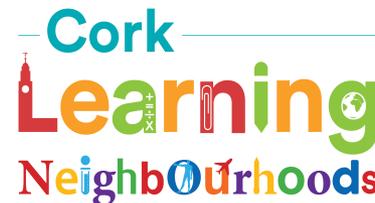


Cork Learning Neighbourhoods:

Documenting the Impact on Communities and Organisations in Cork City and Exploring Current and Sustainable Models of Practice.

Researcher: Eamon Nash
eamonnash@gmail.com

(Support received for this research from the Graduate School in the College of Arts, Celtic Studies and Social Sciences, UCC through the Excellence Scholarship programme)



Cork Learning Lab





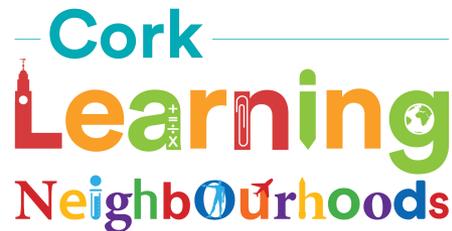
United Nations
Educational, Scientific and
Cultural Organization



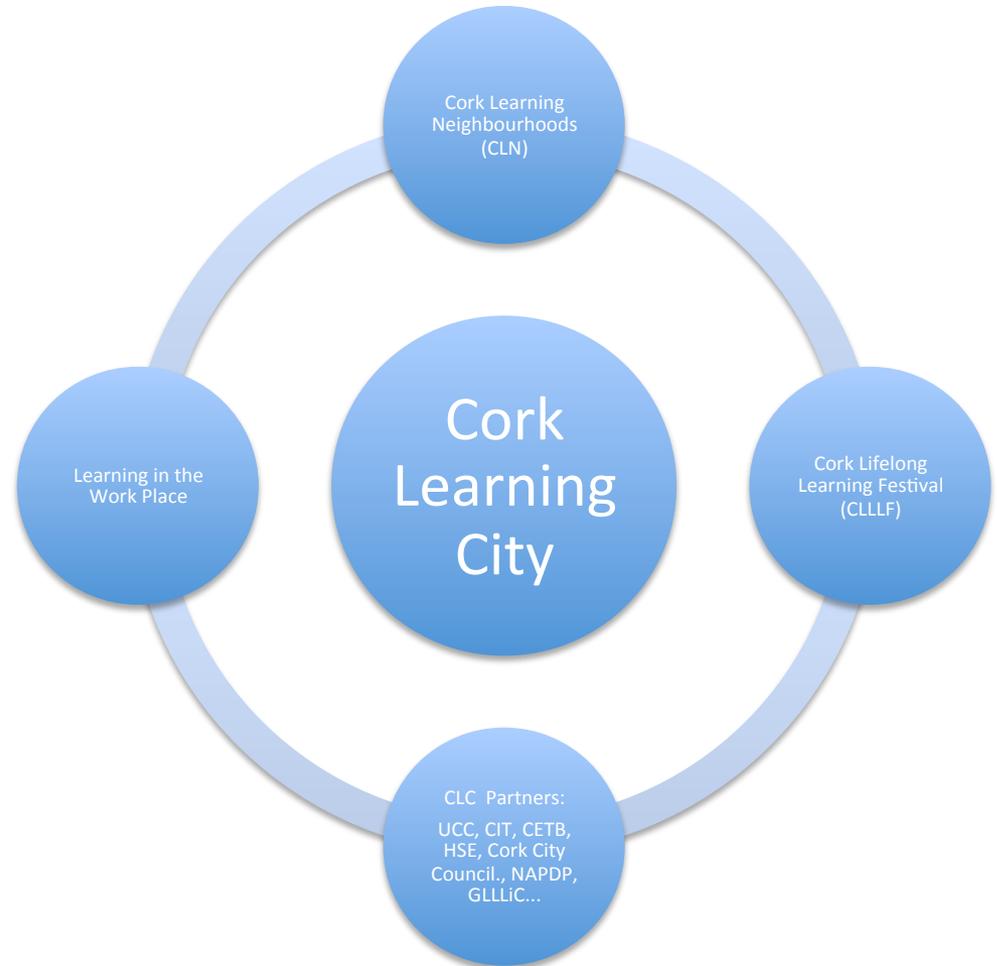
Winner of UNESCO
Learning City
Award 2015



In 2015 Cork City, Ireland was presented with a Learning City award by UNESCO's Institute of Lifelong Learning (UIL) at the second International Conference for Learning Cities in Mexico (Cork Learning City, 2019).



The Cork Learning Neighbourhoods is one strand of the Cork Learning Cities initiative (Cork Learning Cities, 2019).



—Cork—
Learning
Neighbourhoods

—Ballyphehane—
Learning
Neighbourhood

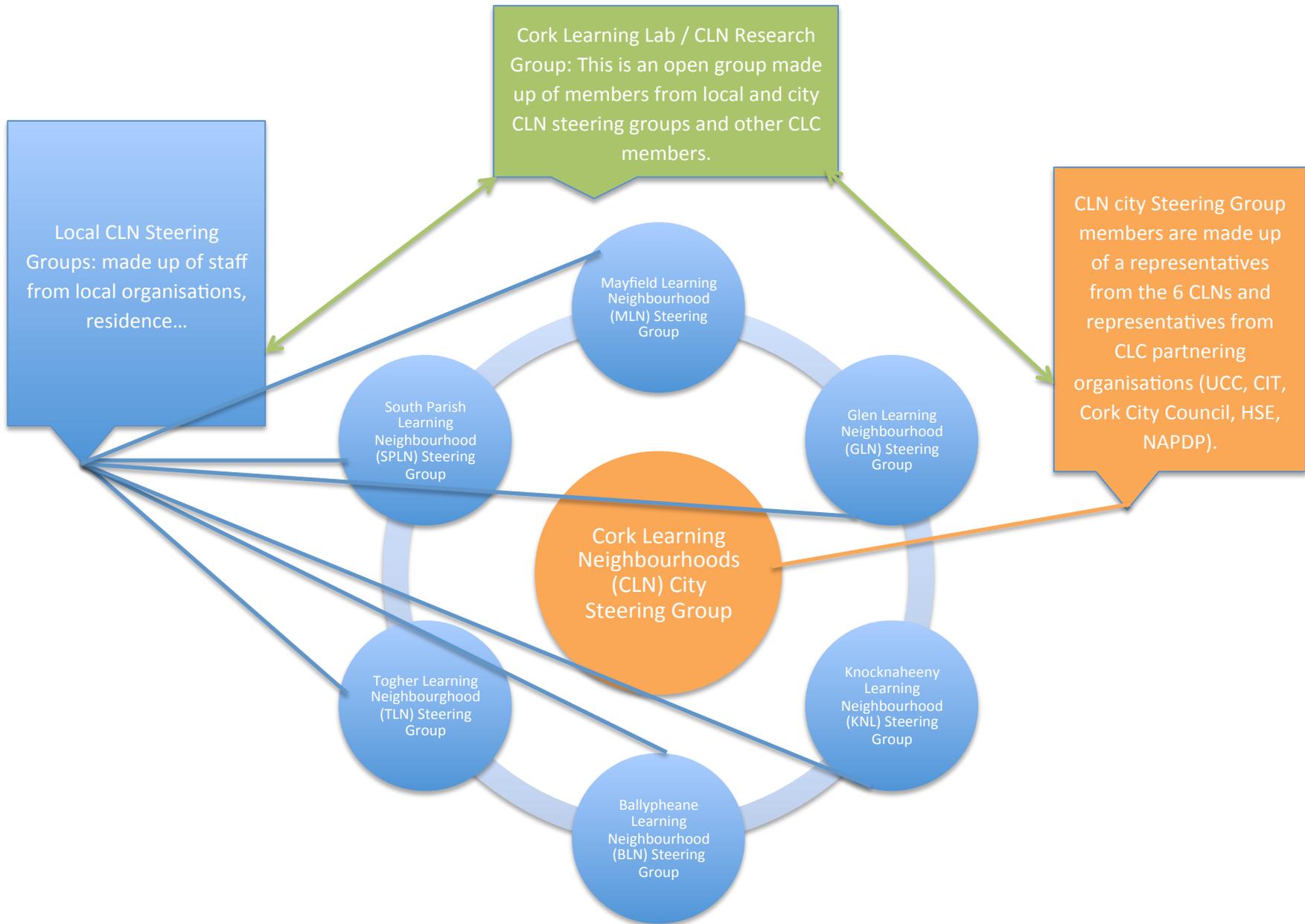
—Togher—
Learning
Neighbourhood

—South Parish—
Learning
Neighbourhood

—Knocknaheeney—
Learning
Neighbourhood

—Mayfield—
Learning
Neighbourhood

—The Glen—
Learning
Neighbourhood



Cork Learning City & Cork Learning Neighbourhoods

An early working version of Cork Learning Neighbourhoods describes it as

“an area that is constantly strengthening its practice in learning, providing a diversity of learning opportunities for the whole population through partnership and collaboration” (O’Tuama & O’Sullivan, 2016: 3).

