

# Empowering societies through Education and Skills for the Twin Transition

Participatory Lab as part of the European Week of Regions and Cities



#EURegionsWeek



## Meet the Speakers

Empowering societies  
through Education and  
Skills for the Twin  
Transition

## Moderated by



Neza Repansek -  
European  
Economic and  
Social Committee  
(EESC)



Andrea Bernert-  
Bürkle  
Volkshochschulver  
band Baden-  
Württemberg e.V.  
(Germany)



Susanne Dobner,  
queraum (Austria)



Kieran  
McCarthy,  
Councillor, Cork  
City Council  
and CoR  
Member

## AGENDA

### Empowering societies through Education and Skills for the Twin Transition

- **Introduction to the session** (Neza Repansek - European Economic and Social Committee (EESC))
- **Adult learning, ageing societies and the green transition** (Andrea Bernert-Bürkle, Head of EU Projects, Baden-Württemberg e.V and partner in SMALEI)
- **New skills empowerment among older people** (Susanne Dobner, queraum, Coordinator of SEE U project)
- **Learning cities as intergenerational example of adult learning for new skills** (Kieran McCarthy, Lord Mayor of Cork, Cork City Council and CoR Member)

# Introduction to the session

#EURegionsWeek

**SEE**  
**U**  **Senior Explorers of Urban Environments**



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**Neza Repansek -  
European Economic  
and Social Committee  
(EESC)**

**Neža Repanšek** is a member of the European Economic and Social Committee (EESC) since October 2020. She is active in the Bureau of the EESC, Group III (Diversity) Bureau and the External relations (REX), Employment, Social Affairs and Citizenship (SOC) and Agriculture, Rural Development and the Environment (NAT) sections, ad-hoc groups (Ad Hoc group to COP 27 and Ad Hoc Group on the Year of Youth), as well as a rapporteur on opinions and a contributor to work in study groups. Proactively, Neža has supported EESC activities within Slovenian Presidency in 2021, and in 2022 continued with the same proactive approach with our non-formal group on youth, which supported the implementation of Year of Youth activities.

# Adult learning, ageing societies and the green transition

#EURegionsWeek

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**Andrea Bernert-Bürkle**  
**Volkshochschulverband**  
**d Baden-Württemberg**  
**e.V. (Germany)**

**Andrea Bernert-Bürkle** is head of the EU project unit of the Volkshochschulverband Baden-Württemberg, the regional association of 161 adult education centres and 190 guidance offices. She mainly manages initiatives related to the integration of immigrants in Germany and Europe, in particular programs promoting a fast access to the labour market. Moreover, she supports projects in the field of career guidance and adult education, sustainability like the ERASMUS+ partnership SMALEI and Lifelong Guidance 5.0.



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# Why Adult Education has the power to boost the green transition ...

## SMALEI – Sustainability Matrix for Adult Education Institutions

ERASMUS+ - Partnership for cooperation – European NGOs



#SMALEI



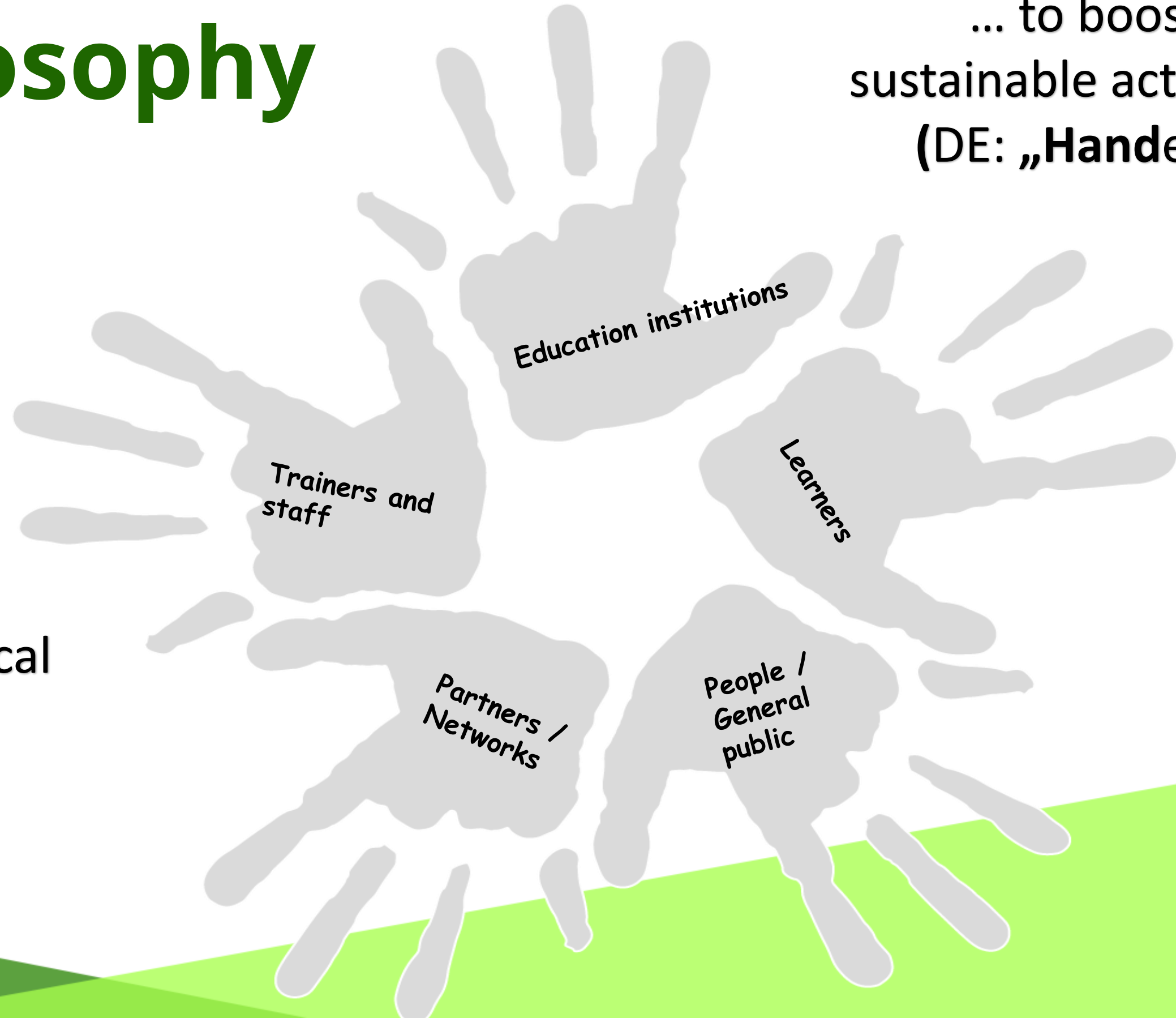


# SMALEI Philosophy

... to boosting  
sustainable actions  
(DE: „Handeln“)



From measuring the ecological  
footprint ...





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# SMALEI Goal

« The SMALEI project shall help adult education institutions develop and implement **internal and external (green) sustainability strategies.** »



# SMALEI Matrix

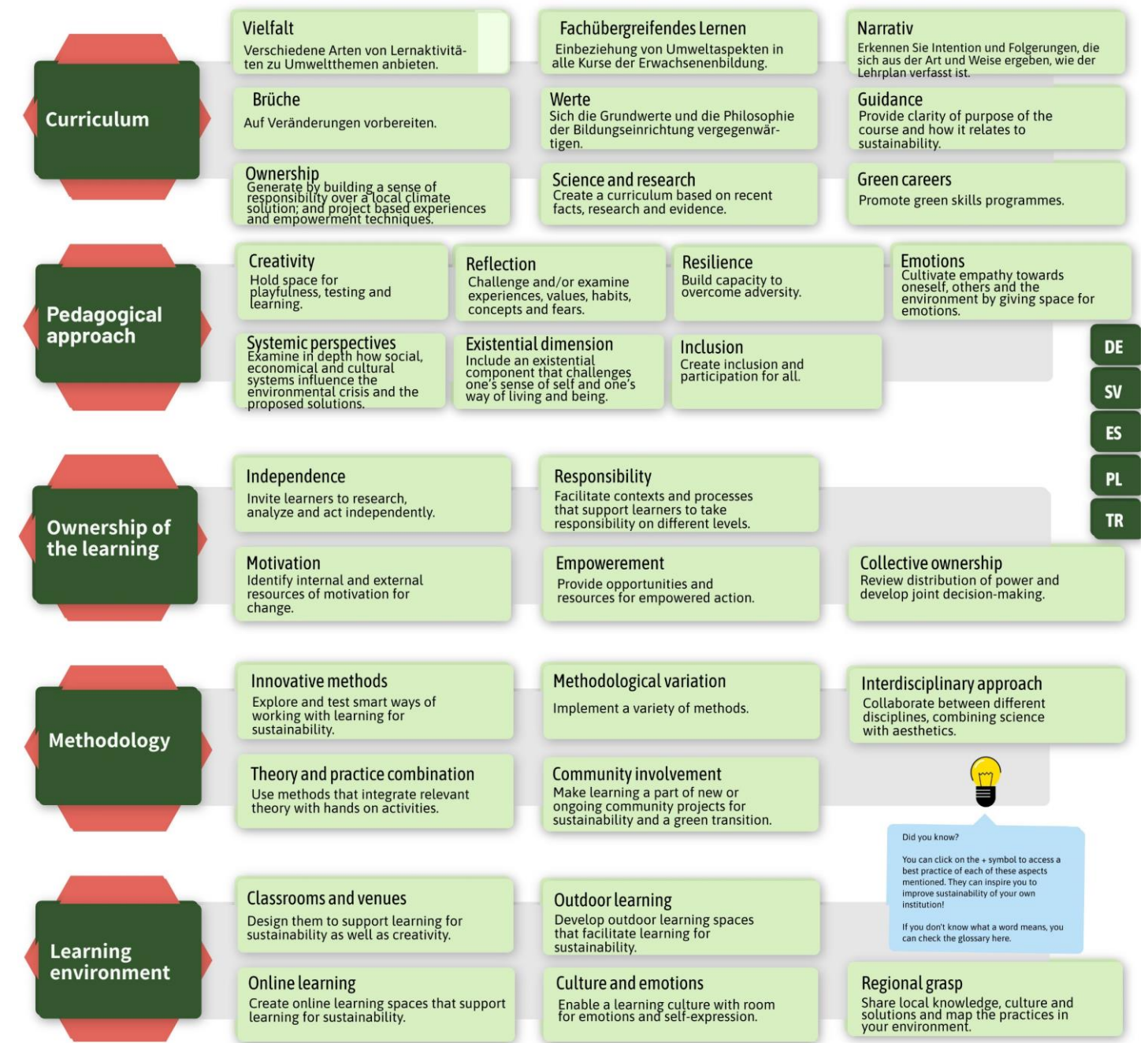
[www.smalei.eu/matrix](http://www.smalei.eu/matrix)

## Five-areas



Sub-areas

## Sub-areas



Aspects and best practices



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# SMALEI Matrix Poster version

## LEADERSHIP AND MANAGEMENT

Developing a leadership and management mission that enhances the environmental sustainability of the institution in all aspects of its work and ecosystem.

