

Building urban ecosystems for lifelong learning The CONNECT Model

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Building urban ecosystems for lifelong learning

The Connect Model

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Overview

CONNECT: A model of urban ecosystems for lifelong learning	6
Key features of Connected Learning	7
The CONNECT Model: Ecologies of learning	8
Case studies	17
Dublin, Ireland	20
Connecting restorative practice in deprived urban areas	29
Kallithea, Greece	32
Connecting the learning resources of the city in a cross-platform setting	44
Valencia, Spain	47
Connected Learning as a means to help improve people's lives through sport and movement	73
Bucharest, Romania	77
Connecting local actors through intercultural education.....	78
Munich, Germany	82
Connected learning as means to reinforce local networks of informal learning	102
References	107

List of Figures

Figure 1: Ecosystem Model	11
Figure 2: Ecologies of formal learning (Jackson, N., 2013).....	13
Figure 3: Ecologies of informal learning (Jackson, N., 2013).....	15
Figure 4: Dublin North East Inner City	20
Figure 5: Dublin North East Inner City	21
Figure 6: Kallithea municipality – between Athens and Piraeus.....	33
Figure 7: Kallithea - A dense city	33
Figure 8: Stavros Niarchos Foundation Cultural Centre.....	36
Figure 9: Kallithea - Handicrafts in the city library	38
Figure 10: Kallithea - Sailing activities	42
Figure 11: Map of Spain	47
Figure 12: Valencia in the civil war	50
Figure 13: Valencia - City of Arts and Science	52
Figure 14: Valencia - City of Living Together	53
Figure 15: Valencia - Orriols	55
Figure 16: Valencia - Popular University	56
Figure 17: Valencia - Jardines del Turia	59
Figure 18: Valencia - A Terrace in Russafa.....	61
Figure 19: Valencia - Russafa market	62
Figure 20: Valencia - Russafa street art	66
Figure 21: Valencia - Russafa development plan.....	67
Figure 22: Valencia - Four generations of artisanal chocolate in Russafa.....	68
Figure 23: Vancia - Parkour.....	71
Figure 24: Bucharest Platform Development Strategy	80
Figure 25: migration into and migration out of Munich of Germans and migrants	83
Figure 26: Munich - Purchasing power per capita	83
Figure 27: Unemployment rates in German cities	84
Figure 28: Manufacturing industry in Munich.....	84
Figure 29: Munich trade fairs and exhibitions.....	85
Figure 30: Students of Munich Universities	86
Figure 31: Munich - University Graduates	87
Figure 32: Selected Statistics München VHS.....	88
Figure 33: Selected Statistics München VHS.....	89
Figure 34: Selected statistics MVHS	90
Figure 35: Selected Statistics Münchner Bildungswerke.....	91
Figure 36: Bildungslokale	94

CONNECT: A model of urban ecosystems for lifelong learning

There is no doubt that the society of the future will be a learning society, and education and training whether acquired in the formal education system, on the job or in a more informal way, has become the key for everyone to controlling their future and their personal development. Citizens are required to constantly update their competencies, not only with regard to the world of work but in an encompassing approach to participating in contemporary societies.

Governments around the world have started to develop strategies for building learning societies, including EU member states, which over the past decades have promoted structural change in order to make their educational systems more flexible, permeable and inclusive.

Cities are supposed to play a key role towards building local capacities for lifelong learning. It's argued that many of the problems of today's world can only be solved with the aid of the local level and therefore cities and municipalities must build the capacities for lifelong and lifewide learning of their citizens, that is create learning opportunities and bring learning closer to learners: to districts, neighborhoods and homes.

Education and training has always been a key responsibility of cities. However, the idea of learning cities goes beyond education as a statutory duty. Rather than an add-on of the education system, lifelong learning in learning city strategies is placed at the heart of education and learning, both as an organising principle as well as cultural and social goal (Faris, 2007). Learning cities in order to come into bloom require multi-stakeholder collaboration across sectoral boundaries: civic, economic, public, voluntary and education. The purpose of Learning Cities is two-fold: On one hand they shall promote the development of skills and competences needed to adapt to new circumstances, like a stronger competition, and on the other hand motivate their citizens to become lifelong learners, to cultivate shared values and support the urban transformation of their community. The overall mission therefore is to promote lifelong learning in both respect, as a personal outcome and collective good.

Given this context learning cities are supposed to promote open learning landscapes and ecosystems, that is connect learning across organisational, institutional and sectoral borders in order to meet the learning interests and needs of their citizens, and through that expand the cities' capacities for adaption and change.

The aim of this publication is develop a model of urban ecosystems of lifelong learning, based on elements and principles of „connected learning“. Learning cities are defined to enable lifelong learning for all. However, many of them show difficulties to effectively address the learning needs of citizens. A major reason might be seen in the fact, that past initiatives quite often have been defined within the narrow confines of the traditional education system, and thus their attractiveness not only for low achievers remained rather limited. We nevertheless assume, that learning cities can greatly contribute to opening up new entry points and pathways to opportunity, when shifted from siloed to open learning

architectures, from consumptive to participatory learning and, from institutions to learning in communities and networks.

The model shall support the building and piloting of an urban ecosystem for life-long learning, that helps to leverage the impact of learning cities. At the heart of lies a digital learning hub, which by citizens can be used to set up personal learning projects and share their learning journey with the local community. The aim is to build and facilitate access to networks that can support a person's learning goals and career development over a lifetime.

Key features of Connected Learning

Connected learning originally was coined by an international group of education researchers interested in „mechanisms to intertwine and crossfertilise learning made across the domains of personal interest and passion, peer culture, as well as academic and career life“ (Buchczyk, Facer, 2018). Rather than a dedicated learning approach, connected learning describes a framework of theories, ideas and concepts, adopted for multidisciplinary research into some novel learning design, related to opportunities in physical, digital as well as embodied hybrid spaces, aiming to nourish the evolution of local and global supportive social networks for learning.

Connected learning starts from the observation that learners often disengage from academic learning because of conflicting „values, discourses, roles, and knowledge between home and school, or home and workplaces“ (Bilandzic, Foth, 2015). In answer connected learning is “socially embedded, interest-driven, and oriented towards educational, economic, or political” opportunities that have high stakes for equitable participation in our society (Ito et al., 2013, p. 4).

It is assumed that learning is most effective where learning is socially embedded, that is where learners can connect their learning to a broad range of contexts as well as to peers and mentors who share their interests. The outcome of embedded learning is threefold: firstly, learners get support needed to navigate through learning journeys and, make novel connections with the expertise and resources that are essential for deepening knowledge and skills (Hakkarainen and Paavola, 2009); secondly, learning achievements can be reflected in the light of feedback received, and thirdly, learners develop more perspectives on a problem, that go beyond the narrow definitions of the initial learning plan. Last but not least, learners through connected learning can develop „positive relations between home, school, family, friends, hobbies, and institutional settings like school, work, and civic institutions“ (Bilandzic, Foth, 2015).

Next, it's assumed that robust learning is grounded in learners' interests and passions. Only if learning can be aligned with learners' interests, about things they truly want, they develop a sense of ownership and take charge of their learning. In addition to that, learning is supposed to be meaningful only if they can make a connection from learning outcomes to real world opportunities and gain recognition of their learning (Ito et al. 2013). Connected learning therefore must start from the personal interests and passions of the learner, rather than a pre-determined

set of learning goals.

Finally, connected learning emphasises the importance of information and communications technology. Social (electronic) networks enable cross-generational, intercultural learning opportunities that are based on common goals and interests and, due to the openness of electronic networks, learning achievements and products created, such as texts, videos, films or other electronic objects are largely open, visible, attainable and widely accessible for the facilitation of connections.

A key task in connected learning is to connect learners in the pursuit of a shared purpose or a common goal; through diverse technological tools in producing, creating and experimenting with peers; and facilitate interest-driven participation in openly networked and generative communities. Connected learning provides learners with the opportunity to utilize and organize the afforded community, technology and information resources in an interest-driven manner (Bilandzic, Foth, 2015).

The CONNECT Model: Ecologies of learning

The terms 'ecologies' or 'eco-systems' are originated in evolutionary biology. Eco-systems here are defined a community of interdependent organisms acting in conjunction with the natural environment. They are used to describe the dynamic interactions between plants, animals and micro-organisms and their environment, working together as a functional unit. Ecologies are living systems containing a diversity of factors that interact with each other that are self-organising, adaptive and fragile.

The ecological metaphor has been applied to many contexts and is well suited to human interactions. In human ecosystems the ecological perspective views people in their physical, social and virtual environments as a unitary system living within a particular cultural and historic context consuming, recycling and producing resources, including information and knowledge, and changing (learning and developing) through the process of interaction (Gitterman et al, 1995).

The most general definition of learning ecology that of 'the space in which learning occurs'. The characteristics of an ecology determine what can exist within it and learning ecologies are structured to serve a particular aim or purpose (Siemens, 2007). Inside physical or virtual spaces a set of contexts can be found that provide opportunities for learning. Each context is comprised of a unique configuration of activities, material resources, relationships and the interactions that emerge from them' (Barron 2006: 195). For example, young people develop digital literacies through many different activities in many different places inside and even more outside the formal education system.

Ecosystems can be analysed from different perspectives. They for example, can be perceived as entities combined of interdependent processes within which relationships are developed and enacted. In dynamical theories of complex systems, the fundamental unit of analysis is a process, and it is in relation to the

process that its participants are defined, as filling roles in that process. Things, or organisms, or persons, or institutions, as usually defined, are not dynamical notions: they are ordinarily defined in terms of their stable and persistent, or invariant, properties. They are not about dynamics, not about change and doing, but about being what they are. Every process, action, social practice, or activity occurs on some timescale (in complex cases on more than one timescale). In a dynamical theory, an ecosocial system is a system of interdependent processes; an ecosocial or sociotechnical network is described by saying what's going on, what's participating and how, and how one going-on is interdependent with another (Lemke 2000: 275).

When we use the ecological metaphor in human society we are thinking in terms of whole systems that contain many interacting components. A basic model has been introduced by the American psychologist Urie Bronfenbrenner. His conceptual framework highlights the nested nature of ecosystems.

Bronfenbrenner assumes that human development is a result of an active preoccupation of one person with his or her environment. This process is interactive. That means it is influencing the individual as well as the environment. It is important to recognize that persons are adopting their environment actively. So this process depends on the perception of their environment (and not on the environment as it is) and it is cognitive (and emotional). Bronfenbrenner states that the environment of a person is consisting of persons, things and (abstract) ideas that are more or less far away from his/her perception and so their influence is of different kinds. He differences between five systems:

- The microsystem is the most proximal system and is consisting of activities, roles and connections in which the person is directly involved. So this system means the immediate environment of a person (family, peers school ...).
- The mesosystem means the interconnection of spheres in which the person is involved directly and actively. E.g. family and school, family and neighbourhood, adults and their friends and work.
- The exosystem is aiming on those areas that affect a person, but that person is not involved directly in this system. E.g. a child is affected by things happening in the workplace of his/her father or mother.
- The macrosystem includes the norms, values and trends of a (sub-)culture that influence a person.
- The chronosystem encompasses change or consistency over time not only in the characteristics of the person but also of the environment in which that person lives

In the following chapter we will build on Bronfenbrenner's system approach in order to develop a generic model for urban ecosystems for lifelong learning. The model on one hand shall make visible the different layers and networks making the learning ecosystem of a city, while showing how both local and digital learning

resources can be integrated into the broader concept of connected learning on the other. So far, place-based and web-based learning concepts are separated from each other. CONNECT seeks to interweave both concepts in a new and innovative model, which by city stakeholders could be used as a blueprint towards building inclusive, cohesive and networked learning cities.

The model represents the ground on which we will explore different applications of connected learning in a city context. The model builds on the results of five case studies that have been conducted in 5 European cities, along with a set of guiding questions that refer to the system levels proposed in the model.

Based on the findings from those case studies, and the different starting points for applications described herein, each local research team specified a local approach to connected learning, in reaction to local needs and requirements.

It goes without saying that some modifications had to be made to the original model, in order to meet the purpose of this research:

- Bronfenbrenner's model seeks to explain a child's development within the context of the system of relationships that form his or her environment. This emphasis of this research however is on the impact that each of the system layers may have on the way in which adults connect their learning with others, and repercussions of connected learning within the wider educational system. So our model shifts the focus from socialisation to education and learning.
- Secondly, in Bronfenbrenner's model the macrosystem represents the cultural patterns and socio-economic structures on the global level of societies. For the sake of the subject of our research we however adopted the city as macrolevel, which allows us to look at local factors in a more comprehensive manner.
- Last but not least our model systematically takes into consideration the increasingly important role of digital media for human interactions, in particular with regard to the way we learn from and with others.

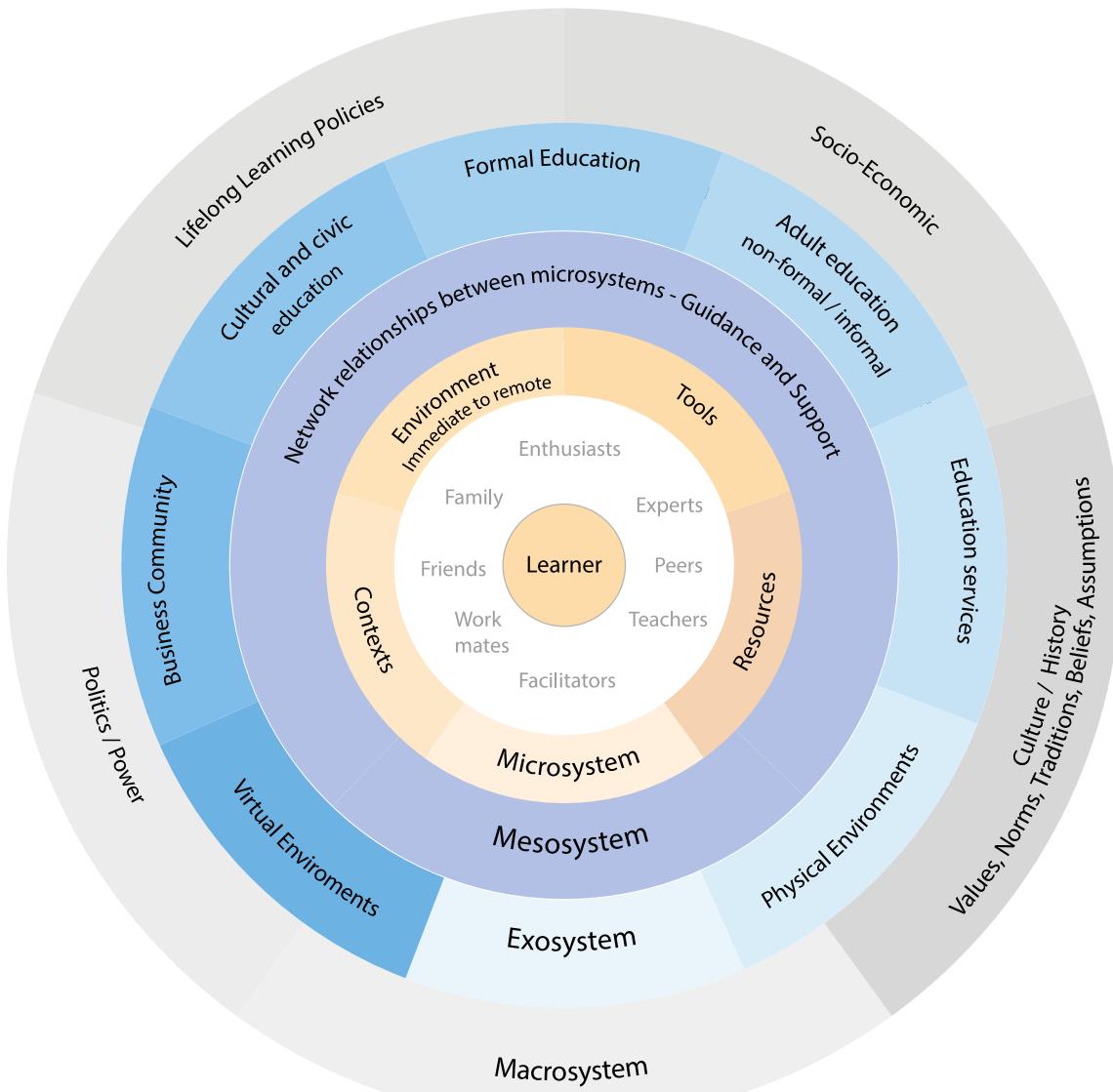


Figure 1: Ecosystem Model

The illustration above shows the basic components of our ecosystem model. The macrosystem represents the city, in which all other settings are nested including the socio-economic, cultural and political contexts. The macrosystem includes policies and strategies designed to promote and support lifelong learning. This is the ecological level which determines the role, function and importance of adult education in the context of the wider education system, and with regard to lifelong learning.

The exosystem consists of settings that do not involve us directly, but which contains events that impact on us. This is the ecological level at which an institution adopts and embeds certain policies that affect the way a programme is designed, or determine in a broad sense the types of attributes the institution wants to see as an outcome of the education it provides.

The mesosystem encompasses the interrelations of two or more settings for example their wider experiences in life and the university course they are studying.

It involves people who have an interest in promoting and supporting learning. It is the level at which guidance and tools are provided to help learners fulfil the requirements for their programme. Appropriately organised activity in the mesosystem enables people to learn more and better in their own microsystem. The microsystem contains the factors within someone's immediate environment, the day-to-day situations they encounter and their relationships and communications with the people they meet or interact with using communications technology. This is the level of our lifelong learning experiences, the level at which our individual situations and our responses to these situations matter to us and to the people they affect. This is the level at which we make decisions and plan what to do and how to do it and the level at which we act and use our capability (everything we can bring to a situation). This is the level at which we reflect on our experiences and the effects of our actions. This is the level of our learning ecology - the contexts, tools, technologies and resources we are able to draw upon to do what we have to do and the level at which we create new ecologies for learning and achieving.

One of the basic hypotheses of Bronfenbrenner is the assumption that the development of a person is influenced positively, if he or she is participating in increasingly complex environments or situations together with people to whom he/she has a strong relationship. So groups in which a person is involved in are very important for his/her intellectual development as persons who give a feedback directly, as persons cooperating actively or as an audience looking at the performance of a person on a stage. The developmental potential of a dyadic connection depends on how this connection is embedded in other close connections (friendships, peer groups) to which there is a close intellectual (interests), social and emotional relation. This also affects the role-behaviour of a person: The better the social and emotional relationship to a peer group is the more we can expect that a person will accept and fulfil the expectations of that group. This is also affected by the norms of a (sub-)culture, the person is living in or in contact with. And it applies to social roles in which cooperation is expected.

Concerning the exo- and macrosystem Bronfenbrenner is expecting that their influence on the development of a person is increasing according to the number of persons and their (emotional) closeness. It is also important that the expectations stemming from different areas do not contradict each other or – positively formulated – are compatible with each other.

Since connected learning is peer related it is related to social relationships within the microsystem and between micro- and exosystem. People are motivated to learn informally if they can expect a social support – either directly by their peers who start learning together with them or indirectly by getting feedback from them when they see (hear or feel) the output of the learning efforts.

Connected learning is also interest powered. Interests are coming from inside a person but in order to persist they need social support. If a person can talk about his or her interests to friends, perform something or make a product that makes them happy his/her interests are reinforced. If the reinforcement in those situations is stronger than the reinforcement obtained in connection with formal learning this kind of learning will be preferred.

As connected learning happens by doing it is easy to communicate and so it is also possible to get a constant (social) challenge to make progresses.

Given that social networks via internet have the same psychological effects than face-to-face networks digital communication offers a wide range of learning support.

Learning ecologies are a feature both of formal educational settings, where the ecology is largely determined by institutions and teachers, and informal learning settings, where ecologies are largely determined by individuals and groups without the mediation of people whose business is education.

Ecologies of formal learning

"A traditional face-to-face university course creates an ecology for learning ... that is designed, organised and implemented by a team of academics who have both disciplinary and pedagogic expertise working within an institutional environment that is full of support and resources to aid learning. There is a structure determined by the designers with objectives, content, resources and processes that engage learners in activities through which they learn and some of their learning is assessed. There is a supportive infrastructure within the institutional environment and teachers and learners, and learners and learners interact and the institutional spaces and technologies are used to facilitate interaction. The institutional-determined ecology for learning includes people - learners, teachers and others who help learners, a physical environment including classroom spaces, social spaces, resources centre and perhaps virtual spaces where learners and teachers interact for the purpose of learning.

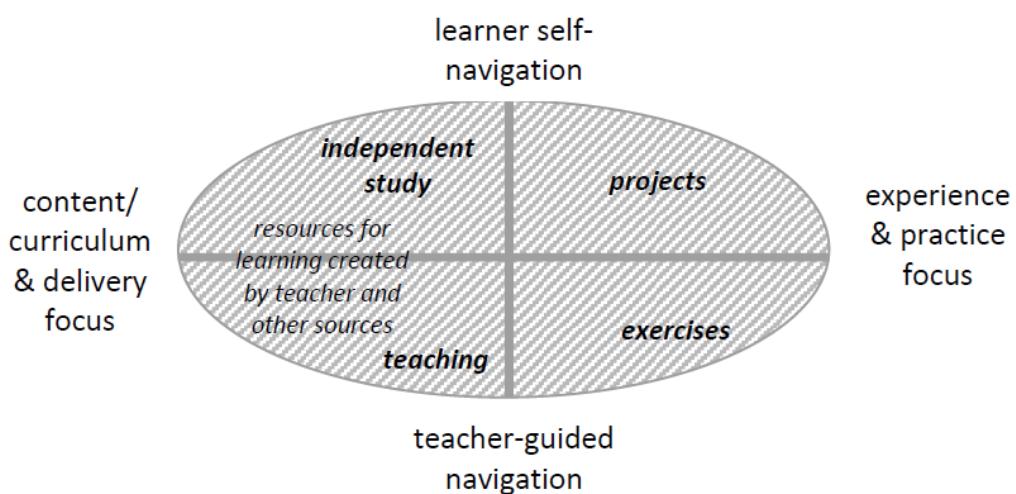


Figure 2: Ecologies of formal learning (Jackson, N., 2013)

The activities in such a learning ecology are explicitly dedicated to learning - ie

learning is the objective of this ecosocial system. Depending on the underlying educational philosophy learners' learning ecologies may be tightly controlled in terms of what is learned, how it is learned and when it is learned and activity may be oriented towards transmission, guided discovery or self-directed learning and approaches may encourage independence or collaboration, or any blend of these possibilities. A learner's experience has to be viewed comprehensively and holistically in order to understand the nature of the learning ecologies they develop. Connected learning found particularly strong interest in the formal education system. It is supposed to extend learning across the boundaries of the formal education system, and build partnerships with experts and enthusiast cultures. By implementing connected learning boundaries between formal and informal learning environments, between work and study and between public and private spaces are continuously blurred, and they frequently morph into each other and impact on each other. Teachers are supposed have a key role in forming cross-boundary learning networks, which are negotiated, framed and supported. Teachers negotiate the timetable, shared phenomenon and guidelines for connected learning.