Research Questions

1. What is the impact of the CLN initiative on local communities and organisations in Cork City?

2. What models of practice are currently being used by these neighbourhoods?

3. Are there sustainable models of practice that can support this initiative into the future?

Research Aims

1. Identify and examine what is working well in the CLN initiative.
 2. Identify and examine what the challenges are and how the initiative could be developed.
 3. Document the contribution the programme has made in neighbourhoods.
 4. Explore the different models of practice and collaborative processes.
 5. Explore different models of practice nationally and international.
-

Literature Review

Lifelong Learning and International Policy

Lifelong Learning and Irish Policy

Lifelong Learning and Impact

Learning Societies and UNESCO Learning Cities

Cork as a Learning City and Cork Learning Neighbourhoods

Lifelong Learning

The scope and inclusiveness of lifelong learning:

“a comprehensive concept which includes formal, non-formal and informal learning extended throughout the life-span of an individual to attain the fullest possible development in personal, social and professional life. It seeks to view education in its totality and includes learning that occurs in the home, school, community, and workplace, and through mass media and other situations and structures for acquiring and enhancing enlightenment.”

Dave (1975: 43)

Lifelong Learning and International Policy

UNESCO: Faure et al. (1972) 'Learning To Be' Report.

- twenty-one principles - learning society
- *"lifelong education as the global master concept for education"* (Elfert, 2016: 3)
- Vertical integration, horizontal integration & Democratization (Holford et. al 1998)

UNESCO: Delors Report 1996 'Learning: The Treasure within' (Delors et al., 1996)

- 'Learning to know'
- 'learning to do'
- 'learning to live together'
- 'learning to be'

Memorandum on Lifelong Learning for Active Citizenship in a Europe of Knowledge (Commission of European Communities, 2000)

- Active Citizenship
- Social Inclusion
- Employability
- Personal fulfilment
- provides the foundations for future policy goals in this area (Field, 2002)

'Lifelong Learning for all' (OECD, 1996)

'Overcoming exclusion through Adult Learning' (OECD, 1999)

'Qualifications Systems Bridges to Lifelong Learning':(OECD, 2007: 10)

- *systemic view*
- *Centrality of the learner - demand side of meeting learner's needs*
- *motivation to learn*
- multiple objectives of education policy

UNESCO Institute for Lifelong Learning (UIL) (2006)

- strengthen adult and lifelong learning
- foster a holistic and integrated approach to lifelong learning
- help to *"build bridges and networks for cross-fertilization and sharing of knowledge, experience and tools"* (Ouane, 2009: 310)

UNESCO: Faure et al. (1972) 'Learning To Be' Report.

twenty-one principles - learning society

"lifelong education as the global master concept for education" (Elfert, 2016: 3)

"Humanistic Values and a evolutionary nature" (Ouane, 2009: 304)

Vertical integration, horizontal integration & Democratization (Holford et. al 1998)

1. *"Vertical integration"*: the lifespan of lifelong learning or learning throughout people lives

2. *"Horizontal Integration"*: fostering education in all its forms, formal, non-formal and informal

3. Democratization: Increasing access for all in lifelong learning and the need for learners to participate in the design and management of their learning (Holford, 1998).

Delors et al. (1996) Four pillars

‘Learning to know’

- a thirst for knowledge throughout one’s life and learning how to learn

‘learning to do’

- describes the acquisition of competences (Mortimore, 1999) or packaging of skills from knowledge learnt (Delors, 2013)

‘learning to live together’

- *“embodies developing an understanding of other peoples’ histories, traditions and cultural values”* (Mortimore, 1999: 109)

‘learning to be’

- *“developing the creative potential of each individual, in all its richness and complexity”* (Delors, 2013: 323).

UNESCO Institute for Lifelong Learning (UIL)

Established 2006

- *“build bridges and networks for cross-fertilization and sharing of knowledge, experience and tools”* for learning between nations (Ouane, 2009: 310)

Specific Focus

- *“literacy, non-formal education, and adult and lifelong learning”* (Elfert, 2013: 280).

UNESCO Global Network
of Learning Cities

- Cork Learning Neighbourhoods draws on the vision of this concept (O’Sullivan et al., 2017)

Learning
Neighbourhoods
connected

- *“Learning Neighbourhoods were conceived in the context of learning cities, with a strong focus on acting locally and thinking globally”* (O’Tuama, 2020: 4 forthcoming).

Lifelong Learning and Irish Policy

'Lifelong learning: The Report of the Commission on Adult Education' (Kenny, 1984)

'Charting our Education Future' (DES, 1995)

'Adult Education in an Era of Lifelong Learning' (DES, 1998)

'Learning for Life' White Paper (DES, 2000)

- Represented a shift from a front loaded model of practice to a lifelong learning model of practice, which had an impact on other areas including governmental programmes and approaches (Doona, 2007).

Lifelong Learning and Irish Policy

'Learning for Life' in 2000 - lifelong learning as the governing principle of educational policy

Consciousness
Raising

Citizenship

Cohesion

Competitiveness

Cultural
Development

Community
Building

It defines adult education as a *“systematic learning undertaken by adults who return to learning having concluded initial education or training”* and identified six priorities in the area (DES, 2000: 12).

Lifelong Learning and Irish Policy

2000 and 2007 National Development Plans (Government of Ireland, 2000a; 2007):

- where lifelong learning was outlined as a key driver to encourage social inclusion, employment, competitiveness and growth, environmental sustainability and regional balance

'Programme for Prosperity and Fairness' (Government of Ireland, 2000b)

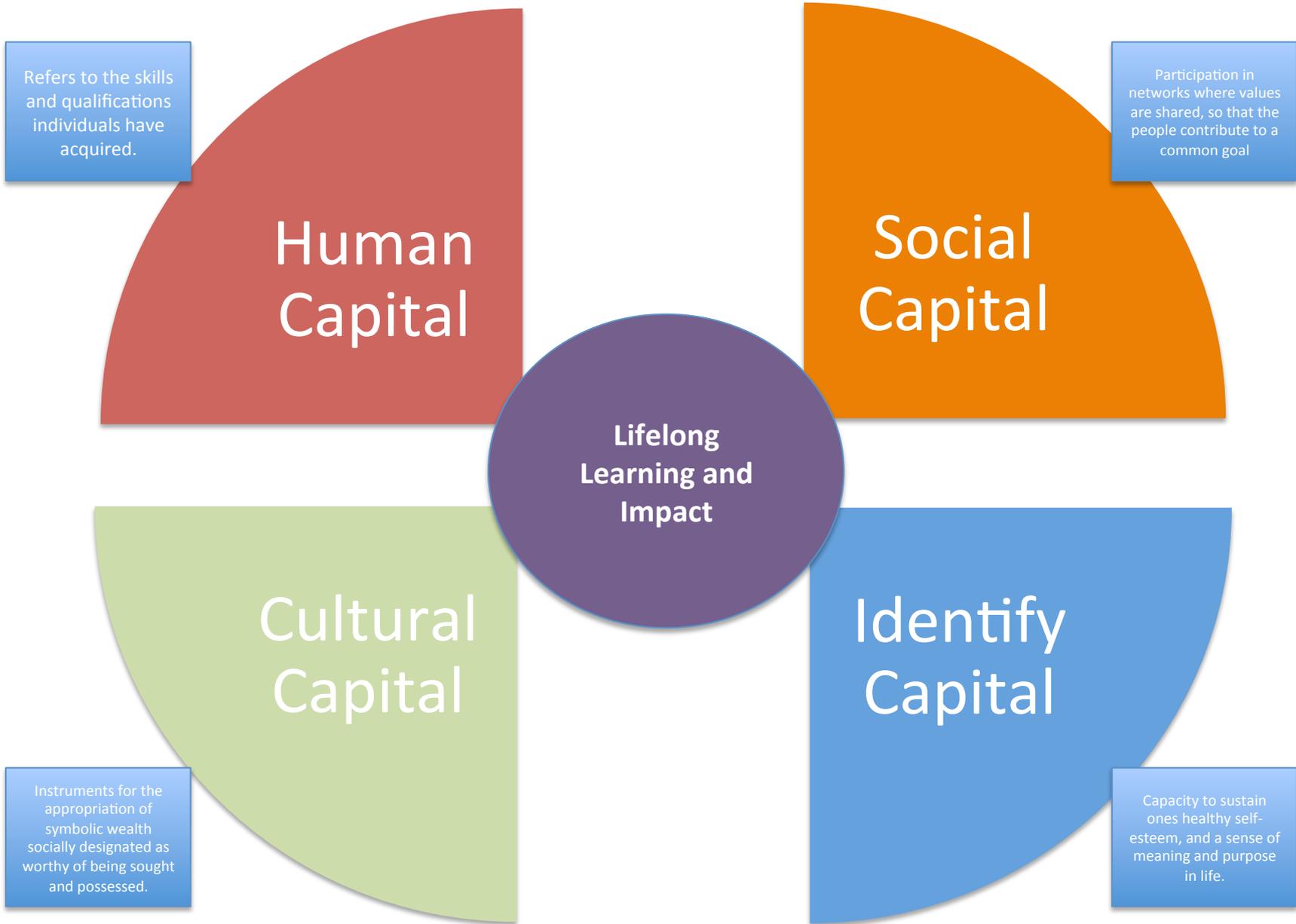
- where lifelong learning was a central theme in supporting equality of opportunity and anti-poverty strategies

'Tomorrow's Skills: Towards a National Skills Strategy' (EGSFN, 2007)

- where driving the lifelong learning agenda was key to their ten year strategy.

