Global Learning Cities: Empowering Citizens and Transforming Communities

Pre-Conference Program

Wednesday, November 7, 2018 (8:00 AM - 4:30 PM)

The goal of the Global Learning Cities pre-conference program is to build a connection between Learning Cities and Transformative Learning, two areas of study that share common interests in Lifelong Learning, the Learning Society, and Adult Learning (formal and informal). Connecting these fields in a tangible way could spur new lines of research, help develop global and local partnerships, and strengthen a transformative learning focus in community development research and practice locally and globally. The theme of the pre-conference session, “Global Learning Cities: Empowering Citizens and Transforming Communities,” allows for discussion around transformative learning and intersections with power and marginalization, quality of life, leadership and mentoring, entrepreneurship, spirituality and mindfulness, and sustainability. There will also be an introduction to the forthcoming book, Adult Learning and Quality of Life (co-edited by Connie Watson, Leodis Scott, Maria Liu Wong and Aimee Tiu-Wu), making connections between lifelong learning, learning cities and societies, quality of life, and sustainable development.

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Program

Morning Location: Teachers College, Columbia University (150 and 152 Horace Mann), 525 West 120th Street (enter at corner of Broadway)

8:00 AM - 8:30 AM
Registration / Check-in and Networking Breakfast
@ 150 Horace Mann
- defining what is…
- who I am…
- what am I interested in...

9:00 AM - 9:45 AM
Session I: Welcome (Emcee: Dr. Tej Anand; Drs. Maria Liu Wong and Leodis Scott) and Keynote (Dr. Rob Mark)
@ 150 Horace Mann

10:00 AM - 11:15 AM
Session II: Topical Breakouts

Track A (Entrepreneurship, Learning Cities, and Transformative Learning)
@ 150 Horace Mann
Moderator: Dr. Connie Watson
Panelists: Dr. Shakenna Williams (USA), Dr. Pierre Faller and Dr. Eric Bertrand (France), Eunice Mareth Querol-Areola (Philippines)*

Track B (Sustainability, Learning Cities, and Transformative Learning)
@ 152 Horace Mann
Moderator: Dr. Tej Anand
Panelists: Dr. Oren Pizmony-Levy (USA)*, Dr. Annalisa Raymer (USA), Kirsty Macari (Ireland)
Transition Walk to Afternoon Location: City Seminary of New York

11:15 AM - 11:45 AM
Conversation Partners (prompts provided)
Walk east across West 120th Street (down the stairs of Morningside Park) and talk with conversation partner(s) to Walls-Ortiz Gallery and Center
Afternoon Location: Walls-Ortiz Gallery and Center (@ St. Luke’s / The Triangle Building, 2230 Frederick Douglass Blvd between West 120th and 121st Street; enter on St. Nicholas Avenue) / City Seminary of New York (302 West 119th Street, 3rd Floor near Frederick Douglass Blvd)

11:45 AM - 12:45 PM
Networking Lunch
@ Walls-Ortiz Gallery and Center

1:00 PM - 2:15 PM
Session III: Faith and Spirituality in the Learning City (experiential session)
@ Walls-Ortiz Gallery and Center
Facilitators: Dr. Maria Liu Wong, Sarah Gerth van den Berg, Anthony Artis
2:30 PM - 3:30 PM  
Session IV: Scholar/Practitioner Panel on Learning Cities, Empowering Citizens, and Transforming Communities  
@ City Seminary of New York  
Moderator: Dr. Aimee Tiu-Wu  
Panelists/ Video Presentations*: Dorothy Lucardie (Australia), Dr. Seamus O’Tuama (Ireland)*, Dr. Orna Mager (Israel)*, Dr. Catherine Lido (Scotland)

3:45 PM - 4:30 PM  
Session V: Group Reflections, Action Steps, and Final Remarks  
@ City Seminary of New York  
Moderator: Dr. Rita Kenahan  
Panelists: Dr. Pierre Faller, Dr. Maria Liu Wong, Dr. Leodis Scott, Dr. Connie Watson

Soft Opening of ITLC 2018 begins at 6:00 PM at Everett Lounge with an Indigenous Peoples Land Acknowledgement.

Please note there will be a Learning Cities Transformative Space on Thursday, November 8, 2018. A symposium featuring an additional video presentation from the Philippines and longer discussion around the possibilities of connections between learning cities and transformative learning will be hosted at City Seminary of New York from 1:00 PM - 2:30 PM. An experiential session will be held at the Walls-Ortiz Gallery from 3:00 PM - 4:30 PM. You are welcome to join us for additional engagement.
Promoting Learning which can Transform the Lives of Individuals and Communities in Cities

Dr. Rob Mark, PASCAL Learning Cities Project Coordinator (Scotland)

Over half of the world’s population now live in cities. Cities face numerous challenges arising from factors such as an increasing population, ageing, migration and adaptation to climate change. As technologies change so does the nature of business, manufacturing processes and local economies. These factors all have implications for what, when and how adults learn.