Ecologies of informal learning

Outside the formal educational environment people create entirely different learning ecologies that reflect the different contexts, purposes and activities they engage in and generate across their lives for example - with family and friends, in the workplace with colleagues, in playing sport with team mates or companions, in pursuing hobbies or participating in activities organised by a club ... These sorts of situations provide opportunities for the creation of a learning ecology through which purposes are prosecuted, relationships are developed, people interact and collaborate, and goals are accomplished. Learning and gained through these sorts of ecologies is rarely measured or assessed but it contributes significantly to the development, success and wellbeing of individuals.“ (Jackson, N., 2013)

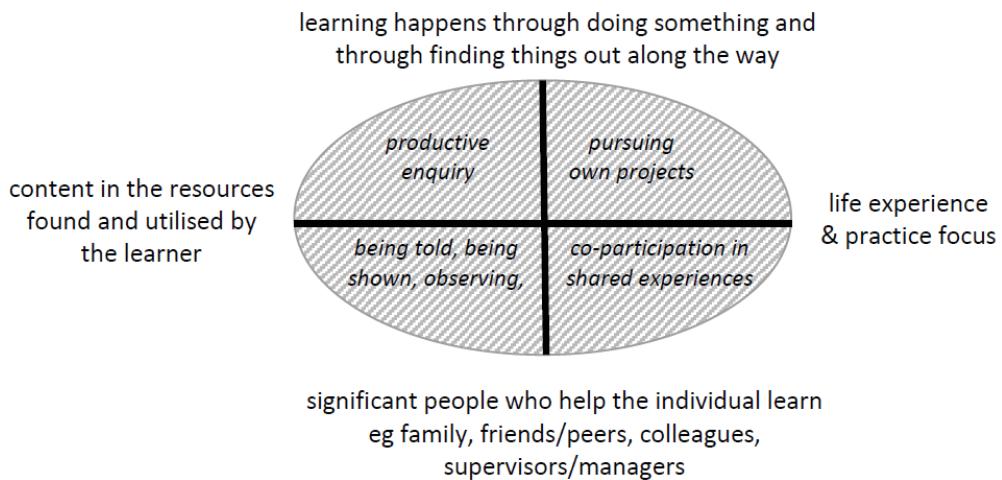


Figure 3: Ecologies of informal learning (Jackson, N., 2013)

It goes without saying that contexts, purposes and activities and the way in which they are combined depends on a number of factors. To name only a few:

The bulk of projects experimenting with connected learning has been developed with regard to the needs of younger people, and there is only a few applications of connected learning that specifically address the needs of adults. However, adult learners are different from school pupils or university students. Many adult learners have responsibilities (e.g., families and jobs) and situations (e.g., transportation, childcare and the need to earn an income) that can interfere with the learning process.

Adults have many challenges today, such as multiple careers, fewer stable social structures to rely on, living longer, and dealing with aging parents. The past is less helpful as a guide for living in the present. Adults are insecure in many decisions that they need to make. Life is complex due to career, family, and other personal choices.

According to Fidishun (2000), adults with previous schooling have been constructed as "dependent" learners, and it may occur that they will need assistance towards becoming actively involved in, and take responsibility of their own learning. Different to younger persons, adult learners can build on a rich repertoire of previous knowledge and experience. They can relate new information to past events and experience, such as work or family responsibilities as well as past education, and thus experiential learning, that is knowledge creation through the transformation of experience, for adults is a rather important, if not dominant mode of learning (Cercone, K., 2008).

Secondly, a person's approach and strategy towards achieving learning goals might vary with the life situation and future expectations. Facer / Buchczyk illustrate this in the example of two asylum seekers, who take very different advantage of the learning opportunities available from within their city, based on different perceptions of their life situation and expectations about possible futures.

„Najma is building, sequentially, a series of steps for herself that will allow her, she hopes, to connect up the different learning opportunities of the city in order to achieve her life aims. Her assumption is that each step will act as the foundation to the next stage in her trajectory. She is seeking to tread a path that she can discern as latent within the learning infrastructure; and she treats that infrastructure as sequential and as logical.

Akwazi, also an asylum seeker, has less teleological approach to identifying the learning opportunities that he wishes to pursue; seeking to engage with anything that might provide utility in the context of his currently very uncertain future. This approach demonstrates a different strategy for navigating the learning infrastructure of the city, one that is more opportunistic, less strategic and informed by the desire to make the most of the time and resources available seemingly irrespective of the content of the course. It is premised on a logic of accumulation of certification, hoping that these qualifications will provide access to new opportunities.

In a context of radical uncertainty over statehood and permission to remain, anything might be useful at some point in the uncertain future. It is far from clear, however, that the way he was mobilising the learning infrastructure was leading to enhanced work or educational opportunities ... These different approaches highlight the way in which the learning infrastructure of the city is not simply available and legible to the individual, but produced in interaction between the available resources and the assumptions that the individual learner has about the logic of the infrastructure and how to successfully navigate it.“ (Facer / Buchczyk,

Last but not least, informal learning, different to formal learning, doesn't require learners to be aware of their learning. For example, when a person performs a task in order to achieve a result, learning quite frequently appears as bi-product rather than intentional. Findings from previous research indicates that in cases where learning is not a primary objective, for learners it is even difficult to relate a learning outcome to the accomplishment of a task. However, in other cases informal learners may be well aware of learning objectives, the activities necessary to achieve the goals, and competencies or skills acquired. So, informal learning can be both, task-conscious learning and learning conscious learning.

Case studies

The CONNECT model shall support the building and piloting of an urban ecosystem for lifelong learning, that helps to leverage the impact of learning cities. The aim is to build and facilitate access to networks that can support a person's learning goals and career development over a lifetime.

A handful of initial themes have been defined around which people will come together. These themes have been adopted on the basis of findings from online research carried out on a worldwide scale. The task of the research teams was to identify and explore the features of (online) learning platforms that specifically aim at fostering learning in a local context, and the needs they address. The themes should be of generic nature, ensuring that they can be transferred and adapted to different contexts. Based on the results of this research, we finally decided for a combination of themes, similar to the categories used by the Chicago Learning City Platform: Citizenship in our local and global society, being good at life in the 21st century, form and function, making the knowledge society and professional advancement. The relevance and parameters of these areas during the case studies has been examined from the point of view of learners and local stakeholders.

Methodology and guiding questions

We identified our case studies as sites of interest for ongoing engagement. Moreover, they should serve the purpose of building relationships with relevant stakeholders. Not just to better understand how their particular community of interest or urban learning ecosystem is structured or framed. But primarily so that we can work with them in the design and testing of locally adapted approaches to connected learning. And where possible that we will be catering for their specific needs and seeking to explore from this point how this can relate to Learning City definitions.

The case studies build on results of desk research and interviews with local stakeholders, such as organisers and staff in adult education organisations, staff and volunteers in community organisations, organisers and staff in private educational organisations, people running networks – formal and informal learners and facilitators.

We started from a set of interrelated features most commonly associated with a learning city and, in the next step collected evidence of these factors in the cities chosen:

- The city effectively mobilises its resources in every sector to promote inclusive learning from basic to higher education
- It revitalises learning in families and communities
- It facilitates learning for and in the workplace
- It extends the use of modern learning technologies
- It enhances quality and excellence in learning

- It fosters a culture of learning throughout life

Moreover, the research teams in advance of the field studies received a list of guiding questions, each of which was associated with a specific level of our model.

Macrosystem	Exosystem	Mesosystem	Microsystem
Understanding your City	Structures and organisations relevant for Lifelong Learning	Communities and Networks Teachers and Facilitators	Learners

Dublin, Ireland

The area collectively referred to as the North East Inner City (NEIC) of Dublin is not just a physical entity. It is an urban centre encompassing several specific local communities each with its own identity. The area is located within a central area of Dublin City and extends from the main bus and train station along the River Liffey to the national football stadium, Croke Park, bordering parts of the city that have strong historical connections with working class communities. It incorporates 74 small areas as defined by the Central Statistical Office which had a combined population of less than 18,000 spread across almost 7,000 households. These maps highlight the location of the NEIC within the wider city and the defined area of the NEIC.

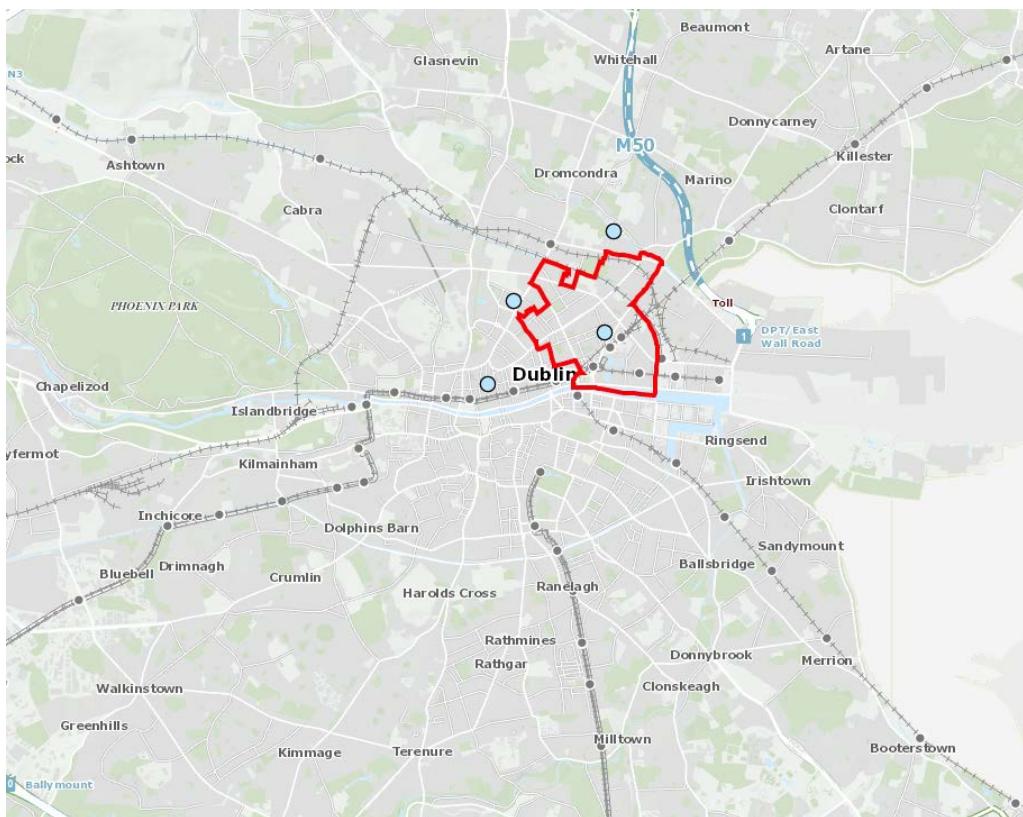


Figure 4: Dublin North East Inner City

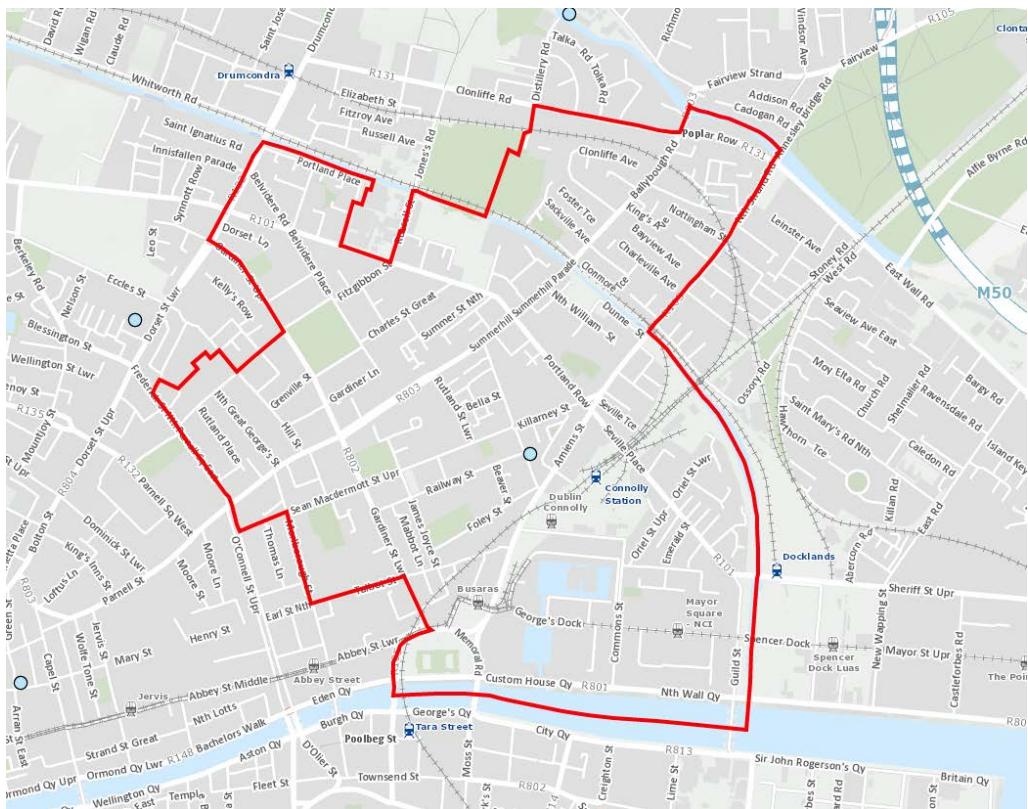


Figure 5: Dublin North East Inner City

Disadvantage and poverty has persisted in many of these small areas. As with many urban inner cities, during the 1970s and 1980s, the area was characterised by widespread dereliction, physical decline, rising unemployment, population loss, and a range of other social problems. Physical decline was partly a consequence of an increasing trend to relocate to suburbs and other areas. The overall result was the emergence of a doughnut-shaped city surrounding an inner city characterised by physical dereliction and social deprivation on an unprecedented scale.

Based adjacent to Dublin's docklands, generations of families had been dependent on employment associated with the port and manufacturing industries. These traditional employment opportunities began to be rapidly displaced during the post-world war 2 years, with the closure of older factories and the lessening importance of coal merchants, with road and rail becoming more significant.

By the 1990s, unemployment was averaging 30% and only 35% of the children were still attending school by the age of 17. Regeneration programmes were launched both in relation to the Docklands and the creation of the International Financial Services Centre (IFSC). These programmes and policies focused on encouraging private developers to venture into the previously high-risk location and became synonymous with a revived and vibrant national economy. The radical physical and social changes that emerged in this area did not materially benefit the long term residents and pre-existing communities of the NEIC, in fact contributing to increased social polarisation in Dublin's inner city.

The NEIC can therefore be characterised as a tale of two distinct cities, one that has born the fruit of economic growth, redevelopment, and urban renewal and another where the most deprived areas of the late 1980s have remained the most deprived communities in the past decade. This can be partly attributed to the composition of the NEIC in which high clusters of disadvantage are masked by a cohort of more prosperous residents and areas of physical redevelopment and gentrification (Trutz Haase, 2009).

Analysis of recent census data highlights the emergence of significant clusters of high deprivation. Over one third of the small areas in the NEIC can be described as disadvantaged or very disadvantaged. At the extreme end there are small areas of the NEIC containing 80% lone parent households, where up to half of the population have attained primary education only and less than 5% with third level education. This contrasts starkly with some other small areas in the NEIC with very low levels of lone parent households and where third level attainment is over double the national average of 31%.

This creates a certain distinct imbalance in overall population profile in the geographical community. The area is also bordered by very evident areas of strong affluent business, enterprises and residential developments. This differentiation of population profiles will be further accentuated with planned developments in the Docklands areas over the coming years.

Unemployment levels for males in these areas were double and triple the national average including high dependency on the State for housing at over 90% in some cases. The lack of any clear improvement in the very disadvantaged small areas suggests the problem is endemic and requires a significant change in approach. As with trends in other gentrification projects, the employment opportunities for local residents within the IFSC are often poorly paid and insecure. Despite some advancement in higher education take up, a significant proportion of local NEIC residents continue neither to not complete school nor to progress to third level education.

Media and public attention has been focused on the NEIC since September 2015, when a violent feud between two rival criminal gangs spilled over into a series of shootings. Some 18 people, mostly young men, have been killed with many others injured. The locus for this feud and many of these deaths is the NEIC, from where the two gangs have their origins in the drug trade. As a result of the public scrutiny and a concerted campaign from local community workers and activists, the Government launched an initiative to oversee the long-term social and economic regeneration of the area in an attempt to address the issues caused by the ongoing gangland war. An inter-ministerial taskforce was established in order to develop a coordinated response which would extend beyond policing to focus on education, employment, housing, and the development of normal life patterns for young people in the community. A report¹ and new strategy was developed with a series of recommendations signed off. The Government allocated a budget of €1.6 million and created a NEIC Implementation Programme with an associated office and board to ensure the recommendations would be implemented.

¹ <https://merrionstreet.ie/MerrionStreet/en/ImageLibrary/20170218MulveyReport.pdf>

There was broad support for this initiative within the community, although some pointed to insufficient emphasis on economic, employment, and mental health issues. The Implementation body will see its term complete by the end of 2020. Their task has been made more difficult as they are seeking to address many of the challenges highlighted above that have been made more acute as a result of a prolonged period of national austerity and general reduction in funding for local services and supports. During consultation work that informed the production of the report, all community projects in the NEIC had noted an impact on staffing levels resulting from austerity related cutbacks, while almost 82 per cent reported a change in services offered. An administrative changeover in community development programmes at a national level has led to a 2015 cut of 38% in funding to the north inner city with obvious implications for community-based services and supports.

Despite this narrative, the NEIC has a long history of community organisations and strong community based responses. In recent years and in some instances directly linked to the implementation of Mulvey Report recommendations, efforts have been made to create more integrated and co-ordinated local structures. This has led to the creation of new networks and fora, some of which have struggled to become embedded. While this community continues to be the centre of illicit drug trade in the city, with typical impacts for those most affected, these local community-based organisations, especially those focusing on youth work are working extremely hard to develop responses that are fit for purpose and seeking to reach those most vulnerable.

Strategies for Reaching Young People At Risk

There are 8 youth services operating within the NEIC area, while some may also work with young people living outside the immediate area. The most recent aggregation of data in terms of participation in these services relates to 2015. A total of 5239 participants had attended the following youth services in the wider area of the north city and of that some 1337 participants within the NEIC. Participants in these projects ranged in age from 10 to 24.

2015	Total Participants	Male	Female	% Male	% Female
ASP	138	94	44	68	32
Ballybough	122	78	44	64	36
Belvedere	227	150	77	66	34
Bradog	300	180	120	60	40
Crinan	48	38	10	79	21
East Wall	181	107	74	59	41
LYCS	74	33	41	46	54
SWAN	247	132	115	53	47
Total	1337	812	525	62	38

In terms of these services and supports, many young people have expressed a strong sense of gratitude and pride in local youth services, and acknowledged the importance of youth work to their lives. Young people have emphasised the

importance of having a safe space to socialise with peers. Other important features of their engagement are linked to their positive relationships with staff, access to structured programmes, informal learning opportunities and guidance.

Youth services have also examined reasons for lack of engagement. Responses for not engaging with local services have included a lack of friend or peer involvement, wider alienation from local institutions, shyness, and perceptions of boredom. Some young people felt that the centres catered more for either girls or boys, or for certain age groups. Others felt that there may have been too great an emphasis on the provision of physical and active programmes. Some young people have highlighted that interacting with other young people, who they do not like or get on with, can act as a further barrier to engagement.

In order to respond to such findings, youth services have tried to provide for more sessions and greater availability of services over weekends. Many youth projects tend to operate after school hours during the week and less so at the weekends. These are considered key times of difficulty and crisis for many young people. While the services have been working to expand their programmes to engage young people at these times, they have also sought to increase the provision of additional supports for a range of specific target groups, including children under the age of 10, young migrants, people with mental health issues, young homeless people and young people over 25 years, who have aged out from mainstream services.

Some reasons that young people have put forward include a lack of knowledge of what is available, lack of English language supports where relevant, possible anxiety and fear caused by gang-related violence and heightened police presence, and inadequate supports such as access to childcare. For some young people who are new to the area, it is common for them to access sport facilities, while not engaging directly with any youth service.

Youth services that have been involved in the case study research consistently indicated that they struggle to address the reasons that young people express for not engaging. Without extra resources for new programmes, they express that are already “stretched to the point of breaking” in terms of their work with those children and young people who do engage within their services and activities. The development of new strategies or the revising of existing programmes and actions are therefore often resource-dependent or reliant on the funder to accept a shift in the manner that the services are provided.

In recent years, in part due to the limited extra resource allocation linked to the Mulvey Report implementation programme, some staff has been able to access training opportunities. Other staff members from community and youth services have become more involved in local networks and working groups. New initiatives have emerged, such as a detached or street work programme that aims to target those young people who are not engaging with any services.

The youth workers, who participated within the case study workshops, remain guarded about the community dividend that will be visible following the completion of the work by the Mulvey Report implementation team. They recognise that there has been signs of progress. However, the youth services are clear that

without a commitment to increased funding and dedicated resources in the shape of extra workers on the ground, such progress will be limited and unsustainable. The focus on the NEIC, brought about by the gangland feud and the resulting Mulvey Report, has allowed for a great understanding and analysis of the endemic problems facing their community and especially the young people who are at risk.

This section looks to the results of the consultation process and three specific areas in which the youth workers were interested in further considering.

- Firstly, training in restorative practice methods and techniques has allowed for one of the youth services to become a best practice leader organisation. Feedback from this engagement has been extremely positive for staff and young people. The youth workers expand on this process and examine how this practice could be better shared across other services.
- Secondly, an emphasis has been placed on a new type of outreach work, whereby the most at risk young people within the community are identified through collaboration among the youth services and schools. A small team of street workers are then engaged to carry out detached work, locating the young people and building relationships. Instead of trying to get these young people to come to the service, the youth work interventions are designed to happen “on the street”.
- Thirdly, a focus on cross-service collaboration has been promoted through the Mulvey Report recommendations. Current and new networks and structures have tended to be linked to the service management teams. An effort has been made by one of the core funders of youth services to organise a dedicated community of practice for the youth workers on the ground. This has not taken off and youth workers are not convinced as to how worthwhile this CoP might work out.

Throughout this section, an effort is made to look to future options, whereby a closer collaboration could act to share practice and learning, instigate new ways of working or simply to provide a space for youth workers in a very challenging environment to vent their feelings to one another. The aim of this work with the youth workers was to try to ensure that the CONNECT project can offer these extremely committed workers some real opportunity for meaningful further engagement.

Restorative Practice

Restorative Practice (RP) is an approach that helps people to strengthen relationships, build community, and prevent conflict. In its initial articulation, RP was strongly influenced by the community justice traditions of indigenous groups like the Maori of New Zealand, the Aboriginals of Australia, and the First Nations people of Canada and the USA. RP is based on principles of fairness, respect, honesty and community problem-solving. It acts as a framework for building, maintaining and strengthening relationships and responding to conflict through

authentic conversations, that facilitates a shared understanding of what happened and how things can be made right.

Within a youth work setting, this involves proactive and responsive working approaches that focus on relationship building and repair of harm caused by challenging behaviours. For the youth worker, the training focuses on how to alleviate these harms or tensions, as well as getting to a stage whereby these are minimised. A cornerstone of the implementation and integration of restorative practices relates to the language used to communicate with and by young people. As they are encouraged to examine how their problem solving abilities are connected directly to thoughts, emotions and actions, the young people become more aware of the importance of empathy and consideration of needs and unmet needs. As a RP culture is embedded within a youth work setting, the aim is that there is a collective responsibility for problem solving and decision-making. There is a focus on emotional literacy, self-efficacy, self-esteem, sense of community and conflict resolution capacity development.

The young people within NEIC consistently highlight that they want their voices to be heard by adults, both locally and at policy level, in particular they want the 'important people' to hear their story. Their story contains their unique perspectives, expertise and knowledge related to their community. By working with these young people to develop their own restorative language and voice, it allows for them to acquire the skills and aptitude to manage and resolve conflicts, alongside improving their self-efficacy, self-esteem and sense of community.