Ireland 2040 Policy plan (Government of Ireland, 2019)

- Lifelong Learning – Creativity, economy and prosperity sections.



(Schuller, 2010; O'Brien & O'Fathaigh, 2007; O'Tuama, 2020)
Researcher: Eamon Nash

Learning Societies & UNESCO Learning Cities

EcCoWell cities
(Economy,
Community, Well-
being) Kearns (2012)

City Strategies for
Lifelong Learning
(OECD, 2012)

PASCALs, Learning
Cities 2020
Programme (Tibbett
& Wheeler, 2014)

UNESCO's Global
Network of Learning
Cities (UNESCO,
2020)

UNESCO's Global Network of Learning Cities

The Beijing Declaration (UNESCO, 2015b)

The Mexico City Statement (UNESCO, 2015b)

UNESCO's (2020b) 17 Sustainable Development Goals (SDG).

Guidelines for Building Learning Cities (UNESCO 2015a).

UNESCO (2015d): Key features of a Learning City

'Cork Call to Action for Learning Cities' (UNESCO, 2017a)

UNESCO's Global Network of Learning Cities

The Beijing Declaration includes (UNESCO, 2013: 3-7)

- Empowering individuals
- Promoting social cohesion
- Enhancing economic development and cultural prosperity
- Promoting Sustainable Development
- Promoting Inclusive Learning in the Education System
- Revitalising learning in families and communities
- Facilitating learning for and in the workplace

Wider benefits
of building a
learning city

Individual empowerment and
social cohesion

Economic development and
cultural prosperity

Lifelong learning for all
is our city's future

Sustainable development

Major building
blocks of a
learning city

Inclusive learning in the
education system

Revitalized learning in
families and communities

Effective learning for
and in the workplace

Extended use of modern
learning technologies

Enhanced quality and
excellence in learning

A vibrant culture of
learning throughout life

Fundamental
conditions
for building a

Strong political will and commitment

Governance and participation of all stakeholders

Figure 2: The Framework of the Key Features of Learning Cities
(UNESCO, 2015d: 164)

Researcher: Eamon Nash

Models of Practice & Learning Neighbourhoods

According to Kearns (2020: 1) Learning Cities set the framework, it is learning neighbourhoods that foster

- *learning throughout life*
- *build understanding and social coherence*
- *civic and moral values*
- *underpin well-being and sustainability in a context of constant change.*

Partnership and Collaboration
(O'Sullivan & Kenny, 2016; O'Tuama, 2020)

One size approach cannot support all communities (O'Brien & O'Fathaigh, 2007: 216)

Clear understanding of the **values, direction and goals** of an initiative are essential to success and sustainability.

Social Inclusion and Social Valorisation key to model (O'Brien & O'Fathaigh; 2007; O'Tuama, 2020: 2 Forthcoming; Aubry et al., 2017)

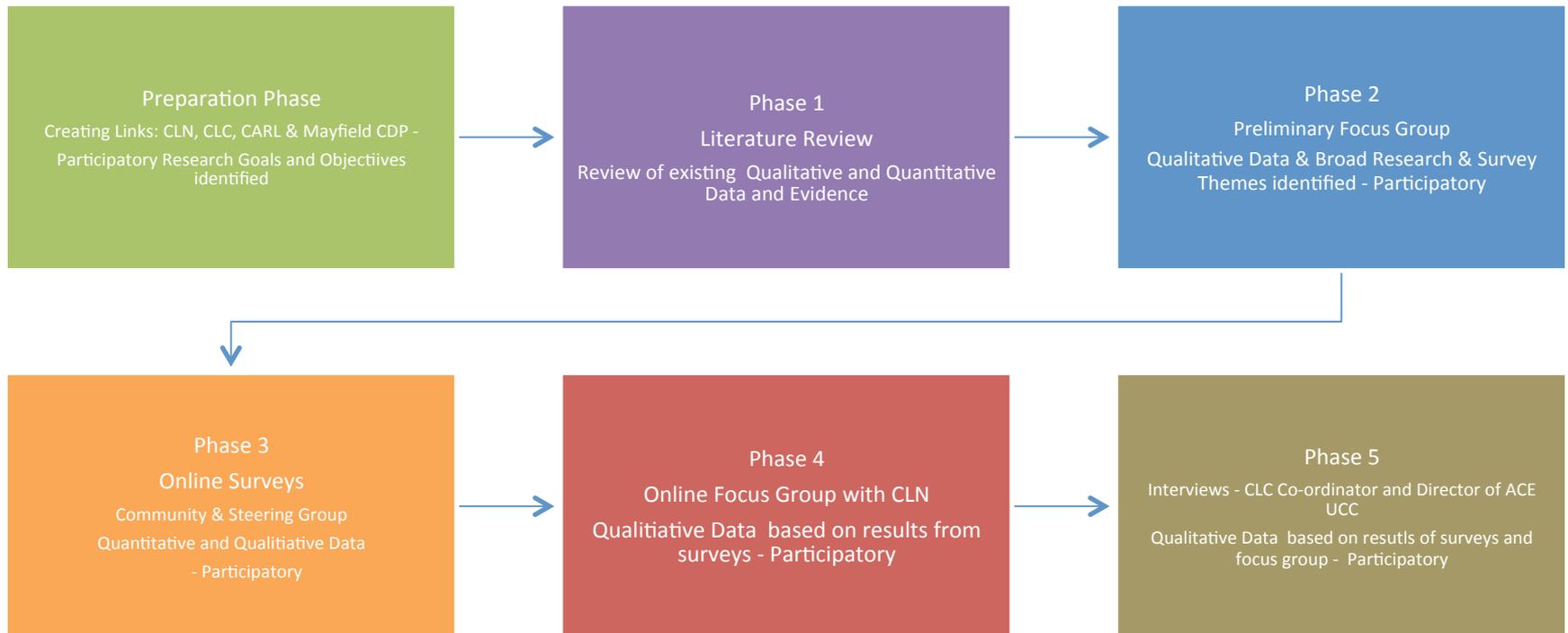
Supports **Information and Transformative learning** (Baumgartner, 2001)

O'Tuama (2020: 58) "*promoting learning cultures that are lifelong and lifewide*".

Vertical, Horizontal and Democratic approach to lifelong learning (Holford et al 1998).

