



Research Network 6: Learning Cities and Learning Regions



จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University
Pillar of the Kingdom

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Presentation Topics

- Introduction
- Research network 6: Learning cities and learning regions activities and future plan
- Learning city development in Thailand: Recent activities and future plans
- Recommendations and conclusion
- Q & A



RN6: Learning Cities and Learning Regions

- **This network will seek to build a strong research base that spans the many dimensions of Learning Cities and Learning Regions.**
- **This network hopes to bring together a range of researchers from across the ASEM community, spanning a diversity of disciplines, approaches, and theories.**
 - high-level researchers (across the disciplines), examples of good practice, bottom-up citizen science initiatives, and engagement with policy-makers with a view to enriching the field in terms of theories, concepts, methodologies, and policy formation.
- **It will align with the common project of Lifelong Learning research across the ASEM LLL Hub and engage with the other Research Networks on this common project. It intends to work in partnership with UNESCO.**



Learning Cities and Learning Regions (RN 6): Activities and Future Plan

- **Network formed early 2021.**
- **Elected network coordinators** in April/ May 2021, Denis, Balazs, Yukiko, and Suwithida were elected.
- **Hosted a pre-conference workshop** in partnership with the Coalition of Lifelong Learning Organizations (COLLO), and the European-North American Network of Learning Cities on June 3, 2021 at ‘Adult Education in Global Times: AEGT’ virtual conference by UBC.
- Development of **a book on Learning Cities** began in Spring 2021 , Publication expected for 2022.
- **Held the first full RN6 network on-line meeting** with coordinators and members on 5th July, next meeting expected for October 2021.
- **Still seeking for research members**, especially from Oceania and South Pacific & East Asia.



- **2021 to 2023**
- **Collect information on learning cities across the globe** by attending Hybrid conferences on ‘Learning Cities’ and lifelong learning/adult learning/adult education
- **Join Learning City Conference** of Global Learning City Pécs, 23rd September, 2021; and 5th International Conference on Learning Cities, 27th to 30th October, 2021, etc.
- **Organize On-line Round Table or Webinar to exchange opinions** on the methodology of comparative studies on learning cities/regions in Europe and Asia in the post-pandemic period.
- **Attend UNESCO CONFINTEA VII** and other international conferences
- **Make research /literature and field studies on effective design of learning cities/regions to meet various challenges in local communities**, and find out their concrete input, process and outcome in terms of sustainability, resilience and well-being of citizens.



- **2024-26**
 - **Organize workshops of case studies of learning cities/regions in Asia and Europe** to find out imperatives of effective learning cities/regions; for example, governance, engagement of citizens, learning programmes and events.
- **2027-30**
 - **Seek for innovative approach of lifelong learning and sustainable community development.**
 - **Organize international seminars** to exchange opinions and disseminate the findings of the above research.
 - **Publish final outcome of comparative studies on learning cities/regions.**



Lifelong Learning in Asia and the Pacific

- Many countries and communities have **adopted various ways of promoting lifelong learning for all** as essential to their education goals and development frameworks/policies.
 - Quality formal education; **Learning cities and community-based learning**; Workplace learning; ICT and e-learning; and Recognizing learning outcomes are common lessons from Japan, the Republic of Korea and Singapore (UIL, 2015).
- In this region, there coexists two different perspectives about the impact LLL initiatives may have:

The economic competitiveness perspective

• Australia, China, Tonga, Philippines, India and Malaysia, etc.

The humanistic approach

• Japan, Korea, Thailand, Nepal, and Bhutan, etc.



- There is still need for many countries in the region to focus more on a **humanistic, rights-based and holistic view of education and lifelong learning.**

Promoting the transformation of existing education systems into a structure-based on lifelong learning

Advocating for non-formal and informal learning for youth and adult learning and education

Developing synergies between various learning systems

Facilitating the development of national policies and strategies for lifelong learning for all

Developing capacities for effective lifelong learning policies and practices

Facilitating partnerships among government agencies, civil society organizations and the private sector

Promoting the development of learning cities, learning regions, learning communities, learning villages and learning families

Enhancing the use of modern learning technologies

Supporting research in lifelong learning policies and practices



Learning City Development in Thailand

- Thailand has continued to face major global and internal changes that may either pose threats or provide opportunities for the country's development.
 - Speed of population ageing, quality of education, human resource development: re-skill, up-skill, new skill, etc.

