Achieving a Sustainable Opportunity City: EcCoWell

What needs to happen?

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From silos to integrated development

- Segmented development
- EcCoWell
- What needs to happen?

Convergence?

- Learning Cities
  - Learning Communities
- Healthy Cities
- Green Cities/Eco Cities
- Culture Cities

Learning Cities

- Origins
- Key features – vision, partnership, all learning, strategic development
- Empowering the community
- Spread- Europe, Asia. Are there differences?

A Learning Community Longworth (2006)

- A learning community is a city, town or region that goes beyond its statutory duty to provide education and training for those who require it and instead creates a vibrant participative, culturally aware, and economically buoyant human environment through the provision, justification and active promotion of learning opportunities to enhance the potential of all its citizens.

Learning Community Longworth (2010)

- A learning community is a city, town or region which mobilises all its resources in every sector to develop and enrich all its human potential for the fostering of personal growth, the maintenance of social cohesion, and the creation of prosperity.

Healthy Cities
WHO (2011)

- A Healthy City is one that is continuously creating or improving their physical and social environments and expanding those community resources which enable people to mutually support each other in performing all the functions of life and in developing their maximum potential.

Zagreb Declaration on Healthy Cities 2009

- Equity
- Participation and empowerment
- Working in Partnership
- Solidarity and Friendship
- Sustainable Development

From Health and Learning to Well-being

- The conjuncture of Learning City and Healthy City objectives and strategies provides a platform to progress the well-being and quality of life of the whole community.

Greening – holistic notion

- 'Green must, therefore, been seen in a broader perspective than strictly environmental. It is also about improving quality of life and creating jobs and business opportunities throughout the entire economy – not just in the clean-tech sector'.

  Green Growth Leaders 2011 Copenhagen study.

Green Cities

- Need for strategies to progress holistic approaches to urban development that link environmental, health, learning, community building and economic aspects of development

Cultural Dimensions

- Large scale migration and rampant urbanisation in many parts of the world has focussed attention on the role of culture in building community, a sense of identity, and social cohesion in many rapidly growing cities.

- Intercultural understanding, tolerance, and cultural competence are necessary attributes of sustainable and cohesive learning communities in building a sense of community and shared identity.

Whose Heritage?

- While heritage can be a resource to build community and identity in urban contexts, there may also be issues to be navigated in addressing the question of whose heritage in diverse multi-cultural cities.

Bringing it all together in EcCoWell

- Cities around the world are confronted by a seeming convergence of forces that underpin key learning, health, environment and cultural objectives. This provides an opportunity to seize this — conjuncture of forces to develop in a coordinated comprehensive way through partnerships and a shared vision, cities that are sustainable, humane, and that foster learning and well-being for all.

Principles for sustainable Learning Cities

- Develop a shared vision
- Build partnership (+ non-traditional)
- Address social justice and equity
- Involve community actively
- Progress learning in many contexts and forms
- Make development strategic
- Address the big issues

PASCAL International Exchanges

- Online exchanges http://pie.pascalobservatory.org
- Stimulus papers
- Key themes
- Sustainable Opportunity Cities

PIE participants

- Glasgow, Cork, Bari, Bielefeld, Kaunas, Dundee
- Dar es Salaam, Dakar, Kampala, Gaborone
- Hong Kong, Beijing
- Hume
- Vancouver
- Rosario

Dundee Learning City

- Why Dundee?
- Four areas of interest
  - Learning
  - Equality
  - Excellence
  - Arts, culture, sport and health
- Three key principles
  - Social Inclusion
  - Sustainability
  - Active Citizenship

Dundee Learning City

- Macro level
  - Dundee Partnership

- Micro level
  - Community Based Adult Learning (CBAL) Partnership

Legislative and policy context:
Local Government in Scotland Act (2003)

Actors and stakeholders (macro)

Dundee Partnership

Dundee City Council; Scottish Enterprise;

Tayside Police; NHS Tayside
Dundee Voluntary Action (including CVA)
Dundee & Angus Chamber of Commerce & Industry
University of Dundee

University of Abertay; Dundee College
Dundee Trades Council

Scottish Churches Industrial Mission
VisitScotland; Tayside Fire & Rescue
Stay Safe - a community safety site for young people
Tayside & Central Scotland Transport Partnership

Discover Opportunities

Actors and stakeholders (micro)

CBAL

Adult Learning Manager, Dundee City Council

Head of Continuing Education, University of Dundee

Head of Learning Services, Dundee College

Wider Access Manager, Dundee College

Head of Student Services, University of Abertay

Senior Community Learning & Development Worker (Adult Learning), Mitchell Street Centre

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Senior Community Learning & Development Worker (Adult Learning), Menzieshill Community Centre & Library

School & Community Liaison Assistant, Dundee College

Community Learning Officer, Cont. Ed., University of Dundee

Quality issues

- Single Outcome Agreement (SOA)
- The Strategic Information and Monitoring Group's remit includes requirements to:

  - Establish an integrated and co-ordinated information network in order that strategic information is available to feed into the policy, implementation and decision making processes across the Council

  - Ensure that access routes to strategic information resources are well known and encourage the use of strategic information to:
    - implement corporate objectives
    - tailor resource allocation and the delivery of services
    - inform forward planning

CBAL: Partnership statement (1)

Purpose

To work in partnership to provide Community Based Adult Learning opportunities which meet the needs and aspirations of learners, support progression, widen access and promote participation in lifelong learning

CBAL: Partnership statement (2)

Outputs

- Engage with traditional non participants
- Remove barriers to lifelong learning
- Broaden participation
- Provide a positive learning experience
- Promote progression routes for learners

Outcomes

- Confident and successful learners
- Increased self esteem
- Increased knowledge base
- Increased individual and community capacity (CBAL, 2010)

Quality: CBAL

- Learners value the support of staff and appreciate the opportunities provided. Participants across programmes are demonstrating the improvements being made in their personal, family and working lives. A growth in confidence, reduction in social isolation and increase in skills development is experienced by learners across all programmes. Guidance is available to all participants and effective partnership working provides a range of entry points and progression routes. A few learners have progressed to college, university or employment. Learners are successfully involved in the planning of provision and can see the difference their views have made across most programmes (HMiE, 2010)

Community engagement

- All organisations in the Dundee Partnership will consult with stakeholders to ensure that local policies are informed by a wide range of experience and take into account the impact on different sections of society. For voluntary and community organisations and the general public, this consultation will present an opportunity to bring their knowledge, experience and expertise to bear on partners' policies (DP, 2010)

Examples of PIE Major Themes

- Glasgow - cultural institutions
- Bari - crime & public safety
- African cities - ICT role

Four ways forward

1. Learning Cities that broaden to progress Healthy City and Green City objectives.

2. Healthy City and Green City initiatives that apply Learning City objectives and strategies.

3. Networks that link Learning City, Healthy City, and Green City initiatives in a particular region, or internationally.

4. New initiatives that adopt the EcCoWell approach from the beginning.

EcCoWell:
Opportunity for Creative Synthesis

Living, learning and growing in sustainable EcCoWell cities provides an opportunity to build a creative synthesis of the ideals and values that have motivated initiatives across education and learning, health, culture, and environment sectors in urban contexts, and to reassert the historic role of cities as the cradles of civilization and culture

Role of Global Learning City Network

- For putting together the GLCN, the priority at the moment is to produce a conceptual framework for the global learning city index, with a set of indicators, which be used to:
  - Start discussions with potential new members of the netork
  - Facilitate effective communication with existing members
  - Evaluate progress