**ATTITUDE:** Ensure that leaders and managers develop their capacity as role models and ambassadors of sustainability.

**INVOLVEMENT:** Invite the staff to participate in building sustainability strategies.

**ORGANISATIONAL CULTURE:** Develop a trusting and sharing environment for staff to nurture sustainability practices.

**COMMITMENT:** Make sure that all organisation levels and staff are made aware of the sustainability mission and work of the institution.

**EXTERNAL RELATIONS:** Communicate the institutions' green strategy among shareholders, partners and stakeholders.

**RECOGNITION:** Promote the institution's work regarding environmental sustainability and green transformation.

**FINANCES:** Choose financial services that align with environmental sustainability and the green transition.

## GREEN OFFICE AND CLASSROOM

Assessing the day-to-day practices of the institution and improving sustainability in its offices and classrooms.

**GREEN PROCUREMENT:** Define environmental standards for products and opt for the most environmentally sustainable purchase.

**ENERGY EFFICIENCY:** Assess the use of energy to reduce the consumption. Waste: Reduce, reuse, upcycle and recycle waste.

**WATER CONSERVATION:** Analyse the water usage, reduce the consumption and the use of polluting products. Paper: Avoid excessive use of paper in offices and classrooms.

**OFFICE SUPPLIES AND FURNITURE:** Use environmentally sustainable materials, furniture and tools. Think circular.

**FOOD:** Provide environmentally sustainable and locally produced food in canteens, kiosks and food dispensers.

## EVENTS

Conducting events in an environmentally and socially responsible manner.

**CATERING:** Supply food and drink options that prioritise the use of local products, promote sustainability and limit waste through responsible consumption.

**PROMOTIONAL MATERIALS:** Assess the need for promotional material.

**VENUE:** Select event premises that apply and respect sustainability principles.

**PROCUREMENT:** Prioritise providers that comply with sustainability principles.

# ENVIRONMENTAL SUSTAINABILITY OF THE INSTITUTION

Adult education providers develop and implement work practices that support environmental sustainability. They enable circular and environmentally friendly use of resources in their institutions.



## SUSTAINABILITY POLICIES AND STRATEGIES

Developing policies and strategies that guide the institution to behave environmentally sustainable in its work practices. These can include a series of principles, responsibilities and commitments for the institution to follow.

**Assessment:** Analyse the environmental impact of the institution as a basis for its sustainability strategy.

**Organisational structure:** Define roles and responsibilities related to environmental sustainability.

**Strategy groups:** Establish groups involving representatives of different levels of the institution to tackle different sustainability areas.

**Vision and strategy:** Include green mission and goals into strategic documents; design a plan for green development with measurable sustainability targets.

## MOBILITY

Promoting, prioritising and incentivising mobility options for staff and learners that reduce harm to the environment.

**PROMOTION:** Provide information regarding public transport and environmentally friendly mobility options.

**INCENTIVES:** Recognise and compensate staff and learners mobility options that reduce harm to the environment.

**PREMISES:** Provide spaces and tools for environmentally friendly vehicles

**MOBILITY GUIDELINES:** Design guidelines to support and continuously improve work related trips.

## BUILDINGS AND LEARNING SPACES

Enhancing the environmental sustainability of the buildings and outdoor premises of the adult learning institution.

**ARCHITECTURE:** Transform and design buildings and learning spaces following high environmental standards.

**SUSTAINABLE SITE PLANNING AND MANAGEMENT:** Use environmentally friendly materials, resources and processes.

**CIRCULARITY:** Enable and improve the circular use of construction materials in the institution's buildings.

**ENERGY PRODUCTION:** Procure renewable energy and install fossil free energy sources to produce energy.

**GEOGRAPHIC ACCESSIBILITY:** Make sure that learning spaces can be easily reached by environmentally friendly means of transport.



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## BEST PRACTICES



### ÖKOSTATION VHS STUTTGART / GERMANY

The vhs ökostation is located in the middle of the "Green U", not far from the centre of the city of Stuttgart. The educational work of the ökostation is oriented towards urban ecology with a diverse course programme.



### WILD ADVENTURE – FOREST CLASSES ŚLUPSK / POLAND

Lessons at the Polish Adventure Primary School sometimes take place outside – e.g. in its own school garden or in forest classes. Here children learn English, for example.



### BIOSPHERE VHS BAD URACH MÜNSINGEN / GERMANY

Being situated in a UNESCO biosphere reserve, the vhs as the local vhs adult education centre renamed itself as „Biosphärenvolkshochschule“ and started a broad range of educational and other activities around issues of sustainability. Motto: To experience and learn about sustainability – together!

# #SMALEI

# Process Design Overview

# SMALEI Process

Phase	Activities	Timeframe	Phase	Activities	Timeframe
 <p>1. Starting up: Building a shared understanding</p>	<p>ERASMUS+-Mobilität Bregenz -Tag 1 → Einführung SMALEI-Projekt und -Matrix → Erarbeitung Verständnis Nachhaltigkeit</p>	4 Stunden	 <p>3. Developing ideas and planning actions</p>	Brainstorming / Auswahl Aktivitäten	90 Minuten
	<p>ERASMUS+-Mobilität Bregenz - Tag 2 → Biodiversität und unternehmerisches Handeln → Nachhaltige vhs 2035 - Storytelling</p>	8 Stunden		Integrative Entscheidungsfindung	90 Minuten
	<p>ERASMUS+-Mobilität Bregenz - Tag 3 → Nachhaltigkeitsimpulse → Postkarte an mich selbst</p>	4 Stunden		Aktivitätenplan	90 Minuten
 <p>2. Assessing with the Sustainability Matrix: Current Reality</p>	<p>Auswahl SMALEI-Bereich/Priorisierung → Einführung und Galery Walkl → SMALEI-Priorisierung von Aspekten</p>	2 Stunde	 <p>4. Testing in practice or prototyping</p>		
	<p>Online-Befragung Mitarbeitende</p>	10 Minuten			
	<p>ggf. Erhebung ökologischer Fußabdruck</p>	8 Stunden			
			 <p>5. Gathering outcomes &amp; looking ahead</p>	<p>Online-Follow-up</p>	90 Minuten
				<p>Online-Befragung Mitarbeitende</p>	20 Minuten
				<p>ggf. Erhebung ökologischer Fußabdruck (Kernzahlen)</p>	2 Stunden



# SMALEI Workbook

**1**  
**STARTING UP:  
BUILDING A SHARED  
UNDERSTANDING**

**INTRODUCING THE WORK, CREATING COMMON GROUND & ENVISIONING A SUSTAINABLE FUTURE**

The first phase aims at creating common ground and commitment among trainers, management and other staff or members of the organisation. This can include creating a collective understanding of the main sustainability challenges humanity is facing today. The activities and exercises suggested in this phase also aim to induce inspiration, motivation and capacity to imagine a sustainable future. Taking time at the outset of new projects or organisational changes to share and listen to one another also tends to deepen trust and relationships within the group, enhancing the sense of purpose and community throughout the work ahead.

**1.1 : INTRODUCING THE WORK**

**Notes for the facilitator**

Make sure to welcome everyone and to give an overview of the work ahead when starting up. What is the purpose of this work and why are you doing it right now? How does it relate to the strategic aims and vision of the institution?

Continue by letting participants share their thoughts, experiences and feelings about sustainability, and their expectations of the institution's sustainability work, using one or several of the following activities.

**Suggested activity: Check in Circle**

A check-in circle is a way to gauge where the group is at and build a sense of community by letting everyone in the group take turns to answer a question. The question can vary depending on the context, and it can either be directly related to the topic at hand or be about something entirely different. For some, it may feel too vulnerable to speak directly in front of the whole group, so in larger groups, it's recommended to let participants talk in pairs first.

⌚ Time frame: Depending on the size of the group, use 5-15 minutes  
📄 Instructions: Page 26

**Suggested activity: Outdoor Listening Walk**

This exercise aims to foster imagination and deep reflection on envisioning a sustainable world and society while honing active listening skills. By eliminating vocal and facial feedback, participants can experience a unique form of communication that may stimulate new ways of thinking and imagining.

⌚ Time frame: About 30 minutes  
📄 Instructions: Page 27

**1.2. CREATING COMMON GROUND**

Although many are painfully aware of the multiple crises humanity is facing today, creating a common ground on the current global sustainability challenges is an essential starting point for collaborative transformative processes. With updated scientific models and reports, along with resources such as pictures and videos, the group can build a shared and updated understanding. Make sure to leave room for participants to express their personal concerns. The current crises are life threatening, and it's important to provide space for participants to openly share their feelings about them.