How can RN6 helps addressing the issues?

- There are two main objectives:
 - **To promote sustainable lifelong learning system**
 - The latest of National Act on Lifelong Learning Promotion
 - **To develop Learning cities**
 - Increase awareness of the need and demand for learning cities;
 - Create more learning cities to join UNESCO Learning City Award and UNESCO Global Network;
 - Enhance research and development in learning city development



Draft of the Latest National Education Act B.E. ...

(Cabinet resolution on June 1, 2021)



**Education for
Qualifications**



**Education for
Self-
Improvement**



**Education for
Lifelong
Learning**





Draft **Learning Promotion Act B.E. ...**

(Cabinet resolution on June 1, 2021)

- It is an education reform law that is consistent with the principles of the 20-year national strategy (2018-2037), including the country's education reform plan.
- It is a draft law expanding the principles of the National Education Act B.E.on the issue of **promoting people to be able to develop themselves continuously and throughout their lives** with substance Promote learning in 3 areas:
 - **lifelong learning**
 - **learning for self-improvement**
 - **learning for qualifications**
- Department of Learning Promotion will be the agency responsible for such operations (by raising the status of the Office for the Promotion of Non-Formal and Informal Education (ONIE))



To increase awareness of the need and demand for learning cities

- Joined a public forum, hosted by Faculty of Architecture and Planning, Chulalongkorn University on Knowledge-based city remaking.
- Working with a group call “Better Bangkok”, an NGOs group who works closely with different communities in Bangkok areas during this COVID- 19.

PUBLIC PRESENTATION
KNOWLEDGE-BASED CITY REMAKING
การนำเสนอสาธารณะฟื้นฟูเมืองบนฐานความรู้

ผู้ทรงคุณวุฒิ

รศ.ดร. ชัชชาติ สิทธิพันธุ์
กลุ่ม Better Bangkok

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ผู้ประสานงาน ทีมภาคเอกชนที่เกี่ยวข้องกับการส่งเสริม
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เมืองแห่งการเรียนรู้ และภูมิภาคแห่งการเรียนรู้
อาจารย์ภาควิชาการศึกษาดูแลองค์ชีวิต
คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

พบกับ
7ส.ค.64
13.30-16.30
ได้ที่ **zoom**

ผู้นำเสนอ

ผศ.ดร. นิรมล เสรีสกุล
ผู้อำนวยการศูนย์ออกแบบและพัฒนาเมือง
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ผศ.คนภรช ระบุแพทย์
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ท่าอากาศยานนานาชาติและเขตเมือง
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LIVE UDDC Urban Design and Development Center

สอบถามรายละเอียดเพิ่มเติม
โทร. 02-234-0293



To create more learning cities to join UNESCO Learning City Award/ Global Network and to enhance research and development

- Coordinated with Equitable Education Fund :EEF (<https://en.eef.or.th/>), Established under Thailand's Equitable Education Act of 2018 by the government:
 - EEF's role is to reduce education inequality through systematic research, teacher development and financial support for children and youth that need it most.
- Throughout the first two years of its existence EEF has supported over 700,000 students and provided 2,500 vocational scholarships per year across the country, aiming to return out-of-school children to education or provide them with appropriate training.



... "learning city" a main strategy to reduce education inequality in Thailand.



Our future projects

- Vision: **Inviting locals to move towards “Learning City” to promote equality in education and lifelong learning sustainable development**
 - Organize **two seminar sessions** for knowledge sharing about activities/ practices during the pandemic among recognized learning cities both in Thailand and other countries;
 - Conduct **a workshop** for helping local cities to learn the process for applying to become the official learning cities;
 - Develop **one research study** to (1) examine the good practices of different cities around the world and (2) propose recommendation for further development of sustainable learning city in Thailand.



National Research Agenda in Learning City Development

- **Create a mechanism for cooperation** between various network partners, including educational institutions. Local government organizations at the level of municipalities and above, the private sector, and the people's sector to create a learning area/ space at the city level.
- **Develop learning spaces in various forms**, such as the city's educational network, Science Center, art gallery, Learning Street, Local Learning Market, Living Museum, etc., with the local study process to create a body of knowledge that is linked to local resources and wisdom, as well as extending to products and services in the area to enhance a concrete local economy and quality of life of the people in the area.