A key component of restorative language is the use of restorative questions. Key characteristics of these questions include the opportunity for people to speak about what has happened from their perspective, what they were thinking and feeling at the time, who has been affected and how have they been affected and what needs to be done to repair the harm caused. These questions are brought into play very frequently as the process begins and the workers receive their initial training. Over time, the young people become more and more aware of these questions and a restorative language is learned and practised.

The youth workers explained how their training had pushed them to review their own practices and language with the young people. As the RP approach became embedded within their own day to day work, the young people became more inclined to look at their own behaviour, especially when linked to moments of tension or conflict. One worker explained:

"If a young person is playing football in our centre and he has had a bad day in school or at home, he can take out his feelings on another person in the game. A fight might take place. In the past, we would send the person out of the game and if the behaviour was extreme, he might be sent out of the centre. With restorative practice, we now take the young person out of the game and have a chat with him. We ask the questions about who has been affected and how he can maybe repair the situation. At the start, the young people resisted this and would not be able to explain their reasons for lashing out. But over time, the young people are getting used to this and are able to use words and language to explain what has been going on with them that day or week. It allows us to create a more understanding sense of what is expected of them and of us. It has to work both ways."

Another worker highlighted how some of the young people are now able to deal with each other in different ways.” Instead of lashing out, they are often pre-empting this behaviour. Initially they knew that we would stop them and make them consider their actions.” As this RP approach has become more embedded in this youth centre, the youth workers can see a change and better engagement. They explain that it takes time and a lot of effort. Many of the young people are coming from very challenging home environments and the limited time that they are present within this centre means that they can quickly forget the learning. One youth worker defined the change by saying that

“One of the more difficult young people recently asked me “why are you not shouting at me?” I thought that this was very telling. His mother is always shouting at him from when he gets up in the morning. The teachers are shouting at him. The Gardai are shouting at him. It’s tough to break this down. But I think that he can now see why we are doing it this way.”

A recent evaluation of an RP initiative that involved many youth services in the NEIC highlighted the important learning points². One of the main themes arising was the “feeling of empowerment” as a result of their involvement in restorative practice workshops, training and interactive group discussions. Children and young people expressed that involvement in the programme and interactive group consultations have increased their emotional literacy, conflict resolution capacity, self-efficacy and self-esteem. The six conclusions are worth quoting in full.

1. This is a project with ground-breaking significance in restorative practices nationally and internationally. This is the case because of the potential to include diverse ‘locality based’ community organisations in a collaboration with public, civic, corporate and Higher Education partners for the benefits of local children, young people and their families.
2. From detailed observations of the practice with the children and young people there is no doubt that this practice is creating opportunities for the voices of children and young people living in the North East Inner City to be heard.
3. Should the next stage of this project bring the full energy of staff and Boards of the major public, civic and private organisations into the area, the project has the capacity to redeem adult society and open up more access and opportunities for children and young people in this area. It could also promote greater community safety.
4. People living vulnerable lives have ‘many unexpecteds’ to cope with that projects must be sensitive to. If this project is to enable the perspectives of children and young people to effect a difference, then the unique working practices being developed within the Brighter Futures Initiative need to be given time and support to embed themselves and be locally owned.

² <https://www.ncirl.ie/Portals/0/Marketing/Booklets/HopeDoc%20Low%20Res.pdf>

5. The funders are supporting a visionary project around developing cohorts of diverse local children and young people, parents, carers and professionals to incorporate a more restorative understanding in their relations with families and colleagues, their work and in the culture of local organisations. This programme is in the vanguard of what internationally is called 'a restorative learning region' or 'a restorative society approach'.
6. It is obvious that college-based staff are coming into local settings as partners with local child development and youth work staff and volunteers – this is a collaboration between colleagues. The cultures of local child development and youth work settings are being continually developed along restorative practice principles by the empowered local staff.

The youth workers who participated within this case study were involved in this project. They feel that this learning to date requires more attention. They are keen to ensure that their experiences can be shared and the collaborative work with the trainers and college based staff should be further developed. This represents one opportunity for CONNECT to build on this work that has been happening to date. Within the NEIC, a restorative practice approach can be considered a sign of hope and a direction for the future.

Outreach and Detached Youth Work

The purpose of detached work is to work with young people, where they happen to be. If that is on a street corner or hanging around a particular area, this is where the work takes place. The aim is to find out the needs of young people as they experience them and attempt to deal with whatever they present. It is seen as different to outreach work in that this is often seen as an extension of building or activity-based work. Detached youth work most often operates without the use of a building or activity and takes place wherever young people are at, both geographically and developmentally.

Detached youth workers target young people in areas where they socialise, congregate, and/or engage in activities. Interactions can be very informal, based on interest, topical issues, sometimes using humour, or they can concentrate on specific issues, concerns, needs, and so on. The nature of the conversations can depend on the level of relationship between street/detached worker and young people present.

It is regarded as a very challenging role and in the NEIC, many of these young people may be on the fringes of criminal activity, as well as involved in the local infrastructure of drug dealing gangs. These young people may have been involved in some of the range of services and have become disengaged over time.

As some services have been expanded to engage hard to reach young people, youth workers believe that a stronger network of outreach and detached street-based forms of youth work is required. If there is a greater presence of youth workers in these areas, it allows for the first stages of development of

relationships. Conversations and check-ins can happen informally and regularly, allowing for these young people to remain within the safety net of local youth services. A greater understanding can also be gleaned as to why these young people are not engaging and provide some level of follow-up if they disengage. Better contact can be maintained with their families.

According to one worker interviewed recently:

"Despite the best efforts and strategies already put in place by local services and projects it is still difficult to engage a certain number of young people. This also includes young people who do come into centres but are difficult to engage even when present...The development and implementation of an appropriate outreach service needs to be put in place to make the initial contact and identify what is the potential for engagement, and at what level, and what supports are required to make it happen."³

Youth workers involved in the case study workshops have highlighted that outreach and detached work within the community needs to be better understood and valued. They would like to see an opportunity to promote this way of working and validate its approaches. One worker felt that "it is very hard to show the benefits of this work. I might spend two hours in the same area as some of the young people and I might just get a few "hellos" or nods. It's hard to then write that up as valued work. But then a week later, I might meet one of them on their own and they will want to have a chat. If I wasn't there to go for a burger with him, I'd have missed the opportunity."

The opportunity within the next phase of the CONNECT project can allow for a space to be created where youth workers can highlight the particular benefits of outreach and detached street work.

There are many young people within the NEIC who are unlikely to engage or who are currently unlikely to come into a project or service. Not all are vulnerable or at risk, but for those who are, street-based youth work needs to be available and validated.

Connecting restorative practice in deprived urban areas

In terms of engaging more effectively with the "hard to reach" and meeting the complex needs of young people, youth workers highlighted the importance of greater collaboration and close relationships between services. A range of structures are in place to support a stronger inter-agency approach within the NEIC. These include Young People At Risk Dublin North Inner City (YPAR), sub groups of the Mulvey implementation programme teams, as well as other networks within the education and training sectors.

YPAR is considered by practitioners as a vital resource, allowing groups and services to come together, build relationships within their sectors. This also assists

³ <https://www.ypar.ie/wp-content/uploads/2019/04/REACH-OUT-PDF-1.pdf>

in ensuring a greater awareness of the services available to young people.

A proposal to develop a dedicated community of practice for youth workers based in the NEIC has been mooted for over 2 years, but has not been organised. Some youth workers have questioned how this would work and if organised by the funder, whether it would receive adequate buy in. Youth workers are keenly aware of the importance of consistent communication when it relates to better engaging with “hard to reach” young people. A youth worker highlighted that “If a young person has dropped out of a particular service, ideally a youth worker from another service will be aware and can provide an extra look out for this person.” However, not all youth workers feel involved within these groups. They may not have had time to attend the sub group meeting or may not have been invited. Their service manager may not have prioritised attendance at such meetings. The impact for the young people is clear.

The youth workers felt that there would appreciate better and more consistent ways of promoting collaborative efforts when it relates to their work. The youth workers participating in the case study workshops were interested in a way of sharing practice, pointing to potential gaps in services on the ground, where a young person might not be receiving the optimal level of support. They were clear that they did not want to participate in another working group or network that was focused on the “unsurmountable problems facing the community. I want to be able to look at strengths and how we connect them together.” Connecting their practice and learning within such a “strength based approach” offered a further enrichment opportunity for the CONNECT project.

The restorative practice approach is closely linked to the key themes of connected learning, in that the methodology assumes that relationships can be built and secured through peer mediation and shared interests and purposes. The need for a more connected community network is a core principle of the overall programme, underpinned by a need to promote informal learning opportunities among community members. The programme of work is supported by a key academic partner, the National College of Ireland. Their commitment to the community is directly linked to promoting restorative practices, documenting and sharing the results as they emerge.

The operational and strategic model being used by BYC is that of an “inside-out” approach. The initial work will focus on “inside” whereby the staff and users of the BYC service will be supported to learn about the values and potential outcomes of using RP in their daily interactions. The second phase of “out” focus will see these young people, staff and others modelling the learning within the community and building outwards from BYC and into the wider community.

Overview of local learning hub				
Target audience	Aim	Features / Functionality	Content	Topics
<ul style="list-style-type: none"> Youth workers, community workers, teachers Youth services in the north inner city of Dublin Education providers: National College of Ireland, primary and second level schools Networks and working groups Funders from statutory, non-statutory and philanthropic sectors 	<ul style="list-style-type: none"> Greater collaboration and closer relationships between youth workers (including promotion of community of practice) More active cross-service collaboration, sharing of projects, results and processes Networks and inter-agency structures bringing formal and informal providers together Sharing practice, pointing to potential gaps in services on the ground, where a young person might not be receiving the optimal level of support better engaging with "hard to reach" young people 	<ul style="list-style-type: none"> Hosting of information about connected learning projects in NEIC Reports, Podcasts, Volunteering opportunities Youth workers people to choose from options: <ul style="list-style-type: none"> - Learning from others - Sharing experiences - Finding out something new - Making connections - New involvements or interests Youth services to be able to demonstrate projects as they evolve Tools to share information about young people at risk: <p>Education and training, Employment and work, Volunteering and helping out, Interests and desires</p> <ul style="list-style-type: none"> Local partners to investigate learning opportunities that would match with the person's profile Learning Spaces Networking tools and Community of Practice 	<ul style="list-style-type: none"> About section Community, Youth services, Education overview News about local learning projects and opportunities Contacts Learning Spaces Community of Practice 	<ul style="list-style-type: none"> Development of topics based on feedback from young workers Restorative practice Volunteering and participation Youth and community work, with focus on Sports development Community arts Dealing with specific thematic issues, such as crime and anti-social behavior, drug related intimidation Skills and competences associated with data gathering, monitoring and evaluation, project design

Kallithea, Greece

Kallithea is part of the metropolitan area of the capital of Greece, the northern part of the city is one kilometer away from the Acropolis of Athens. Actually, the city is the nearest coast of Athens.

The formation of the modern settlement of Kallithea began in 1884-1885, at the initiative of a construction company. Among the first settlements of the new suburb are the lawyer George Filaretos, the merchant Laskaris Laskaridis and the historian Georgios Kremos. In the 1896 Olympic Games in Kallithea, the sport of shooting took place at the shooting arena that was created specifically for this purpose.

After the 1922 Asia Minor Catastrophe, approximately 25,000 refugees from Asia Minor and Pontus moved to Kallithea and suspended its development as a recreation area, giving to the city the characteristics of a migrants city. The settlement was detached from the City of Athens in 1925, when it became first Community, and in 1933 a Municipality. During the pre-war period, the city became a place of industrial and craft establishment, while its position between Athens and Piraeus was expanding its commercial activity.

The post-war development of Kallithea had the same characteristics with all Athenian suburbs. Even since, the 1950s and 1960s Kallithea acquired the characteristics of the big city, while in the 1970s the demolition of the houses and the development of blocks of apartments led to a new boost in the population and in the extinction of free public spaces and green spaces. In the 1990s, after the collapse of socialism regimes in Eastern Europe, Kallithea became the site of immigration and settlement of a remarkable number of expats - Pontian Greeks from the Republics of the former Soviet Union. Other migrants populations from Albania, Balkans and Eastern European countries also settled in the city.

On the occasion of the 2004 Olympics, Kallithea is once again an Olympic city, while the final removal of the Hippodrome and the construction of the new Cultural Centre created new prospects for the city future.

Kallithea is a coastal municipality, south of Athens. It is the 4th larger municipality in the metropolitan area of Athens and one of the largest in Greece.

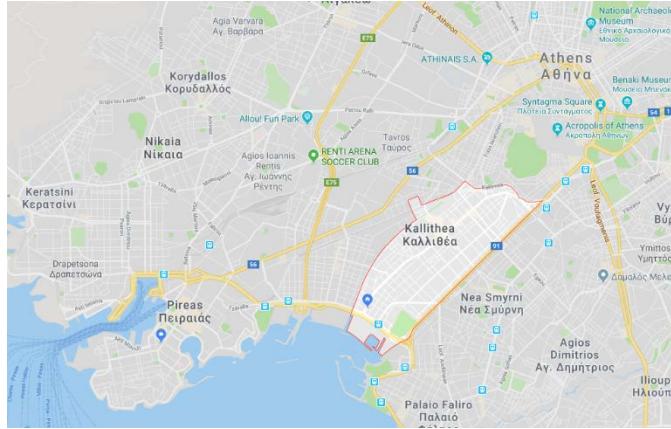


Figure 6: Kallithea municipality – between Athens and Piraeus

It is the most densely populated municipality in Greece, with 115150 inhabitants, living in 1407 km² (2011 census) and many more people working mainly in commerce and services sectors. The proximity of the city to Athens and Piraeus and the flat landscape without significant hills has made the area, a perfect spot for the development of light industry and handicrafts in the years before and after the second world war. In parallel, Kallithea has become an important commercial centre and developed one of the few closed markets in Greece. The settlement of refugees from Minor Asia after the Catastrophe (1922) and the exchange of populations, provided the needed workforce for the development of industry.



Figure 7: Kallithea - A dense city

The landscape is flat without natural borders and the whole city has been historically characterised as a ‘working population’ city. Nevertheless, there are neighbourhoods with district characteristics and different anthropography that derive from the history of the populations of the city. Overall, we can refer to the north part of the city with more inhabitants from middle and upper middle class, the central part with the working class and the south/coastal part with a mix of working class with people working around the city night life and the hippodrome. The

South part, known as Tzitzifies has developed a district subculture, due to two main factors, the hippodrome and the many nightclubs of the area.

A landmark of the city for many decades had been the hippodrome that was inaugurated in 1925 and removed in 2003, before the Olympic games of 2004. It was the only hippodrome in Greece hosted horse races and it had a glorious period in the 50s and 60s that was followed by decadence after the 70s, where the whole area near the hippodrome became a gambling area, very often hosting also illegal games. Another characteristic of the suburb at that period was the many night clubs and the fish taverns. Tzitzifies was famous for the ‘bouzoukia’ clubs, where one can hear ‘rebetico’ music, a kind of music originated in the minor Asia, illegal in the pre-war years that flourished the decades of 50s and 60s.

In the central and south part of the city, there are whole neighborhoods that are called “prosfygika”, meaning refugees’ houses. These were built for the refugees from Minor Asia and Pontus area and shaped the culture of the regions. The refugees’ houses are small detached houses with small yards or sometimes with internal yards. They hosted for many years the refugees families and in the 90s they hosted the large wave of migration from Eastern Europe. Some of these houses have been demolished and apartment blocks have been created. However, a large number of refugee houses still remain, as they are small properties, inherited to a large number of people. These small houses nowadays provide cheap housing for migrants and other small minorities, like Roma and recently refugees from Syria and Palestine.

The inhabitants of Kallithea include large numbers of Pontian Greeks (from Pontus region) and expats from Soviet Union. In the area of Tzitzifies, there is also a large population of Egyptians and some Syrians, some of them living in the city for decades. Egyptians used to provide cheap workforce to the fishing sector and to the hippodrome during the past decades. These groups have developed district and visible subcultures with cultural associations and other non-formal networks. The Pontian community is very active in providing different type of courses related to cultural heritage (dance, traditions, language courses)

The removal of the hippodrome and the development of the new Stavros Niarchos Foundation Cultural Centre that hosts the National Library and the National Opera house, in the area of Tzitzifies as well as the allocation of high tech enterprises and shipping companies is currently changing the character of the area. Currently, one can see small refugees houses in close proximity with new built luxury apartments. The development of the Cultural Centre and the overall increase of tourist flows in all Athens area has also led to the increase of the offer of short term rentals (AirBnB type) and decrease of housing options for permanent habitants. This transformation is on-going and it is expected to gradually change also the population, leading to gentrification of the area.

Another characteristic of the city worthmentioning is the increased number of blind and visual impaired people living there. In Kallithea, there is the organisation “Lighthouse for the Blinds of Greece” and historically, it is the city with the larger community of blind and visually impaired people. In Kallithea there is also the Tactual Museum, the only of its kind in Greece and the KEAT, the Centre for Education and Rehabilitation of Blind people.

Lifelong learning in Kallithea

In Kallithea, there are two Universities and the new Stavros Niarchos Foundation Cultural Centre that hosts the National Library and the National Opera house. There are 48 schools of pre-primary and primary education, including 5 special education schools, 18 schools of secondary education and one second chance education school for adults that have not completed compulsory education.

In the field of lifelong, the municipality has a Centre of Lifelong Learning and other organisations structures that support lifelong learning in the fields of art, sports etc (local library, cultural centres, conservatory, philharmonic orchestra, theatre, cinema, gallery, ballet schools, philosophy centre). Four centres for elder people provide social services and also activities for wellbeing (sports, dance, memory classes, etc). In the private sector, the offer in lifelong learning is limited, mainly due to the fact that the municipality is next to Athens and close to Piraeus, which dominate the offer in this field.

Universities

In Kallithea, there are two Universities, both of them situated in the north part of the city. Panteion University of Social and Political Sciences was founded in 1930, it is the fifth oldest Higher Education Institution in Greece and the first school of political science. Today, Panteion University has nine academic departments covering the full range of social and political sciences. It has more than 18500 undergraduate and 1500 graduate students. Harokopio University of Athens is a public university dedicated to promoting research and learning in a small, well focused set of intellectual areas. The university, originates from an educational institution that was first established in 1929 and gained the status of University in 1990. It is a small University with four academic departments, environment, geography, applied economics, digital technologies, health science and education.

Stavros Niarchos Foundation Cultural Centre (SNFCC)

The new Cultural Centre , an emblematic development for Athens and Greece opened in 2017. The Cultural Center hosts the Greek National Opera, the National Library of Greece and the Stavros Niarchos Park, one of the largest green areas in Athens, covering 21 hectares. The SNFCC was created thanks to an exclusive grant by the Stavros Niarchos Foundation, which delivered it to the Greek State upon completion. SNCFF is a public space, where everyone has free access and can participate in a multitude of cultural, educational, athletic, environmental and recreational activities and events.



Figure 8: Stavros Niarchos Foundation Cultural Centre

An integral part of the SNFCC's vision is to become a learning space for all, regardless of age and educational background, offering access to education and skill-building opportunities, without financial or other barriers to entry. Starting with art, architecture, nature and technology, the SNFCC's educational programs encourage participants to discover their potential and broaden their range of interests. SNFCC organizes school programmes and courses for children, learning programmes for families, adults and elderly people. Specific emphasis is given to inclusion, there are workshops specially designed to engage children with and without disabilities together. In the field of adult learning, SNFCC organizes workshops for young people and adults in fields like environment, agriculture and horticulture, architecture, arts, music and dance, photography, music, sports etc. There is a series of workshops and courses for persons over 65 with particular emphasis on developing their digital skills. In 2017, more than 7000 persons over 65 participated in computer courses.

Second chance school

The second chance school addresses those adults that have not finalized compulsory education. By attending the school, they can finish the lower secondary school (gymnasium), get the qualification and progress to high school, vocational school and third level studies. Second chance schools are supervised by the Ministry of Education. Adults in second chance school attend a two years programme (instead of three in gymnasium) that is specifically designed for adults. The curriculum is interdisciplinary and includes The curriculum of second chance schools differs significantly from that of formal education, particularly with regard to principles, content, teaching methodology and learner assessment. At the heart of the curriculum are set the eight key competences as defined by European Union, namely literacy, numeracy, digital literacy, science, foreign language, social skills, civic skills and cultural expression. The curriculum includes the following subjects:

- Greek language
- Mathematics
- Information technology
- English
- Social education
- Environmental education
- Arts education
- Elements of Technology and Natural Sciences
- Orientation-Counseling on career issues

Even if there are defined subjects, the learning is interdisciplinary, focusing more on the acquisition of skills and competences, rather than theoretical knowledge. Learners in the second chance school are adults that due to socioeconomic reasons were not able to finish the compulsory education. Second chance school is closely connected with the local community, implementing projects and visits to different organisations in the city.

Center for Education and Rehabilitation for the Blind

The Center for Education and Rehabilitation for the Blind (CERB), provides services to visually impaired people of all ages, concerning education and rehabilitation, at a national level.

Cultural centres

Five cultural centres are operating: ‘Melina Merkouri’ in the South part, “Archelaos”, “Thanasis Apartis” and “Marios Avgeris” in central part and “Giannis Kordatos” in the north part.

The cultural centres implement a variety of cultural learning programmes and workshops, including:

- Percussion and Wind instruments
- Traditional music
- Traditional dances
- Free line drawing workshops
- Painting workshop
- Ceramics workshop
- Hagiography workshop
- Theatre workshops and theatrical games
- Dance workshops

The cultural centres cooperate between them and with other municipal departments and organisations and also hosts programmes of other institutions e.g scouts, association of families etc. In addition, there is the Centre of study of the contemporary Greek literature “Giannis Hatzinis” that hosts a philosophical school and lectures of cultural associations.

Lifelong learning centre

The Lifelong learning centre (KDBM) belongs to the network of municipal LLL centres and implements courses funded by the General Secretariat for lifelong learning, through Structural Funds. The operation of KDBM depends on the funding and it is not regular. When funding is provided, it implements courses for adults, such as language courses, key competences and soft skills as well as workshops for handicrafts and do-it-yourself skills.

Municipal library

Started its operation in 80s, it is situated in a three floors building in the central part of the city. Its collection includes 45000 books and 35 magazines, covering mainly literature, history and arts and expanding also in other thematicas. The library is pillar for lifelong learning and culture and implements a large variety of projects, exhibitions, workshops, conferences, book presentations in its premises, as well as in open public spaces. It cooperates with other libraries and institutions is it is active in the National Network of Libraries. The library hosts a room equipped with computers and free WiFi access.



Figure 9: Kallithea - Handicrafts in the city library

Municipal cinemas and theatre

Kallithea is a city with a rich history in cinema and has been the location with the greater density of cinema rooms in past decades. Now, the cinema in Greece is in decline, nevertheless the city still has its audience and few private rooms that operate, despite the competition from the large multiplex.

There are two municipal cinemas with free access for all. The cinema "Kalypso" which used to be a privately operated cinema that was bought by the City and

now presents films, hosts theatrical plays, the school festival, presentations from the conservatory and philharmonic orchestra and other cultural events. There is also an open-air cinema opened in summer of 2018. The two cinemas are featuring mainly European films and organize thematic festivals e.g. horror films / Italian cinema etc.

The municipal theatre hosts plays from the different theatre workshops of the city, plays from other workshops from all over Greece, ballet, concerts and other cultural events.