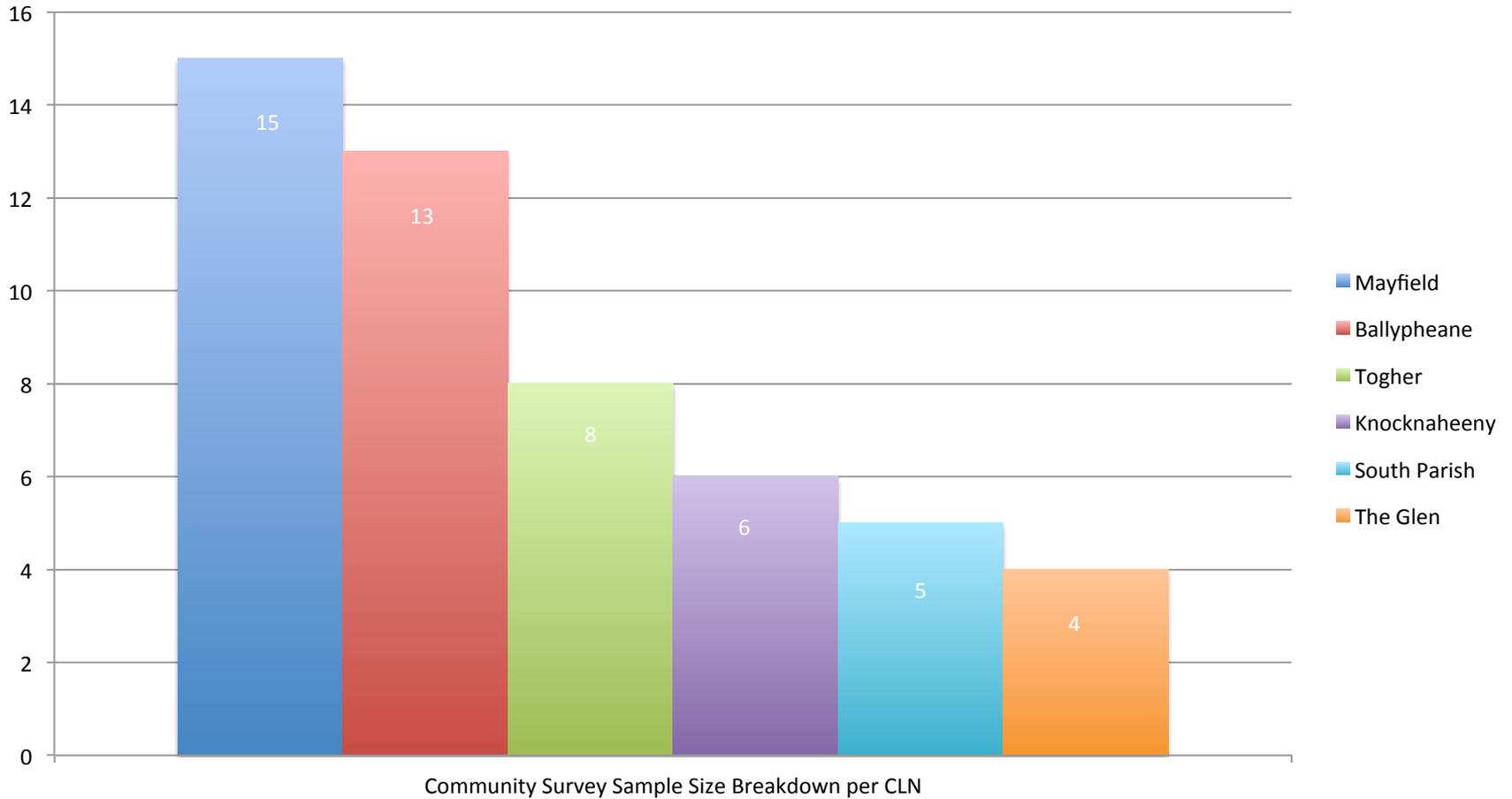
Research Design

Participatory Approach using a Sequential Transformative Strategy to Mixed Methods



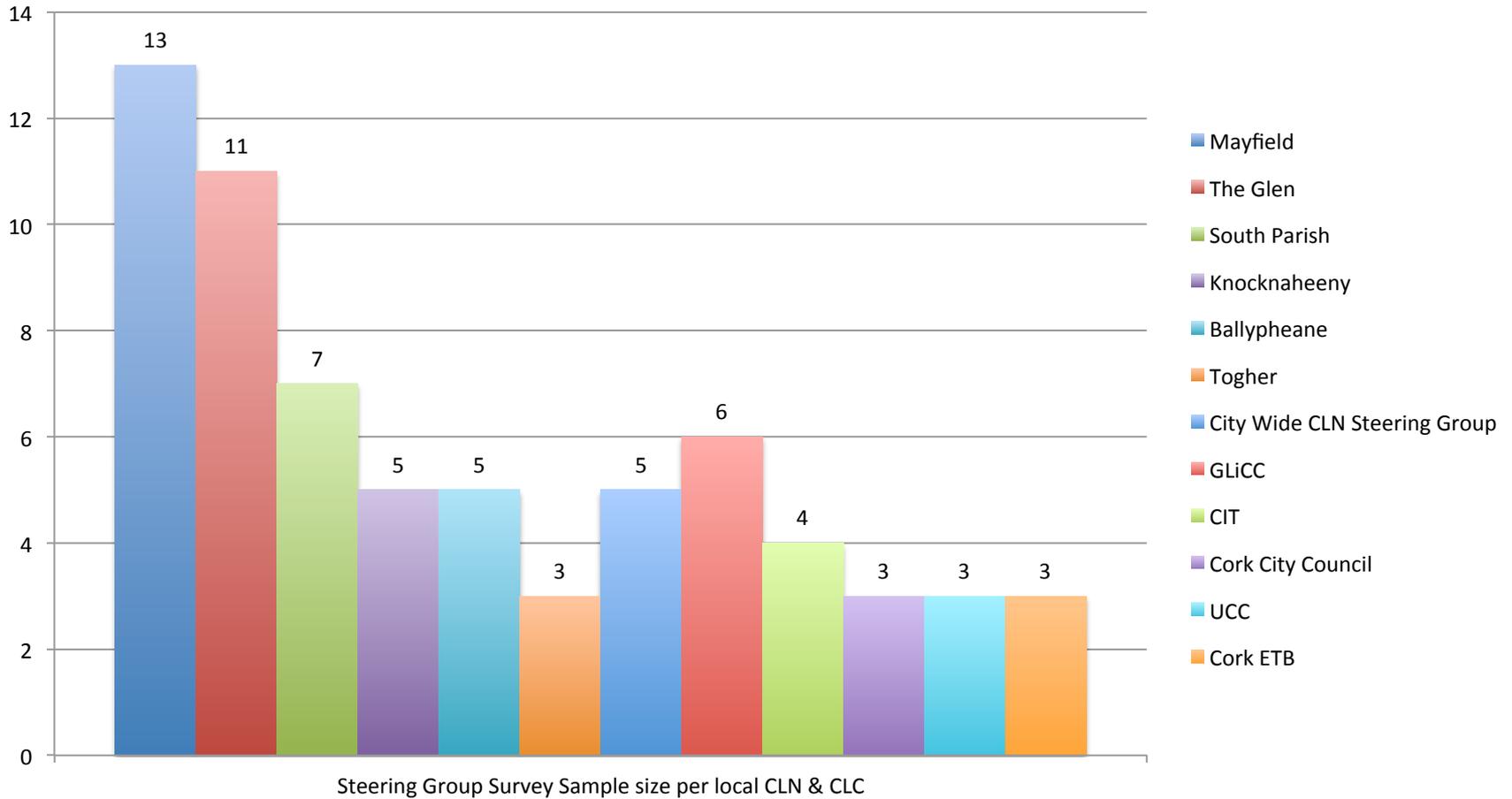
Researcher: Eamon Nash

Phase 3: Community Survey



Researcher: Eamon Nash

Phase 3: Steering Group Survey



Researcher: Eamon Nash

Data Processing and Analysis

Descriptive Statistics – Surveys

Thematic Analysis (Braun & Clarke, 2006; 2013)

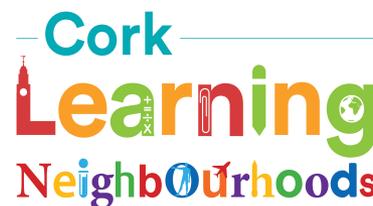
- Reflexive Approach based on organic coding supported the research to review the initial themes and cross-reference themes against quantitative and qualitative data-sets which lead to documenting the impact and identifying current and sustainable models of practice (Clarke, 2019).

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Results

Impact

- General Impact
- Social Capital Impact
- Identify, Cultural, Human Capital & Mental Health.

