

09:30	Palacio de Minería	Plenary Session 3: Implementing the Key Features for Sustainable Learning Cities
10:45		Break
11:00	Palacio de Minería	Mayors' Forum & Parallel Thematic Forums: (1) How Learning Cities Can Foster Global Citizenship and Environmental Stewardship (2) How Learning Cities Can Contribute to Health and Well-Being (3) How Learning Cities Can Stimulate Inclusive and Sustainable Economic Growth
12:30		Lunch
14:30	Palacio de Minería	Parallel Regional Forums
16:00		Break
16:30	Palacio de Minería	Adoption of the Mexico City Statement on Sustainable Learning Cities
17:00	Palacio de Minería	Closing Ceremony
18:00		End
20:00		Dinner

30 SEPTEMBER 2015

Study and cultural visits

Appendix 2

Bureau of the Conference, Sponsors, Organizers and Hosting Organizations

BUREAU OF THE CONFERENCE

The success of this Conference relied on the important work of the following members of the Bureau of the Conference. Their support is deeply appreciated.

Chair

Miguel Ángel Mancera, Mayor of Mexico City

Deputy Chair

Alejandra Barrales Magdaleno, Minister of Education of Mexico City

Vice-Chairs

Africa — Mr Freddy Mbonimpa, Mayor, Bujumbura City Council

Arab States — Ms Haya Alwad, Deputy Minister of Education

Asia and the Pacific — Mr Kamjorn Tatiyakavi, Permanent Secretary for Education

Europe and North America — Ms Trine Bendix Knudsen, Secretary-General of the Danish Adult Education Association

Latin America and the Caribbean — Mr Paulo Gabriel Soledade Nacif, Vice-Minister of Education

General Rapporteur of the Conference

Ms Sylvia Schmelkes

Drafting Committee

Ms Sophie Ramsey, Mayor, Melton City, Australia (Chair of the Drafting Committee)

Ms Angela Brown-Burke, Mayor, Kingston, Jamaica

Mr Aliou Sow, Coordinator of the Working Group on Books and Learning Materials (WGBLM), Association for the Development of Education in Africa (ADEA)

Ms Malak Zaalouk, Professor of Practice and Director of the Middle East Institute for Higher Education, The American University in Cairo, Egypt

Mr Jin Yang, Director-General, Central Institute for Vocational and Technical Education, Ministry of Education, China

Ms Katarina Popovic, Secretary-General, International Council for Adult Education (ICAE)

Mr Nader Imani, CEO and Head of Global Education, Festo Didactic Inc., Germany

Mr Luis María Scasso, Special Adviser to the Secretary-General for Lifelong Learning, Organization of Ibero-American States (OEI), Paraguay

ORGANIZERS AND HOSTING ORGANIZATIONS

Organizers



Hosting Organizations



Oficina en México



SPONSORS

This Conference relied on the generosity of sponsors. As well as providing valuable financial support, the following partners of the UNESCO Global Network of Learning Cities are making an important contribution to advocating and building sustainable learning cities.



Appendix 3

Additional Information on the UNESCO Global Network of Learning Cities and the UNESCO Learning City Award

What is the UNESCO Global Network of Learning Cities (GNLC)?

More and more UNESCO Member States have expressed interest in the learning city concept. It is against this background that the UNESCO Institute for Lifelong Learning initiated the establishment of the UNESCO Global Network of Learning Cities (GNLC) in 2012. The Network is an international exchange platform that allows cities to share expertise and best practices in building learning cities.

How can a city become a member of the UNESCO GNLC?

In order to become a member of the Network, local governments must take the following steps:

Step 1 — Commit to developing a learning city.

Step 2 — Adopt the Guiding Documents of the UNESCO Global Network of Learning Cities.

Step 3 — Complete the application form.

Step 4 — Have the mayor sign and stamp the application.

Step 5 — Email the application form to the country's National Commission for UNESCO for endorsement, making sure to copy the Secretariat of the UNESCO Global Network of Learning Cities (learningcities@unesco.org).

For more information and the application form, please visit: <http://learningcities.uil.unesco.org/members>

What is the UNESCO Learning City Award?

The UNESCO Learning City Award has been established to encourage and reward progress achieved in developing learning cities around the world. The Award is conferred on cities that have achieved outstanding progress in building learning cities by implementing the Beijing Declaration on Building Learning Cities and the Key Features of Learning Cities. In particular, recipients of the Award must demonstrate that significant progress has been made in establishing the following major building blocks of learning cities:

- promoting inclusive learning from basic to higher education;
- revitalizing learning in families and communities;
- facilitating effective learning for and in the workplace;
- extending the use of modern learning technologies;
- enhancing quality and excellence in learning; and
- fostering a culture of learning throughout life.

The Award was launched at the 2nd International Conference on Learning Cities (see page 16).

Further information on the Award as well as the Award Nomination Form, Application Form and Consent Form are available on the UNESCO GNLC website: <http://learningcities.uil.unesco.org>

How can a learning city apply for the Award?

Applicants for the Award must be members of the UNESCO GNLC.

Any city wishing to apply for the Award must submit the following documents to its country's National Commission for UNESCO:

- a report on the learning city's development based on the Award Application Form;
- a signed Consent Form for use and distribution of materials; and
- any necessary additional materials (articles, videos, etc.).

Each National Commission may nominate up to three cities in its country for the Award. National Commissions must send these nominations together with the supporting documents submitted by the cities to the UNESCO Institute for Lifelong Learning.

How are Awardees selected?

The UNESCO Institute for Lifelong Learning will review applications based on predefined evaluation criteria. It will then shortlist candidates for final selection by a jury. The jury comprises members of UIL's Governing Board from all UNESCO regions.



UNESCO Global Network of Learning Cities
'Lifelong learning for all is our city's future.'

For information on the Network,
please visit: learningcities.uil.unesco.org

Alternatively, please contact the UNESCO
Global Network of Learning Cities at:

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