The idea of learning throughout life is becoming increasingly relevant in today’s fast-changing world where social, economic and political norms are constantly being redefined. Studies have shown that lifelong learners, which include citizens who acquire new knowledge, skills and attitudes in a wide range of contexts, are better equipped to adapt to changes in their environments. Lifelong learning and the learning society therefore have a vital role to play empowering citizens and effecting a transition to sustainable societies.

The PASCAL International Observatory has launched an international research and development programme - Learning Cities 2020 - to help cities learn and address the issues they face and to develop effective policy responses to issues raised. The project brings together people from local, national or international governmental organisations, to link research with policy and allow perspectives from around the world to be brought to bear on local issues and future possibilities. The focus is on the complex relationship between place, social capital and learning.

This presentation will examine the role which lifelong learning cities can play in transforming communities. It will look at the role which the PASCAL project is playing in this process identifying issues and problems in promoting learning in cities in a local, regional and global perspective. It will seek to answer the question on whether learning cities can widen participation and in so doing promote effective social and economic change. The presentation in seeking to answer these questions will draw on examples, from across the globe.

**Background Reading**

Hollis, L ., (2013), *Cities are good for you*, Bloomsbury, London

Longworth, N. (2014) *Social Inclusion in a Learning City*


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10:00 AM - 11:15 AM
Session II: Topical Breakouts

Track A (Entrepreneurship, Learning Cities, and Transformative Learning)
@ 150 Horace Mann
Moderator: Dr. Connie Watson
Panelists: Dr. Shakenna Williams (USA), Dr. Pierre Faller (USA) and Dr. Eric Bertrand (France)

The Power of Entrepreneurship Programs in Higher Education: Transforming Owners, Businesses and Communities
Dr. Shakenna Williams (USA)

Small businesses are incredibly important to the US economy. With 500 employees or less, small businesses represent 99% of all U.S. businesses. These organizations provide half of the jobs nationwide. “As of 2018. The SBA estimates there are 30.2 million small business employing a total of 58.9 million workers, (Brown, 2018).”

Many small business owners are not only job creators but dedicated to community development, sustainability, and vested in caring for and partnering with people in their neighborhood and city. Supporting small business owners is not just about improving the economy, it is helping people reach their dreams and giving them the support and resources needed to make meaningful change in their neighborhoods, cities, and regions.

Higher Education is well positioned to facilitate small business transformation and growth. Due to the fact that many colleges/universities have a social mission to develop citizens, support lifelong learning, and build sustainable communities, entrepreneurship programs embedded in these institutions are often more holistic and emancipatory.

My experience working with entrepreneurs nationwide through the Goldman Sachs 10,000 Small Business program based in Babson College (and run through community colleges and universities nationwide) has shown me the power of transformative learning and allowed me to support a Learning Cities approach.

I will use Mezirow’s (1997) definition of transformative learning, “learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning for one’s experience in order to guide future action,” along with UNESCO’s description of a learning city (see below) as a lens to discuss my experiences and share my insights.
A learning city promotes lifelong learning for all. UNESCO defines a 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; and
- fosters a culture of learning throughout life.

In doing so, the city enhances individual empowerment and social inclusion, economic development and cultural prosperity, and sustainable development.

I will describe the transformative nature of the Goldman Sachs 10,000 Small Business program along with the Center for Women’s Entrepreneurial Leadership program (both coordinated through Babson College) and how each program plays a role in supporting the idea and reality of a Learning City. My experience and analyses incorporates 5 key points:

1. Experiential and Peer Learning support transformative growth
2. Coaching and mentoring (advisor and/or peers) are critical to the transformative process
3. It is possible to have a strong community/city impact through one well-structured and resourced program.
4. Most people want a win-win for themselves, their employees, and their communities.
5. Entrepreneurs often display behaviors in-line with a Learning City approach.

References
Brown, 2018. How Important Are Small Businesses to Local Economies?
https://smallbusiness.chron.com/important-small-businesses-local-economies-5251.html

UNESCO Global Network of Learning Cities
http://uil.unesco.org/lifelong-learning/learning-cities
Psycho-Sociological Process and Sense-Making of Transformative Experiences in the Workplace: a French/US Research Project

Dr. Pierre Faller (USA)
Professor Eric Bertrand (FRANCE)

Introduction

This research is in continuation of the academic and research work led by LIRTES (Interdisciplinary Research Laboratory for Transformation in Educational and Social Practice – University of Paris Est Creteil), CREAD (Research Center for Teaching, Learning and Didactic Practice – University of Rennes 2) and the Adult Learning and Leadership Program (ALL) at Teachers College, Columbia University which all hold a common interest in lifelong training and the development of continuing education university programs supporting adult learning. The research whose data collection was conducted during the first half of 2018 focuses on the transformative journey of ten French organizational leaders managing small and mid-sized companies. The purpose is to study the process of transformation and sense-making through their experience and learning of perceived dilemmas.

Purpose and Theoretical Background

Through this research, the authors propose to create new bridges between those two lines of research through a multi-referential and critical approach via an integrated model which encompasses North-American concepts and research based on constructive-developmental theory (Kegan, 1982, 1994, 2000; Faller, 2014, 2017) and French psycho-sociological perspectives inspired by the influential ‘French Ecole Vincennoise” (Eneau, Bertrand & Lameul, 2012 ; Bertrand, 2011, 2014, 2015 ; Eneau, 2017).

