Theme II: Promoting Learning towards Equitable and Inclusive Cities

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How can cities build equal access to opportunities for all citizens?

“You leave no-one behind”

Joan Kirner, Former Premier, State of Victoria, Australia
Areas of inclusion

Social inclusion refers to a variety of areas of social groupings. These include demographic differentiation with respect to:

- Socio-economic status
- Culture and primary language, including those for whom English is not a first language
- Refugee and migrant communities
- Indigenous community
- Religious groups
- Geography, including those in regional, rural and/or remote areas
- Gender and sexual orientation
- Age, including youth and senior groups
- People with disabilities
- Health, including physical and psychological disabilities
- Unemployment
- Homelessness; and
- Incarceration.

An Interpretation of Inclusion

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Economic Perspective</th>
<th>Equitable Access</th>
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<tbody>
<tr>
<td>Narrowest Interpretation</td>
<td>Economic Perspective</td>
<td>Equitable Access</td>
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<tr>
<td>Broader Interpretation</td>
<td>Social Justice Perspective</td>
<td>Engaged participation</td>
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<tr>
<td>Wider Interpretation</td>
<td>Human Potential Lens</td>
<td>Empowered Success (Hope)</td>
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Figure 1: Social Inclusion Interventions Nested within Ideological Underpinnings

Human Potential

[hope]

Celebrate diversity
Dialogue
Pathways

Social Justice

[participation]

Community Engagement
Partnerships

Economic

[access]

Equity scholarships
Income support
Improved infrastructure
Technology
Public transport
Translators
Physical access
Health services

Futures interventions
Voice “being heard”

Hope interventions
Cultural festivals

School outreach
Learning networks
Sport

Mentoring
Social Enterprise
Arts

Dr Jennifer M. Gidley © 2009
How can the *implementation of lifelong learning* contribute to building just and inclusive cities?

Local Action - Case Studies
Learning as a Driver for Change

- **Learning as a Driver for Change**
  - 4 volumes
  - 3 case studies – City of Hume, City of Melton, Gwydir Shire Learning Region
  - Funded by Australian Centre of Excellence for Local Government

- **Main planning document**
    - https://opus.lib.uts.edu.au/handle/10453/42098
Hume Global Learning Centre, City of Hume
The buildings are important. They are learning hubs and people come in to learn different things – to meet and talk and read. They will evolve over time. The way they are now will not be the way they are in five years’ time (HGLV Committee).
Banksia Gardens Community Services

“Heaven on Earth” – Patron Father Bob McGuire

https://vimeo.com/youthworxproductions/review/224881896/d81463ff98#
Gwydir Learning Region (rural Australia)
At any age you can go to the careers teachers and ask advice about a pathway and it might be a pathway that you have not even thought about – Learner
What are the challenges of establishing justice and inclusivity and how can cities overcome them?
Figure 1: The Framework of the Key Features of Learning Cities

Wider benefits of building a learning city

Major building blocks of a learning city
- Inclusive learning in the education system
- Re-vitalised learning in families and communities
- Effective learning for and in the workplace
- Extended use of modern learning technologies
- Enhanced quality and excellence in learning
- A vibrant culture of learning throughout life

Fundamental conditions for building a learning city
- Strong political will and commitment
- Governance and participation of all stakeholders
- Mobilisation and utilisation of resources

Sustainable development

Overcoming Challenges

- Community Learning Plan
  - Long-term vision
  - Leadership to drive change
  - Strategic partnerships
  - Integrated community engagement
  - Community capacity
  - Connecting economic, social, learning and technological infrastructure and services
  - Learning as a Driver for Change
The Learning Community Framework and Measuring Impact Toolkit

• **Contents**
  - Section A: Implementing a Plan
  - Section B: Developing a Plan
  - Section C: Reviewing a Plan

• **Appendix:**
  - Ten reflective questions when establishing or consolidating a community learning plan
  - Crisis dialogue questions to ask at any time a learning program is stalling
References