Festivals

The city hosts different festival addressing all ages and target groups

- The annual school festival which runs for 10 consecutive years and give the floor to students of the city to present their work in different arts, events and happenings, including painting, slogans, graphic design, graffiti, plays, animation and videos etc. The school festival lasts for 2-3 months and it is being implemented in different city locations, including the cinema, theatre, schools, city hall and open public spaces. A smaller festival devoted to the nursery schools is organized and lasts for two days, before the summer vacation.
- The Mediterranean festival includes presentation, plays, music concerts, dance and gastronomy. The 2018 edition was devoted to France and was implemented in cooperation with the French Institute in Athens.
- The Cultural summer is organized every July and includes different events and concerts in open spaces in the city. A special tribute is organized every year for “Rebetico” music which has a rich history in Tzitzifies. Rebetiko has been inscribed on the UNESCO representative List of the Intangible Cultural Heritage of Humanity, as a musical and cultural expression directly linked to song and dance that initially spread among urban working-class populations.

The city cinema and theatre play a significant role for the city festivals. Events are also organized in the SNFCC and in the city different squares and open public spaces.

Conservatory and philharmonic orchestra

The municipal conservatory “Odysseas Dimitriadis” started its operation in 1995 and since then offer classes for music education and musical instruments. Young people and adults are learning music theory and instruments including piano, guitar, harmonio, accordion, clarinet, flute, saxophone, violin, cello, horna. The conservatory also prepares students for the Higher Schools of Music Education. Although the conservatory focuses on mastering musical instruments and higher

music studies the philharmonic orchestra, founded in 1935, has as primary aim the promotion of culture and music and focuses on concerts, events and education of new musicians. The core orchestra has permanent staff and part time musicians. The philharmonic orchestra operates the School of wind instruments and percussion. The School has two more bands, the "Bandina", a smaller philharmonic orchestra consisting of new recruited musicians and the Brazilian percussion Band (batucada). The two orchestras consist of the students of the school and perform in the city festivals and events, throughout the year.

Municipal gallery

The Municipal gallery is hosted in the house of Sofia Laskaridou, an emblematic painter for Kallithea history. The Gallery has a permanent collection of her art works and personal objects, letters, archives etc. It also has rooms and the yard that hosts periodic exhibitions and cultural events. The Gallery supports the art workshops of the city and the local artists as provides its facilities for exhibitions and events. During the summer months, the yard also hosts different events including outdoor exhibitions, festivals, book readings, concerts etc.

The objective of the gallery is the expansion of art in all citizens, focusing on young generation. It cooperates systematically with other organizations and other municipal services.

Centres for elder people (ΚΑΠΗ)

The Centres for elder people is a service belonging to the department of Social Policy. Nevertheless, they demonstrate significant work in the field of education and lifelong learning. There are four centres and they address all citizens of Kallithea above 58 years old, independently from their social or financial situation. The main services are in the field of health, physiotherapy, phycological support, inclusion. They organize excursions for their members for recreation, cultural events, attending theatre plays, training for health issues and classes for traditional dances, cooking, theatre, journalism, memory classes, peer support, music, evening tea for women. The last years, the Centres are offering digital skills classes to seniors and this programme is very much welcomed by the target group.

Community Centre - Centre for integration of migrants (KEM)

The Centre for Integration of migrants is a new structure that operates as local centre for reception,, information and networking of migrant citizens. It belongs to the department of Social Policy. KEM is part of the Community Centre.

Among the services of KEM are the organization of courses and cultural events. KEP provides lessons for learning Greek language, Greek history and Hellenic culture and intercultural activities for for inclusion. In this area, the centres used theatre and drama and organizes mixed classes for mixed migrants and locals.

Museums

Few museums exist in Kallithea. The most important one is the Tactual Museum. Founded in 1984, by the Lighthouse of the Blind, has as primary objective to provide blind and visually impaired people the opportunity to come in touch with ancient Greek cultural artefacts. The museum is open to sighted people as well. Tactual Museum organizes educational programmes for children and schools, aiming at raising the awareness of sighted kids of the obstacles that the visual impaired faced. The kids are touching the exhibits wearing masks. At the Tactual Museum, programs for educating teachers and facilitators are offered. The program is directed at teachers of pre-school and elementary schools.

The PEAN museum is a museum of the national resistance, celebrating the Pan-ellenic Union of Fighting Youngsters (PEAN), a resistance organization of the second world war. The museum is situated in the house of one of the founding members and presents exhibits of the German occupation and resistance. The museum organizes guided visits and educational programmes for schools, families and individuals.

Cultural associations – non-governmental organisations

A great number of cultural associations and non governmental organisations are situated in the city and are organizing activities and actions in the field of lifelong learning. The following list is non-exhaustive.

- Bridge club, offering courses and participating in the championship
- Association of families with three children, offering activities mainly for children
- Estia Kallitheas with cultural and philanthropic activities
- Associations of Pontian Greeks “ARGO” and “ARGONAFTES-KOMNINOI” organizing cultural activities, traditional pontian dance and instruments (Lyra) classes. There are other smaller Pontian associations.
- Other Local associations of Kallithea citizens from Crete, Epirus, Constantinople, Arcadia, Roumeli, Kefalonia and Ithaca, Mani, etc. These associations participate in local festivals, some of them organize dance and music classes and other learning activities.
- “BAKXAI” Company for instrumental art, organizing classes and events for promoting traditional music and instruments.
- Associations of National Resistance that participate in national celebrations and contribute to the remembrance of the national resistance, during second world war.

Nautical clubs

Due to its seafront, Kallithea shore used to be a fishing port and currently Kallithea hosts a number of nautical clubs and associations and a newly built marina.

- Hellenic Sailing Federation
- NOTK: Nautical Club Tzitzifies Kallithea
- SEANATK: Sailing and Fishing Club of Tzitzifies – Kallithea
- IOP – DEH: Sailing Club of DEH staff
- NAOEF: Sailing Club of Peace and Friendship

The sailing clubs are promoting sailing and other open sea activities and sports, they are offering sailing courses, participate in sailing races and host professional sailing teams. The nautical clubs of Kallithea have nested some of top athletes and have demonstrated distinctions that reach to Olympic metals. Sailing is an important leisure activity as well, and the new marina supports this characteristic of the city.



Figure 10: Kallithea - Sailing activities

Private lifelong learning centres

There are few lifelong learning and training centres in Kallithea, due to the proximity of the city with Athens and Piraeus.

Few Training Centres (KDBM) that organize training programmes for unemployed people, as well as in-service training for company staff. The last years, they also organize e-learning courses. KEK Anaptiksi, Anodos Ekpedeftiki are two of them. KEAK is a training centre, specializing in digital marketing,

There are two private beauty schools “Atelier de Beaute” and “EVA beauty” offering courses in makeup, hairdressing, nail, aesthetics, spa etc and PRESTIGE

Telis Kikeris, specializing in hairdressing and nails, “Creative Academy” specializing in nails.

There are a number of small centres offering art workshops, painting, drawing, ceramics, jewels, etc “Iliotexnon”, “Mikelli Eleni” “SXEDIO”, Ergastiri Texnis”, “Kosmogonia” offering workshops for hand-made jewels.

The Egg incubator

The Egg (Enter – Grow – Go) is a start-up incubator that supports start up companies with two platforms, Start Up – incubation services and Scale Up – acceleration services. The incubation platform hosts new companies for 12 months, offering them support services to be able to get sustainable in their own space. The companies are recruited following periodic invitations and after a selection process. The acceleration services are addressed to established companies, with more than 3 years of operations. Companies that participate in this platform are supported in their long term strategic planning, funding and attracting investors and expanding in new markets with exports orientation. The Egg offers specialised consulting services, mentoring, training, funding services networking and clustering.

Established in 2013, the Egg has achieved so far the support of 172 teams involving 730 individuals, establishment of 100 businesses and 31 patents. The Egg is an important player for innovation and business development for the whole region of Attica and has created a business oriented climate.

Sports

The last years, Kallithea has established a number of sports events that are organised regularly and attract a lot of people, from the city but also from other cities and abroad. Kallithea run, Kallithea night run and Kallithea half marathon have been established as important running events in Athens metropolitan area. The Kallithea bike tour is a recent event that gathers mainly children and families. Athens is not a bike friendly city and the only bike route passes through Kallithea city, making it an important spot for bikers.

Sailing events are organised in the spring and summer times and races that start from Kallithea marina and end to Aegean islands. Sailing is a long tradition of the city and an established activity.

Communities and networks

Different communities exist and operate in the city, due to its history and infrastructure. Notable communities are: the blind and visual impaired people, different migrant communities, especially Russians, Egyptians and Albanians, sailing club members and small communities around the different cultural centres. A very vivid community that participates in the city life in different forms and also is a major stakeholder in the education and training is the parents community.

Parents community

Kallithea is a large municipality with 48 schools of pre-primary and primary education, including 5 special education schools, and 18 schools of secondary education. Each one of the schools has the school parents' council with 5-7 members, depending on the school size. Besides the parents' council members, all parents with children attending primary and secondary schools are members of the respective parents associations. The school parents' associations are united in a second level "Parents' Union of association of schools in Kallithea".

The Parents Union of associations of schools collaborates closely with the Municipality in organizing activities for students. It is a main stakeholder in the annual school festival and also supports the theatrical school for children of primary school. It also supports the parent school that provides organization of workshops, conferences and informal learning activities in different themes, such as learning difficulties, career guidance, parental issues etc. The parents' associations of the schools cooperate also with their schools in different activities, for example in organizing small school festivals, volunteering activities like cleaning of the beaches or gathering donations for people in poverty.

Connecting the learning resources of the city in a cross-platform setting

The Connect platform of Kallithea aims to provide information and access to citizens of Kallithea for the lifelong learning offer in the city and a place to connect with learning providers and other learners. As Kallithea is a municipality in proximity of Athens and Piraeus, the lifelong learning offer is rather limited and addresses specific themes, such as languages, digital skills and culture and much less professional skills and vocational education opportunities.

Therefore, we have intentionally developed the platform open to all lifelong learning community and addressed multiple types of stakeholders. The small size of the city (around 100k inhabitants) and the fact that we addressed all potential citizens / lifelong learners with diverse digital skills and familiarity with online platforms, made clear from the beginning that in order to build an online community, we had to use some popular social media, instead of a platform where the users had to register. Most adult people have obstacles to register in a single purpose platform, while the penetration of social media that provide them with several opportunities for communication, information and interaction is high. We chose Facebook, addressing mainly adults over 30+ that the majority of them have already an account in Facebook and thus it is much easier to persuade them join a group.

Therefore the Greek Connect platform consists of:

- The website <https://www.kallithea.educities.eu/> that serves as a point of reference for information sharing related to lifelong learning offer in the city and
- the Facebook group that hosts the community of lifelong learners of the city: <https://www.facebook.com/groups/educitieskallithea>

The website and the FB group work together interlinked as a unique platform. The website hosts articles and news regarding education providers and educational programmes that run in the city. The articles that are released in the website are shared in the Facebook group and therefore, we ensure visibility of the life-long learning offer to a larger audience. In parallel, members of the Facebook group have the opportunity to post their own content, initiate discussions and interact between them, in subjects that they choose.

The main element of Kallithea Connect platform is its openness and its inclusiveness to the whole lifelong learning community of the city. Therefore, the platform hosts learning opportunities that are offered by the city providers in a wide area of themes and topics, while most of the learning offer is still in a traditional face 2 face format. Kallithea Connect platform main aim is to connect learners with learning offer rather than to provide learning opportunities.

Our efforts were to gather the learning provision of the city and present it in a single platform and facilitate information sharing and people access to up-to-date information. Besides that, the platform addresses the criteria of the model for connected learning, peer-supported interest powered and academically oriented, through the interaction between the website and the Facebook group. The Facebook group provides a direct connection with existing online communities of Kallithea citizens and presents a competitive advantage to ensure sustainability of the platform.

Target audience	Aim	Features / Functionality	Content	Topics
<ul style="list-style-type: none"> Kallithea citizens 	<ul style="list-style-type: none"> The Connect platform of Kallithea aims to provide information and access to citizens of Kallithea for the lifelong learning offer in the city and a place to connect with learning providers and other learners 	<ul style="list-style-type: none"> Easy and intuitive use Use with mobile devices Interoperability with Facebook Greek language Discussion spaces with social network functionalities Repository of resources and learning materials 	<ul style="list-style-type: none"> Information on learning opportunities available from within the city (news, announcements and articles) Resources and learning materials in different subjects of interest 	<ul style="list-style-type: none"> Basic skills - Basic skills can be compared to higher order thinking skills. Here the user can find programmes that focus on facts and methods that are highly valued under the back to basics approach to education. Business-Professional skills – Here the user can find educational programmes that focus on the development and improvement of someone's professional skills. This section is designed to help current and future entrepreneurs to expand their skills. Culture – arts – Information about educational activities in culture area, presentation of cultural associations that provide also learning opportunities in performing arts, drawing, painting, dancing etc Sports – Nutrition – Useful information and tips about the foundation of athletic success. Nutrition programmes for active adult and competitive athletes turn to nutrition to help them achieve their goals. Digital skills – Information about organisations and programmes in the field of digital skills including social media, social marketing, basic digital skills, advanced digital skills. Other interests – Here the user can find a variety of activities and some information about each of them. The user can find information about their favourite activity, interact with people with similar interests and make connections.

Valencia, Spain

Valencia, on the east coast of Spain, is the capital of the autonomous community of Valencia with around 800,000 inhabitants in the administrative centre. Its urban area extends beyond the administrative city limits with a population of around 1.6 million people. The City of Valencia is the capital of the autonomous Valencian Community.



Figure 11: Map of Spain

While we are interested in formal education courses, much of our focus is on informal community based learning. Valencia has a rich arts scene and numerous museums, all offering opportunities for learning. Furthermore, there has been a growth in public spaces which also can be used as learning spaces. To understand how these activities and spaces have emerged, we will first provide a short account of the economy and labour market in Valencia and briefly explain the history of the city. This will be followed by a more in-depth examination of the Russafa inner city area. The report focuses on both the arts and culture in the area and of the emergence of the parkour sport which takes place in public spaces.

The Valencian economy and labour market

According to provisional data from municipal registers on 1 January 2018, the population of the Community of Valencia was 4,959243, accounting for 10.62 % of the total Spanish population. Women comprise 50.71% of the population. It is one of the autonomous communities with the highest proportion of foreigners (13.33 % of the population). Of the 661063 foreigners, 50.49% are men and 49.51% are women. Foreigners mainly come from Romania, Morocco, the United Kingdom, Bulgaria, Algeria, China and Colombia (Eures, 2019).⁴

The initial estimate of GDP for 2017 was EUR 108,781 million, making the Community of Valencia one of the most important autonomous communities in terms of GDP. It ranks fourth in Spain, preceded by Catalonia, Madrid and Andalusia. The most productive sector is services, accounting for 71.02 % of regional GDP, followed by industry with 19.82 % and construction with 6.75 %. The agricultural sector, with 2.42 %, is the least significant component of regional GDP.

There were 356,480 active companies on 1 January 2018 according to the most recent update of the Central Directory of Companies (DIRCE). This marks an increase of 1.83 % over the previous year. The services sector accounted for 80.66 % of all active companies. Trade companies accounted for 23.96 % of the total, construction for 12.18 % and industry for 7.16 %.

According to the Labour Force Survey, in Q3 2018 there were 2,431,400 economically active persons in the Community of Valencia, 45.77 % of whom were women. The activity rate was 58.83 %, similar to the national figure. The working population was 2,059,600, of which 55.38 % were men. 73.73 % of the occupied population was engaged in services, 16.78 % in industry, 6.66 % in construction and 2.83 % in agriculture. In that same quarter there were 371, 900 unemployed of whom 194 000 were women. The unemployment rate in the Community of Valencia was 15.29 %, above the national average of 14.55 %. The unemployment rate for women was 17.43 % and 13.49 % for men.

On 30 September 2018, a total of 1,851,545 were on the social security rolls, a year-on-year variation of 3.38 %. The following sectors registered a rise in the number of workers on the social security rolls: education with 34.55 %, information and communication with 11.44 %, and real estate and construction activities with 10.37 % and 8.06 % respectively. On that same date, there were 347,716 self-employed workers registered in Valencia, accounting for 18.78% of the total number of workers paying into social security.

Regarding labour recruitment, a total of 2078,579 job contracts were registered in the Community of Valencia between October 2017 and September 2018, marking a 2.98 % increase over the same period in 2016-2017 and accounting for 9.46 % of all the job contracts registered in Spain. By gender, 42.49 % of the contracts were awarded to women and 57.51 % to men. By sector, 71.09 % of the contracts were in services, 12.93 % in industry, 10.65 % in agriculture and 5.33 % in

⁴ <https://ec.europa.eu/eures/main.jsp?catId=448&countryId=ES&acro=Imi&lang=en®ionName=Comunidad%20Valenciana>

construction. The economic activities with the highest recruitment figures were food and beverage services, agriculture and livestock, trade, storage and transport support activities and accommodation services, with over 100,000 contracts signed. Of these contracts, 20.33 % were awarded to foreigners.

The youth unemployment rate in Spain increased to 33.70 percent in March 2019 from 32.40 percent in February. The youth unemployment rate in Spain averaged 34.68 percent from 1986 until 2019, reaching an all time high of 55.90 percent in February of 2013 and a record low of 17.20 percent in February of 2007.

A large percentage of young people work on temporary contracts (almost 70% for those under 25), often within sectors that require low levels of qualification and that are especially vulnerable to economic crises and subsequent job contraction (e.g. the building sector, tourism, services). However, the youth unemployment problem in Spain is not only due to the latest economic crisis: it is endemic and has been well above 15% for the past three decades (Poulson and Eberhardt, 2016). This may be partly because Spain has the second highest percentage of early school leavers of all EU countries in 2017 (18.3% as compared to the European Union average of 10.6%)⁵.

However, at the same time Spain has already achieved - indeed surpassed - its target for university graduates as laid down in the Europe 2020 growth plan. Overall, there is a strong preference for higher academic education in Spain, despite employment outcomes for university graduates being much different to those for graduates of higher levels of vocational training (Poulson and Eberhardt, 2016).

The history and politics of Valencia

By the beginning of the 19th century, Valencia had become an industrial city. The importance and the predominance of the silk and leather industries had declined. The wood industry was becoming increasingly important as well as the metal industry and the food sector, especially through the export of wine and citrus fruits. Small companies predominated, but increasing mechanisation was leading to industrial production (Ajuntament de Valencia, 2016).

Despite this economic progress, there were moments of crisis: the bipartisan system that had supported the Restoration increasingly attracted less support at the polls; the loss of Cuba provoked a wave of widespread anger; the workers, increasing in industrial companies, began to organise to demand of better living conditions. It was a fertile ground for radical ideologies. In Valencia, the Republican party of Blasco Ibañez gained enormous popular support, and ruled almost uninterruptedly between 1901 and 1923.

The first world war seriously affected the Valencian economy, with the collapse of citrus exports, rising prices and a shortage of markets. In 1917 this led to a general strike which lasted for several weeks. In 1919 and 1920 the demonstrations were repeated and a spiral of violence followed, following the bombings and

⁵ https://ec.europa.eu/eurostat/statistics-explained/index.php/Early_leavers_from_education_and_training

assassinations of civilians and law enforcement officers.

The establishment of the dictatorship of Primo de Rivera in 1923 slowed social conflict for a few years, but did not extinguish the growing political radicalisation. The labour movement was consolidating union organisation, while the conservative sectors were grouped around the Valencia Regional Right.

On April 12 1931, local elections were held in which the coalition of republican parties won an absolute victory, before which Alfonso XIII renounced the throne and left the country, proclaiming the Second Republic on April 14. During the Republic there was an almost permanent climate of social upheaval, which erupted in Valencia with an assault on churches and convents and continued with strikes and riots.

The rise of the conservative front to the power in 1933 led to the arrival of the blasquistas in power but, at the same time, marked the beginning of the decline of the increasingly conservative party.

The elections of 1936 were won by the Popular Front. The City Council was dissolved, passing its powers to a 'management commission', and political prisoners were released. But the protests continued, churches and convents were attacked again, and the polarisation between the left and the right became stronger.



Figure 12: Valencia in the civil war

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IVAM (the Institute of Modern Art), the Palau de la Música, the Congress centres, the metro, the City of Arts and Sciences and the Parque de Cabecera.



Figure 13: Valencia - City of Arts and Science

Yet these projects are controversial given the cost, especially with the collapse of the economy following the onset of the 'crisis'. There were also widespread allegations of corruption, which have resulted in ongoing court cases against politicians and businesses, especially in the construction and property sectors.

In 2015 the right wing Popular Party lost power for the first time in democratic elections established after the fall of the Franco regime, with a new regional government led by a coalition between Compromís, a Valencian regional party and the socialist PSOE and Podemos parties. The coalition maintained its grip on power in the 2019 elections, with the Popular Party continuing to lose ground, especially in the urban centres.

Valencia - A Learning City?

Valencia is not a member of the UNESCO network of Learning Cities and despite pretensions towards being a Smart City⁶, this initiative appears to comprise mainly of building a network of digital sensors and data around transport and infrastructure in the city.

⁶ See <https://cityos.io/question/17661/Smart-City-Valencia-2020>



Figure 14: Valencia - City of Living Together

Valencia is, however, a member of the International Association of Educating Cities⁷ (IAEC), an international association of 470 local governments committed to the Charter of Educating Cities. Members of the Association share the common goal of working together on projects and activities for improving the quality of life of their inhabitants on the basis of their active involvement in the use and evolution of the city.

In comparisons of formal educational achievement, despite the large numbers of university students in the city, formal qualifications in vocational education and training are relatively low and school dropout rates high (Cerdà-Navarro et al, 2019) However, we argue that the radical history of the city, the high population density and the large number of small businesses and commercial enterprises including many restaurants and cafes, the climate and the vibrant arts and cultural scene and the provision use of open spaces results in many opportunities for non-formal and informal learning for adults. Yet this development remains contested. In 2016 a manifesto was launched, Valencia Camino, a pedestrian platform for a more human city. Included in its demands were for the design and management of spaces and places for people and for people to be able to enjoy freely the public space in a healthy environment, free of atmospheric or acoustic pollution and to live in a more human city model, which prioritizes the function of coexistence and social integration of the public space.

These initiatives build on the work of Ciudad Escuela⁸, which describes itself as the first open source, urban pedagogy in the world. Founding member Alberto Corsín says:

"In the name of 'open technology', 'open hardware' or, more broadly, 'open source urbanism', citizen initiatives of very diverse nature intervene directly on the material conformation of the public space, designing and equipping it with devices, networks and even architectures that 'infrastructure' their citizenship rights. From urban orchards to alternative energy microstations, through water sanitation management databases or free and neutral Wi-Fi networks, urban open source infrastructures reinscribe the city with new socio-technical relationships. Such interventions in the urban fabric challenge the role of the State as guarantor and provider of public goods and services. Instead, the public space assumes the form of a techno-material device that citizens themselves are responsible for serving and maintaining. Open source urban projects destabilise many of the paradigms and assumptions of contemporary urban theory, for example, around the nature of infrastructures, public goods, legal property, expert design systems or citizen rights."