In the United States, research building on theories studying the individual development of psychological structures such as constructive-developmental theory (Kegan, 1982, 1994) tends to focus on the variations of sense-making from an individual and subjective perspective. France tends to favor a psycho-sociological approach including an understanding of the contextual factors; the interest is “in the functioning of groups and organizations, in change processes, in power relations, in the understanding of psychological and social conflicts, in the relationships between research and social practices” (Barus-Michel & Enriquez, 2002 p. 9). From this perspective, dilemmas are understood in their socio-organizational and intersubjective dimensions as those influence institutional dynamics and professional practices in place (Lourau, 1970; Hess & Savoye, 1993).

Multi-Referential Model

Our multi-referential model for conceptualizing and conducting our research integrates Kegan (1982, 1984) and Bertrand’s (2014) models of sense-making. Kegan’s constructive-developmental theory (1982, 1994) is one of those theories of adult development which sees all aspects of experience, from thinking to feelings, as having a basic coherence. Kegan identifies four prevalent meaning-making systems or ways of knowing in adulthood: instrumental, socializing, self-authoring, and self-transforming. Each way of knowing
corresponds to a different subject-object balance (Kegan, 1994) and denotes a different and coherent principle for organizing experience, including one’s thinking, feelings, and relationships to others. The table below summarizes the capacities that are associated with the three most common orders of development present in adulthood. (Faller, 2017)

Bertrand’s (2014) model was developed with the need of exploring the question of transformative learning and sense-making with a stronger connection to the environment. The model investigates the ways individual make sense of their experience across four dimensions: subject, social group, organization, and institution (see. fig. 1).

Our Research

Our first research project using this integrated theoretical model is in its final phase of data collection and focuses on the study of the transformative journey of a group of French entrepreneurs. Our research sample includes 11 French entrepreneurs (8 men, 3 women) living in 3 different locations: Paris, Brittany, and the South West. Most of them worked for large organizations before deciding to go on the entrepreneurial path. Our research is designed around the two following research questions:

- What are the experiences that a group of French entrepreneurs perceives as transformative?
- In which ways their psychological structures influence their self-descriptions and interpretations of those experiences?

The data collection is organized around 2 phases. A first phase from April-May 2018 was conducted to gather data for the first research question via semi-structured interviews. The second phase July/August 2018 is currently underway and will be completed by the time of our ITLC presentation. It is using Kegan’s subject-object interview (SOI) as the data collection instrument and will allow us to investigate our second research question.

Preliminary Findings

Our analysis from our first research phase shows that sources of key experiences tend to follow a continuum structured around the following sequence:

Foundational experiences are the experiences where instrumental learning is the type of learning that is engaged most often. The main concern is about mastering the skills and competencies necessary to success Those experiences serve as a starting point for developing a meaning scheme about the self, the other members and the organization.

Emotionally challenging, experiences of ruptures are opportunities to test one's resiliency. In those experiences, entrepreneurs start seeing the limits of an autonomous resolution of the
problem and the value of reaching for help. They also discover the value of communicative learning and engaging into a more intentional intersubjectivity.

Finally, ruptures are often followed by a creative act. Those experiences are often talked about as existential moments leading to "liberation", "acts of courage" and "affirmation". In those moments, entrepreneurs learn what belongs to them, what belongs to others, what belongs to the project.

**Sense-Making: Configuration/ Reconfiguration**

As entrepreneurs shared their stories, new interpretations emerged about 1) the self, 2) others, and 3) the organization.

Perceptions of the self-evolved from a quest for identify to a quest for integration. For some entrepreneurs, the accumulation of experience appeared as an opportunity to revisit and reconfigure perceptions often developed early in life (childhood). For others, it was an opportunity to inquire about their authentic-self. As experience builds up, quest for identity tended to turn into a search for the conditions allowing the self to fully express its authenticity.

Perception of others evolved from a place of risk to a place of opportunity. Significant experiences contributed to build a journey toward always more openness and inclusiveness. This was particularly apparent in difficult moments, where there was a realization of the value of creating an intersubjective space that allows for new perspectives and ideas.

Finally, perception of the organization was reconfigured with a shift from a perception of authority to a perception of authorization. As entrepreneurs elaborated on their experiences, they increasingly moved beyond the perception of the organization as a normative system. Gradually, their perception moved toward seeing the organization as an opportunity for more affirmation and even emancipation. Emancipation was an important theme when they talked to us about their entrepreneurial project, talking about it as a way to “be free to be oneself”, “create something that expresses the different facets of the self”.

**References**


Track B (Sustainability, Learning Cities, and Transformative Learning)
@ 152 Horace Mann
Moderator: Dr. Tej Anand
Panelists: Kirsty Macari (Ireland), Dr. Oren Pizmony-Levy (USA)*, Dr. Annalisa Raymer (USA)

The Challenge of Place
Dr. Kirsty Macari (Scotland)

Cities are at the heart of the modern economy. ‘Learning Cities’ build partnership to create and promote learning opportunities for everyone. However, the way we create and re-make cities as places for people or placemaking, is itself a learning opportunity. How do we re-build existing places to support sustainable communities to thrive? Re-imagining the potential of the places we already have and inviting public authorities to consider town centres first for both investment and dis-investment decision-making, is at the heart of realizing the sustainable development goals for Scotland. These goals are connected to improving the quality of life for our citizens. This focus is enabling a whole public sector approach to considering how services,
resources and assets in places are organized collaboratively to address the specific issues for citizens.