Model of Practice

- Current Model of Practice
- Decision Making Processes
- Resources
- Challenges and Threats
- Sustainability

General Impact

Chart 1 - Community Survey
General Impact

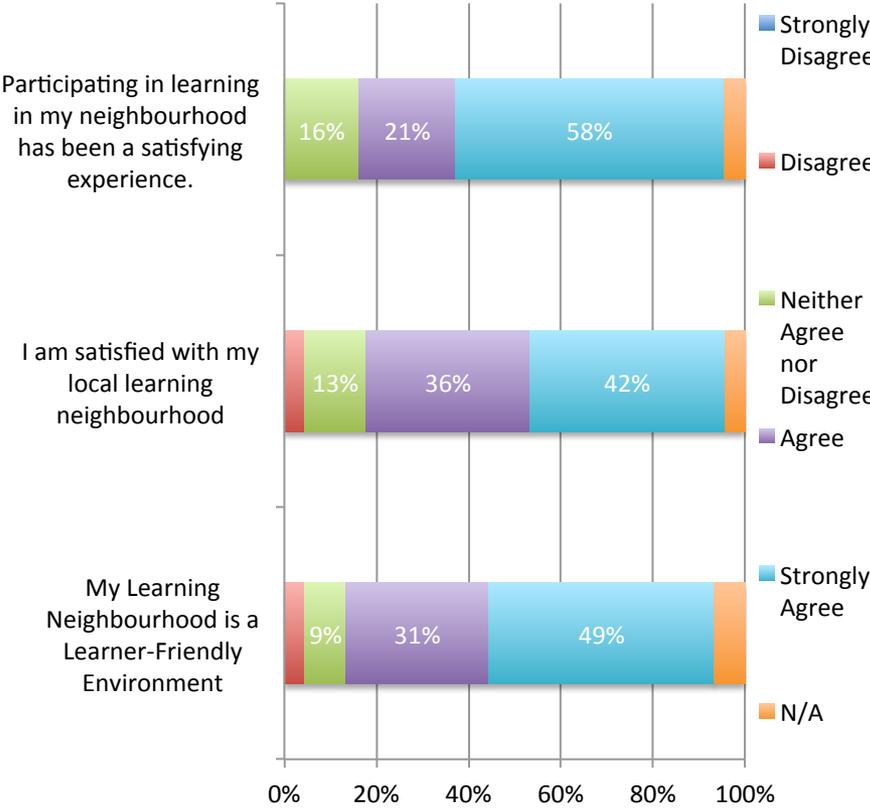
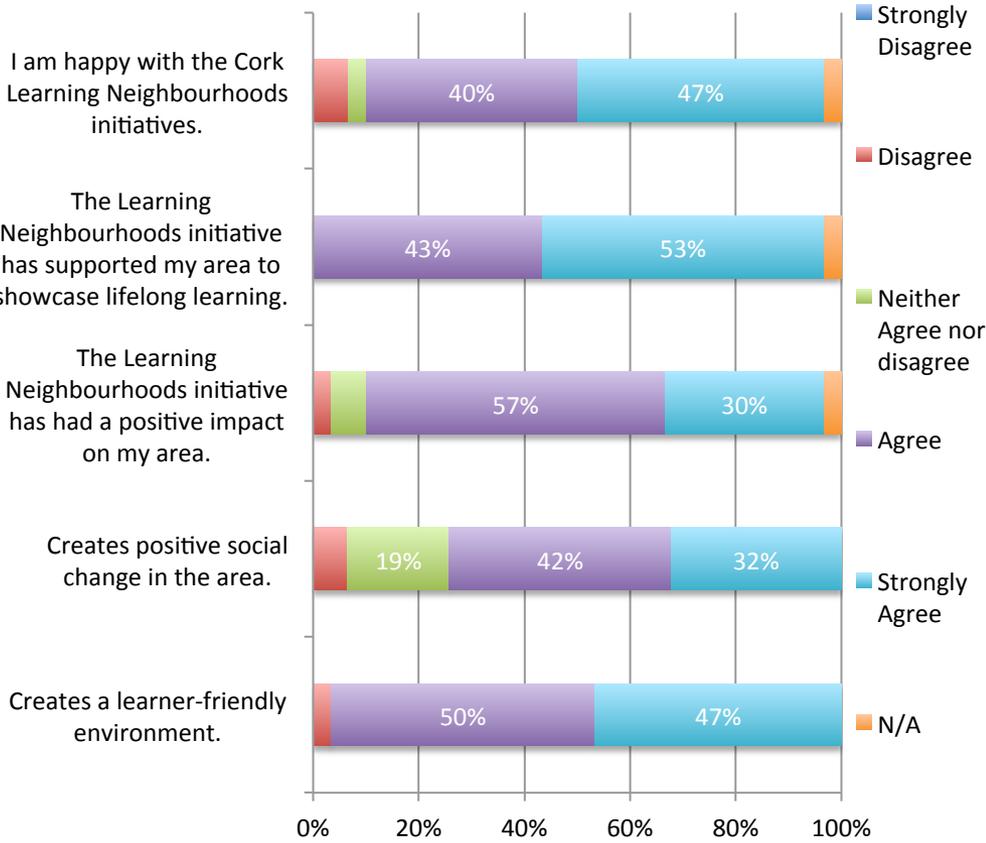


Chart 2 - Steering Group Survey
General Impact



General Impact Themes

Focus group: *“strong relationships”, “connections”, valuing and building local learning”, giving a sense of purpose” and “creating a sense of belonging” - when asked ‘what does the CLN mean to you.’*

Mr. Barrett identified that the CLN *“translates to the strongest ambitions for the people in a city. It translates that into real action for an individual, a family, a small area, a street... and I think it creates identity”*

Community survey
Respondents: *“Learning”, “Community”, “Opportunity”, “Engagement” and “Networking”* when asked about the positive contribution the CLN is making in their area.

Theme 2: Social Capital Impact

Sub-themes

2.1 Collaboration and Partnership

2.2 Mutual Respect and Bottom up Approach

2.3 Celebrating, Recognising and Validating Existing Learning and Creating New Learning

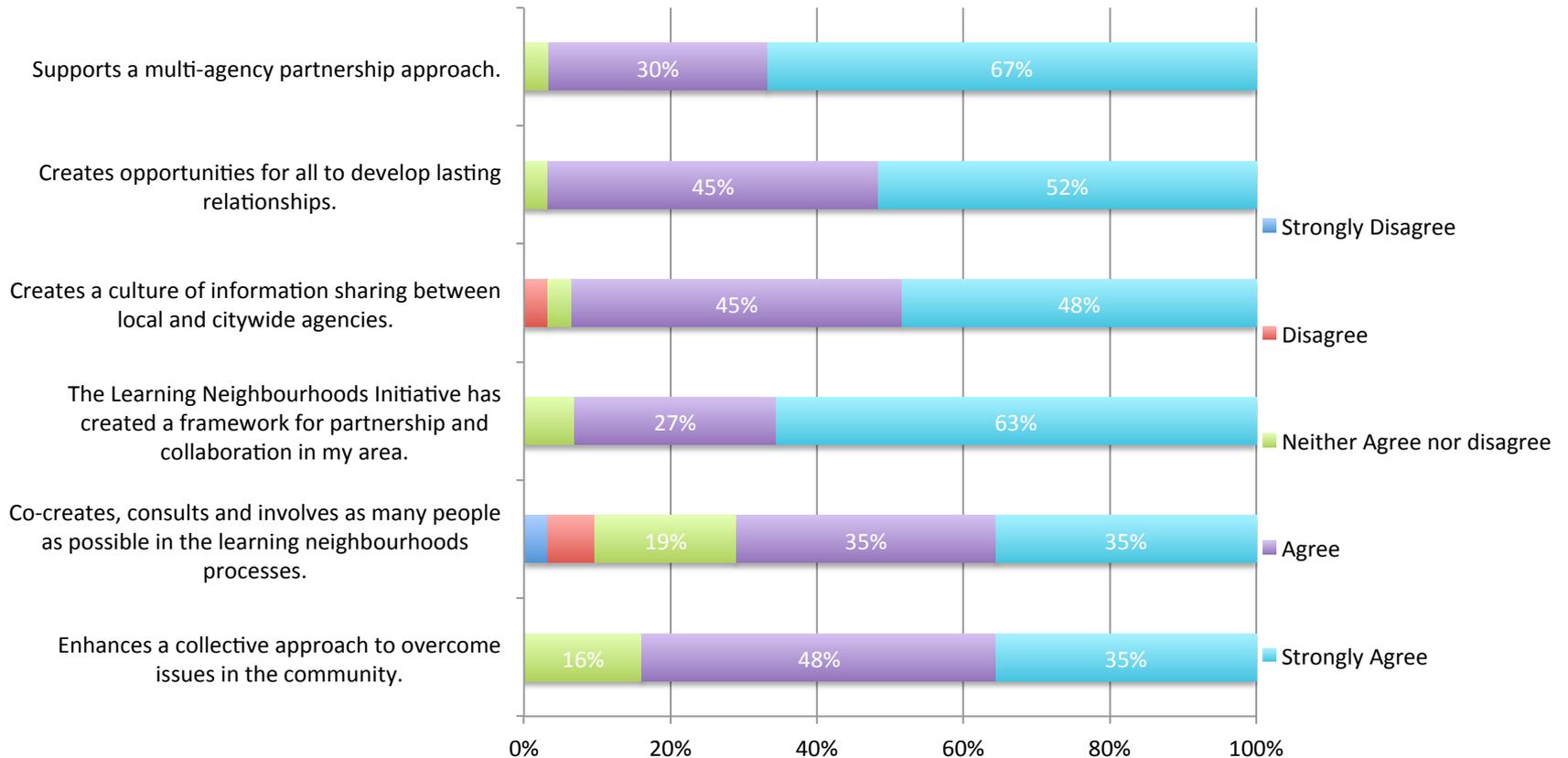
2.4 Connection, Learning and Socialising

2.5 Learning for all, Inclusive Engagement and Sustainable Learning

2.6 Confidence, Self-esteem and Empowerment

Sub Theme 2.1: Collaboration and Partnership

Chart 3: Steering Group
Collaboration, Partnership and Sustainable Learning in my CLN



Created a new way of working

Created awareness among communities and organisations of *“learning opportunities”* in their area

Collaboration and Partnership

Supported a more *“cohesive offering”* of learning as:

- the initiative has led to a reduction of duplication of courses in some neighbourhoods
- created a network of learning opportunities consisting of informal learning *“referrals”* between organisations in others.