**Suggested activity: The Planetary Boundaries Framework**

Use the Planetary Boundaries Framework from Stockholm Resilience Center, which provides a visual and detailed overview of the nine planetary boundaries, as a basis for a reality check on global sustainability challenges.


⌚ Time frame: 40 to 90 minutes  
📄 Instructions: Page 28-?

**Suggested activity: Exploring Unsustainable Belief Systems**

*As a starting point it is valuable to collectively examine belief systems that underpin our current crises. If we aim for a profound transformation of society, our organizations, and ourselves, tracing the root causes of current economic systems and beliefs is essential.*

⌚ Time frame: 30 - 50 minutes  
📄 Instructions: Page ?



In the Western tradition there is a recognized hierarchy of beings, with, of course, the human being on top—the pinnacle of evolution, the darling of Creation—and the plants at the bottom. But in Native ways of knowing, human people are often referred to as "the younger brothers of Creation." Robin Wall Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*



## WORKBOOK FOR USING SMALEI

A guide crafted for adult education institutions  
looking to integrate sustainability into their  
everyday practices and long-term strategies

July 2024

Co-funded by  
the European Union

Written by the SMALEI Project Consortium

Published by: The European Association of Regions and Local Authorities of Lifelong Learning (EARLALL)



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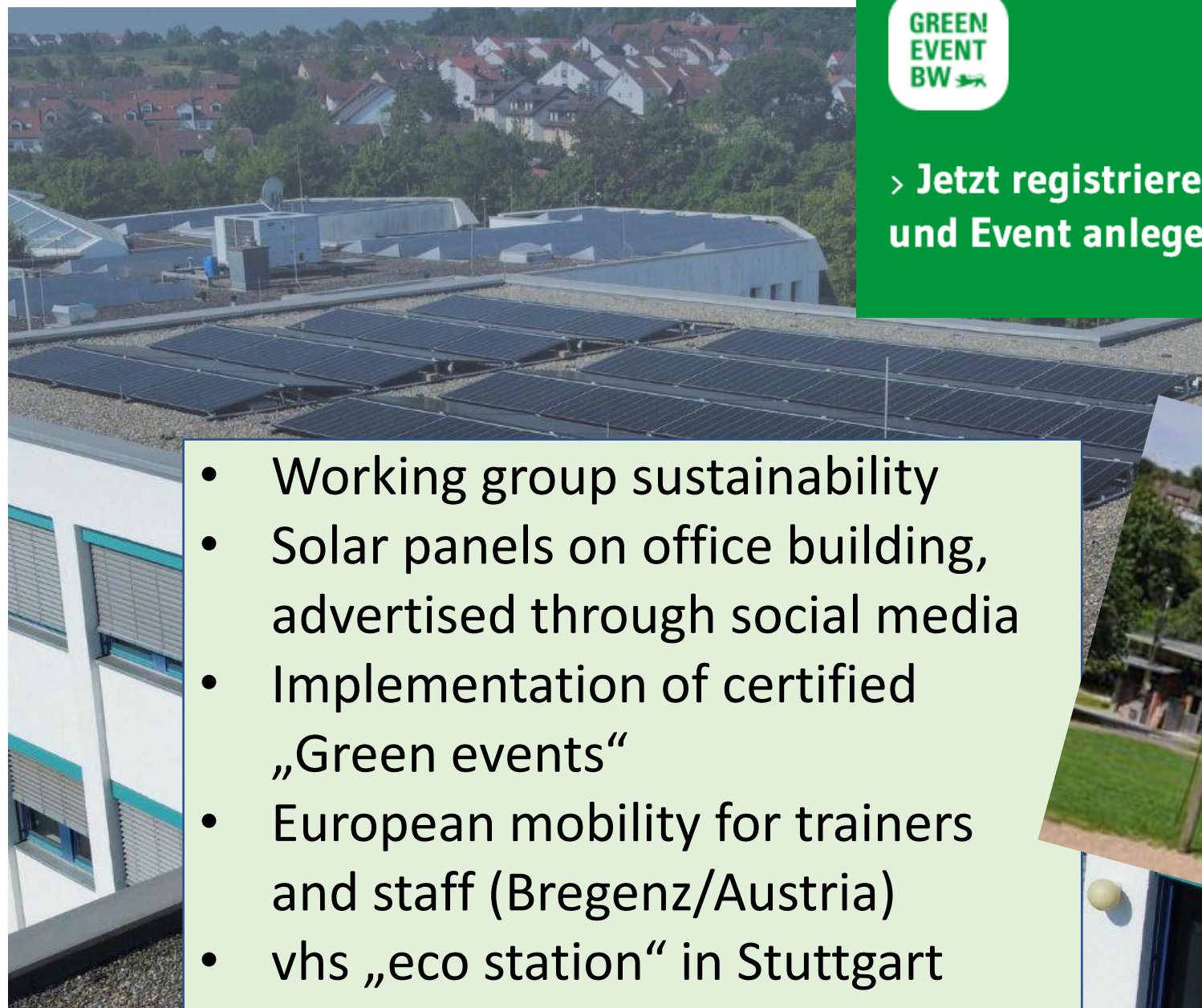


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Baden-Württemberg/  
Germany

# SMALEI Practice



> Jetzt registrieren  
und Event anlegen!

- Working group sustainability
- Solar panels on office building, advertised through social media
- Implementation of certified „Green events“
- European mobility for trainers and staff (Bregenz/Austria)
- vhs „eco station“ in Stuttgart
- Planting lavender with learners and companies at the courtyard of vhs music school Pforzheim
- SMALEI becomes part of the vhs 2035 strategy
- Learning material EOK



#SMALEI





# SMALEI Practice



- Development of a green procurement strategy
- Improvement of the waste management process





Malmö/  
Sweden



# SMALEI Practice

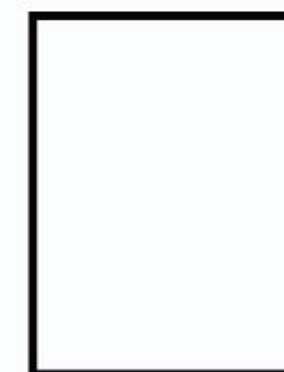
- Developing course curriculum – Crafts for Urban Transition
- Exploring Relationality
- Creating green learning environments with landscape architects as partners





# SMALEI Postcard to yourself

Write down your  
„Take Aways“  
from today!



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# New skills empowerment among older people

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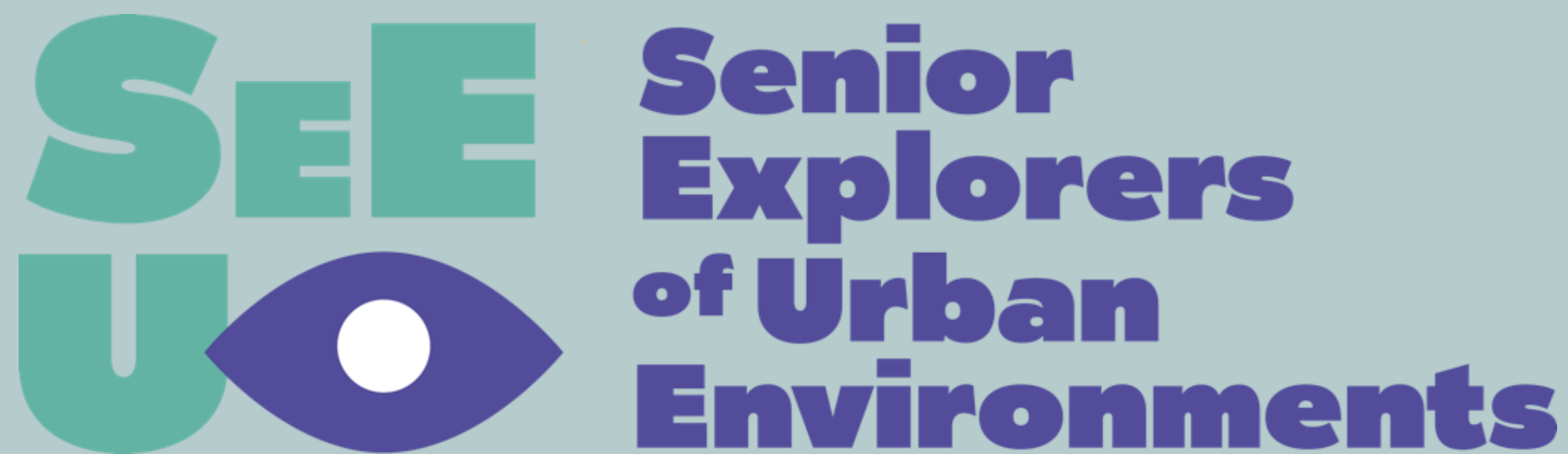
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**Susanne Dobner,**  
queraum  
(Austria)

**Susanne Dobner** studied Sociology and Urban Studies in Vienna and Amsterdam and has been a researcher at queraum. cultural and social research since 2019. Over the past ten years Susanne has been implementing, coordinating and developing projects on national and EU-level. Her main areas of work are age-friendly cities and neighborhoods, social and digital participation and health promotion for all ages.



Older people discover their neighbourhood digitally



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**“Digitalisation  
brings the world  
into our homes.”**

Ivica Ž., student  
of architecture  
and urbanism at  
Slovenian Third  
Age University

How do older people get excited about trying out digital tools and integrating them into their daily lives?

How can older people become visible as experts in their own living environment?