Researchers in Valencia have launched an open space for exhibition and debate where different professionals linked to the University can present their research around the city. From a transdisciplinary perspective they are working on a new model of an active and inclusive city, capable of promoting new construction dynamics through which citizens can participate in the transformation of their environment through more open and participative management. The public space is thus seen as reviving its character as an active place for the construction of

⁷ <http://www.edcities.org/>

⁸ http://alberto-corsin-jimenez.org/?page_id=16

culture and citizenship. There is a recognition that open pedagogy is a key part of such an approach to the development of the city and there have been a number of projects launched in this direction. One such project, SembraOrriols⁹, is a process for the collaborative design of the plaza in the Orriols neighbourhood in Valencia. Known as "vacant of the hermitage" and claimed by the citizens for years, the new square is seen as an important opportunity to develop a public space in the centre of the old district of Orriols. This provides a physical infrastructure linked to social and multicultural projects that are redefining a framework of co-existence in the neighbourhood.

Through four phases citizens, the local government and the university community are developing an understanding of Orriols public spaces network, imagining the role that the new plaza should have, testing its use and evaluating the impact of the project.



Figure 15: Valencia - Orriols

In the remainder of this section of the report we will look more closely at different open spaces for adults for learning and at the challenges such open spaces face. These include formal adult education and also non-formal and informal learning. We will also focus on the new projects that are being carried out in the different districts of the city of Valencia. These projects are conceived as collaborative spaces for learning, meeting and reflection for people. They are new ways for revitalising the city of Valencia. Education is understood as a continuous process, taking place in local communities and going beyond formal education. The idea of neighbourhoods as meeting spaces or places is not new in Valencia city. Its origin is found in the concept of the University Popular created at the beginning of the 20th century.

The University Popular

The Popular University of Valencia is more than just a pedagogical institution. With over 7,000 students, it is claimed by Valencia City Council who fund the University that it is one of the best examples of social action in the city. The

⁹ <http://carpe.studio/en/blog/portfolio/sembra-orriols-2/>

Popular University has deep historical roots in the city having been created in 1903 by Vicente Blasco Ibáñez.



Figure 16: Valencia - Popular University

The philosophy of the University Popular is based on the idea of extending access to education and culture for all social classes, especially workers who could not go to University. The Popular University is described as: "a municipal project of cultural development, whose purpose is to promote social integration and the improvement of the quality of life of the citizens, through continuous education, sociocultural dynamisation and social Intervention."

The objectives of the University are:

- To sensitize, motivate and facilitate the access of all citizens who wish to the goods, resources and educational, cultural and social services offered by their environment.
- To promote the personal and collective development of participants, favouring and enabling through their activities the acquisition of new knowledge and skills or the updating of those acquired in initial training and the expression of their creativity in their artistic, musical, literary, or physical aspects.
- To promote the social and cultural structure of the city and its neighbourhoods, promoting knowledge and sensitivity for popular culture and the cultural features of our Community, through communication, coexistence and tolerance.
- To achieve these objectives, the University undertakes two lines of action:

The implementation and programming of training activities and courses or workshops in each local education centre.

The parallel implementation of a programme of educational-cultural events, including visits to exhibitions, museums, concerts, theatrical performances etc.

Adult education programmes

Adult education programmes are provided in Valencia both by the Popular University and adult training centres. There are forty-six centres throughout the city, offering all those over eighteen years of age the possibility of acquiring, updating, completing or extending their knowledge and aptitudes for their personal and professional development.

Qualifications from the adult education centres are intended to facilitate access to employment and provide access to other levels of educational programmes. The expansion of the centres dates to the 1990s, with the aim of reducing illiteracy particularly for elderly people and above all give visibility to women.

Training programmes include digital skills, language learning and preparation for entrance exams. Programmes in Literacy, Numeracy and Basic Education provide qualifications at the first cycle and second cycle of Spanish education, resulting in a qualification at secondary level¹⁰.

A professor from one centre said: "From my experience, I consider that generally the personal profile and the interests of the students of both cycles tend to be very different. On the one hand, the students of the second cycle seek to obtain a degree, the Graduate of Secondary Education, to open doors to work or academic education. On the other hand, in courses such as Literacy or Numeracy, attendees usually have other priorities; it is at this point that this education acquires great value in its integrating, socialising and revitalising dimension.

Integration because for many students who come from other countries and who do not master our languages, it is a way of knowing, practicing and perfecting their oral and written competence. Socialising because in addition to training and expanding knowledge, the adult classrooms are an ideal place to interact and meet other students. Therefore, and as a consequence of this cognitive and social development, for the students of these courses, especially for those who are older, it is very positive to study these courses. It is a revitalising way to feel active through activities that put the intellect to work and stimulate important aspects such as creativity, language or memory."¹¹

Valencia Activa

¹⁰ Periodico Levante, domingo 3 febrero 2019

¹¹ Periodico Levante, domingo 3 febrero 2019

València Activa is a project run by València City Council with the aim to promote and coordinate employment and local economic development policies in the city of Valencia, guaranteeing a flexible and quality service to citizens and businesses. València Activa is structured around three areas: Employment, Entrepreneurship and Training¹².

The new #Treballemlguals platform¹³ is designed to promote work for Valencian women and thus end inequality and the high rate of unemployment and part time work for women in the labour market. The first deputy mayor, Sandra Gómez, stressed that "it is a pioneering action, since we are not talking about a programme or a set of programmes, but an Active València with a gender perspective which is lasting and stable and will benefit more than 1,600 women in our city." The project has been allocated a budget of 369,423 Euros.

This new platform, in addition to promoting the employment of unemployed women, includes actions aimed at combating the social exclusion of women, putting an end to the discrimination suffered by women with low qualifications or periods out of the labour market, ending the digital divide technology and at breaking the glass ceiling by allowing women to access intermediate or higher positions. The programme offers training, including free language courses and courses in digital skills as well as technology training offered through the 'Tecnodones' programme¹⁴ with programming courses and courses in technology entrepreneurship including personalised mentoring.

Gomez said that "for the first time, we serve not only unemployed women, but also women who want to improve their employment. We also place special emphasis on women entrepreneurs for whom we offer personalised services."

The platform can be accessed through any of the thirteen 'Barris per l'Ocupació' centres in the city, as well as through the Employment Agency, València Activa, for free training.

Long-term unemployed, young and over 55 years

In addition to actions aimed at improving the employability of women, València Activa has launched employment plans to address the difficult employment situation faced by young people, the long-term unemployed and those over 55 when it comes to accessing the labour market.

The young employment programme 'Anem!'¹⁵, managed by the City Council of

¹² Periodico ABC, 17 enero 2019

¹³ Periodico ABC, 17 enero 2019

¹⁴ Periodico ABC, 17 enero 2019

¹⁵ <http://valenciactiva.valencia.es/es/valencia-emplea/anem-emcuju-y-empuju>

Valencia, has led to employment for 1,043 young people working in municipal offices in the last two years. In the case of people over 30 and the long-term unemployed, the 'Oportunitats' plan¹⁶ gave 502 people the opportunity to work in the administration. In addition, 80 people over 55 years old have been employed through the municipal plan 'Oportunitats + 55'¹⁷.

The Jardines del Turia: the River

The Jardines del Turia¹⁸ (known colloquially as 'the River') are located in the former riverbed of the River Turia, running through the centre of Valencia. The river used to flood regularly, and after a particularly severe flood in 1957 approval was given for the river to be diverted away from the city centre. It was subsequently proposed to build a highway on the riverbed but after a public campaign it was instead agreed that it should become an urban park. The seven kilometre long river bed is now a mixture of playing fields, cycling and walking paths, and gardens.



Figure 17: Valencia - Jardines del Turia

It is also the site of the city of Arts and Sciences¹⁹, a series of iconic buildings. Designed by Santiago Calatrava and Félix Candela²⁰, the project began the first stages of construction in July 1996, and was inaugurated April 16, 1998 with the opening of L'Hemisfèric. The last component of the City of Arts and Sciences,

¹⁶ <http://valenciactiva.valencia.es/es/va/empleo/oportunidades-emcord-i-emcorp>

¹⁷ <http://valenciactiva.valencia.es/es/va/empleo/oportunidades-55-plan-de-empleo-municipal-para-mayores>

¹⁸ https://es.wikipedia.org/wiki/Jard%C3%ADn_del_Turia

¹⁹ <https://cac.es/en/home.html>

²⁰ <https://en.wikiarquitectura.com/building/city-of-arts-and-sciences/>

El Palau de les Arts Reina Sofia, was inaugurated on October 9, 2005, Valencian Community Day. The City of Arts and Sciences is seen as an important cultural hub for the city. However, despite purporting to an educational focus, the city of Arts and Sciences is more oriented towards entertainment (at the time of writing it is hosting a Harry Potter exhibition!).

The river itself attracts thousands of walkers, cyclists and joggers every day. But it is also notable as a space for sporting and cultural classes and education. The website <https://turioturia.com> lists 74 different classes and group activities, all taking place outdoors, some free and some involving a fee paid to the tutor, trainer or organiser. They encompass a vast range of different activities including Hypopressive abdominal gymnastics, Drawing and outdoor painting, Mindfulness workshops and the Levante Phoenix Quidditch Team. The number of activities taking place in the river increased dramatically after the onset of the economic crisis, with trainers unable to afford the price of studios and other accommodation.

Street life

Many of the districts in Valencia have a vibrant street life. The subtropical climate means it is possible to sit outside on terraces through nearly all of the year.

The terraces are often crowded in the evening and provide a space not only for relaxing and meeting friends but also for the exchange and development of information and knowledge. However there has been a recent controversy with the City government trying to regulate the number of tables, seemingly due to complaints about accessing the pavements in narrower streets. In the Russafa district there is a campaign to prevent the limits on terrace spaces.

Community and cultural organisations

a) Las Fallas

Mention should be made of the internationally famous Fallas festival²¹. The Fallas is a traditional celebration held in commemoration of Saint Joseph and the term Fallas refers to both the celebration and the monuments (Falla, singular; Falles, plural) burnt during the celebration. The Fallas festival was added to UNESCO's intangible cultural heritage of humanity list in 2016²². Each neighbourhood of the city has an organised group of people, the Casal faller, that works all year long holding fundraising parties and dinners. Each Casal faller produces a construction known as a falla which is eventually burnt. There are approximately 400 registered in Valencia. Many of the Casal faller provide cultural and learning activities as well as social events. Despite the high number of

²¹ <https://en.wikipedia.org/wiki/Falles>

²² <https://ich.unesco.org/en/lists>

visitors to the festival, the Fallas is controversial with local residents, many whom leave the city for the week long festival due to the noise and disruption it causes.



Figure 18: Valencia - A Terrace in Russafa

b) Markets

The city of Valencia has many municipal markets from different eras and architectural styles, built throughout the twentieth century²³. Originally most of the markets were held outdoors in the streets and squares, consisting of wooden and iron stands or mobile and removable stands with tarpaulins to protect the products from the sun and the rain. However, the City Council began to promote the construction of covered markets that would provide more hygienic conditions.

In 1910, the Mercat del Grau (the oldest in the city still standing) was built, and the City Council launched the project contest that would lead to the construction of the Central Market.

²³ El periódico de aquí 13 mayo 2019

A few years later the Mercado de Colón was built, the other jewel of modernist Valencian architecture, with quality materials such as cast iron, steel, glass, brick, stone and decorative elements such as ceramics, mosaics and trencadis sourced from local industries.

But it was not until the end of the 1950 when the construction of municipal markets was resumed, to replace or refurbish the older markets (in case of Cabanyal, Grau, Russafa and San Pedro Nolasco), or to build new markets, including the markets of Rojas Clemente, Castilla, Algirós, Benicalap, Torrefiel, Natzaret, Jesús-Patraix, Benimàmet and Jerusalem, constructed during the sixties, seventies, eighties and nineties.



Figure 19: Valencia - Russafa market

As a result, a large number of neighbourhoods have a market. These offer meeting places for neighbours and a 'gastronomic space of reference'²⁴. The merchants offer increasingly diversified fresh and quality products. Initiatives such as #ClickAlMercat²⁵, the photo contest to show the essence of the Valencian municipal markets, or the Bonic/a Fest²⁶, are encouraging participation. As a representative of the council explained, "the objective is to include municipal markets in the commercial map of the city, generate a community of users who come and meet with them, but also put value on local products and recover a healthy, ecological and sustainable food network."

²⁴ The term 'reference' is used in Spain to indicate a centre or point of excellence

²⁵ <https://twitter.com/clickalmercant>

²⁶ <https://valenciaculture.com/bonica-fest/>

In recent years, there have been many actions that have been promoted by the Department of Commerce to incorporate improvements to help markets adapt and modernise and also with the aim of attracting a younger audience to these spaces.

The markets are an important civic space for local communities. They are also a place for knowledge exchange and learning, with stand holders explaining the origins of their food and providing advice on how to cook different dishes.

c) Books

One of the most important literary events in the city of Valencia is the book fair that this year took place from April 24 to May 5 in the Jardines de Viveros.²⁷ The book fair celebrated its 54th edition in 2019 with a programme that was "committed more than ever to feminism, linguistic law, the LGBTI collective, Historical Memory, creators and migrants."

The event organised by the Fundació Fira del Llibre de València and the Gremi de Llibrers continued its commitment to "promote books, reading and bookstore activity." The organisation places books and reading as transversal axes to the rest of the culture, so it mixes the book fair with music, theatre, film, dance, photography and illustration.

The opening times of the event have been extended until midnight, with the intention of "drawing more attention" from young people.

More than 150 activities were open to the public organised by exhibitors, publishers and other entities, including presentations, round tables and debates, recitals, shows and family activities. There were 40 activities for students, in which over 4,300 students participated, organised through 72 sessions.

d) MAKMA

MAKMA is a platform for cultural dissemination that aims to facilitate access for people public to different contemporary arts²⁸. MAKMA aims to spread creativity and develop creative spaces. Art and culture are seen dynamic agents for societal change.

The initiative - led by Vicente Chambó, José Luis Pérez Pont and Salva Torres - aims to "join efforts so that art and culture are dynamic agents of the change demanded by society", explain its promoters. With this philosophy, the MAKMA magazine provides content and information about exhibitions, dance, theatre, illustration, cinema, galleries and design and architecture, among other topics.

²⁷ <http://www.firallibre.com>

²⁸ <https://www.makma.net/>

e) Co-working spaces

Nomadlist²⁹ lists 106 co-working spaces in Valencia and it is probable that this is an underestimate with new spaces opening up monthly. The first co-working spaces appeared in Spain in 2007 in the main cities and rapidly became popular especially with freelancers and young start-up businesses looking for an office and wishing to save money. A number of studies have suggested being surrounded by similar people increases productivity in comparison to working alone at home and that coworking spaces promote informal learning and cooperation between people with different skills and knowledge (see, for example, Waber, Magnolfi, and Lindsay, 2014).

Our experience in visiting coworking spaces in the Russafa district of the city suggest there is considerable variation, both in the quality of infrastructure and accommodation provided and in the support for learning and social interchange. This does not necessarily reflect the fee levels being charged.

Migrants and refugees

A 2018 study by the Pew Research Center has found that 86% of Spaniards support welcoming refugees – the highest percentage of 18 nations surveyed, including 10 EU countries.³⁰ According to the survey, only 13% of Spaniards said they would “oppose accepting refugees fleeing violence and war.” Spain has become a major destination for migrants in Europe and there are many refugees in Valencia.

The City Council of Valencia, through the Department of Development Cooperation and Migration, provides grants for the realisation of awareness projects and education for development. From the perspective of solidarity and the promotion of sustainable development, the subsidies are intended to encourage the initiative of NGOs as a way to raise awareness in Valencian society about the problems that affect the countries of the Global South and the need for cooperation.

The projects and activities of social awareness and education for development are directed to:

- Encourage critical reflection on the causes of global inequality and its consequences.
- Promote education for peace, solidarity and development, generating values and attitudes of solidarity and justice that contribute to social transformation.
- Promoting responsible behaviour, fostering in the Valencian citizenship attitudes and responsible behaviours in consumption, fair trade, ethical

²⁹ <https://nomadlist.com/>

³⁰ https://elpais.com/elpais/2018/09/21/inenglish/1537530658_492695.html

finance and a global culture of respect for people and the environment.

- Promote fair trade and responsible consumption.
- Promote respect for Human Rights, with special emphasis on economic, social and cultural rights and the promotion of individual and collective rights of peoples.
- Improve the quality of pedagogical resources and educational materials around education for development, through the promotion of workshops and activities that contribute to a better perception of Valencian society towards the countries of the South.
- Differ the content of the Sustainable Development Goals established in the 2030 Agenda.
- Impel initiatives that include the promotion of gender equity, the intercultural dimension, human rights, environmental sustainability, democratic participation and the strengthening of the social fabric.
- To promote volunteering and the participation of Valencian society as agents of education for development.
- Develop innovative initiatives and proposals in the field of awareness and education for development.

The Russafa district of Valencia

Our case study has focused on the life of the neighbourhood of the Russafa³¹ district of the city of Valencia focusing on two fields:

- Creative and Arts - Sporting Club Russafa, Russafart and MAKMA
- Self-expression and Performance Arts – Parkour.

About Russafa

The Russafa district emerged in the second half of the nineteenth century with the need for the expansion of the city due to the increasing population (Ajuntament de Valencia, 2016). In 1865, approval was obtained for the demolition of the city walls, linking the old city with outlying areas including Russafa, a town which in 1849 already had 9,075 inhabitants. The development of the railway in 1852 led to the revitalisation of the area.

Russafa is characterised as a popular neighbourhood, with many small local commercial businesses. In the 1970s, the population fell leading to the closure of small businesses. However, at the beginning of the 1990s the process of population loss stopped and some of its traditional characteristics, life on the street and intense economic activity, have been revived.

³¹ Also spelt as Ruzafa



Figure 20: Valencia - Russafa street art

The immigrant population that forms part of the neighbourhood are mainly North African, Chinese, Latin American and from Italy and the UK.

At the start of the 20th century, the area became significantly run down but has undergone a transformation in the last twenty years, including through the RIVA-Russafa Plan³² with the objective of the urban, economic and social recovery of the neighbourhood and a large scale European Regional Development Fund project alongside private investment in the refurbishment of buildings. This has also led to a process of gentrification with many new shops, bars and restaurants opening. However, as Mijo Miquel (2016) highlights, this process of gentrification has led to the exclusion of some population groups and to the privatisation of public space. The president of the Association of Neighbours locates the process of gentrification prior to the arrival of immigration. Since the 1970s the small businesses in the neighbourhood were closing resulting in a fall in the population until the arrival of immigrants, a fact that is valued as positive for the neighbourhood as it stopped the depopulation that was taking place.

The district of Russafa had 23,855 inhabitants in 2015, one of the largest neighbourhoods in Valencia city. Demographically the district has high numbers of both young and older people. In recent years the number of immigrants has decreased, probably due to the increase in rents in Russafa.

³² <https://facetas-urbanas.blogspot.com/2013/03/ruzafa-2012-indicadores-de-cohesión.html>



Figure 21: Valencia - Russafa development plan

The urban fabric of the neighbourhood has changed through the process of gentrification and in the last decade restoration has been carried out in numerous facades of houses and structural problems have been fixed inside the buildings. The opening of leisure venues has given the neighbourhood a new image; it is a neighbourhood where many people from other parts of the city come to enjoy the space and in the afternoon and at night it is a very busy neighbourhood "with atmosphere". The bars are also frequented by tourists.

In relation to problems caused by the high number of entertainment venues in the neighbourhood, organisations have been created (Russafa Descansa³³, for example) that aim to achieve a quieter neighbourhood, without excessive noise.

2019 has seen the opening of the new Central Park in Russafa³⁴, and in the near future a new Municipal Social Services Centre is due to open in the district.

³³ <https://russafadescansa.blogspot.com/>

³⁴ <https://valenciaparquecentral.es/>



Figure 22: Valencia - Four generations of artisanal chocolate in Russafa

In summary, Russafa has undergone a major change as a result of the implementation of the urban plan and the process of gentrification that has taken place in the neighbourhood. This process has had a considerable impact on the immigrant population, which has been relegated to the background with respect to the new and richer neighbourhood. "Russafa is in fashion" is a phrase that has

been repeated in recent years but this does not mean that the neighbourhood does not have major problems (lack of green areas, noise caused by leisure places, etc.) that will have to be addressed to achieve an improvement in the neighbourhood and coexistence for residents.

This short account of the recent history of Russafa exposes many of the contradictions in opening spaces for learning. The regeneration of the district has undoubtedly improved the physical environment of the neighbourhood and led to the opening of many new businesses, especially in the hospitality and leisure industries. It has also resulted in a thriving creative arts movement. On the other hand, gentrification has resulted in an influx of tourists and the increasing rent levels have pushed out many of the traditional community, particularly immigrants, and also resulted in the privatisation of open spaces.

Creative arts

Sporting Club Russafa³⁵ is a non-profit association, born out of the interest of its partners in providing a platform to support the world of artistic creation. Their partners (not necessarily artists) belong to different professional fields, and the Sporting Club promotes a variety of events from art exhibitions to dance performances, from literary gatherings to musical concerts, from editorial management to cinema, “all with the ambition to turn Sporting into a cultural reference of the first order in the city.”

The goal of the Sporting Club is to approach new creators and those who, despite their quality, are outside commercial and / or institutional space.

Russafart is an initiative that aims to strengthen and support the arts world. From the beginning, Russafart has been linked to all the cultural and commercial fabric of the Russafa neighbourhood. Institutions of all kinds have collaborated with different events organised by Russafart.

Its aims are:

- To publicise the work of both consolidated and emerging artists and creators.
- To locate the Russafa neighbourhood as a cultural reference in the national and international landscape.
- To make the neighbourhood known for a different and enriching perspective.
- To activate the life of the neighbourhood in its cultural and creative aspect.
- To bring the people of the city to the neighbourhood, establishing a place for meeting and reflection.

Ubiq is a bookstore-cafeteria in Russafa with a space dedicated to children. Ubiq sells new books including they say “narrative sections (a careful selection of contemporary authors), poetry, music and children’s books.” In addition, they have a second-hand section. Their monthly programme of events includes exhibitions,

³⁵ <http://sportingclubrussafa.com/>

book presentations, concerts and creative workshops for children and adults. Their book presentations focus on small publishing houses and provide space for authors for self-edited books.

Exhibitions include paintings, photography, illustrations and installations: "we change the colour of our walls every month ... and the bathroom is renovated every year with an exhibition on its walls that stays for the whole year to follow (now we are with La Divine Commedia by Francesc Marco, played by Gustave Doré)."

Workshops for children provide "coloured pillars, multisala slate, chalks on all sides and steps that are transformed into an airstrip to delimit our children's area A space that we keep alive every Saturday of the year."

Workshop for adults include making recycled lamps, radio workshops, Tricot workshop, and wine tasting. A theatre of improvisation, cabaret and shows for adults take place on Thursday nights and a Language Exchange is held every Monday.

Parkour

The Revolution school³⁶ is a professional sports school for natural, urban, alternative and innovation activities and promotes a different way of doing physical activity, sports and health providing an alternative to the traditional gym. It is based on the discipline of parkour. One of the singularities of this discipline is the difficulty of its definition within a conventional context. Parkour is defined as a holistic training method which aims to make a person physically and mentally stronger.

The Revolution School aims to break with the competitive standards under which today's methods of learning and sports education are based, to foster cooperation and self-improvement from the bottom up.

"It's a sport that does not demand competition or rules. You can do the exercises as you want according to your physical condition. That means they do not get frustrated, that they do not feel the pressure they suffer in school when they are classified by grades" clarifies Vera, president of the Association.

The benefit is seen as more psychological than physical. "Many were able to do things they did not feel capable of doing. They found a space in which to be themselves," recalls Vera.