At the heart of this process is understanding the places people engage in, and the spatial context of their daily lives. Buildings and spaces create an environment which allows for human interaction and reaction however sometimes systems are separated. The associations you might expect or hope for are not there. At the level of places, collaboration between institutions and communities can be fragmented, sometimes, there is strong civic participation, but weak collaboration. In some places, there is distrust between communities and institutions. Leading systemic change in these circumstances is challenging. Learning places offer a framework to bring these different groups together around a shared agenda, within which there are a variety of opportunities for active participation. This approach shares much in common with place-making where place-making is a collaborative process, which combines organizational (behavioral) and spatial (physical) actions over time, spanning master planning and economic development planning (Architecture & Design Scotland, 2011, p. 2).1

Drawing on some of the thinking that underpins lifelong learning and citizenship you will learn about:
- the similarities between lifelong learning and placemaking evidenced by examples from Scotland
- the four broad strategies which support the need for considering placemaking as learning
- experience a ten step process to support integration of placemaking and lifelong learning.

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**Getting Better in Greening the Big Apple: Sustainability Education in New York City**  
*Dr. Oren Pizmony-Levy (USA)*

Similar to other large cities in the United States, New York City (NYC) has initiated a groundbreaking effort to address the City’s long-term challenges of climate change. The new initiative, which is titled PlaNYC 2030 and was released in 2007, has focused on issues of urban development such as rapid population growth, affordable housing, and transportation. Under this initiative all City agencies must make progress on twenty-nine sustainability indicators by 2030, including recycling, waste diversion, greenhouse emissions, water conservation, and energy efficiency. With regard to the education sector, this initiative is affecting schools in various ways, including the creation of the Office of Sustainability (under the Division of School Facilities) and the publication of Chancellor’s Regulation A-850 that requires all facilities and schools under the DOE’s jurisdiction to appoint Sustainability Coordinators, and to develop and monitor a site-specific sustainability plan.

In this presentation I will examine the ways in which public schools engage with the sustainability, how educators make sense of and learn about this somewhat vague concept. Data for this presentation come from a research partnership between the New York City Department...
Of education Office of Sustainability and Teachers College, Columbia University. Scholars at Teachers College joined with the leadership of the Office of Sustainability to form a research partnership with the imperative to study schools’ engagement with sustainability and the organizational factors that shape this work. Most importantly, the partnership seeks to support the continuing improvement of sustainability education in New York City by informing both policy and programing.

**From One-on-One and Collective to Local and Global:**
**Theory of Change, Transformative Learning and Learning Cities**

*Dr. Annalisa Raymer (USA)*

An interdisciplinary team of campus and community associates is reframing an engaged curriculum in lifelong learning and seeking to boost the Learning Cities movement in the US. The twofold intent is to 1) foster a culture of learning of educational opportunities for all throughout the local community, and 2) promote participation in global knowledge exchange conduits toward achieving the UN Sustainable Development Goals 2030 (SDGs).

A renewed Learning City movement reflects a trend toward learning everywhere, anytime. As director of an employee education program and faculty member for the academic curriculum in adult learning, I see keen interest in sustainability expressed by undergraduate students and adult learners alike. This is an apt moment for a curricular reframing to extend upon nearly three decades of intergenerational Learning Partnerships of students and employees for mutual development.

The challenge of maintaining and advancing a presence for adult and lifelong learning at a campus without an Education Department necessitates creative thinking. The same can be said of local solutions to global sustainability issues—these, too, require inventive thought and collaboration. Similarly, in Learning Cities’ emphasis on lifelong, life-wide and life-deep learning, I take a clue: where there is no silo, seek to integrate throughout.

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**1:00 PM - 2:15 PM**
**Session III: Faith and Spirituality in the Learning City (experiential session)**

*Walls-Ortiz Gallery and Center*

**Facilitators:** Dr. Maria Liu Wong, Sarah Gerth van den Berg, Anthony Artis

In the global city of New York, migration, economic development, and socio-cultural transition converge in Harlem: an area larger than many middle-size cities. This experiential session situated in the Walls-Ortiz Gallery and Center (WOGC), the arts and research space of City Seminary of New York, affords an opportunity to explore these urban trends and examine what happens when the diverse populations that make up this changing community engage with place-based art. The arts play a critical role in mediating the experiencing of living in dense,
diverse urban areas by “helping people to understand their own place in society and the city, to understand difference, and to appreciate it. It doesn’t remove the tensions but it can much of the time turn them into something else, something more engaged and productive” (Crossick, 2013, p. 29). The WOGC facilitates conversation and arts-based activities through the spiritual practice of hospitality aimed at improving the liveability of cities at a local scale, and promoting social change through the learning that happens at individual, group, and institutional levels (Jarvis, 2007).