# Within SEE U older people ...

... use the APP Actionbound and develop **interactive walks** based on their interests, experience and knowledge



..try new digital tools



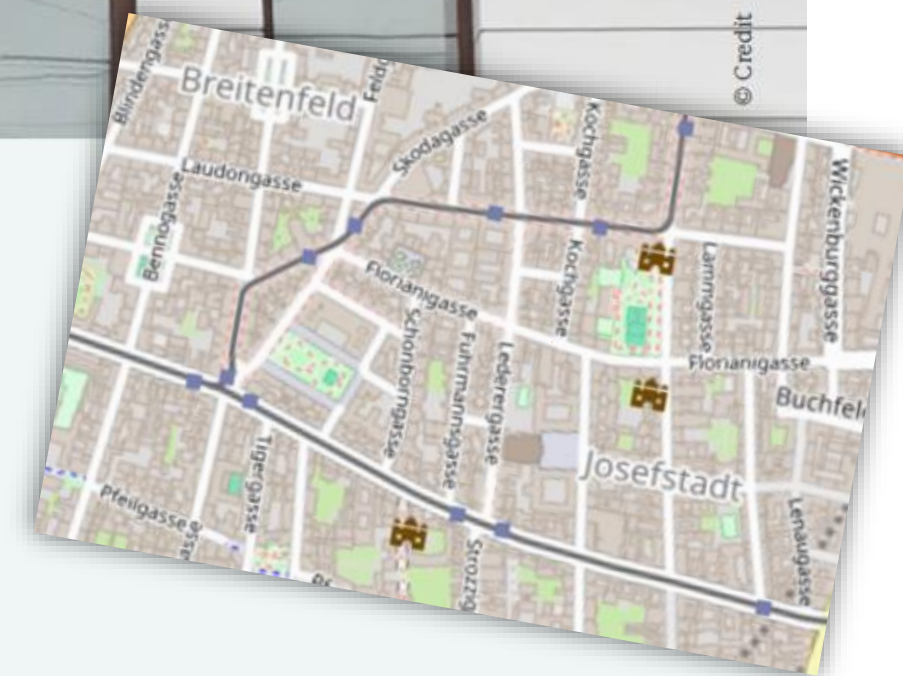
26



..develop enriching and interesting walks including information, activities and quiz elements



## A Walk Through the 8th District



Walk in minutes: approx. 60-90



Walk in kilometres: 2



Outdoor



Location: Vienna, 8th district

Vienna's 8th district (Josefstadt) may be the smallest district, but it has a lot to offer. On this walk, you can discover some exciting places and locations and learn a lot about the district's past and present.



Developed by **Hedi S.** has lived in the district her whole life – for more than 90 years. She is very knowledgeable about the neighbourhood's history and hidden gems. In the past few years, she has organised several guided walks and is now digitalising one of her walks.

# possible elements of a tour...



Welcome to our SEE U project! Our aim is to train and empower older people to explore their neighbourhood with the help of digital tools. Come and join us in an interactive "tour" through our project. You will get some information on the issue of digitalization in older age and learn about our activities in a playful way... Enjoy! ☀️

We also recommend watching the interview with An Hermans, European Seniors Union President, on "Tech a Look". An Hermans talks about possible barriers for older people using digital tools.

[Video An Hermans on "Tech a Look"](#)

Give us a feedback on the video. Do you agree? Or did you want to add some other aspects? 🖋️

✓ Fertig



🤔 Let's start with a short quiz: What do you think means SEE U?

- See you later
- Senior explorers of urban environments
- See you there

Beantworten

...explore the neighbourhood together with others and „on the side“ learn to use digital tools

©Sarah Frühling



.. learn from each other



**“I can learn  
something new  
in this project,  
in a playful bite-  
by-bite manner.”**

Karin F.,  
SEE U participant  
in Austria



Dušana  
Findeisen,  
expert in  
Ljubljana

**“In this  
project we, adult  
educators, were not  
those who knew but  
those who co-learned and  
co-researched together  
with older project  
participants.”**





©queraum



## Some examples of walks already developed:

 Intergenerational walk in **Graz**



 Walk with virtual reality in **Prague**



 City centre tour in **Ljubljana**



# SEE U Partners



Zurich, Switzerland

GERONTOLOGIE CH

Ljubljana, Slovenia



The Slovenian  
Third Age University



Brussels, Belgium  
(dissemination partner)



Prague, Czech Republic



Letokruh

Vienna, Austria  
(Coordination)



queraum.  
kultur- und sozialforschung



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<https://www.see-u-project.eu/>



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# Learning cities as intergenerational example of adult learning for new skills

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**Kieran McCarthy,**  
**Councillor, Cork City**  
**Council and CoR**  
**Member**

**Kieran McCarthy** is an Independent member of Cork City Council, Ireland and has served as Lord Mayor of Cork. In January 2015 and January 2020, Kieran was appointed by the Irish Minister for the Environment and Local Government to be an Irish member on the European Committee of the Regions (CoR). Kieran holds membership of the CoR's Commission (sub-committee) for Social Policy, Education, Employment, Research and Culture (SEDEC). Within SEDEC, Kieran champions the new EU Skills Agenda, informal and formal education, lifelong learning, culture, science and innovation in regions and cities, cities and regions of the future, youth and sport, and socio-cultural effects of IoT.



# Cork as A Learning City: Intergenerationality, Adult Learning & New Skills

*Cllr Kieran McCarthy  
Cork City Council*



Host of 3rd UNESCO International Conference  
on Learning Cities 2017





# Cork Learning City

Population : 220,000

UNESCO Learning City Award 2015

Hosts of the 3<sup>rd</sup> UNESCO  
International Learning Cities  
Conference 2017





# Personal & Municipal Journeys in Skill Building

## **Personal Journeys in Intergenerationality, Learning & Skill Development as a Heritage Advocate:**

- Parents (Interests...)
- Teachers (Confidence...)
- Lecturers (Specialisation...)
- Walking Tours (Community, older bracket)
- *Cork Independent* Newspaper (Research & oral history)
- Publications (consolidation...)
- Discover Cork: Schools' Heritage Project (passing on knowledge)
- Consultant (sharing a passion)
- City Councillor (part of the story board)
- COR (wider debates)
- Lord Mayor (togetherness)

**“I am a Lifelong Learner”**





### From The Marsh to The Mall

From the paper for the new Millennium, a millennial reappraisal of Cork and its people, its origins, and its potential for change in the future. Talented local historian, Kieran McCarthy, this week begins at the beginning, with the founding of Cork in the early Monastic period under St Finbarre. Over the coming weeks and months, he will chart the development and growth of our city by the Lee, building a complete historical profile of the town we love so well. It's history in the making.

## St. Finbarre, the myth, the legend

"I have sought to discover a haven of rest where the sun sinks by night in the land of the west ... I have roamed through all climates, but none could I see like the green hills of Cork and my home by the Lee". Since my initial venture researching local history in 1993 for the Lord Mayor's School's History Project, the above ballad by John Fitzgerald (1915) has remained prominent in my mind. The last number of years, researching my home city's past as a hobby has only increased my love and respect for the entity known as Cork city.



By KIERAN MCCARTHY B.A.

Cork is clearly soaked in history but this archive wealth is forever changing. In the last number of years, there has been substantial historical and archaeological evidence revealed, especially on how the landscape of Cork city changed in its early monastic and medieval period. This series of articles is by no means a definitive history of Cork but will highlight the most frequent historical and archaeological issues that arise. These most common issues along with new insights associated with on-going research into Cork in by-gone days will be discussed in order to create a basic background to how the landscape and culture of the city has changed over time.

#### The Monastic Era (Part 1 - 600 to 800 A.D.)

As the new Star Wars film proclaims, "every saga has a beginning". Cork's history saga is no different. Its physical development began in the early medieval period of Irish History, c. 600 A.D. As with most cities in Ireland, Cork had ecclesiastical roots. In this case, the foundation of the city can be attributed to a monk named Finbarre, now the patron saint of Cork. St. Finbarre was born around the year 560 A.D. in a place near Gerrinstown, Co.

Cork. His father whose name was Amergin was a Galway man who came to the south of Ireland to the Kingdom of Tipperary in search of a job and a wife. He found work as a head blacksmith but unfortunately, instead of happily fulfilling the second wish, he found himself in conflict with the local prince. This contention arose when Amergin fell in love with a noble lady who was also the attention of the local prince (McCarthy 1943). The noble lady's name is unknown but annual evidence outlines that Amergin and the local girl eloped. The spiteful king caught both of them and issued a death penalty. Both were to be burned at the stake. However, when the fire was lit, it is reported in the annals of the time that the flames were extinguished due to an act of God. "God did not allow them to be put to death, for a great thunder, and a heavy fall of rain came at the time, and fiery flashes of lightning, and such an unusual storm of rain came at the time, that they were not able to light the fire, because the child who was then an infant in the womb of the noble lady was beloved of the Lord" (Cusack 1875, p. 34).

Further back in time, at the point of questioning, the child in the mother's womb spoke to the local monarch and persuaded him to free his parents and send them on their way. Consequently, St. Finbarre's father and mother travelled to Galway in order to settle there. The child was born and was named Lachlan. A few years later, it was written that three religious persons came from the south of Munster in search of Amergin and his family. They discussed with Amergin the importance of his son becoming a disciple of Christ. He willingly granted their request and these three holy persons along with the child returned south. The son was renamed Finbarre due to the fairness of his hair and was enclosed by a mound of earth or a stone wall in a circular or oval shape at least two to three metres thick. The walls would have rounded stones or timber cells, a church and other domestic buildings of the monastery (Manning 1986). The present monastery in the centre of this lake on a rocky tip island was only constructed in the nineteenth century and is a replica of what might have existed in Finbarre's time. A large wooden cross within this present day replica is said to mark the cell of Finbarre. Prior to this replica, there are accounts by antiquarians such as Charles Smith in the mid 1700s who detail the remains of a random rubble walled enclosure (or stones placed on top of each other in no order). Apart from the solitude that could have been obtained from locating a monastery in the centre of a lake, the proximity to water would also have allowed for the provision of fish and fresh water for drinking and cleaning. A monk's cell at this time would be without any comfort. The existence of a shelter would be really his only source of ease. Over time in this hermitage, the generosity and general piety of Finbarre touched many a traveller's tired heart and the inhabitants of the nearby area. As a result, his fame spread causing his once quiet island hermitage to be invaded by more enthusiastic disciples of Christ. Such was the increase

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#### To Be Continued Reference:

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Next week: Early Monastic Cork (Part 2)



## Municipal Journey in Intergenerationality (Learning for All)

Over 25 Years of Building Learning Networks

From Adult Education Lineage (Retirees, Hobbyists)

Imagine our Future document, 2002 to Local Community Development Plan, 2024

Evolving Approaches to Learning Esp link to SDGs



### Goal 7: Cork as a city of learning

- Where access to learning is available for all levels and to all ages in the city.
- Where the city is recognised nationally and internationally as a centre of learning and research.
- Involving all stakeholders in lifelong learning:  
Formal, non formal, and informal

Creating a **Culture of Learning** City in Cork

## 2014-15, MEMORANDUM OF UNDERSTANDING ON LIFELONG LEARNING

between

Four lead partner organisations, with strategic partners in Cork city



The four organisations have joined with others to form a Steering Group to advance these aspirations:

- Learning for all;
- Promoting Inclusion,
- Prosperity and Sustainability.