³⁶ <https://www.revolutionschool.es/es/>



Figure 23: Vancia - Parkour

Although it is impossible to say who started the sport and why they did it, Vera says that the partnership was the network that sparked the beginnings of parkour in Valencia.

In 2004, these groups found their reference place in the Gulliver Park in the river (until 2010, when they were banned from there). Knowledge at that time was transmitted between the veterans and the newcomers, creating a cohesion that grew as the links between the athletes became stronger.

During the first years of parkour in Valencia almost all the practitioners were men. The first woman in the community was Cati, who was part of the Fusk2 group at its foundation. The second, who started at the age of 14, was Mika.

There is little reliable information, but Vera estimates that, currently, one out of every ten practitioners of parkour in Valencia is a woman. While still a tiny number, València is the city of all Spain with the most women participants in parkour. The reason? "After meeting hundreds of high school students in our institute workshops, the arguments were always reduced to four: shame, self-opinion of being clumsy, fear of falling or absolute denial," explains Vera.

Bearing in mind that in high school the body of a teenage girl is more developed than that of the boys (which means greater balance and coordination), "we can only think that the reasons for their insecurity come from social causes. The environment of these young people is telling them that they have no value, that they cannot or should not jump or face an obstacle no matter how small," says the president of the Association of Parkour València. That is why they say that their work in the institutes has nothing to do with physical activity, "a few techniques can be taught in 40 minutes," Vera admits. "But we undertake psychological and above all pedagogical work. We teach participants to overcome obstacles, physical and mental: we teach them that they can, that, if they are prepared in the right way, succeed - failure can be a success."

The existing use of technologies to support adult learning

A survey undertaken in 2017 found that 98 percent of internet users between the ages of 25 and 34 in Spain were accessing the internet every day³⁷. 61.8 percent of the whole population also used mobile phones to access the internet. It is likely that these figures have increased since 2017. In December 2018 there were 42,961,230 internet users, equal to a 92.5% penetration rate.

Yet these surveys need to be regarded with a degree of scepticism. Probably more reliable is a report by the Statistics Information Society of Eurostat that indicated that by 2014 42% of the Spanish population aged 25 to 64 had never used a computer or did not know how to perform basic ICT operations. This high rate of digital illiteracy was not much different from the EU-28 average (44%), as shown in Felgueroso (2015), but it is substantially higher than in countries like Finland (22%) or Denmark (31%).

It is difficult to obtain information about the use of technology for learning in adult education in Spain. It is highly likely that it varies considerably between no just regions but cities and individual adult education centres.

One interesting area is the use of Massive Open Online Courses (MOOCs). Calvo Salvador and Rodríguez-Hoyos (2016) the availability of such courses exceeds those offered in countries such as the France or Germany. Taking into consideration participation in the global supply of MOOCs, Spain is among the five top countries in terms of the number of students following this educational approach, with only the United States, the United Kingdom, Canada and Brazil ahead of it (Oliver et al. 2014).

It is worth noting that WhatsApp has extensive use in Spain and in Valencia, although it is difficult to find reliable statistics. Many of those we have interviewed are already members of multiple WhatsApp groups, both for personal contact but also significantly groups around particular interests and promoting informal learning. Nearly all the organisations we talked with already have a web site with

³⁷ <https://www.statista.com/statistics/348200/daily-internet-usage-age-group-spain/>

varying levels of sophistication and also have a social media presence especially through Facebook, Twitter and Instagram. These sites are mainly used for information but some also include learning activities. The City Council also provides an extensive website for those interested in adult education.

Connected Learning as a means to help improve people's lives through sport and movement

Motion Academy was formed in early 2019, by a group of Parkour trainers from the Valencia Parkour Association. Carles Vera (trainer) explains: "In 2015 we started doing free outdoor Parkour workshops and founded the Valencia Movement Association. From the beginning our goal was clear: "To help improve people's lives through sport and movement". After several years of work, in 2019 we decided to go further, promoting an innovative educational project with our own methodology. that's how Motion Academy was born!"

Motion Academy describes itself as a leading institution in innovation through urban culture and youth participation. Although the Parkour training takes place in Valencia and Motion Academy is located within one district of the city, Motion Academy sees itself as acting at a number of different levels. They are member of the Association of Parkour in Valencia and of the Spanish National parkour Association.

Motion Academy has four partners in Valencia. These are:

- Asociación Valencia Movement which is the Valencian Parkour Association
- Espai de Circ (Associació Valenciana de Circ) – the Valencian Association of Circus
- Asociación cultural Let's Grow focusing on the positive values of Hip Hop Culture; self-esteem, personality, rebellion, intelligence, fluency, adaptation
- Urbeadapta SL supporting urban sports in Valencia

Pontydysgu have been working with the Valencian parkour association since early, 2019. A number of different organisations were interviewed and considered as potential partners for the CONNECT project. However, the Parkour Association seemed a good fit due to:

- Their interest and involvement in the city environment
- Their interest in informal learning
- Their commitment to social inclusion

One of the leading organisers and a qualified Parkour trainer, Carles Vera, presented their ideas and activities at the CONNECT transnational meeting held in June, 2019, in Valencia.

At this time the idea of establishing a new school for Parkour, Motion Academy was being discussed. At the time, Parkour courses were being held outdoors in various parks and public spaces in Valencia. Whilst the climate is well suited to outdoor activities (apart from the very hot July and August months) a school would allow the extension of classes and more importantly provide a physical headquarters for Parkour in the city. It would also boost the ongoing activities aimed at legitimizing urban sports and providing more spaces for activities.

Motion Learning do not explicitly refer to themselves as being involved in Connected Learning. Yet in discussions it appears that the organisation embraces many of the key tenets of Connected Learning. It may be that with pedagogic roots in another approach the terminology may be different but the aim and goals very similar if not one hundred per cent the same.

Connected Learning is designed to knit together three crucial contexts for learning:

The first is peer support. It is one of the key ideas of Motion Academy that young people (and not so young) should be involved in contributing and providing feedback in inclusive social experiences. Connected Learning is also seen as interest powered and Motion Academy develops from interest in urban sorts to develop reflection and informal learning. Motion Academy is not Academically Inspired but promotes informal learning which can connect to civic and social engagement, particularly through the focus on social inclusion and in supporting career opportunity, once more not through formal qualifications but through assisting young people in extending their capabilities and self-belief.

Core properties of connected learning

- Production centred – Motion Academy uses videos for sharing knowledge and cultural content. All content is licenced under Creative Commons
- Shared purpose – Motion Academy makes extensive use of social media for communication and sharing ideas
- Openly networked – the Motion Academy platform and social media channels are used to provide access to learning resources

Design principles inform the intentional connecting of learning environments

- Everyone can participate – through the idea of functional diversity, Motion Academy are striving to include diverse participants, including elderly people and those with disabilities
- Learning happens by doing – this is at the core of Motion Academies pedagogic approach

- Everything is interconnected – this is another key tenet of the pedagogical approach linking physical activities to social learning

New media amplifies opportunities for connected learning by:

- Increasing accessibility to knowledge and learning experience – it is notable that the Motion Academy YouTube channel has 307000 subscribers and using video conferencing Motion Academy is linking up with researchers and groups throughout the Spanish speaking world
- Expanding social support for interest – Motion Academy uses social media to allow young people to talk and exchange ideas together

Collaborative project „Motion Academy“				
Target audience	Aim	Features / Functionality	Content	Topics
<ul style="list-style-type: none"> • Parkour Community • General public 	<ul style="list-style-type: none"> • Increasing the visibility of Parkour • Empowerment of groups who can exchange experience • Foster communication among practitioners • Expanding parkour learning opportunities by means of online learning • Overarching: Social transformation through urban sports 	<ul style="list-style-type: none"> • A WhatsApp channel • Instagram • Facebook • YouTube (for educational videos) • LinkedIn (primarily for communication with other professionals and organisations) • GoTeo – a platform for crowd-based fundraising • Zoom for distance meetings 	<ul style="list-style-type: none"> • details of courses including dates and venues, • information on the Motion Academy approach to teaching and learning, • video based learning materials • A section on design for Parkour spaces • Information on the trainers • Details of Motion Academy projects • A blog to cover less structured ideas and information 	<ul style="list-style-type: none"> • Being good at life in the 21st century <ul style="list-style-type: none"> - Active and healthy lifestyle • Citizenship in our local and global society <ul style="list-style-type: none"> - Environment and public value - Democratic values and culture - Active citizenship - Gender equality - volunteerism and participation • Career, personal and professional advancement <ul style="list-style-type: none"> - teamwork - self-improvement - resilience

Bucharest, Romania

Bucharest is situated in the southeastern corner of the Romanian Plain. Traditionally considered to be built upon seven hills, similar to the seven hills of Rome. The city has an area of 226 km² (87 sq mi). The altitude varies from 55.8 m (183.1 ft) at the Dâmbovița bridge in Southeastern Bucharest and 91.5 m (300.2 ft) in Northwest. The city has a roughly round shape, with the centre situated in the cross-way of the main axes at University Square.

Bucharest was first mentioned in documents in 1459 and became the capital of Romania in 1862; since that time, the municipality developed as the main Romanian cultural and economic center. Despite a great architectural heritage (neo-classical and Art Nouveau, Bauhaus and art deco), the city suffered heavily damage: (war, earthquakes, and the famous systematization program of Ceausescu). There were two phases of rapid growth: in the late 19th century when the city was consolidated as the national capital and lasting until the Second World War, and the second during the Ceausescu years (1965–1989), a massive urbanization campaign launched creating incentives for rural people to migrate to the capital.

After joining EU, Bucharest experienced a true economic and cultural boom. Complete renovated areas, such as the Old Town (listed as "endangered" by the World Monuments Watch, 2016). Economically, Bucharest is by far the most prosperous city in Romania. The city has a number of large convention facilities, educational institutes, cultural venues, traditional "shopping arcades" and recreational areas. At the same time, Bucharest still has highly deprived areas (in particular in district 5, South East of the city), despite the sharp decrease of the number of people living in extreme poverty and "re-conquering" some areas in the city through large office and residential buildings.

According to official data, close to two million inhabitants live within the city limits, sixth largest city in EU) by population within city limits, after London, Berlin, Madrid, Rome and Paris; with satellite towns around the urban area it reaches 2,5 million inhabitants. Bucharest is a city of high population density 8,260/km² (21,400/sq mi), third after Paris and Athens – as a paradox, this situation is no too much conducive to a learning culture.

Performing arts are some of the strongest cultural elements of Bucharest. A number of cultural festivals are held in Bucharest throughout the year, including International Opera Festival every year in May and June, which includes ensembles and orchestras from all over the world and the Romanian Atheneum Society hosting George Enescu Festival. Another landmarks are the Museum of the Romanian Peasant and the Village Museum organise events throughout the year, showcasing Romanian folk arts and crafts.

The same large disparities are observed: the most active university city in Romania (more than 30 public and private universities), still a lot of students dropping out before completing their basic education (around 10%).

Unclear division of responsibilities between central and local government related to education and training (including LLL), with fragmented and weak strategic

planning in this field. The large part of the training costs are covered by the company or individuals themselves, increasing the equity gap.

Connecting local actors through intercultural education

The NGO Agentia Impreuna is one of the most active and respected Roma NGOs in Romania. The organization has as a core objective to set the first steps towards the empowerment of local Roma communities in Romania and to design a model of action replicable at national level.

Agentia Impreuna works directly with disadvantaged communities from the list of most destitute Roma communities in Romania, but it cooperates also with public local authorities, as partners of dialogue and strategic planning, as well as local / regional NGOs whose capacity was strengthened in monitoring and evaluation, advocacy, data collection etc. The organization often cooperates with other partners in order to take over the role of the implementing organisation and carry on the task of ensuring the sustainability of the working methods and the representation of the interests of the Roma on the local and regional agendas.

Each project implemented by the Agency offers a number of valuable lessons, related to the working methodology at local level for the aim of empowering Roma communities. The organization active since early 90s demonstrates that coordinated action on several levels, including various stakeholders (local authorities, facilitators, local and county level NGOs and public institutions, mentors, as well as structures designed to implement various measures of the strategy for the Roma) multiplies the positive effects on the Roma communities.

At the same time, each project implemented offers a model of action which links up with other funding resources and opportunities in order to enhance the level of investment in the communities of the project, thereby reaching a visible effect and fostering among communities capital for further mobilisation and empowerment. It also demonstrates how positive effects at the level of communities can trigger a chain of changes and empowerment of the Roma in local decision-making processes, and also in bringing Roma culture closer in everyday life in a multicultural society.

The first phase of Agency Impreuna projects was more focused issues of empowerment of Roma communities through the participatory methods used in community development, as well as increasing the public participation of the Roma through monitoring local agendas with regards to actions directed at the Roma. It aimed to identify, mobilise and concentrate the most important resources of the Roma communities as well as of those of the local authorities, with a view to identifying the measures, initiating, implementing and monitoring the projects to be financed by either the Government, local authorities through the State budget or by other donors.

The basic hypothesis stated that the poorest Roma communities lacked the information, confidence, abilities and capacity necessary to change their own life

for the better and that, consequently, they needed support and guidance all along a process of discovering their own power, identifying their own concrete needs and the ways leading to solving at least part of their problems. Agency Impreuna meant not only to provide facilitating services to local communities, but also to ensure the empowering of the civil society on the local and regional levels, with the support of the NGOs and of structures of community representation, in the implementation of participation mechanisms for the monitoring and evaluation of the measures meant to support the social inclusion of the Roma.

The second phase of Agency Impreuna projects were focused more on grass-root projects providing support to the Roma communities in the process of their self-management, i.e. in becoming actual partners of the local public administration bodies, by the direct participation of the Roma representatives in the local planning process and providing support to the Roma communities for the identification and setting of priorities regarding their own needs.

The communities of practice and connected learning was embedded in the empowerment model of the Agency on local and regional levels through the support offered by the structures of community representation, in the implementation of participation mechanisms for the monitoring and evaluation of the measures meant to support the social inclusion of the Roma. The methodology applied within specific intervention programmes (i.e. "Empowering Roma communities in influencing and monitoring the local agendas in Romania") was based on the stimulation of the process of community development by facilitating activities and mutual learning. Thus, the methods of community facilitation were supplemented with innovating elements, inserted into the "classical recipe" used with previous similar projects, with such additional main elements as: the introduction of the public participation-type approach into the community facilitating process; the promotion of teamwork: The Local Initiative Group (LIG), The Local Public Authorities (LPA), a Roma non-governmental organization on a county level (a partner NGO) or a county facilitator, and a mentor during the second part of the programme; the initiation of community projects financed with local resources, involving all those previously mentioned.

While for many years the strategic importance of the case lies within the fact that it contributing to empowering the Roma community to manage its life without assistance from external institutions, by building self-confidence while solving some of the most pressing issues Roma communities face. Also, another aspect of strategic importance is the methodology of the project, which encompassed a clear methodology of action while allowing for enough flexibility to adapt to the local context and needs.

Local approach – connecting local actors with a direct interest in intercultural education

Our organization will use previous experience to identify and connect relevant local actors that have a direct interest in intercultural education with two strategic purposes: 1) to have access to relevant education materials in our platform (mainly provided by Agentia Impreuna) and 2) to share in the digital community own experiences and resources that are useful for school and adult education providers enrolled/registered in the platform.

For this purpose individual meetings with representatives of key local institutions are planned, including Teacher Training House (CCD) Bucharest and Ilfov (metropolitan area), County School Inspectorates of Bucharest and Ilfov, relevant NGOs and intergovernmental agencies (i.e UNICEF Romania), representatives of academic sector (i.e. University of Bucharest, Department of Education) and non governmental sector.

We will combine therefore an "open approach" for creating relevant content, starting from the Impreuna Agency educational resources for teachers with a "learning city" approach (focusing on relevant local actors for Bucharest and metropolitan area). An illustration of this mixed approach in constructing the platform is presented below:

Main stages in platform development
<https://www.bucuresti.educities.eu>

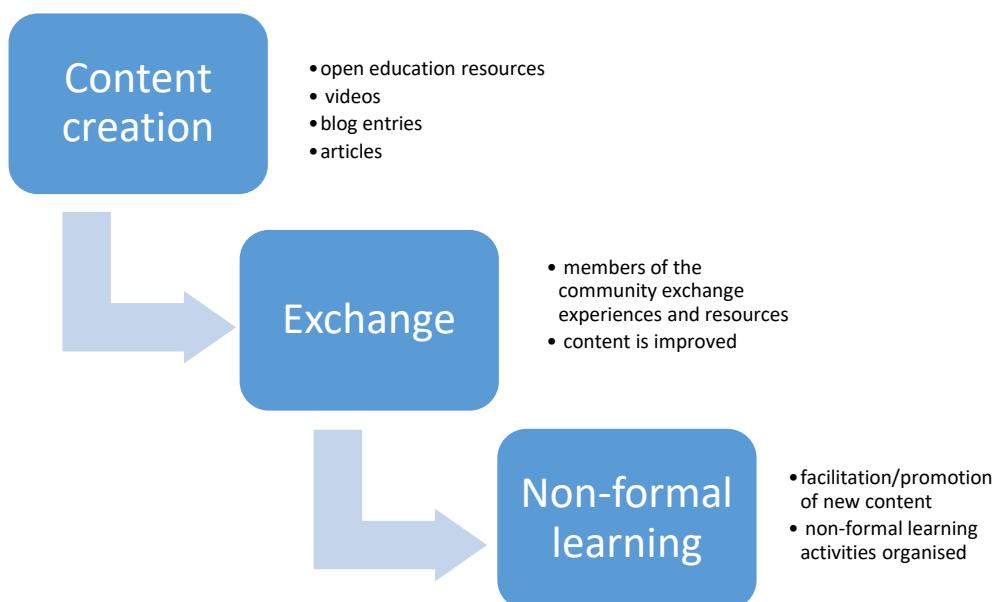


Figure 24: Bucharest Platform Development Strategy

Target audience	Aim	Features / Functionality	Content	Topics
<ul style="list-style-type: none"> • Local network for intercultural learning • Local partner: Development Agency "Impreuna" (Together) 	<ul style="list-style-type: none"> • Connecting intercultural learning in Bucharest city 	N/A	N/A	<ul style="list-style-type: none"> • Citizenship in our local and global society - Campaigning, fighting discrimination

Munich, Germany

Population

Munich is the capital of Bavaria, one of the sixteen federal states of Germany, located in the southeast of the country. There are 1 547 190 people living in Munich (April 30th, 2019) and their number is growing. Since Munich is very attractive for young adults, there are many young people moving into the city. As one of the consequences, the average age of people living in the city is staying nearly constant, although the general population is constantly growing older. In 2018 nearly 17 600 babies were born in Munich and their number is growing since the last decade and in 2017 the average age of the city's population was 50,01 years, 17,5% were older than 64 years and 15,1% younger than 18. (own calculation from the official statistical yearbook.³⁸

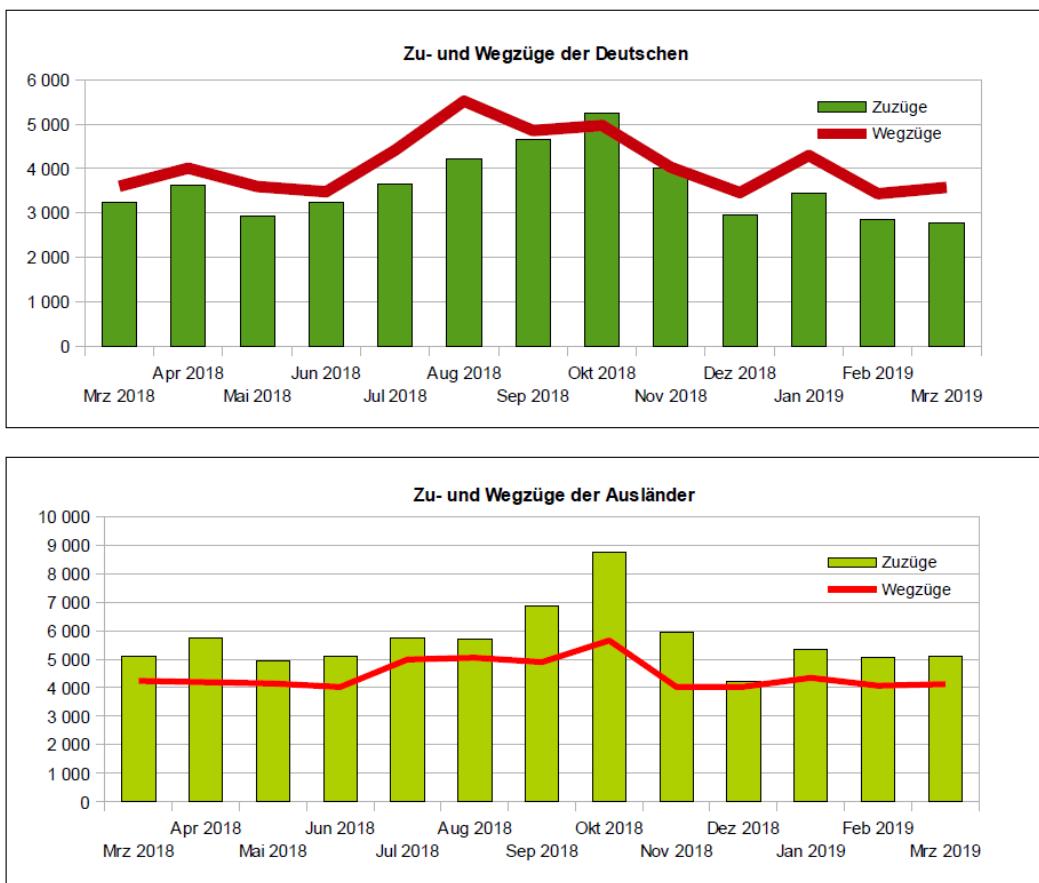
The following chart shows the migration into (Zuzug) and migration out (Wegzug) of Munich of Germans and migrants.³⁹ As can be seen from the figures the in/out ratio is slightly negative for Germans and positive for Migrants. All in all, the ratio is positive. Therefore, the population is growing and there is an increasing number of people with a migration background living in the city.

Economy

The city of Munich is facing a vibrant economic development and growth. Compared to other cities in Germany it was ranked first for its level of dynamism and forth for sustainability (IW Consult, 2018). On fifth place in another study, identifying regions with the greatest short- and medium-term development potential based on economic and structural indicators (LaSalle Investment Management, 2018). Munich is currently on the first place in the assessment of digital tech hubs in Germany (Deloitte, 2018), of the economic situation and development (IW Consult, 2018) and of economic performances, demographic development and other key location factors (such as education, innovation or international character).