Build relationships based on *“mutual respect”*

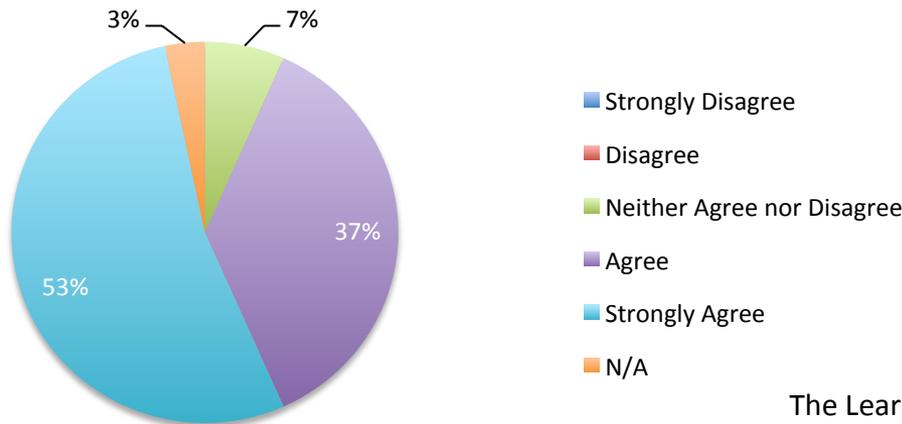
“To see what other neighbourhoods had done and what worked well was really helpful and it helped us to shape some of our CLN activities” (Focus Group member).

CLN having strong and weak ties and that these ties can have an impact on how neighbourhoods work together.

Sub Theme 2.2: Mutual Respect & Bottom up Approach

Chart 4: Steering Group

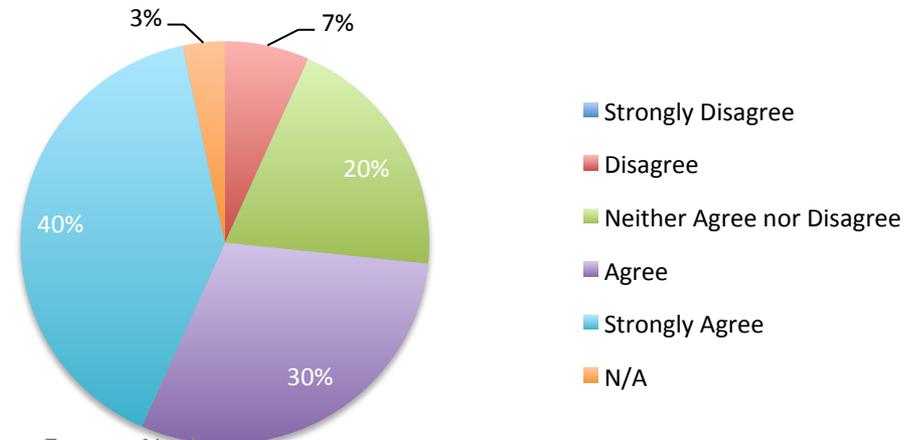
The Learning Neighbourhoods initiative has built relationships based on mutual respect in my area



“There is a real sense of equal partnership. Each education institution has its strengths and whichever institution was in the best place to support the community needs, they provided that support.” (Focus group member)

Chart 5: Steering Group

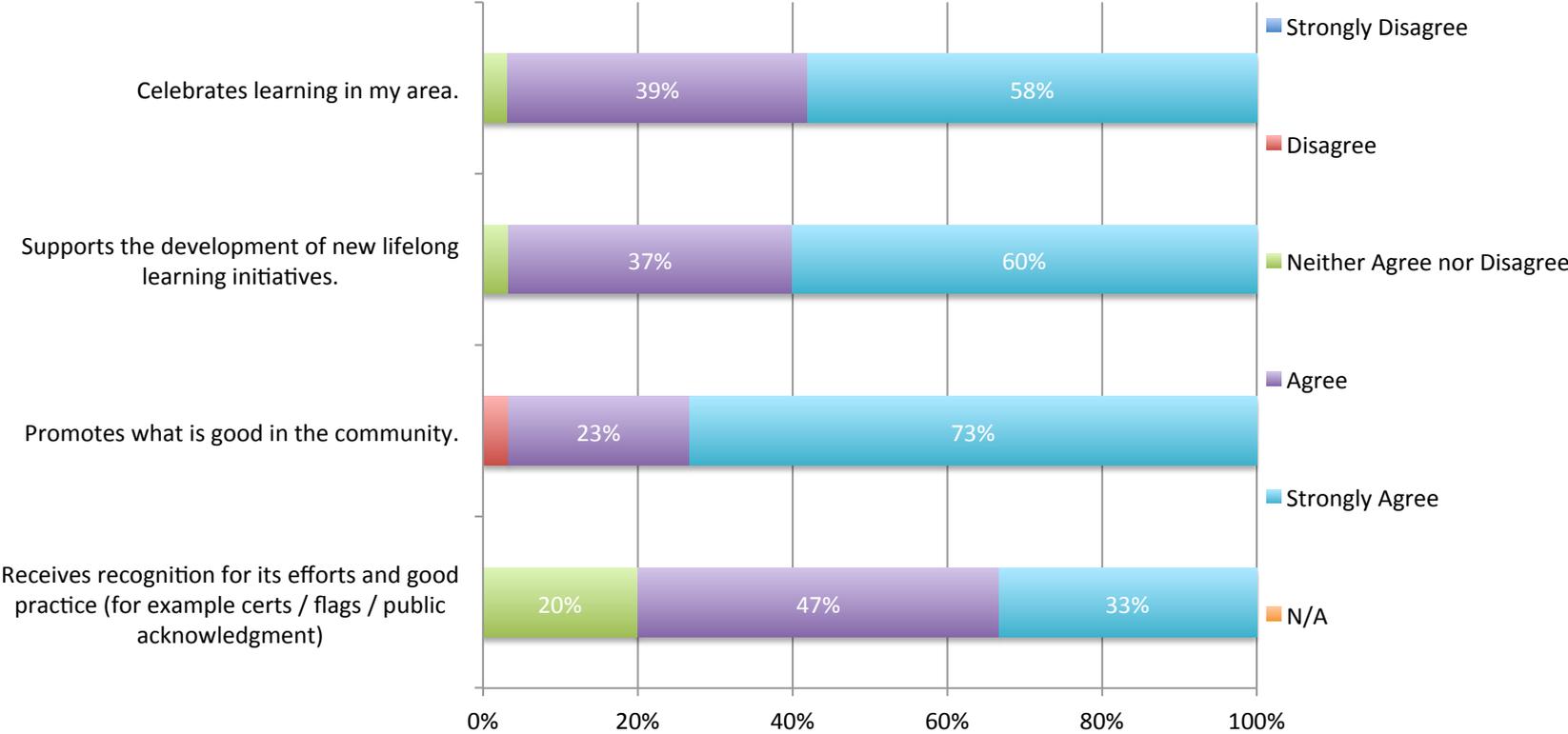
The Learning Neighbourhoods initiative has supported a bottom up approach to lifelong learning in my area.