This initiative builds on Cork City Council's formal adoption of the UNESCO Beijing Declaration on Building Learning Cities in 2014.



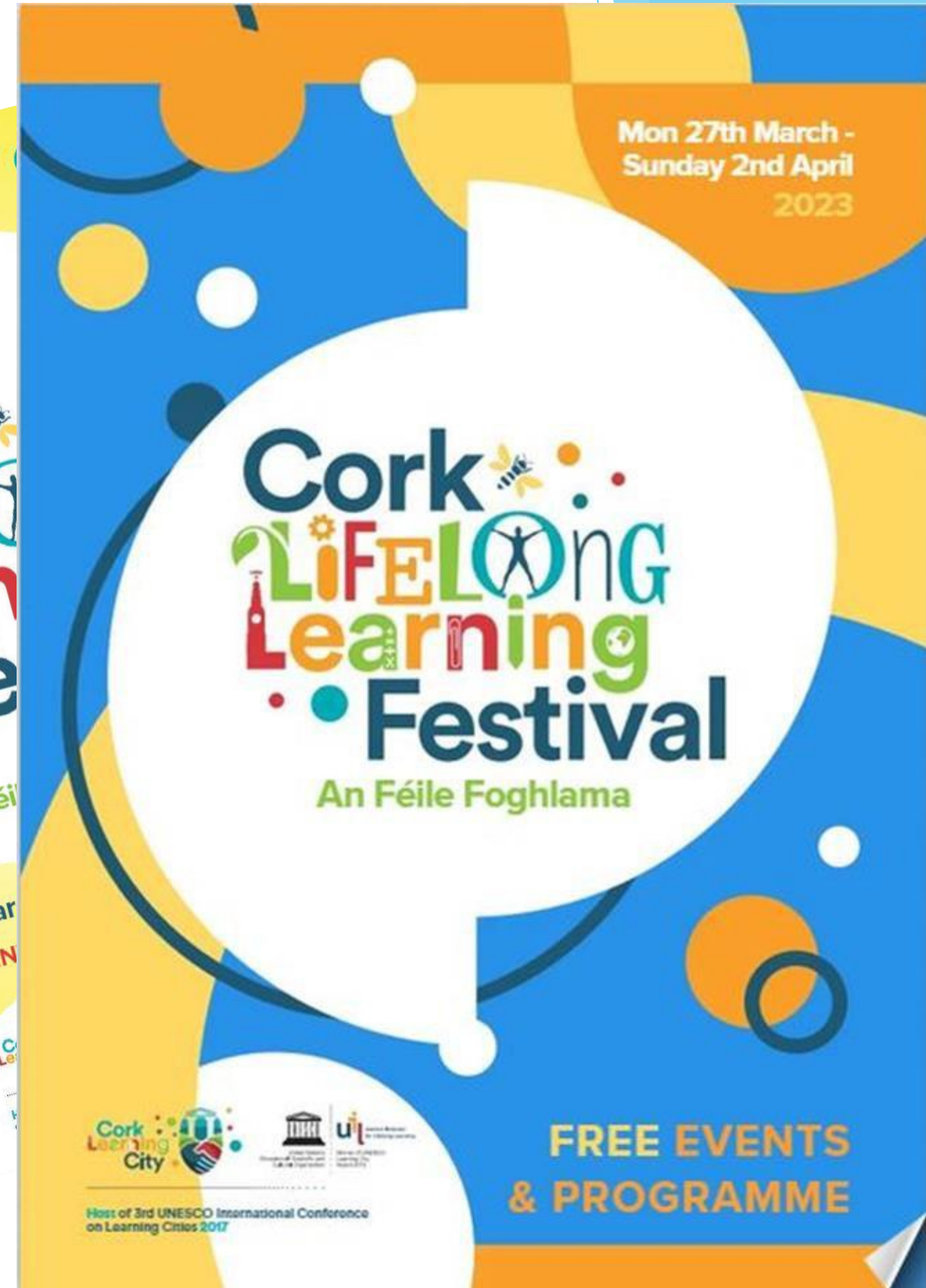
# To Cork Learning City Structure 2024



- Early Childhood Studies
- Primary & Secondary Education
- Tertiary / Further Education & Training
- Higher Education Providers & Learners
- Community Education
- Youth & Active Retired
- Inclusive Learning
- Business / private enterprise



Intergenerationality  
& Skill development  
via lens of...





# Lifelong Learning Partnership Projects

## *Cork Lifelong Learning Festival*

Cork  
Lifelong  
Learning  
Festival



A week of activities that spin out into a year of possibilities

- Workshops, lectures, classes, walks open days, expos & demonstrations.
- Celebrating Learning
- Formal, non formal & informal
- All events are free
- Engaging 15,000+ citizens

Creating a **Culture of Learning** in Cork City

## Requirements of Lifelong Learning Festival Hosts :

- Your event must be FREE OF CHARGE
- Your event must be accessible to all

We want everyone to have the ability to access learning opportunities in Cork regardless of their financial situation; all Cork Lifelong Learning Festival Events must be free of charge.

### How long are Festival Events?

Some Festival events run all week long (eg. art exhibitions) some may run for simply an hour or two. There is no minimum or maximum required length for a Lifelong Learning Festival Event.



# How to Host a Festival Event



## What do the Lifelong Learning Festival Event Hosts do?

Every year we welcome Event Hosts from all over Cork to take part in Corks Lifelong Learning Festival. Our volunteer Hosts create a diverse programme of events across a huge range of subjects each Spring During Festival week. Hosts are individuals, organisations or companies who want to share their knowledge and passion with others.

We celebrate learning at all levels, on all subjects and for all levels of ability.

## What types of Events are eligible to be part of the Festival?

We welcome all types of events including Seminars, Fairs, Film, Guided Tours, Talks, Walks, Demonstrations, Open Days, Exhibitions, Performances, Classes, Workshops and Lectures.

The Festival has developed over the years to explore a huge range of subject matter. Here's an example of some of the categories our events have fallen into in the past Art, CookeryFood, Nutrition, Politics, Business, Finance, Drama, Languages, Culture, Exercise classes, Environmental issues, Education, Literature, LiteracyScience & Technology, Health Management, History, Genealogy, Music and Creativity.



# Cork Lifelong Learning Festival



Library Events



Demonstrations



Music



Community



Workshops



Presidential Visit



Learning Factories



Creative Classes





## Embracing Intergenerational Learning



**skills:** Neighbour...understanding...empathy...sense of ...togetherness...chatting...Digital education sharing...

Cork  
Lifelong  
Learning  
Festival



**skills:** Neighbour...democracy...sense of pride...sense of ownership...revitalisation...story building...togetherness...chatting...new groups emerging...Age Action programmes

# Spreading the word .....

## Social Media 2023



Cork Lifelong Learning Festival : 4,200 followers  
Cork Learning City : 1,700 followers  
Cork Learning Neighbourhoods : 1,000 followers



Cork Lifelong Learning Festival : 1,293 followers  
Cork Learning City : 1,257 followers



Cork Lifelong Learning Festival : 1,841 followers  
Cork Learning City : 1,851 followers



**Newspapers, Radio & TV  
Newsletters  
Networks**





Awards...

# Cork Celebrates LIFELONG Learning

[corklearningcity.ie](http://corklearningcity.ie)



Comhairle Cathrach Chorcaí  
Cork City Council



**cetb**  
Boird Oideachais agus  
Oiliúna Chorcaí  
Cork Education and  
Training Board



**MTU**  
Ollscoil Teicneolaíochta na Mumha  
Munster Technological University



**UCC**  
University College Cork, Ireland  
Coiláiste na hOllscoile Chorcaigh



**CK**  
CORCAIGH GIARRAI  
CORCAIGH GIARRAI  
COMMUNITY HEALTHCARE



Member  
Global Network of  
Learning Cities

**ippn**  
Leading and Learning  
Cork City **Childcare**

**Cork Chamber**  
Advancing business together

**EchoLIVE.ie**

# Secondary Level Award



Cork Life Centre



Bishopstown Community School  
ISL Inclusion & ISL Song Club



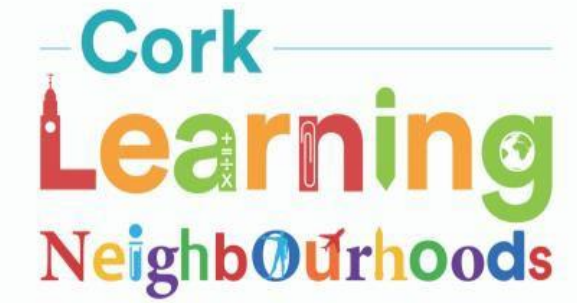
BI 5 Rang Corca Dhuibhne



St Vincent's Secondary School  
Yellow Flag Student Committee

2022

# Intergenerationality & Lifelong Learning Partnership Projects *Cork Learning Neighbourhoods*



- Connecting Learners, Communities and Learning City partners



- Collaboration is key
- Community led public engagement
- Local Coordinating Groups
- All stakeholders & residents
- Agenda shaped by Regular Local meetings
- Adopted approach of Cork Lifelong Learning