³⁸ <https://www.muenchen.de/rathaus/Stadtinfos/Statistik/Bev-lkerung/Archiv.html>

³⁹ <https://www.muenchen.de/rathaus/Stadtinfos/Statistik/Bev-lkerung.html>



Statistisches Amt München

Figure 25: migration into and migration out of Munich of Germans and migrants

The gross domestic product grew from 70.49 billion euros in 2000 to 109.57 billion euros in 2016. The purchasing power per capita is bigger than in all other cities in Bavaria or Germany, as can be seen from the following figure.⁴⁰



Figure 26: Munich - Purchasing power per capita

⁴⁰ Source: City of Munich; Munich as a business location, 2019

Following this, the unemployment rate in Munich is very low compared to other German cities, as represented in the statistic below.⁴¹

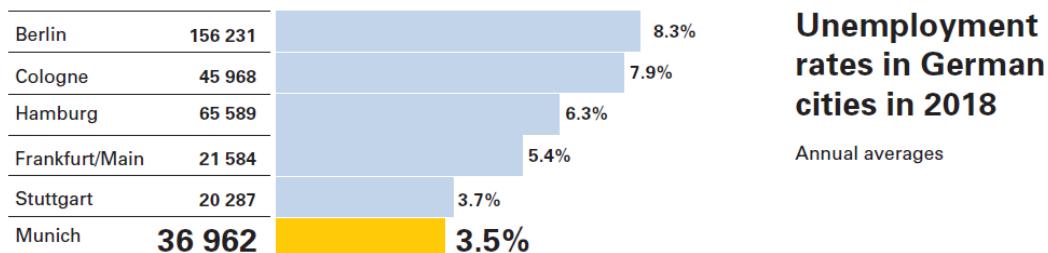


Figure 27: Unemployment rates in German cities

Start-ups in Munich are ranking among the best in the world in industry and their satisfaction with the start-up climate is at least good (36% very good, 60 % generally good in 2018). The economic structure includes a strong focus on exports in the manufacturing sector, as can be seen from the following picture⁴²:

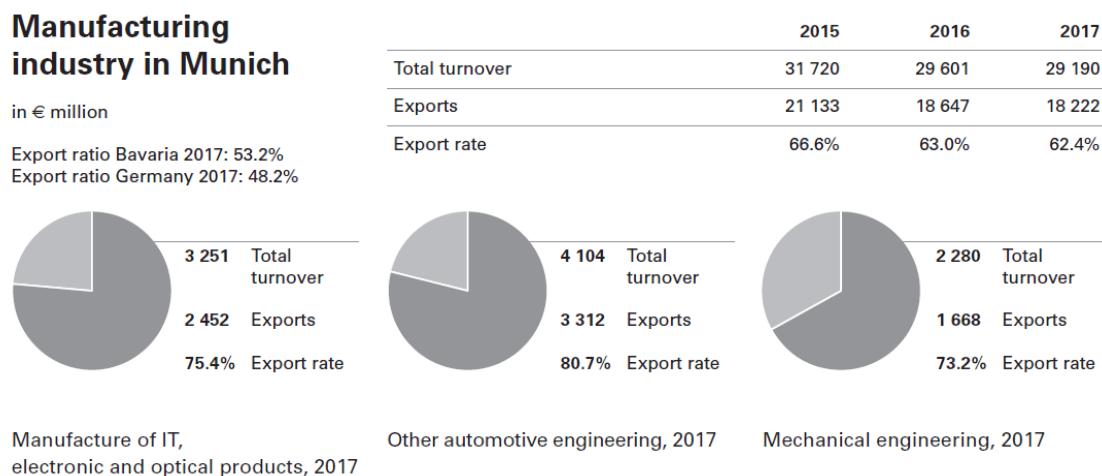


Figure 28: Manufacturing industry in Munich

Though the total turnover and the export rate were slightly decreasing in the last two years Munich has a clearly higher export rate compared to Germany. Automotive engineering is the most important sector, followed by IT

⁴¹ Source: City of Munich; Munich as a business location, 2019

⁴² Source: City of Munich; Munich as a business location, 2019

products and mechanical engineering. Around 15 trade fairs and exhibitions per year take place in the city with more than 35 000 exhibitors.⁴³

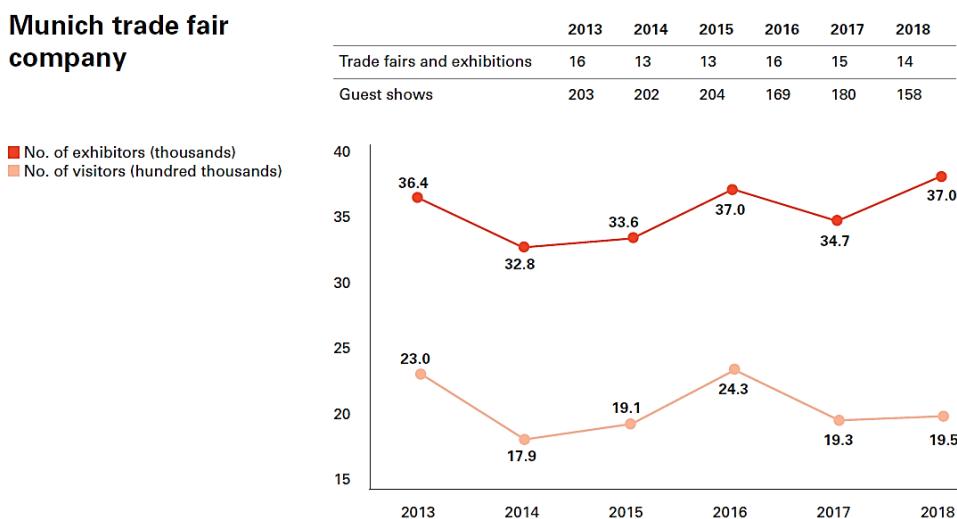


Figure 29: Munich trade fairs and exhibitions

The facts and figures presented here (and they could easily be extended) show, that Munich is a city with a vibrant economic development that makes the city very attractive especially for young adults to live and work here. This is one of the reasons why the average age of the population is rising, despite the increasing general span of life and a fertility rate, that is smaller than two. The data also show, that the economic wellbeing of the city is based on the technical industry and IT-products and its development depends on a highly knowledge-based industry. The educational opportunities especially offered by the universities of Munich are a very important precondition for this development.

Education

As shown below, the two biggest universities of Munich (Ludwig-Maximilians-Universität and Technical University) combined offer education to over 90 000 students.

⁴³ Source: City of Munich; Munich as a business location, 2019

Students at Munich's universities

in the winter 2017/2018 semester

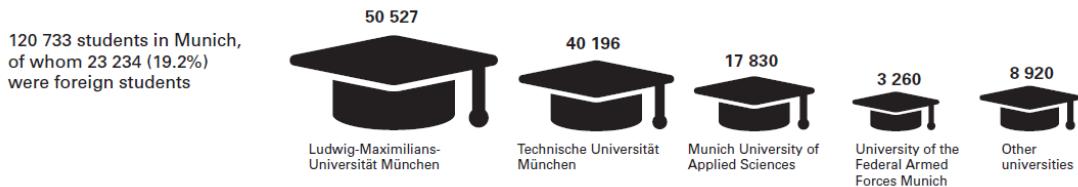


Figure 30: Students of Munich Universities

In total there are 25 universities and academies (public and private) located in the city⁴⁴ including the well-known University of Television and Film Munich. In addition to several universities there are a lot of non-university research institutions located in Munich building an important link between research, science and the development of innovative products. Here some examples:

- Academy of Fashion and Design
- Bavarian Academy of Sciences and Humanities
- Frauenhofer Society
- Goethe Institutes
- HDBW Bavarian Business Academy
- Helmholtz Centre
- Ifo Institute for Economic Research
- Macromedia University for Media and Communication
- Max Planck Society

The ratio of university graduates compared to all employees is higher than in other German cities with big universities and a vibrant industry such as Berlin, Hamburg or Stuttgart and more than twice as high as in Germany in general.

⁴⁴ <http://www.hochschulen-muenchen.de>

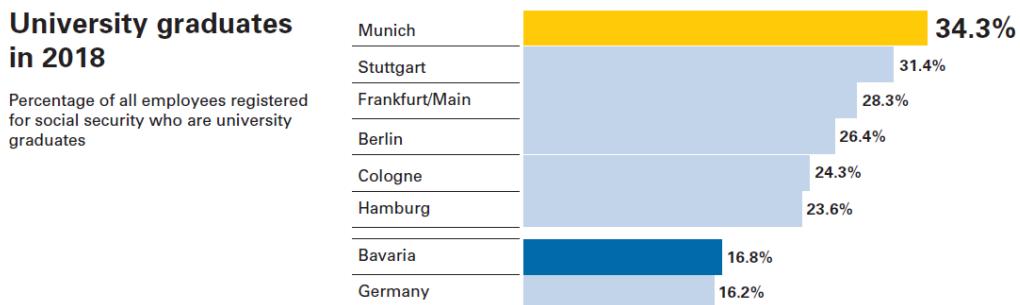


Figure 31: Munich - University Graduates

As can be seen from the facts and figures presented above, the formal educational system in Munich is following the developments happening all over Germany, especially in the cities, concerning the formal educational system. And it is not only the third sector (universities) which is growing, but the second sector, too. It could be shown easily that the percentage of pupils going to a Gymnasium in order to get a certificate to enter a university is constantly growing and so does the time young people spend in the educational system. These facts are very well documented, not only for Munich.

Following the educational policy supported by international organizations like OECD or UNESCO the idea of Lifelong Learning (3L) is getting more and more important, especially in urban areas (see the concept of Learning Cities, supported by the UNESCO). As consequence, the informal educational system (if one can speak from a system in that context) is gaining relevance. In the following sections the question will be raised, how the city of Munich is supporting informal learning activities coming from personal activities, from associations, unions, initiatives and so forth, which are founded for other reasons but education, but who do a lot of educational activities in fact. One of the supporting structures is the field of adult education, which will be outlined in chapter 3. After having a short look on the growing engagement of universities in adult education, several activities in Munich which are supporting or can possibly support informal learning are described.

Main institutions providing education for adult learners

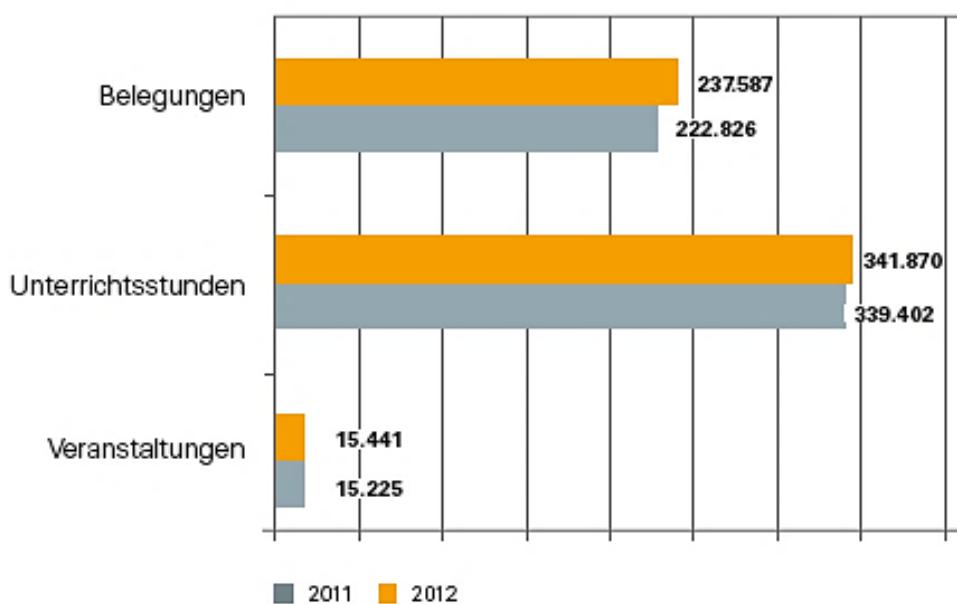
MVHS

Looking at Lifelong Learning in Munich, the data is not as complete as in other areas of the educational system. The formal aspects of Lifelong Learning are mainly covered by the 'Münchner Volkshochschule' ('adult education center', short: MVHS). The following data refers to the Munich educational

report from 2013, as Lifelong Learning is not mentioned in the more current report from 2016.

The following figure on the left shows the number of people, visiting courses at the MVHS (Belegungen), the hours of teaching (Unterrichtsstunden) and the number of courses (Veranstaltungen). As you can see from the figure, all three parameters were growing from 2011 to 2012. Since the population is growing too, the relative numbers nearly stay the same. Approximately 20% of the adult population was visiting a course of the institution at some point in 2012.

Belegungen, Unterrichtsstunden und Veranstaltungen an der Münchener Volkshochschule, 2011 und 2012*



Quelle: Münchener Volkshochschule

*In den Zahlen sind auch die Einzelveranstaltungen, wie z.B. Vorträge, enthalten.

Figure 32: Selected Statistics München VHS

In addition, the map below illustrates the distribution of locations belonging to the MVHS. The red dots – symbolizing rooms belonging to the MVHS and cooperating schools – are concentrated in the middle of the city. Only few locations are located in the suburbs of Munich, while most of them are can be found in the city centre. As the public transport in Munich is working well, this should not be considered a problem.

A very interesting aspect is the age distribution of visitors. Usually one would expect most of the visitors to be middle-aged and the rate of participation in courses to decrease with rising age of the learners. But – as can be seen in the following picture – this is not the case in Munich. Most of the visitors are middle aged, but there is barely any difference between the two eldest groups.

The figures show that the MVHS manages to reach all adult age groups in an appropriate way. There is nearly no difference between 25 to 34-year old persons and those older than 49 and the difference to the persons between 35 to 49 is not very big.

The courses of the MVHS are very diverse and offer something for all kinds of interest, including language classes, talks, craftsman or health courses and more. Most of them include a small fee. A different concept – free of charge and open for whoever takes a look on the website – is the ‘Klingende Landkarte’ (‘Vocal map’). In cooperation with ‘Bayrischer Rundfunk’ and ‘Stiftung Zuhören’ a number of instructors were trained in creating and editing audio recordings. Afterwards those instructors offered workshops in which soundtracks about different topics and locations in the neighbourhood

Abb. F3-3: Teilnahme an den Angeboten der Münchner Volkshochschule nach Altersgruppen, 2012 (in %)

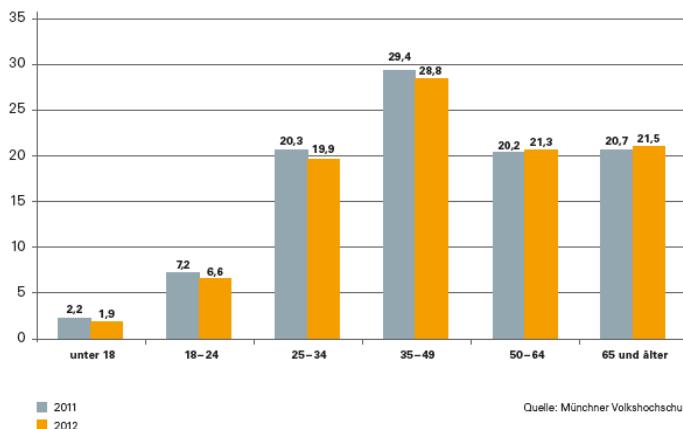


Figure 33: Selected Statistics München VHS

were created and uploaded in the form of an interactive map. Some talk about the history of a small but popular kiosk, others about the local train station or the view on the different mountains of the Alps from a small hill in a suburban landscape park (<https://www.klingende-landkarte.de/>). The map offers a possibility to learn more about ones direct environment through local expertise and to get to know ones own neighbourhood. It is still being extended.

Münchener Bildungswerke

Abb. F2-1 Lernorte mit Doppelstunden in eigenen Räumen und Schwerpunkt-schulen

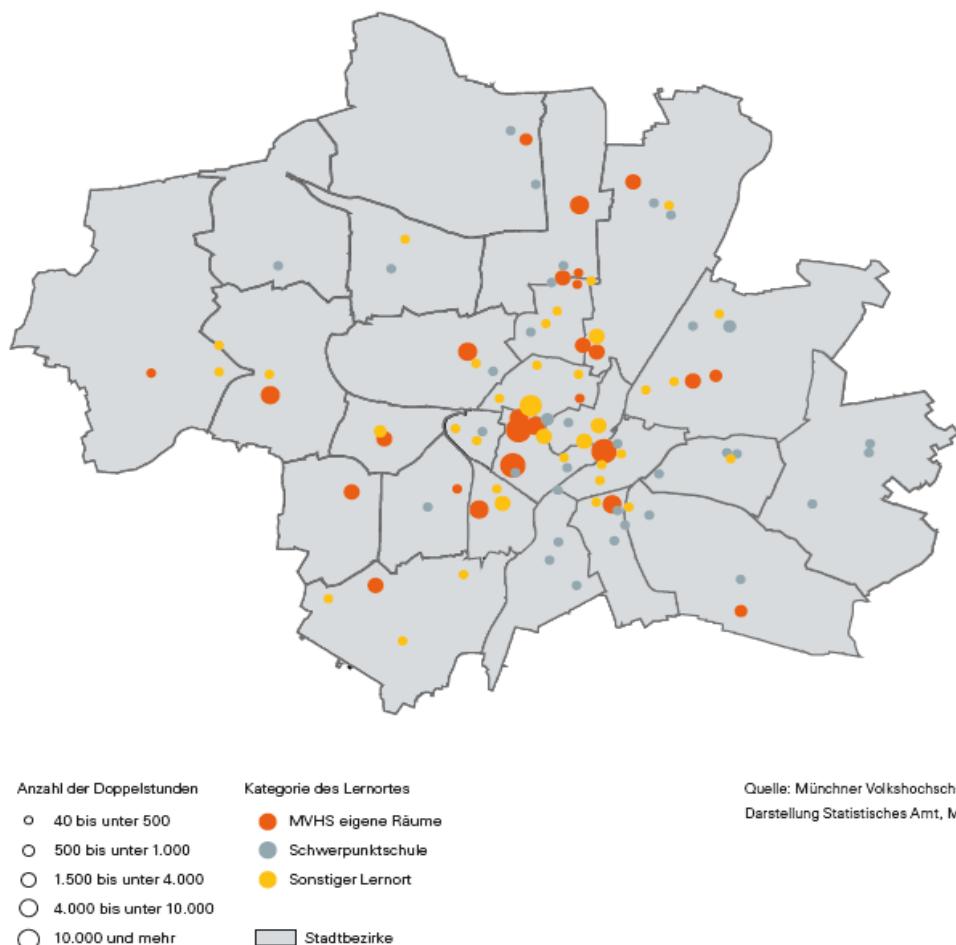


Figure 34: Selected statistics MVHS

Whilst the MVHS offers numerous, very diverse courses, other institutions focus on more specific learning opportunities. Under the (translated) motto *those who knows nothing, must believe anything*, the catholic institution 'Münchener Bildungswerk' (<https://münchener-bildungswerk.de/de/>) offers workshops, courses, discussions and more in seven different subject-areas including: theology & ethics, family, integration & migration, voluntary engagement, seniors, art & culture and research & development. Depending on their interests, people can for example join evening lectures on history, politics and literature, monthly 'Erzählcafés' ('Café for talking') or guided tours in easy language. For the people doing voluntary work in and around Munich, the institution offers – next to pedagogical supervision – workshops for a certification of the skills acquired during their engagement in hospices

and other facilities. Although a small decrease of numbers can be seen in the following figure, there are currently about 100 000 participants per year in over 4 500 events of the ‘Münchner Bildungswerk’, which are open for anyone regardless their confession or age.

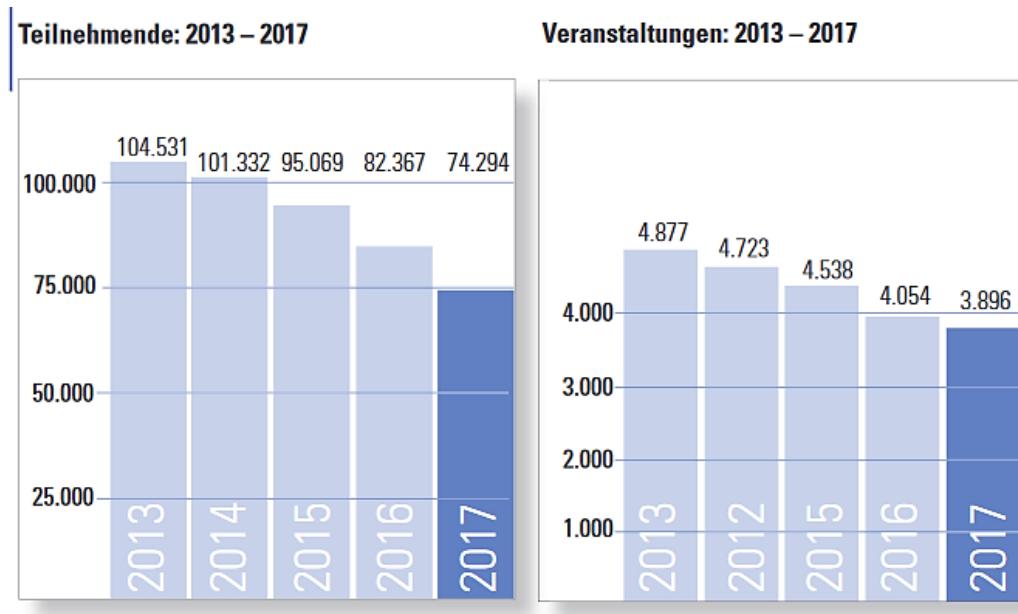


Figure 35: Selected Statistics Münchner Bildungswerke

In Addition to the catholic institution the protestant ‘Evangelisches Bildungswerk München’ organises learning opportunities with a comparable concept in the subject-areas worklife, social, health, faith, media and culture. (For further Information see: <https://www.ebw-muenchen.de/>)

Adult Education in Universities

The two biggest universities of Munich LMU and TU offer the opportunity to visit some of their classes and lectures without being enrolled as a formal student – instead interested people can enrol as guest-students. Requirements are a-levels and the payment of a fee, which can be a barrier for potential learners. But there are also lectures approximately once a week over the course of the autumn-semester about a different topic every year, which are open for everyone and free of charge.

The LMU for example is offering courses for scientific staff (e.g. teaching at universities) or administrative staff (e.g. management or computer courses),

for students (foreign languages, support for getting a job ('Student und Arbeitsmarkt') or additional formal qualifications (e.g. entrepreneurship) and for special focus groups (e.g. future teachers or business leaders). For more detailed information see:

<https://www.uni-muenchen.de/weiterbildung/index.html>.

The same applies to the TUM (<https://www.tum.de/studium/weiterbildung/>). Since 2013 the LMU also offers Massive Open Online Courses in a partnership with Coursera and 100 different universities in the world without any qualification requirements except a sufficiently good English to understand the content (<http://www.en.uni-muenchen.de/students/moocs/index.html>).

Projects supporting Informal Learning

The following section is analysing the different activities in the city of Munich to support Informal Learning. There are numerous possibilities for Informal Learning in many different fields in Munich, which will be introduced later in this case study. To foster Informal Learning, several coordinating and motivating activities are important: All the institutions mentioned later do not focus on teaching and learning in the first place. Instead, they organize exhibitions to show for example pictures, engines or classical experiments to the interested audience, or offer possibilities to see animals or plants in their natural environment as well as possibilities for making music, painting or writing and publishing.

To foster teaching and learning connected to those activities it is important to give potential learners support for integrating learning possibilities into their daily lives. It is also important to implement a superordinate guidance to help interested people to find out what they want to do and what possibilities they have in the first place. The learners also need guidance to create their own curriculum of learning, to validate the competences they have already achieved and to coordinate their competences for doing the jobs they want to do. These are general tasks that need support by an independent institution such as the City of Munich, which is – since the last two decades – undertaking several measures to support Informal Learning.

Lernen vor Ort

Munich successfully applied to participate in the project 'Lernen vor Ort' ('Learning in Place'). The leading institution was the Department of Education and Sports, a department within the City of Munich. Within the project, 2.6 million euros were available for the activities applied for. The following fields of activities were intended:

- A local education report (done in 2006, 2010, 2013, 2016, the next one scheduled for 2020)
- A municipal guideline for education
- An independent guidance system
- A transition management for young adults to get into a job
- Intercultural integration
- A system of early support of children.