The mission of the WOGC is to create a community space for interaction with art, for conversation, for telling stories, for visualizing and engaging faith, and for new questions and unexpected appreciations. Gallery public hours held during the week; “community conversations” with food, art-making, and dialogue around the current exhibition; and other arts-based events involve the seminary community, neighbors, and visitors, and integrate a way of being and learning together in a public way. Juried exhibitions featuring the work of local artists center around themes such as “Who is My Neighbor?” and “Glimpses of Grace in the City.” These topics present opportunities to dialogue on issues of urbanization as they impact this quickly changing, historically African American community. While the changes have brought increased safety and economic opportunity, they have also threatened long-time communities such as Little Senegal on 116th Street and are seen as potentially eroding the significance of the neighborhood as a cultural beacon.

This presentation examines briefly the work of City Seminary of New York and its unique approach to holistic urban theological education through the lens of the EcCoWell 2.0 (Kearns, 2018) learning neighborhood concept. Participants will engage in arts and place-based learning in the gallery and on the street. This will provide fodder for reflection on pedagogy, connections to transformative learning at the individual and collective levels, and implications for future practice and application in other contexts.

In what ways does the integration of faith and spirituality in the work of lifelong teaching and learning contribute to sustainable development? What implications does this attentiveness to realities beyond an economic definition of quality of life, meaning and purpose have on learning cities? What collective action and partnerships can emerge from a commitment to civic engagement as a faith-based institution? What lessons might be learned at the local level that have global implications, particularly as the seminary community represents transnational connections and a diversity of backgrounds? What does this have to do with transformative learning? These questions and more will be explored.

References


2:30 PM - 3:30 PM
Session IV: Scholar/Practitioner Panel on Learning Cities, Empowering Citizens, and Transforming Communities
@ City Seminary of New York
Moderator: Dr. Aimee Tiu-Wu
Panelists/ Video Presentations*: Dr. Catherine Lido (Scotland), Dorothy Lucardie (PIMA Australia), Dr. Orna Mager (Israel)*, Dr. Seamus O’Tuama (Ireland)*

Transforming Learning cities: Using Glasgow ‘Big-Data’ to challenge notions of ‘Lifewide Literacies’ and learning participation
*Dr. Catherine M. Lido (Scotland)*
*Co-Authors: Professor Mike Osborne & Dr. Kate Reid*
*University of Glasgow, School of Education & Urban Big Data Centre, Glasgow*

‘Lifewide’ city learning strategies promote the idea that all citizens should be involved in learning across the lifespan, and across a breadth of learning activities, including formal, non-formal, informal and family learning engagement. Our work applies UNESCO’s Learning City framework to theories of Social Identity (SIT; Tajfel & Turner, 1979), Social Capital (SC; Bourdieu, 1977; 1986; 2011), and Transformational Learning (TL; Mezirow, 1990), exploring educational marginalisation in the city of Glasgow, Scotland. We present novel, multi-method analyses of city-wide learning participation amongst adults, using large-scale surveys, GPS trails, ‘Lifelogging’ camera images and Tweets for educational participation in the city. These triangulated strands demonstrate both inequalities and opportunities of city-wide participation in lifewide learning. We highlight disparities in learning, particularly amongst older adults, in areas...
of deprivation and households in precarity, but also report tangible benefits and growth for those actively participating in lifewide learning. Benefits connect to measures of health, well-being and social inclusion (as predicted by SIT, SC & TL). We engaged the public with these findings, creating spaces for family and community discourse around lifewide literacies. This interactive workshop will engage audiences with design-led objects translated from our data, challenging emerging conceptions of literacies, inequalities and community-engaged research.

**Learning Cities and Transformative Learning, linking through the lens of SDG4**

* Dorothy Lucardie (Australia)

PIMA

In 2015 UNESCO undertook a worldwide review and published a new recommendation on Adult Learning and Education (CONFINTEA VI, 2015) which refers directly to the 2030 Agenda for Sustainable Development and highlights the following connection, that the “aim of adult learning and education is to equip people with the necessary capabilities to exercise and realise their rights and take control of their destinies” (CONFINTEA VI, 2015). Supporting this recommendation the UN Secretary General (Global Campaign for Education, 2015) proposed that quality education and lifelong learning opportunities were key transformative and mutually reinforcing actions to meet the SDG post 2015 vision. Of the 17 sustainable development goals that have been adopted across the globe Sustainable Development Goal 4 *Ensuring equitable access and quality education and lifelong learning opportunities for all* is proposed by many to be the key to achieving all of the SDG through the transformation of individuals and communities.

This year adult educators from across the globe gathered in Suwon to consider how SDG 4 is linked with the concept and practice of Learning Cities. SDG 4 is acknowledged by the organisers (PASCAL International Observatory, 2018) to not only be about education and learning but also includes learning across the lifespan, lifelong, life wide, life deep, formal, non-formal and informal. Learning cities promote lifelong learning for all (UNESCO, 2017) and for the Global Network of Learning Cities “lifelong learning lays the foundations for sustainable social, economic and environmental development” (UNESCO, 2018).