Comhairle Cathrach Chorcaí  
Cork City Council



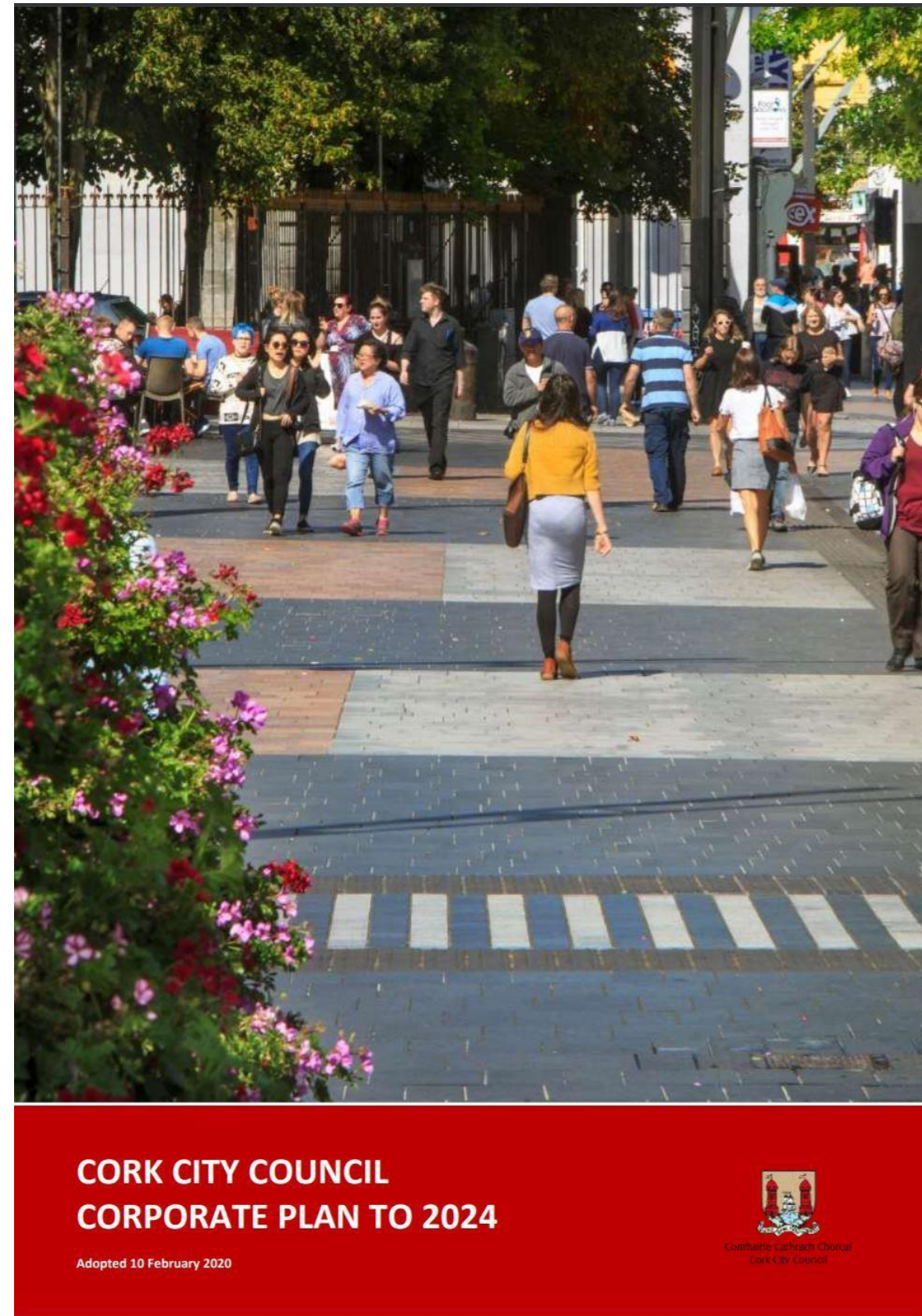
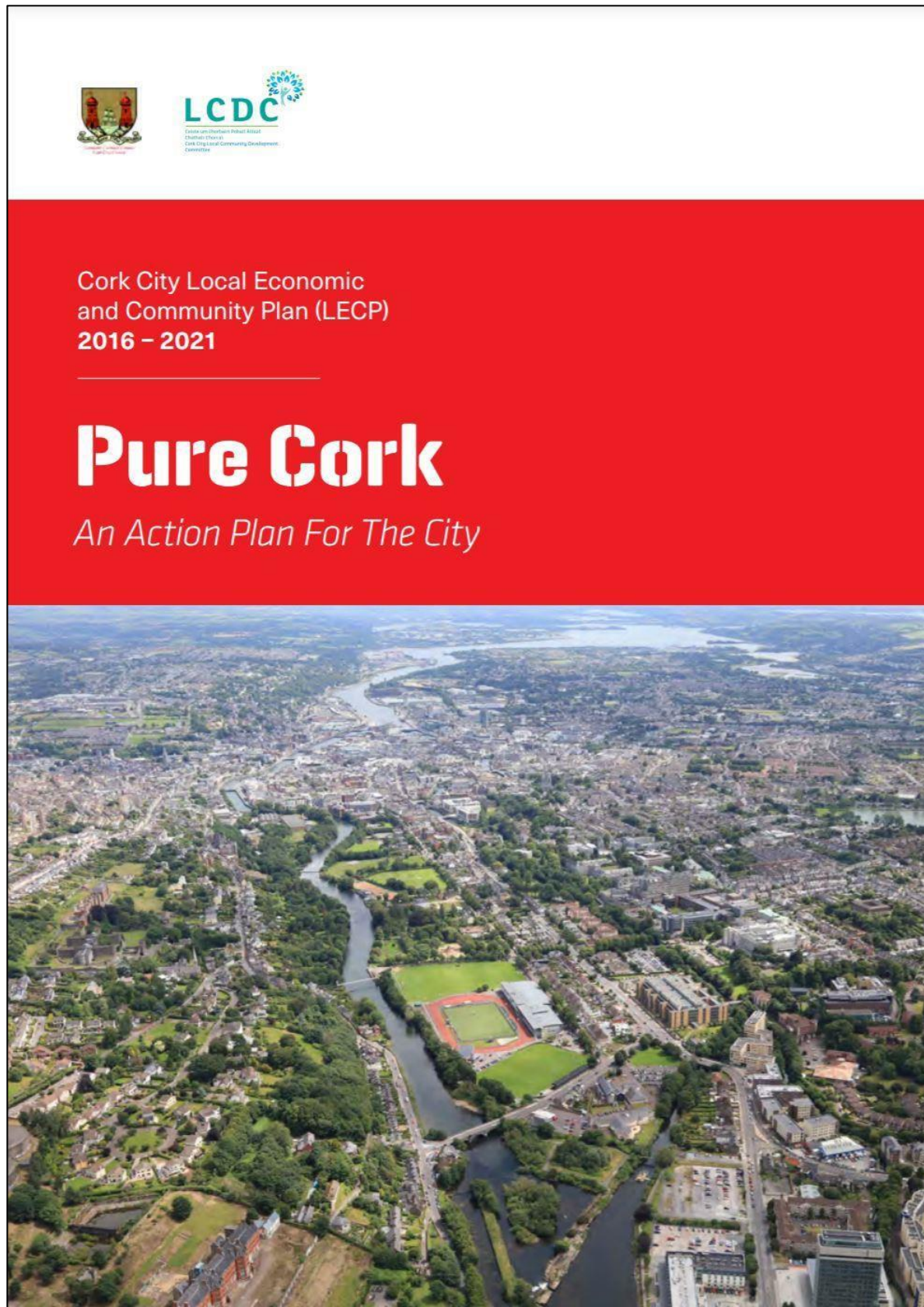
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**MTU**  
Ollscoil Teicneolaíochta na Mumhan  
Munster Technological University



**cetb**  
Bord Oideachais agus Oiliúna Chorcaí  
Cork Education and Training Board



**Planning Ahead....**

**Cork Learning City** ~ all ways & for all

Cork  
Lifelong  
Learning  
Festival



**National, Intergenerational President....**

# International....



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Institute  
for Lifelong Learning