“The Learning Neighbourhoods is an open hand...when a local area say we want to do X, it might not be what I thought was a great idea...if a community say they want to do X, and it’s under the Learning Neighbourhood initiative, they get supported... by UCC, City Council and all partners.” (Mr Barrett. Appendix 10.1 Full Quote)

Sub Theme 2.3: Celebrating, Recognising and Validating Existing Learning & Creating New Learning

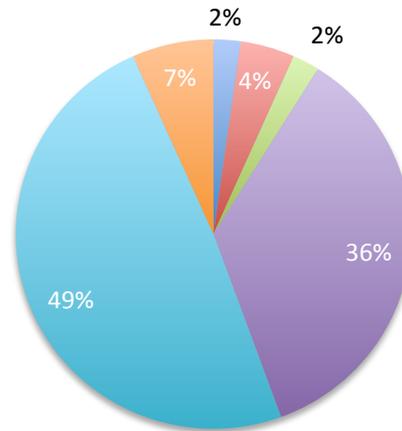
Chart 6: Steering Group
Celebration, Recognition and Validation in my LN



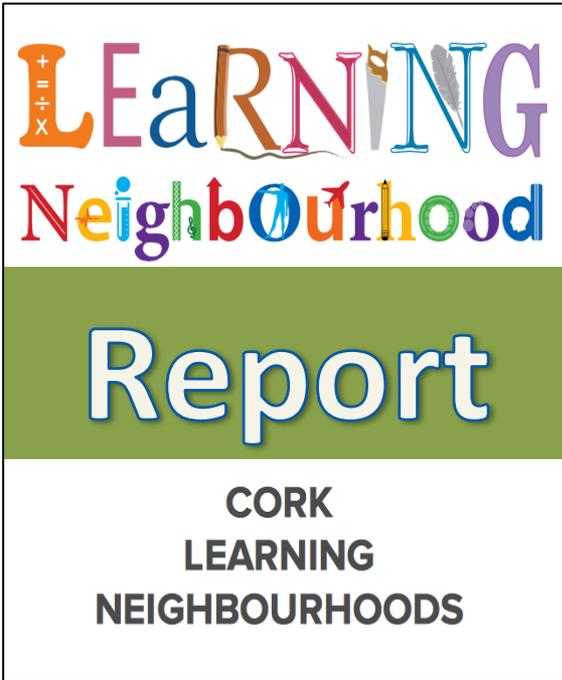
Sub Theme 2.3: Celebrating, Recognising and Validating Existing Learning & Creating New Learning

Chart 7: Community

My Learning Neighbourhood celebrates learning in my area through events



- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
- N/A



Researcher: Eamonn Nash



Focus Group

CLN gives a platform for all forms of learning to be acknowledged, showcased and celebrated...



increase in self-confidence



Increase of sense of identity

"Validation of non-formal learning, is not always about getting a qualification or securing a job, it is about acknowledging the learning done, which is extremely important, and which can lead to self-confidence". Dr. O Tuama

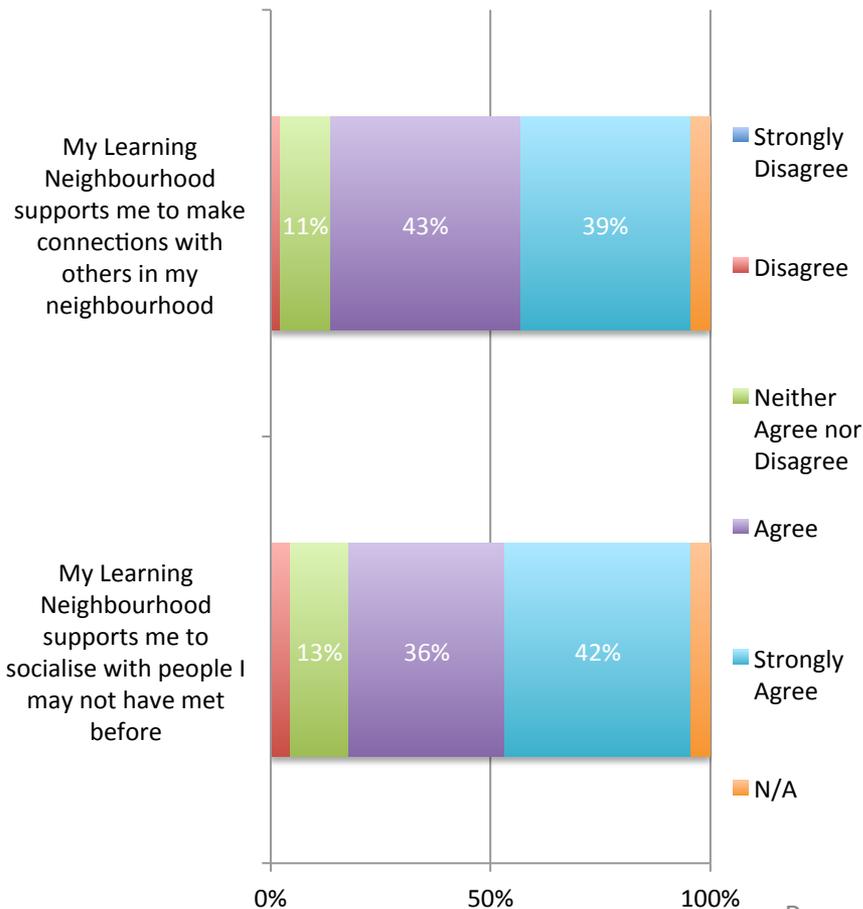
Celebrating, Recognizing and Validating Learning

Creation of new learning opportunities

Increase participation, engagement and confidence for individuals and neighbourhoods

Theme 2.4: Connection, Learning and Socialising

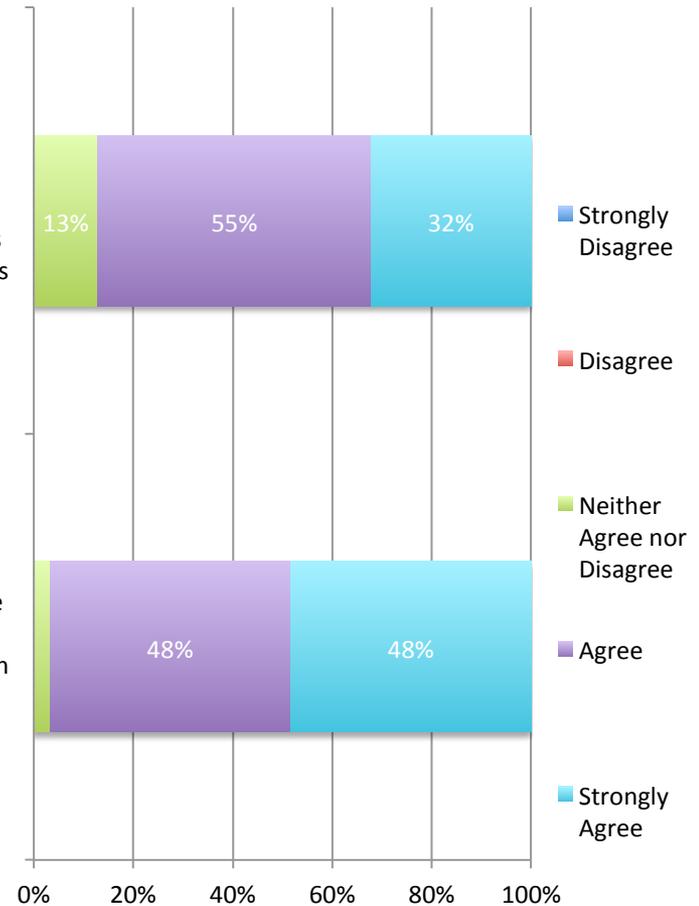
Chart 8 - Community Survey
Connection, Learning and Socialising



Creates opportunities for learners from different backgrounds to come together where learning is the centrepiece of activities and socialisation.

Supports members of the community to make connections with others in the area.

Chart 9 - Steering Group Survey
Connection, Learning and Socialising in my LN



Theme 2.4: Connection, Learning and Socialising

“They (people in the community) see us (community education providers) as a social outlet. I think we do have a lot of learners, but they don’t see themselves as learners (Focus Group).

“It is always a great opportunity to be able to learn/grow regardless of age, ability, knowledge. I love the fact I had ability to meet new friends whilst learning new skills” Community Respondent.