This presentation will bring together a synthesis of the ideas and experience shared by speakers in Suwon who have used these concepts within their community practice, with government, within civil society, in the private sector to work and learn together. It will include the personal perspective of the presenter as an adult educator and adult learner from Australia and the pacific region and as the leader of the theme *Lifelong Learning as the key to solving community problems* at the Suwon conference.

The presentations at Suwon that will be drawn upon for the synthesis include: an exploration of the role of lifelong learning in the Thailand context using local government initiatives to achieve a learning city in a sustainable way at the practical level (Boriboon, 2018); the creation of a new breed of youth entrepreneurs in the Philippines who apply sustainability to
business ideation and are mindful of the importance of considering the Sustainable Development Goals in relation to business processes (Areola, 2018); creative local action as a response to global goals (SDG) (Wong, 2018); and how participatory processes create a space for transformative social learning in Taiwan (Fang, 2018).

The synthesis will identify the possibilities for individual transformational learning and social transformation within Learning Cities drawing on the learning by speakers, participants and local Korean community members reported through site visits and reflection. Firstly through changed city and national perspectives that have emerged from implementing learning city concepts across the globe. Secondly as a means to address community transformation through participatory processes, dialogue and problem based learning for individuals and their communities at a local level. By reaching for SDG 4 Ensuring equitable access and quality education and lifelong learning opportunities for all learning cities, learning communities and learning societies may provide a foundation for opportunities for transformational learning for all.

References
Areola, E. (2018) Regional Learning Caravan: Faculty Empowerment to Promote Youth Enterprise Development. HSG Lifetime Member and Member of the Council of Presidents of Entrepreneurship Educators Association of the Philippines, Inc.


Fang, Y. (2018). Organizing Community Resilience Dialogues as a pathway to create collective social impact through education, Head of Educational Research and Development Taiwan Woldorf Education Movement Federation (TWEF).


**The Transformation in Action: The Power of Community**  
*Dr. Orna Mager (Israel)*  
*(video presentation)*

**Cork Learning Neighborhoods: Helping to Transform Communities**  
*Dr. Seamus O Tuama (Ireland)*  
*(video presentation)*
Speaker / Facilitator Biographies

**Tejawansh Anand, EdD**, is an award winning business-technology strategist, advisor, innovator, educator and practitioner with a passion for conceiving and successfully implementing transformative data-driven strategic initiatives across multiple industries. He is an electrical engineer and computer scientist who specialized in artificial intelligence research in the late 1980s, and has been in the field of data mining and knowledge discovery since the early 1990s. He is also a published author of over two dozen peer-reviewed articles and online publications, an industry speaker and holder of more than a dozen patents in healthcare business processes and business intelligence. Anand received a doctorate in adult learning and organizational leadership from Teachers College, Columbia University.

**Anthony Artis** is the manager of the Walls-Ortiz Gallery and Center, and has been with the gallery since its founding. He is core part of the curatorial team, and a photographer / videographer with a BA from Parsons School of Design. Anthony has co-curated exhibits as well as developed arts workshops and exhibition programming for and with local neighborhood partners such as the Fisher Day Center (for adults with special needs), Harlem Success Academy, and the local police precinct. He is currently pursuing an MA in Ministry in the Global City at City Seminary.

**Eric Bertrand, PhD**, is professor (teaching and research) in Education Sciences at the “Paris Est- Créteil” University. He is a member of the Interdisciplinary Research Laboratory on the transformation of educational and social practices (LIRTES). His researches are based, from a critical and clinical perspective, on the theorizing of adult experiential training, more especially in the context of organization. In particular, he carried out, in a co-constructivist and inter-actionist approaches, a theoretical modelling input of the Habermasian concept of the cross-comprehension in the transformative learning theory of Mezirow. His teaching at the University focus on his research: engineering of the transformer itinerary in the relationship professions (education, training, care, assistance, management); university pedagogies in adult continuous training (training-action-research); and research methods in the humanities and social sciences, qualitative research (collaborative action).

**Pierre Faller, EdD**, is an Adjunct Associate Professor at Columbia Teachers College as well as an experienced executive coach and leadership development expert. Dr. Faller holds an EdD from Teachers College, Columbia University, a MBA, from Darden Graduate Business School, University of Virginia and is certified from the Columbia Coaching Certification Program. At Teachers College, Dr. Faller is responsible for teaching several courses including “Adult Development”. He also teaches regularly at University Paris-Creteil, France and conducts research projects exploring the influence of meaning-making structures on leaders’ self-descriptions of transformative experiences with University Rennes 2, France. Dr. Faller serves as an executive coach in Columbia Business School’s executive education programs and is a facilitator and coach for ExecOnline.
Sarah Gerth van den Berg is an educator and researcher in visual pedagogies and learning ecosystems. She is pursuing an EdD in Curriculum and Teaching from Teachers College, Columbia University. She is presently a Gallery Fellow at the Walls-Ortiz Gallery and Center, and Writing Center Coordinator at City Seminary of New York. She has authored a number of papers and presentations for various educational and arts-based conferences.