- Winner of UNESCO  
• Learning City  
• Award 2015



# Cork2017

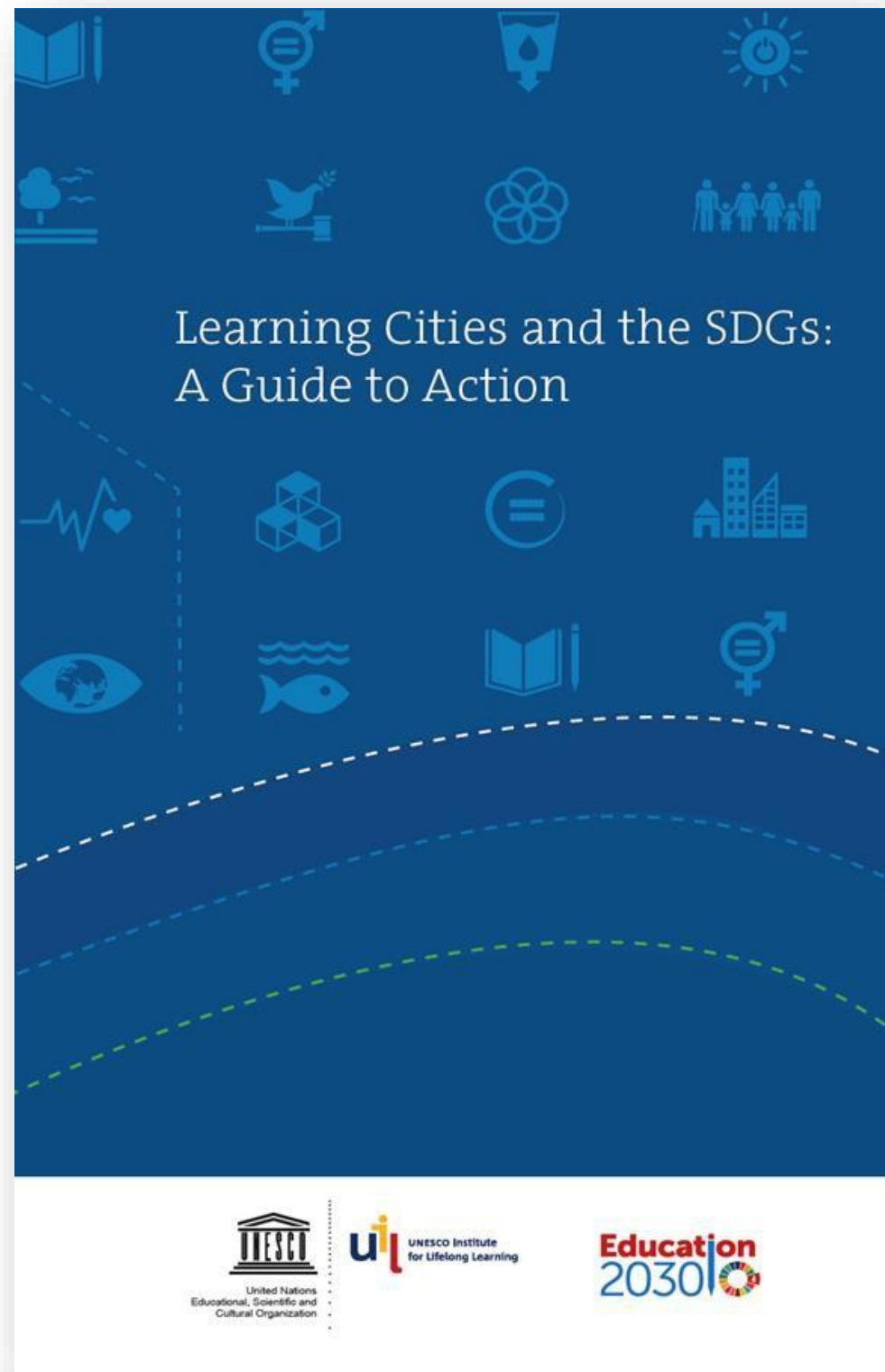
## UNESCO International Conference



INTERNATIONAL CONFERENCE ON LEARNING CITIES  
18-20 SEPTEMBER 2017 CORK CITY, IRELAND

## GLOBAL GOALS, LOCAL ACTIONS: TOWARDS LIFELONG LEARNING FOR ALL IN 2030

## Outcome document:



# UNESCO

## 0 Cork Call to Action on Learning Cities

Calling on cities worldwide to deliver on the Sustainable Development Goals through developing their cities as:

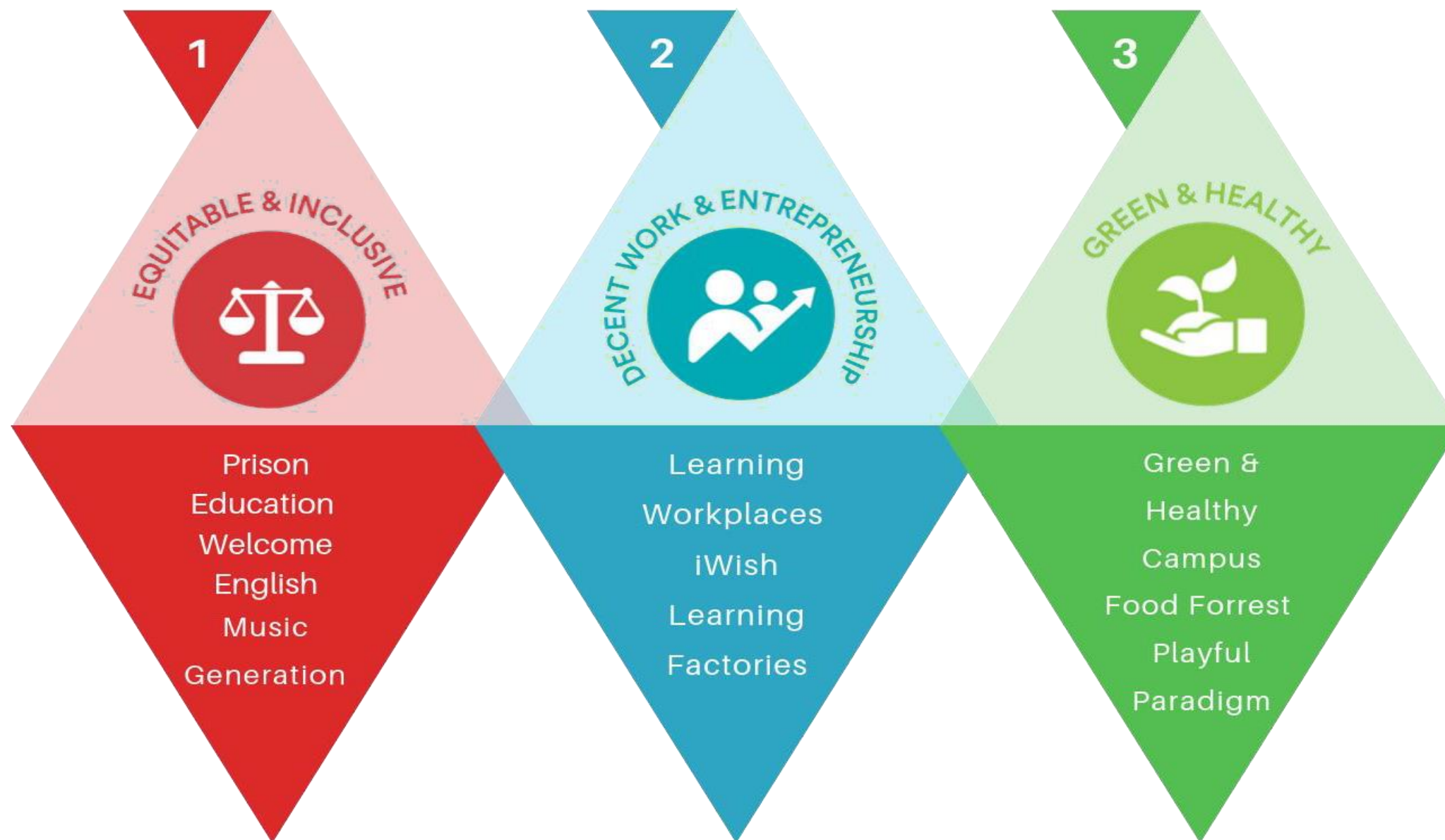
- ▶ Green & Healthy Learning Cities,
- ▶ Equitable and Inclusive Learning Cities,
- ▶ Supporting decent work and entrepreneurship.



Cork a Learning City ~ all ways & for all

UNESCO

# Cork Call to Action on Learning Cities



Cork a Learning City ~ all ways & for all



# Global UNESCO Learning City Networks

Webinar and Meeting of the  
UIL Cluster of  
Learning Cities  
for Health and Well-being



## LEARNING FOR WELL-BEING 2020

### SUPPORTING RESILIENCE IN LEARNING CITIES

3 & 4 DECEMBER 2020

**CORK  
IRELAND**

Presenting and investigating innovative and transferrable examples of best practice in UNESCO UIL Learning Cities across the world in supporting the health & well-being of their citizens.

#LEARNINGFORWELLBEING2020

promotion - well-being - innovation - networking - exchange - inspiration - support



UNESCO Global Network of Learning Cities  
Learning for Health & Well-being  
Webinar and Cluster Meeting

Strengthening Resilience through City Action and Networking

**25th May, 2021**  
**12:00-14:30 CET**

Webinars  
- Virtual event via Zoom

Main Content  
- Presenting and discussing best practice

Participants  
- All member cities of the UNESCO-UIL




Global Network  
of Learning Cities  
[www.uil.unesco.org/  
learning-cities](http://www.uil.unesco.org/learning-cities)



**17** PARTNERSHIPS  
FOR THE GOALS



North American  
and European  
Learning  
Cities Network





## OECD Local Development Forum 2022

- 350 attendees
- Previously hosted by Antwerp, Barcelona, Vienna and Dublin 2013



Rialtas na hÉireann  
Government of Ireland



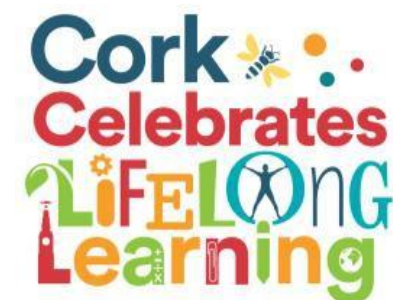
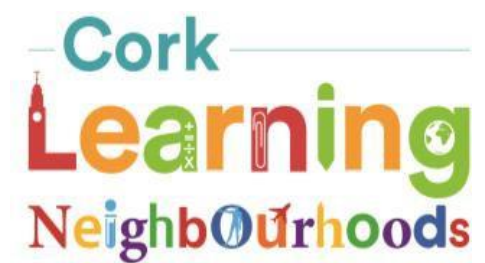
Comhairle Cathrach Chorcaí  
Cork City Council

**SOLAS**  
learning works

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University College Cork, Ireland  
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Cork Learning City, Cork City Council, Anglesea St,  
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[LearningFestival@corkcity.ie](mailto:LearningFestival@corkcity.ie)

00353 21492 4527



Comhairle Cathrach Chorcaí  
Cork City Council

# Thank You



We are Cork.



