

### unesco

Learning for global health in cities - Community resilience and the strengthening of learning
Professor Michael Osborne, University of Glasgow



### Introduction

#### The effects of COVID-19

- Exacerbation of deep-rooted inequalities and injustices, especially in cities
- Poor services became poorer for disadvantaged groups
- (Learning) System resilience v individual resilience
- Learning Losses
- Digital Learning a solution and an impediment
- Crises as an impetus for change
- Health and Education
- Formal and non-formal learning as the bedrock for combatting adversity and developing resilience



### Top-down v Bottom-up

- A learning city structure is associated with a co-ordinated approach to the crisis
  - encompassing multiple stakeholders
  - recognition of the need for joined-up service provision
- The importance of a **whole system approach** e.g. Shanghai
- The importance of organisational learning e.g. Helsinki
- The importance of the **private sector**, **NGOs** and **individual citizens**
- The importance of arts and culture
- The importance of inter-generational learning
- The importance of celebrating learning





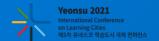
### **Mastercard Foundation - COVIDHQ Africa**

## Africa's Pandemic Stories



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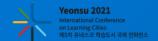


# Online cultural entertainment for children and young adults

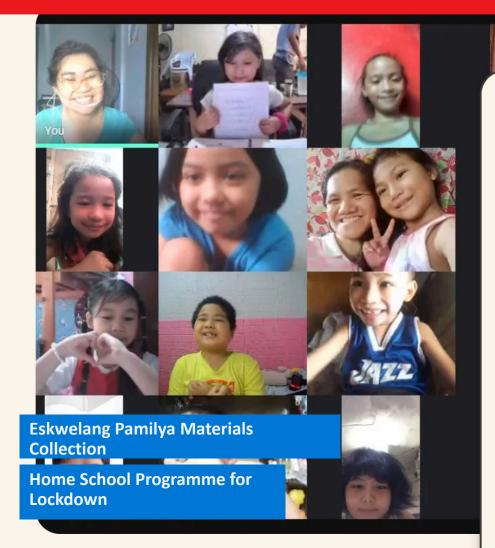


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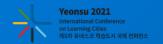


### **OUR PROCESS**

We improve
academic +
performance

We increase leadership skills and + self-mastery skills

We increase parentteacher + engagement









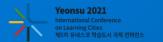
8-11 NOVEMBER 2021

The Global Learning Festival seeks to provide unity and connection to communities all over the world.

By participating in free, online learning events on a wide variety of topics, across time zones and languages, you can experience first-hand the benefits that lifelong learning can bring to you.

Wyndham and Melton cities, Australia





### **Challenges and Recommendations**

Challenges	Recommendations
Joined-up policies,     capitalising on     capacity	<ul> <li>Developing a contextually relevant and easily operationalised definition of resilience and shared visions and objectives for all actors to follow</li> <li>Recognising the capacity within and the capacity beyond</li> <li>Multi-sectoral co-operation within education</li> </ul>
Digital Capacities	<ul> <li>Recognising and addressing our unpreparedness for online learning</li> <li>Learn from and embed the innovations of others, whilst recognizing the limitation of borrowing</li> </ul>





### **Challenges and Recommendations**

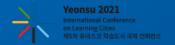
Challenges	Recommendations
<ul> <li>Combatting         Learning Loss and         Misinformation     </li> </ul>	<ul> <li>Strengthen adult, community and youth services, historically under-resourced, but closest to citizens – to build resilient learning systems</li> <li>Strengthen information and (social media) literacy for all</li> </ul>
Fostering     partnership	<ul> <li>Between public and private sectors</li> <li>Between services</li> <li>Between generations</li> <li>Between cities</li> </ul>





In times of crisis, community members themselves are a core part of a local resilience capacity: they are often the first to respond in diverse ways and are "present to support recovery long after the immediate risks end" (Resilient Cities Network, 2021)





## Thank you

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**Learning Cities** 

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