Catherine Lido, PhD, is a Social Psychologist in the School of Education, University of Glasgow, with more than 13 years' experience lecturing and researching the Psychology of Human Diversity. She spent three years as a researcher at the Urban Big Data Centre, focusing on educational inclusion in the city, using Big Data and innovative technology. Her PhD, from the University of Sussex, concerned gender stereotypes in occupational settings. She is a visiting lecturer at the University of North Carolina Wilmington and her main research interests lie in stereotyping, prejudice and inclusion in lifelong learning, and novel methodological approaches to exploring these issues.

Rita Kenahan, EdD, is a registered nurse and transitioned from a career in training and education in the healthcare industry. She was most recently at DePuy Inc., a Johnson & Johnson medical devices & diagnostics (MD&D) company. Rita earned a BS in Nursing at Rhode Island College and maintains nursing licenses in the states of RI and MA. She earned a Masters degree in Education at U Mass Boston. After several years in a clinical role, Rita transitioned to a career in training and education in the healthcare industry. She began her career as a Clinical Training Specialist for Haemonetics, Inc. and managed the Blood Research Center. At Davol, Inc., a C.R. Bard company, she functioned in clinical and sales training roles until her move to DePuy in 1999. Rita's research focuses on the continuing medical education of surgeons and OR HCPs with an emphasis on faculty development in the MD&D industry.

Maria Liu Wong, EdD, is an educator and researcher in adult learning, leadership, and theological education. She holds graduate degrees from Teachers College, Columbia University, and Westminster Theological Seminary. As Dean of City Seminary of New York, she is involved with faculty development, program planning, assessment, and research. She directs the Walls-Ortiz Gallery, the seminary’s arts and community space, and is a Research Scholar with LearnLong Institute for Education and Learning Research. Her research interests include lifelong and transformative learning, mentoring, action research, women and leadership, diversity, arts, learning cities, and urban theological education. And she loves to create spaces for transformation with others.
Dorothy Lucardie is a well-known practitioner, researcher, administrator and leader in the field of Adult Education in Australia and the Asia Pacific region. As a practitioner she has facilitated a range of adult education courses and programs in higher education, community education and in industry. Dorothy has contributed to the leadership of the national peak body Adult Learning Australia as President, her advocacy for its work and her relationship building with international allies. Dorothy has increased the visibility and stature of adult and community education in Australia by representing the field via ALA on a range of different national Boards, steering groups and working parties.

Kirsty Macari received a BSc(Hons) in Town & Regional Planning from the University of Dundee in 2001. She received a Pg(Dip) Urban Design from Edinburgh College of Art in 2008. Kirsty has over 13 years of experience in public service across Planning and Economic Development. She is currently a Director in private practice and a tutor at the University of Dundee where she integrates student learning with practical applications. Kirsty is also a Board Member of Architecture & Design Scotland and an Academician with the Academy of Urbanism. She is a passionate urbanist and works across sectors and services to drive the integration and promotion of place-making. Kirsty believes in engaging the full spectrum of people that make up our towns, cities and countries through transformative place-making to create resilient and sustainable communities.

Orna Mager, PhD, holding a doctorate in economics and business management, established and directs the Multi-Disciplinary Center in Modi'in, Israel, where she is developing the Learning City model for local authorities in Israel. Dr Mager leads the start up incubator for the Israel learning cities network, a catalyst for developing shared programs and models for the learning cities together with other governmental associations. She is the Israeli representative in the UNESCO global forum of experts in learning cities and in PASCAL Observatory. Dr. Mager heads the Directors Union of the Centers for Adult Education in Israel, and founded and led the National Association to Advance Gender Equality together with other entities. Under her direction, the Association leads a national agenda to assimilate gender equality in all the local authorities in Israel, and in all sectors.

Rob Mark, PhD, is currently Honorary Secretary to the UK University Association of Lifelong Learning. He is Honorary Research Fellow at the Higher Education Research Centre, Dublin City University, Ireland, and at the University of Strathclyde, Glasgow, Scotland, UK. He is also editor of the Adult Learner of the Irish Adult Education Association.. He has also worked in the schools sector, further and higher education and in the community and voluntary sector, in various parts of the UK and Ireland. Dr Mark is interested in promoting education which tailors it to the learning needs of adults and which increases motivation and enables adult learners to achieve. Dr Mark has taught on a wide range of programmes at all levels within the University including access to higher education, teacher education, community development and engagement and guidance and counselling. His research interests are located in the broad field of Education and Lifelong Learning. Much of his research has focused on second-chance education and education for disadvantaged groups.
Seamus O Tuama, PhD, Séamus Ó Tuama is Director of ACE (Adult Continuing Education) at University College Cork, Ireland, which has a history of adult education dating back to 1911. In this role he has both administrative and academic responsibility for the centre, which has over 100 programmes and approximately 3,000 students. ACE places emphasis on linking practice to theory. A central focus of which is building communities of learning in Cork learning city. This includes Learning Neighbourhoods, which is led from ACE. Themes within his research include adult education and identity, social capital, human capital, respect, human dignity, and intergenerational learning.