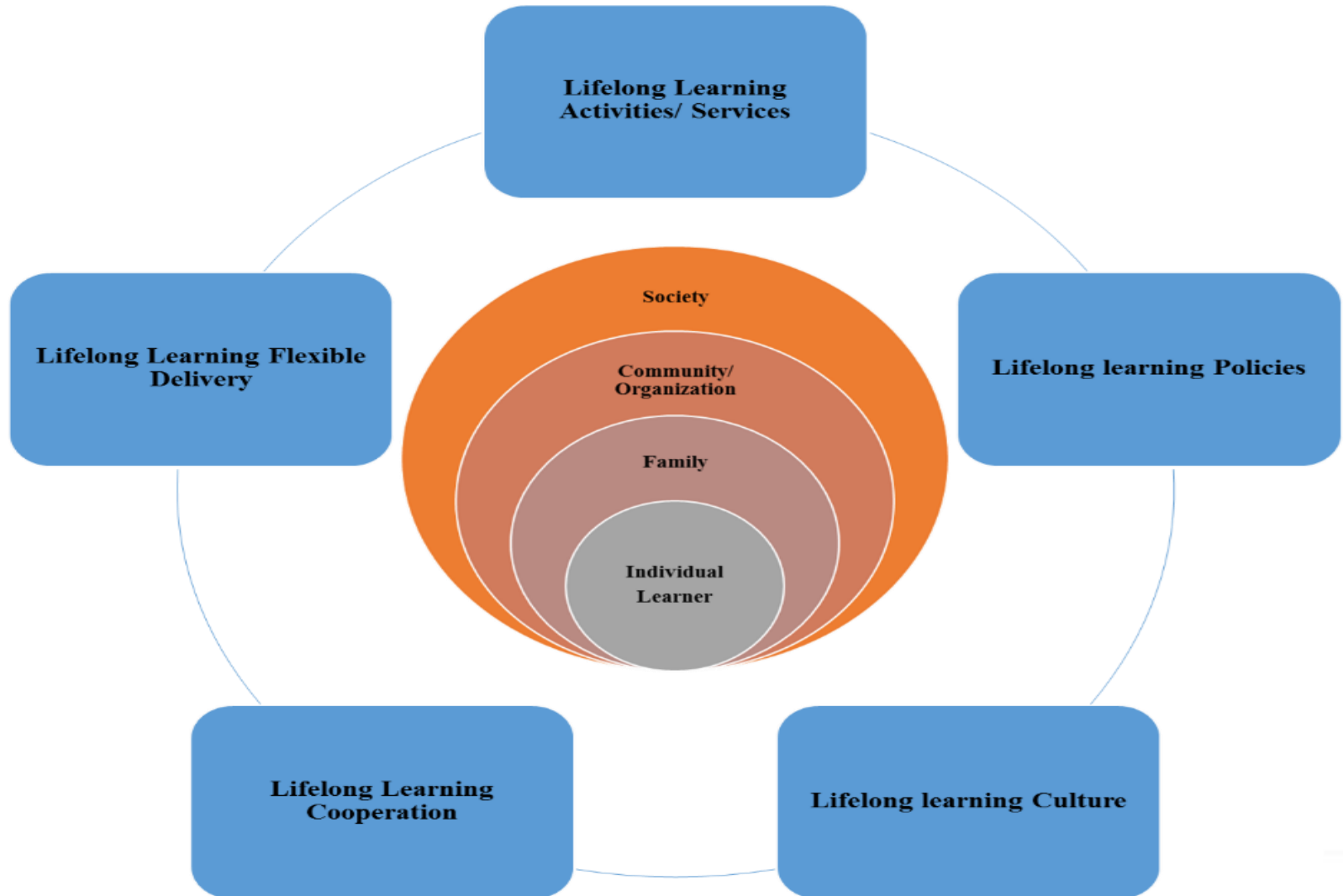


Recommendations

- We need **more empirical data** to reflect on **the city itself**, and **the role of learning cities, learning regions, learning communities, learning villages and learning families, learning societies**, as a vital role to play in **empowering citizens and effecting a transition to sustainable societies**.
- We have to improve the practice of lifelong learning in the world's cities by **promoting policy dialogue and peer learning among member cities; forging links; fostering partnerships; providing capacity development; and developing instruments to encourage and recognize progress made in building learning cities** to create a sustainable lifelong learning society for all.



Lifelong Learning cities/ societies: Drivers of inclusion and sustainability





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Reflection/ Q & A



"Doing more of the same is not enough!"

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