Result 1

City mapping

Project: Urban Learning Intergenerational exchange of knowledge and experience for the development of cultural competences
No: 2020-1-PL01-KA204-082183

The map reflects:

Part I. Introduction, Status identification - educational and social determinants of the learning situation in the city. Identifying and using practical and online learning opportunities.

Part II. Barriers to Urban learning. Barriers and alignment: highlighting sticking points and supporting factors.

Part III. Local and regional programs supporting learning of seniors.

Culture on the web.

The Result is related to Objective 1.

Objective 1 - Supporting the exchange of good practices on learning in the city.

Definition:

A map is a symbolic depiction emphasizing relationships between elements

of some space, such as objects, regions, or themes.

World map by Gerard Gerard van SchagenContemporary World map
Amsterdam, 1689

Part I

Introduction

The European Union recognizes

the growing importance of cities

in addressing European challenges.

In fact, we currently appear

to be in an 'urban moment'.

Hence the new focus on cities

has a broader resonance.

But what exactly makes learnern in cities so important?

Living Map - Emotional topography.
Mapping an emotional topography of an Urban Learning" A city isn't just land, streets, and buildings, but places overlaid with the diverse history of many people."

City Mapping - opportunities for joint learning in their city. The various features shown on a map are represented by conventional signs or symbols. The orientation of a map is the relationship between the directions on the map and the corresponding compass directions in reality.
The word **"orient"** is derived from the Latin word "oriens", meaning east.

Education for Sustainable Development (ESD)

Education for Sustainable Development (ESD) empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society.

The achievement of seventeen Sustainable Development Goals (SDGs),

- in particular SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'),

- and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable').

LEARNING WITH CITIES, LEARNING FOR CITIES

Cities of Learning help people find new learning opportunities near them

The Visible city.

How the city is perceived does not depend on the sense of sight.

Our present, visible city is the first level.

Behind it there is another level, often more important.

A learning city promotes lifelong learning for all. Learning city as a city that:

- effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education,
- revitalizes learning in families and communities,
- facilitates learning for and in the workplace,
- extends the use of modern learning technologies,
- enhances quality and excellence in learning,
- fosters a culture of learning throughout life.

Cities of Learning:

- Widens access to learning for all,

- Prepares young people for work,

- Joins up skills and industry,

- Creates a work force ready for a changing world of work,

- Encourages a sense of place, identity, and ambition.

Building Urban Ecosystems for Lifelong Learning

Part II

Lifelong learning is an important factor in promoting participation, health and safety in old age. The key issue is adapting the methods and ways of learning to the possibilities of seniors.

Educational activity, contributing to the improvement of health in the psychophysical aspect, affects all other spheres of existence, conditioning a more satisfactory experience of old age.

Long-term participation in informal, non-assessment activities, shaping individual characteristics and enabling integration with the environment, is a particularly valuable strategy to compensate for changes resulting from aging.

Older people not only adapt to the world, but also contribute to it. Seniors, by learning by interpreting new experiences and activities, create the surrounding reality.

Building Learning Cities and the Key Features of Learning Cities. The importance of learning cities' role in promoting social inclusion, economic growth, public safety and environmental protection.

Learning cities are those that can effectively mobilize resources in every sector to promote inclusive learning from basic to higher education. Learning cities also revitalize learning in families, communities and the work place through out life.

To expand learning opportunities for all learners in all contexts, learning cities make use of modern learning technologies. Developing quality in learning and nurturing a culture of learning throughout life are at the heart of learning cities.

Part III

"Government Programme for Senior Citizens' Social Activity for 2021-27'.

The Programme is a complex end eavour that addresses areas and directions of support that enable the achievement of the main objective, i.e. the improvement of the quality and level of senior life for decent ageing through social activity.

The programme assumes practical integration of the non-government sector to the actions for senior engagement.

Laying the strategic foundations for the implementation of the social policy for the elderly has profound significance for its future.

The cities should play such an important role: because they have the unique potential to create innovation through experimentation.

Cities, due to their local nature, as well as their concentration of both challenges and opportunities, are uniquely positioned to address European challenges in practical and experimental ways.

The Cultural Web

The Cultural Web is a tool used to map the culture of an organisation and is a way of seeing and understating the different influences that affect organisational culture.

It can be used to map existing culture and it can also used to map future culture.

KA210-ADU

Small Scale Partnerships in the Sector Adult Education

Fundacja Gaudete, Coordinator – Poland

Neotalentway - Spain

CEPCEP UNIVERSIDADE CATOLICA PORTUGUESA- Portugal

Ecocenter Alapítvány- Hungary

CENTRO INTERNAZIONALE DELLE CULTURE UBUNTU– Italy

PARAGON LIMITED- Malta

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