Oren Pizmony-Levy, PhD, is an Assistant Professor in the Department of International and Transcultural Studies at Teachers College, Columbia University. He received his Ph.D. from the Department of Sociology and the Department of Educational Leadership and Policy Studies at Indiana University in 2013. He grew up in Eilat, Israel and attended Tel-Aviv University for BA (Political Science and Educational Policy and Organization) and MA degrees (Sociology of Education). His research interests center on socio-political analysis of educational policy movements such as: accountability (i.e., international assessment of student achievement), environmental and sustainability education, and sexuality education. He examines these cases in a comparative or cross-national research design using quantitative and qualitative methods, and social network analysis.

Eunice Mareth Querol-Areola, PhD, is an international author, a global speaker, a cross-cultural researcher, an innovation coach, a sustainability mentor, a life-long education advocate and a consultancy entrepreneur. Dr. Areola earned her Doctor of Philosophy in Management from the University of St. Gallen, Switzerland (PhD HSG) and rose from the ranks in the Philippine academic scene until becoming Dean of a Graduate School. She left her academic administration appointment in the summer of 2018 to start a global, innovative and sustainable learning and development enterprise called BIG Beyond Individual Good Institute with Dr. Loretta Chen and her A Common Purpose movement.

Annalisa Raymer, PhD, teaches the Adult Learning curriculum at Cornell University. Her students apply their studies by mentoring campus service employees seeking educational growth through the Community Learning and Service Partnership program (CLASP). Dr. Raymer’s research interests include global education and learning cities; public life and democratic placemaking; media and identity; theory articulation in emergent research; and design + evaluation. She is delighted to have recently received research and development funding for a two-year project entitled, “Global Networks of Learning Localities & the Sustainable Development Goals.” Dr. Raymer consults in organizational culture change, faculty development, teacher continuing education, instructional design, and community capacity-building. She loves to travel and wishes Ithaca had a subway system.
Leodis Scott, EdD, is an assistant professor in the College of Education, Educational Leadership Doctoral Program. He earned a Doctor of Education (EdD) from Teachers College, Columbia University in Adult Learning and Leadership. His research and teaching interests include learning cities, quantitative research methods, and adult higher education-lifelong learning policy. Dr. Scott has numerous publications including two edited books: Learning Cities for Adult Learners (2015; New Directions for Adult & Continuing Education) and Quality of Life in Adult Learning (2018; Adult Higher Education Alliance).

Aimee Tiu-Wu, EdD, is a higher education professional and adult educator. She earned her doctorate from Teachers College, Columbia University, with specialization in adult learning and leadership through the AEGIS program and a master’s degree in TESOL from New York University. She currently serves as partner and co-founder of LearnLong Institute for Education and Learning Research (NFP), an independent educational think-tank informing individuals, organizations, local and global communities about higher and continuing education. Her research includes motherhood and academia, cross-cultural consciousness, collaborative and appreciative inquiry, women and meaning making and leadership development.

Connie Watson, EdD, is the Business Services Director for the Goldman Sachs 10,000 Small Business Program in Philadelphia. She serves as the Lead Faculty for the program and manages the curriculum, learning experience, and business advising for entrepreneurs. Connie is a thought leader in the areas of transformative leadership and learning, learning cities, global education, and employee engagement. She has published and presented her work at a number of organizations including the American Psychological Association and at Teachers College, Columbia University. Connie is certified in Appreciative Inquiry, MBTI, NCBI (Diversity Training) and is a training program evaluator for the American National Standard Institute (ANSI). She is on the board of LearnLong Institute, a thinktank that promotes research and education in Adult Learning and Leadership, and is also a board member for the Helen Kate Furness Free Library in Wallingford PA. Connie has been a faculty member, Department Chair, Faculty and Staff Professional Development Director as well as an independent organizational consultant during her career.

Shakenna Williams, PhD, is the Deputy Academic Director and Lead Faculty Director of the Goldman Sachs 10,000 Small Businesses Program at Babson College. Shakenna received her doctorate from Capella University, her dissertation is entitled “Talent management and retention in small family-owned businesses: A multiple-case qualitative study”. She received her MBA in Integrated Marketing and Communications from Oklahoma City University, and a B.S. in Finance and Investments from Babson College. Shakenna Williams is an active community member who volunteers with many organizations promoting women and young girls to pursue higher education. She has over 10 years of experience as owner and planner of two entrepreneurial ventures and over 15 years of experience in conducting Master’s and undergraduate-level courses and adult educational training programs.
Acknowledgements

Many thanks to the following individuals and organizations who provided financial, administrative, and logistical support to make this pre-conference gathering possible:

Dr. Tejawansh Anand
Adrienne Croskey
Dr. Pierre Faller
Dr. Geomon George
Reji George
Dr. Mark Gornik
Dr. Rita Kenahan
Dr. Maria Liu Wong
Samantha Lu
Dr. Victoria Marsick
Michael Palmieri
Miriam Ruiz-Acevedo
Dr. Leodis Scott
Jenny Tibbels
Jefferson Tiu
Dr. Aimee Tiu-Wu
Dr. Connie Watson
Dr. Marguerite Welch

City Seminary of New York (www.cityseminaryny.org)
International Transformative Learning Conference 2018 Steering Committee
LearnLong Institute of Education and Learning Research (www.learnlong.com)
Teachers College, Columbia University
PASCAL International Observatory / PASCAL Learning Cities Network