Based on the findings of the Munich Education Report (and the Munich Report on Poverty and Social Affairs), a district-specified action plan for education in the city district was developed. According to this plan, different fields of action, different professions and stakeholders should be brought together. The intention was to create an educational learning environment, improving the chances of social participation through education, re-evaluating the district through high-quality education meeting the demand and taking informal education settings in the neighbourhood into account.

The strategic approach of the ‘Local Education Management’ as a sub-project within ‘Lernen vor Ort’ was based on an integrated and participatory education development process, focussing equally at the family, the neighbourhood and the institutions. A local education council in the city district was guiding the cooperative implementation of that approach.

Bildungslokale

Six local institutions – so called ‘Bildungslokale’ (‘Pub for Education’) – were founded in different suburban areas of Munich. The citizens and local stakeholders of these districts were given access to them as well as low-threshold facilities in the neighbourhood focussing on education and counselling. A ‘Bildungslokal’ can be understood as multitude of workshops for people of all age, offered at one place in a city district, which are managed to meet the citizens’ requirements and which support people in getting access to education. Being a neighbourhood facility, it also is a place to meet people and to communicate, a place of commitment and participation, bringing the citizens of a district together, respecting their diversity, and inviting them to do and create things together. The following picture taken from a flyer shows, the locations of three of those institutions within Munich. For further information see: (<https://www.muenchen.de/rathaus/Stadtverwaltung/Referat-fuer-Bildung-und-Sport/bildungslokale.html>)

There was an evaluation of the project in 2013. Up to this year, there were ‘only’ three ‘Bildungslokale’. They are shown in the picture above which is taken from the report (<https://www.muenchen.de/rathaus/Stadtverwaltung/Referat-fuer-Bildung-und-Sport/kommunales-bildungsmanagement/lokales-bildungsmanagement.html>)

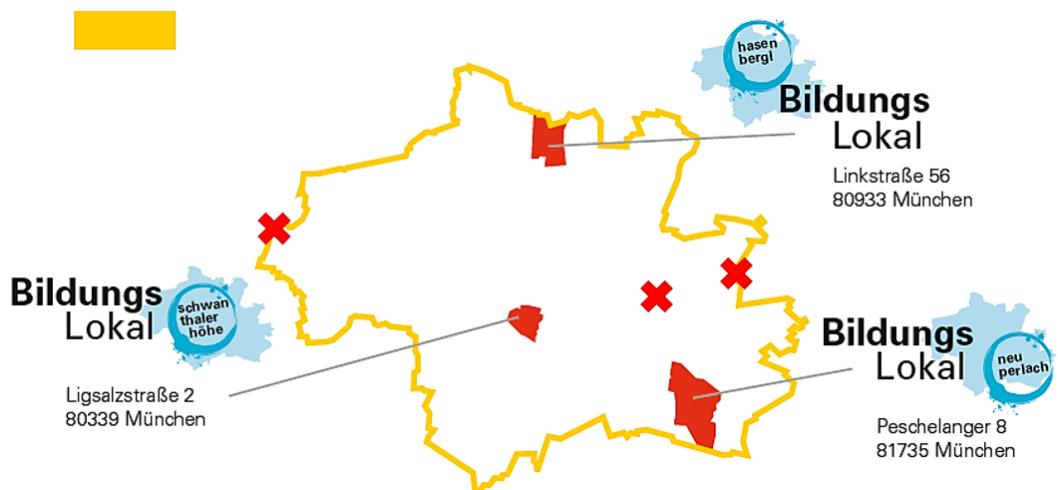


Figure 36: Bildungslokale

Three newer locations were approximately marked with an x. The report portrays the historical development of the suburban regions in which the institutions are located. It describes the strategic goals of the projects and the concrete actions undertaken to reach their goals, especially the district reports. It is an overview over the concrete projects in the areas undertaken on the level of action and it is suggesting further actions to be done in order to reach the strategic goals better.

Further projects

The project 'Lernen vor Ort' ran out in 2014 and there was no follow up project financed by the Federal Ministry of Education. Instead smaller projects were put into place, each of them concentrating on specific aspects and on management aspects of the local education system. Also, eight transfer agencies were founded, seven of those are concentrating on one or more federal states and one on large cities (> 250 000 inhabitants). Munich is participating at the Bavarian transfer agency, with the leading institution there being the German Youth Institute.

Another project is called 'Bildung integriert' ('education integrated'), where cities and regions can get (financial) support to establish a data-supported reporting system of the local educational system. But the city of Munich is not participating in this project.

A third project is concentrating on facilitating the integration of migrants. Munich is currently participating in this project, which started in 2016, but the information about its activities are sparse so far.

Another relevant project developed by the Bavarian Ministry of Education is called ‘Bildungsregionen Bayern’ (‘Educational Regions Bavaria’): It is organized as a governance project, meaning that cities and counties can get support based on knowledge and coordination offered by the ministry. The ministry is also undertaking public relation activities. Furthermore, there are awards offered by the ministry for which the cities and counties can apply. At the moment 75 out of 96 cities and regions in Bavaria may call themselves a ‘Bildungsregion’ (Educational Region). The following list contains some projects run by the city of Munich belonging to this initiative:

- Supporting the transition into the workforce for young adults:
<http://www.japs-muenchen.de/>
- Supporting public engagement:
<https://www.muenchen.de/rathaus/Stadtverwaltung/Direktorium/Engagiert-Leben.html>
- Information about major places in Bavaria in form of podcasts:
<https://www.klingende-landkarte.de/>
- Supporting educational professionals in using New Media and how children and adolescents can or should use them:
<https://webhelm.de/>

For more information see the following sections. Other activities in supporting informal learning are integrated in projects to foster the development of urban areas e.g. sustainable development. As an example, see:

<http://www.bene-muenchen.de/>

JAPs

Following the goal of ‘Lernen vor Ort’ to create a transition management for young adults to get into a job, the project JAPs or ‘Jugend-Arbeit-Perspektiven’ (‘Youth-Work-Perspectives’) offers camps and workshops on vocational training for adolescents and young adults between 15 and 27 years, preparing them for the professional life and counselling on career choices to improve their chances in the job market. Main goal is the vocational and social integration of young people. The project is financed by the KJR or ‘Kreisjugendring München Stadt’, an institution for general support of children and teenagers. JAPs focuses especially on young people without higher education and offers preparation classes for final exams in addition to the vocational guidance. They also offer an education with vocational qualification for becoming a craftsman painter:

<http://www.japs-muenchen.de/>

Support and education for migrants and refugees

There are many organisations and networks in Munich supporting the integration of migrants and refugees. Some of them have a long tradition, while others were founded in recent years. Their work was expanded since the events of more refugees arriving in 2015, especially in Munich.

Morgen

The network 'Morgen' ('Tomorrow') is formally organised as a registered association. It is a network supporting and coordinating many different actions in Munich with the goal to support the integration of migrants and refugees (<http://www.morgen-muenchen.de/>). An interview with Friederike Junker, manager of the association, provided an overview over the many different actors in this field: There are networks supporting civil engagement, integrating the work with refugees into their actions. In this context they offer guidance, organizing seminars and workshops for migrants and refugees and also opportunities for informal learning such as exhibition or special fairs.

Examples are networks for civil engagement for refugees (overview: <https://www.lbe.bayern.de/service/fluechtlingshilfe/allgemeines.php>) or 'Gemeinsam für Menschenrechte und Demokratie' ('Together for human rights and democracy'; <http://gemeinsam-fuer-menschenrechte-und-demokratie.de/>). Other networks were founded as a reaction to recent political events such as attacking of refugees by radicals. For example, Bündnis Ausgehetzt' (<https://ausgehetzt.org/>) or ,Aktion Unteilbar' (<https://www.unteilbar.org/>).

Furthermore, there are networks focussing on relevant social tasks which are supporting informal learning. For example a network for social work (<http://www.regsam.net/>), an initiative for sustainability in Munich (<http://s494310414.website-start.de/projekte/kooperationsprojekte/m%C3%BCnchner-initiative-nachhaltigkeit/>) or for academics in the local labour market (<https://www.muenchner-arbeit.de/projekte/amiga/>). There are exhibitions and fairs organised by a cooperation of networks to support volunteers, the integration of people or for human rights. There is a district related work (e.g. in Obersendling, a suburban area of Munich) and thematic related work (e.g. on cooking, studying at a university or arrival aid).

A very active network cooperating with the Morgen Network is called ‘Bellevue di Monaco’, which is described in the next chapter.

Bellevue di Monaco

A great example for the impact of civil engagement can be found in the ‘Bellevue di Monaco’. This residential building owned by the city of Munich was planned to be sold, torn down and rebuild as more expensive luxury-apartments. Local citizens protested those plans with the help of famous Munich artists and renovated the worn-down building on their own, creating low-priced apartments and a modern café on the ground floor. The café offers coffee and culturally diverse lunch for a price according to what the customer can and wants to pay.

In Addition to financial aid by the city of Munich, the café’s income helps financing the non-profit projects including counselling for migrants and refugees, concerts and talks, homework tutoring and artistic workshops. At the moment money is being collected to build a publicly accessible soccer field on the roof of the building. The ‘Bellevue di Monaco’ is a location where people can come together and share experiences, ideas and start projects on their own. It offers huge possibilities for informal learning and getting in touch with other people and cultures. For further information see:
<https://bellevuedimonaco.de/> or
<https://muenchen.mitvergnuegen.com/2017/cafe-bellevue-di-monaco/>.

Museum 5 Kontinente

Next to organisations who specifically work for and with migrants and refugees, also many of Munich’s museums have or had offers for a specific approach to education for this target group. Within this Casestudy the ‘Museum 5 Kontinente’ is presented exemplary for those institutions. An interview with Karin Berner, head of cultural programs, was held to present their ‘Projekt Ankommen’ (‘Project Arrive’) and its activities and groups. The project was created to connect people from different cultures and so-called Bridge-concepts aimed to make it easier for new people arriving in Munich to connect with their new home through learning about differences and similarities between the different cultures affecting their lives. The project included special guided tours through the exhibitions, lectures, a intercultural choir and so-called social days in cooperation with local firms to initiate contact between their employees and migrants, next to special familydays at the museum. All offers within ‘Projekt Ankommen’ were free of charge and were financed by donations and a two-year funding from the City of Munich. By now only a part of those activities, including the Choir, are still active, as the funding period ran out and was not extended. As stated in the interview there were/are a lot of possible participants for the activities that were created, but without further funding from outside of the museum they can not

be upheld. Anyway, this can be regarded as a basic example for the idea of connected learning: the initiative to learn is coming from an activity that was started spontaneously (like singing) or to focus a specific problem (like helping refugees). As the activities are undertaken more and more regularly the question is arising how to act in a better way, or how to ‘professionalize’ these activities. And no matter what solution is found it has some connection with learning. These learning activities then follow the central premises of connected learning: as being interest-driven, peer supported and possibly academically orientated.

Learning opportunities and activities for elderly people

Seniorenstudium and Seniorenakademie

In addition to previously described guest-student-concept the LMU offers a so-called ‘Seniorenstudium’: A special set of lectures tailored for elderly learners, who can (generally independent of their age) enrol as senior-student and visit – next to some of the standard lectures of the normal teaching program – courses on topics more relevant for people who study solely out of interest, instead of pursuing a degree. After completing several lectures, the participants receive a participation certificate, instead of a qualificatory degree. Even more important about these courses than the content, is the provided contact with like-minded people.

<https://www.seniorenstudium.uni-muenchen.de/zentrum-seniorenstudium/index.html>

Participation in the senior studies requires a-levels and a fee depending on the number of courses the senior-student wants to visit. Both represent a potential barrier for a number of interested learners that is avoided in other institutions in Munich as in the ‘Seniorenakademie’ organised by the ‘Münchner Bildungswerk e.v.’, which offers lectures to anyone over the age of 55, independent of their level of education.

<https://www.muenchner-bildungswerk.de/de/muenchner-seniorenakademie.html>

Seniorenfreizeitstätten

Additionally to the previously described offers for a rather formal learning environment, there are several leisure centres for senior citizens in Munich as for example the ‘Seniorenzentrum Neubiberg’ in the suburbs of the city.

This centre works like a youth centre for people over the age of 60. It offers counselling interviews, diverse health, leisure or creative activities and many opportunities for civil engagement for the fit seniors: for example, helping in a regular group for people with dementia or as reading-tutor in the local elementary school. The organisation is partly managed by employed people and partly by seniors forming the elected senior council, motivating elderly people to stay engaged in the general political process.

<http://www.neubiberg.de/home/kultur-und-freizeit/seniorenzentrum/>

Support of civil engagement

As already mentioned in chapter 5 there are many associations or networks supporting civil engagement. They cannot be mentioned all in this report, due to their number. Some of them are supported by local authorities. Here are some examples:

<https://www.muenchen.de/rathaus/Stadtverwaltung/Direktorium/Engagiert-Leben.html>

https://www.muenchen.de/rathaus/Stadtverwaltung/Referat-fuer-Bildung-und-Sport/Schule/be_projekte_staedt_schulen.html

<https://www.muenchen.de/rathaus/Stadtverwaltung/Referat-fuer-Bildung-und-Sport/Muenchen-dankt-Schuelerinnen-und-Schuelern.html>

Other Places of Culture and Education

Museums

Looking at Informal Learning it is not possible to present statistical information. But there are many possibilities for informal learning in the city of Munich. For example, the numerous museums for artistic, technical, historical or religious topics. To mention only the most popular museums:

Museums of art	Museums of technology	Other museums
Haus der Kunst	Deutsches Museum	Bayerisches Nationalmuseum
Kunsthalle München	Museum Mensch und Natur	NS-Dokumentationszentrum
Alte Pinakothek		
Neue Pinakothek	Flugwerft Schleißheim	Jüdisches Museum
Pinakothek der Moderne	BMW-Museum	Museum Fünf Kontinente
Museum Brandhorst		
Glyptothek		
Lenbachhaus		

Music

There are at least four orchestras in Munich, who are well known all over the world: Bayerisches Rundfunkorchester, Münchner Philharmoniker, Münchner Symphoniker, Bayerische Staatsoper. To mention all the others would lead to far. The field of classical music is therefore covered very well. Modern music is made in clubs and discotheques as for example the Jazz-Cub Unterfahrt (<https://www.unterfahrt.de/>) and there are many places offering the opportunity for amateur musicians to perform in front of an audience.

Also, once a year wide parts of the city centre turn into small venues for concerts during the long night of music open for everyone after the purchase of a ticket for a small fee (the same concept exists also in the form of the long night of museums, the long night of universities and the long night of VHS).

Literature

All over the city, meetings for writers, informal groups of authors, writer unions, literary societies, literary stages and a Bavarian portal for literature take place. Over the year various bars, cafés or community centres host poetry slams. Some present performances of professional poets, others open their stage for anyone who meets the application deadline. One place – the Hofspielhaus with the program ‘Wer ko der ko’ - even promotes acts exclusively in the traditional Bavarian dialect. Those shows culminate annually in the City-Championship at the end of the poetry season in July 25, 2021

<http://www.planetslam.de/newsletter.php>
<https://www.glockenbachwerkstatt.de>).

The ‘Gasteig’ – a big cultural centre in the east of the city centre - combines literature, music, art and culture as building and institution, that houses the municipal library as well as several big and small concert halls, rooms for courses offered by the MVHS and a café. The annual festival of literature as well as the festivals of film and of opera take place here. Some of the 1 700 programs or performances over the year have an entrance fee, but some of the activities or workshops take place free of charge on a daily basis and are open for everyone, until all seats are taken

<https://www.gasteig.de/veranstaltungen/gasteig-gratis.html>

Other big offers concerning literature are the Munich Literature House <https://www.literaturhaus-muenchen.de/programm/> and the annual Literature Festival <https://www.literaturfest-muenchen.de/>.

Cultural places

There is also a big film-studio in Munich doing exhibitions (Bavaria Filmstadt München), a Zoo and many parks – not to forget the Alps near by. One of those parks is the Olympic garden in the north of the city, which is the venue of many exhibitions, concerts, sports events and an open-air cinema over the year. A publicly accessible amphitheatre offers an opportunity for small bands for a first concert with free entrance for all interested visitors and every first Saturday of the month since 2006 the group Parkour München offers a free parkour training for interested people of all age:

<http://www.parkour-muenchen.org/>

Other relevant and commonly known places that developed a strong community over the years are the Eisbachwelle at the English Garden which is a publicly accessible surfing wave for professional surfers.

Further results from the interviews

To get more information about informal learning (and connected learning) we made four expert interviews: With Karin Berner, head of cultural programs in the 'Museum Five continents'; Friederike Junker, manager of the network 'Morgen e.v.' (see chapter 5.1); Dr. Klaus Meisel, management director of the 'Volkshochschule' (short: MVHS; see chapter 3.1) in Munich and Dr. Mark Achilles, educational director of the 'Münchner Bildungswerk e.v.'. Their statements went into the same direction in several cases: There is a growing tendency of public institutions such as libraries or museums (at least in Munich) to broaden their offer of learning activities, following a growing demand. For example, special workshops in museums, readings or launch readings, intercultural choirs or other participatory offers. The MVHS is offering several activities to foster informal learning - workshops for people with low education in suburban areas to work with wood, to repair everyday tools or working with metal - changing the architecture of the Volkshochschule as a public room with opportunities to test one's own abilities, to play games, to get information about relevant topics.

To support activities such as 'Über den Tellerrand' (Thinking outside the box), an initiative started by refugees. They started cooking together with experts, founded their own restaurant and now offer cooking events, catering and opportunities for lectures or discussions with coffee and snacks and by this offer jobs for refugees or migrants (<https://ueberdentellerrand.org/muenchen>). Another example is the association 'Ökologisches Bildungszentrum' (ecological centre for education) who – as one activity – promotes urban gardening: <https://www.oebz.de/>.

These are only two examples of many in which there are projects in which people are starting an activity that they are interested in which end up in a learning activity. Some of them are supported by educational institutions, other institutions or networks. At least in the case of educational institutions it can be said that they can only support informal or connected learning but cannot engage in it. The reason is that these institutions are to a certain degree financed by participants who pay for visiting a seminar, a lecture, or an excursion.

Connected learning as means to reinforce local networks of informal learning

Looking at education in Munich and the educational system it is obvious, that topic of education in general is taken very seriously by the politicians working for the city and the federal state of Bavaria. But political actions are preliminary to be found on the formal educational sector. Informal education

is neither supported by federal politics nor by local politics. On the other hand there are a lot of activities in Munich initiated by several initiatives which actively support, or have the potential of supporting connected learning and there are many networks supporting civil, ecological or cultural engagement. Some of those are cooperating with each other. The city of Munich is even supporting some of these initiatives, but the engagement is depending on political objectives – for example in the field of ecology, refugees, cultural activities and so on.

As shown in the report above, there is a vibrant cultural life in Munich and a lot of activities carried out by several networks to support citizens in Munich (refugees, migrants, entrepreneurs ...), activities (ecological, educational, social ...) or institutions (like museums, educational institutes or initiatives). Between some of these networks and institutes carried out by the City of Munich there is a cooperation (e.g. Bildungslokale), but not in a systematic way.

To support connected learning, three paths seem to be important. The first one is supporting people who are engaged in certain activities (for example gardening, cooking, painting, repairing goods) and who thereby realize that they need more, better and more systematic information to support their activities. They need facilities to find partners for their activities, support for their activities, information and to start learning activities together.

The second path is supporting educational institutions, e.g. working in the field of adult education like the MVHS. Those institutions are financed by carrying out formal learning activities. So, they are searching for people, who are interested in (formal) learning and to find them they are starting marketing activities. One activity could be to offer areas for free learning activities, to cooperate with networks who are engaged in social, ecological or other activities offering the possibility to get in contact with people who might have a problem that can be solved by learning. For this the institutions need facilities to find networks, people and topics for learning.

The third path is aiming at people who are in a tricky situation such as refugees, who have just come to Germany. They are living in a so-called Ankerzentrum where they have to wait for their recognition. They are not allowed to work or to visit formal education until then. But they all have a mobile phone which they could use to start learning activities on their own interest and responsibility. This would help them to start some meaningful activities. They need information where they can find courses for free use, which are – in the best case – held in their mother-tongue and they need other people to talk to (not only others, who are in the same situation). Some courses for people for example from Syria are offered by niuversity (<https://www.niuversity.com/>).

In conclusion, the focus group for connected learning can be political, social or cultural initiatives and/or networks as well as special groups of people such as migrants, refugees or culturally interested persons. It is also possible to support educational institutions in their marketing activities regarding connected learning as a first step to enter formal education. Therefore the platform needs to offer information about activities of networks, people to talk to and possible learning activities.

Meanwhile nearly every adult has a mobile phone and is able to use it. Particularly for refugees, mobile phones are most important to stay in contact with their relatives at home, to get important information about their peers in their host country and about the formal regulations they have to follow. From this follows, that it is very important for the platform to be available on PCs and notebooks as well as on mobile phones.

From a content perspective the platform should support people who are searching for learning and education as well as people who are offering learning and education in a broad sense. For (potential) informal learners it is important to be able to find:

Potential partners, tutors, supporters or friends who help them to practise (e.g. speaking German, to get help with the German administration, to find groups or initiatives for civil engagement ...).

Relevant information which might be helpful to learn more about the topic(s) which is (are) personally relevant for a learner. This is not meant as a container with links to texts and videos, it is a commented list of links allocated to and initiated by different interest groups.

Relevant information about associations engaged in the field of culture, environment, science or society-affairs or events in that fields happening in Munich. The information about events can be organized in form of a calendar or a time line that is deleted after the event is finished.

For those institutions offering formal learning or opportunities for informal learning the platform should be able to act as a market place where those institutions can introduce themselves, announce their activities and offers for learning, search for collaborates and initiate contacts to interested and engaged people.

These organisations, usually civil society groups, operating on a mix of funding from the city council and from charitable sources, can be understood as the elements of a city's learning infrastructure that in fact constitute the heterogeneous and disconnected learning activities within the city as infrastructure. It is these institutions who are able to link up different learning activities and narrate how they are related to each other, they direct individuals to

resources, move them around the city, connect up people and activities; they encourage a flow and a movement. Without them, there is no infrastructure, simply disconnected activity.

Target audience	Aim	Features / Functionality	Content	Topics
<ul style="list-style-type: none"> • People who are engaged in activities, and would need support in order to take the next step • Political, social or cultural initiatives and networks • Educational institutions looking out for groups and networks, that have a problem which can be solved by learning • Special interest groups with limited access to learning, especially migrants and refugees 	<ul style="list-style-type: none"> • Building an online marketplace, where education providers, local initiatives and self-organized learner groups can introduce themselves, announce their activities and offers for learning, search for collaborates and initiate contacts to interested and engaged people. • Building a complementary, local network of partners, tutors, supporters • Supporting educational providers in their marketing activities regarding connected learning as a first step to enter formal education 	<ul style="list-style-type: none"> • Learning on a wide range of devices • German, English and languages of migrants and refugees • Common method to describe learning opportunities provided by local education providers, learner groups (personas) • Tool that allows learners to collect initial information about the topics which are personally relevant for her or him • Online tool that allows learners to search for and get in contact with potential learning partners, and vice versa • Tools that allow for starting collaborative learning activities • Events calendar 	<ul style="list-style-type: none"> • Information about local associations engaged in the field of culture, environment, science or society-affairs • Presentations of local learning providers (personas) • Commented list of links that allows learners to explore a certain learning topic, allocated to and initiated by different interest groups 	<ul style="list-style-type: none"> • Being good at life in the 21st century <ul style="list-style-type: none"> - Active and healthy lifestyle (i.e. cooking, painting, gardening, repairing goods)

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