[www.corklearningcity.ie](http://www.corklearningcity.ie)

# Closing remarks & *Satisfaction survey*

#EURegionsWeek

**SEE**  
**U**  **Senior Explorers of Urban Environments**



Co-funded by  
the European Union

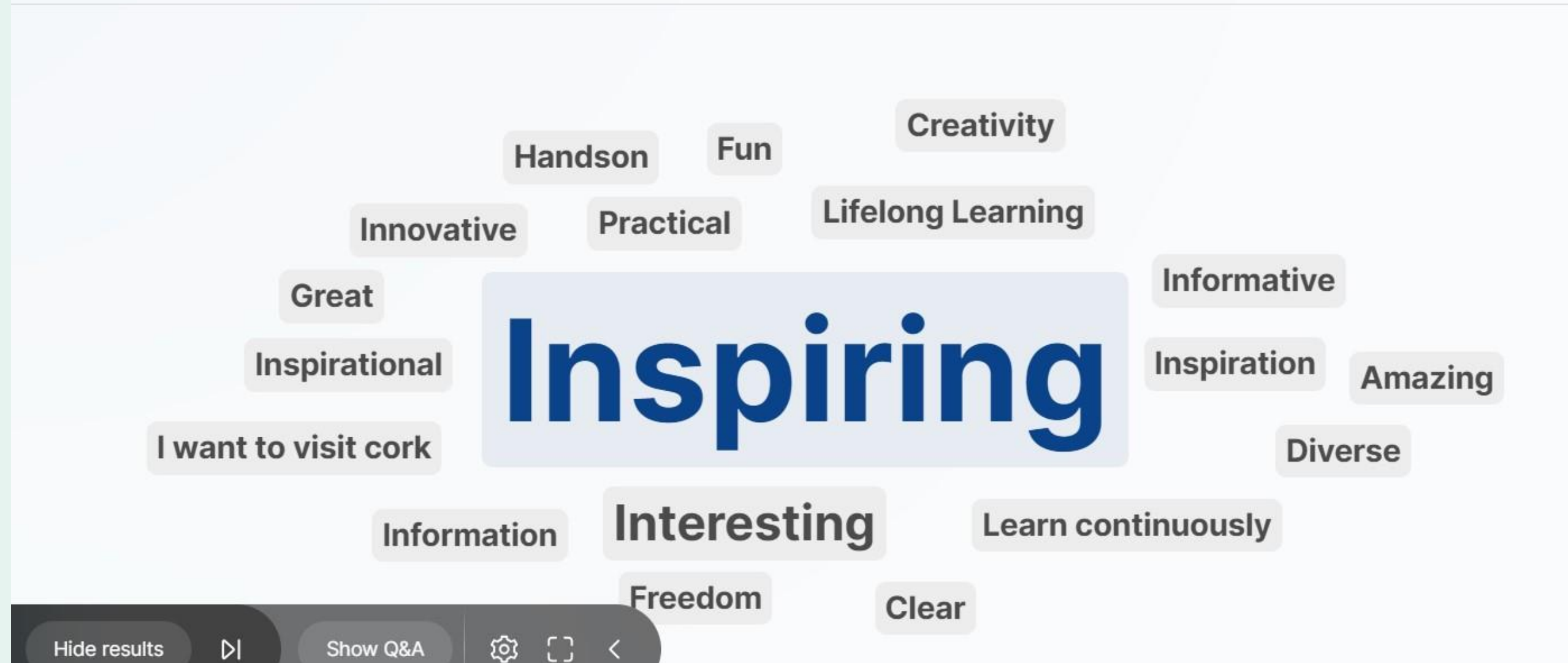


Co-funded by  
the European Union

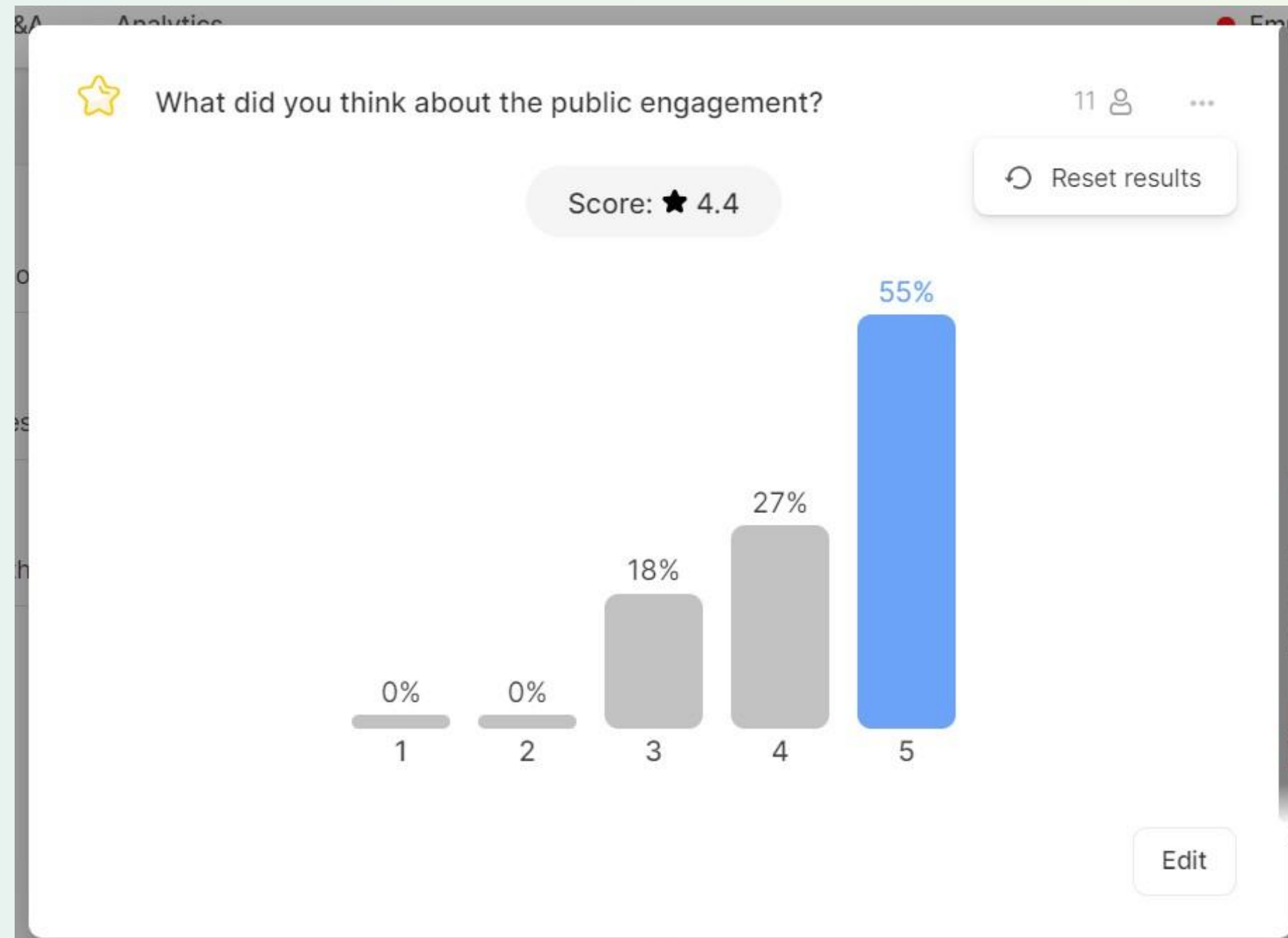


# Satisfaction survey results

Describe the session with one word



# Satisfaction survey results



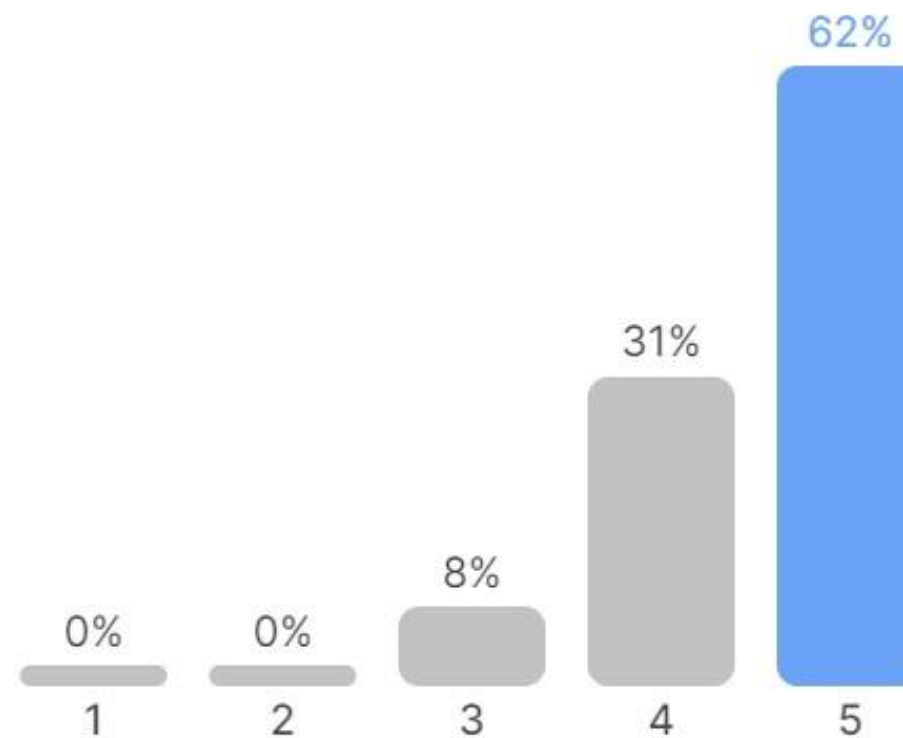


# Satisfaction survey results



Was the content of the presentations aligned with your expectations? 26 👤 ...

Score: ★ 4.5



Edit