Connection

Learning

Socialising

Theme 2.5: Learning for all, Inclusive Engagement & Sustainable Learning

Chart 10 - Community Survey

Learning for all and Inclusive Engagement

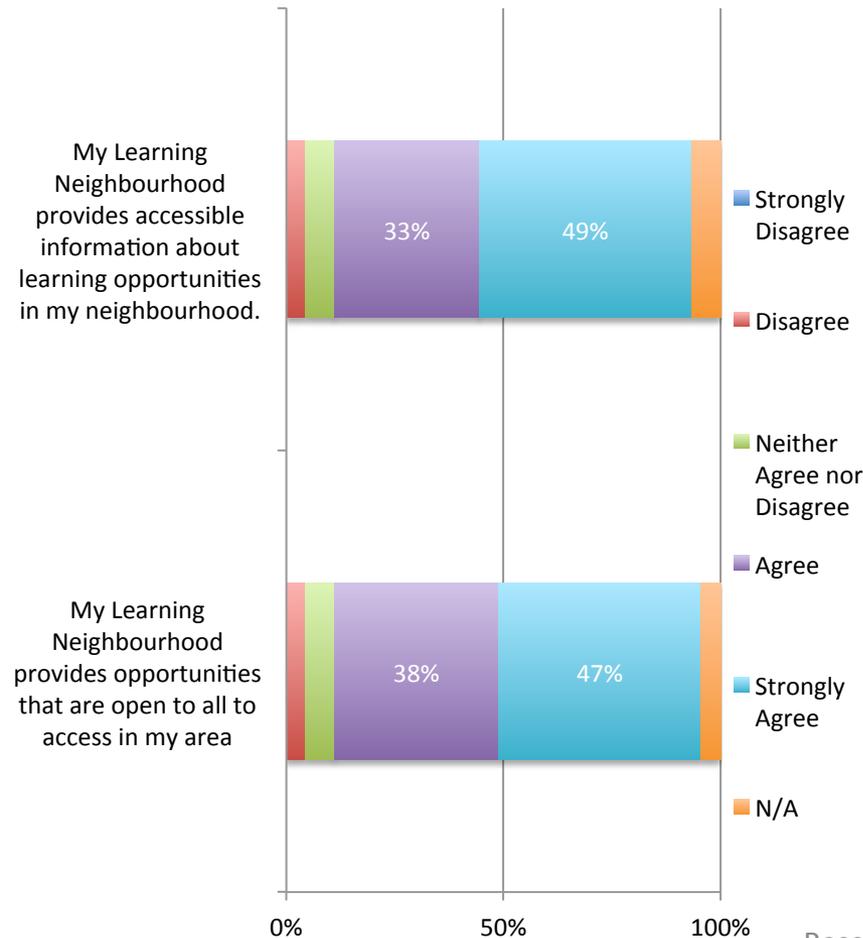
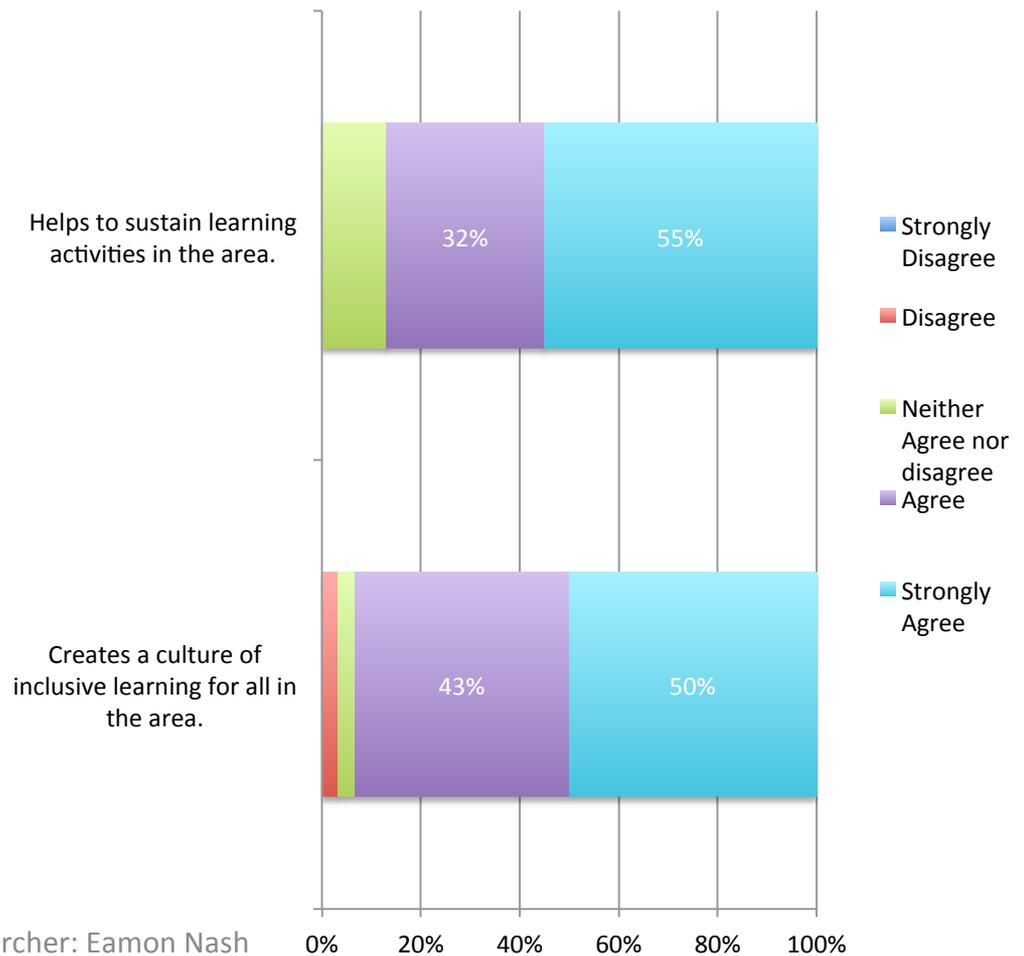


Chart 11: Steering Group

My LN creates a culture of inclusive learning for all in the area.



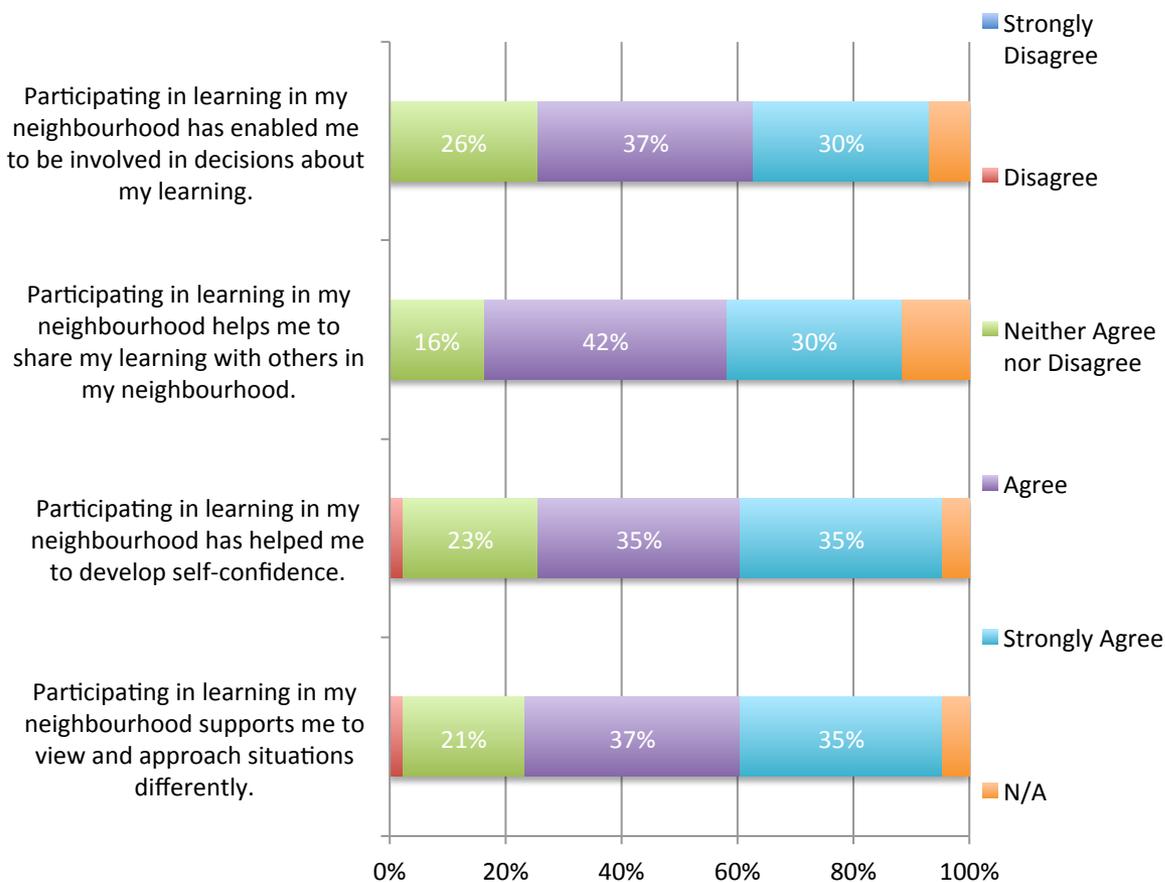
Theme 2.5: Learning for all, Inclusive Engagement & Sustainable Learning

“The learning neighbourhoods identified the level of community activity and therefore community learning that is happening in our area. This was an eye opening insight into how my community is engaged in offering all types of activities, learning, personal development and cross generational contact.” Community Respondent.

CNL is “a vehicle to engage with communities and to allow for that collaboration to happen. It’s an opportunity to hear the needs on the ground as opposed to assuming what communities would need in terms of learning”. Focus Group Member

Theme 2.6: Confidence, Self-esteem and Empowerment

Chart 12 - Community Survey
Confidence, Self-esteem, Empowerment and Resilience

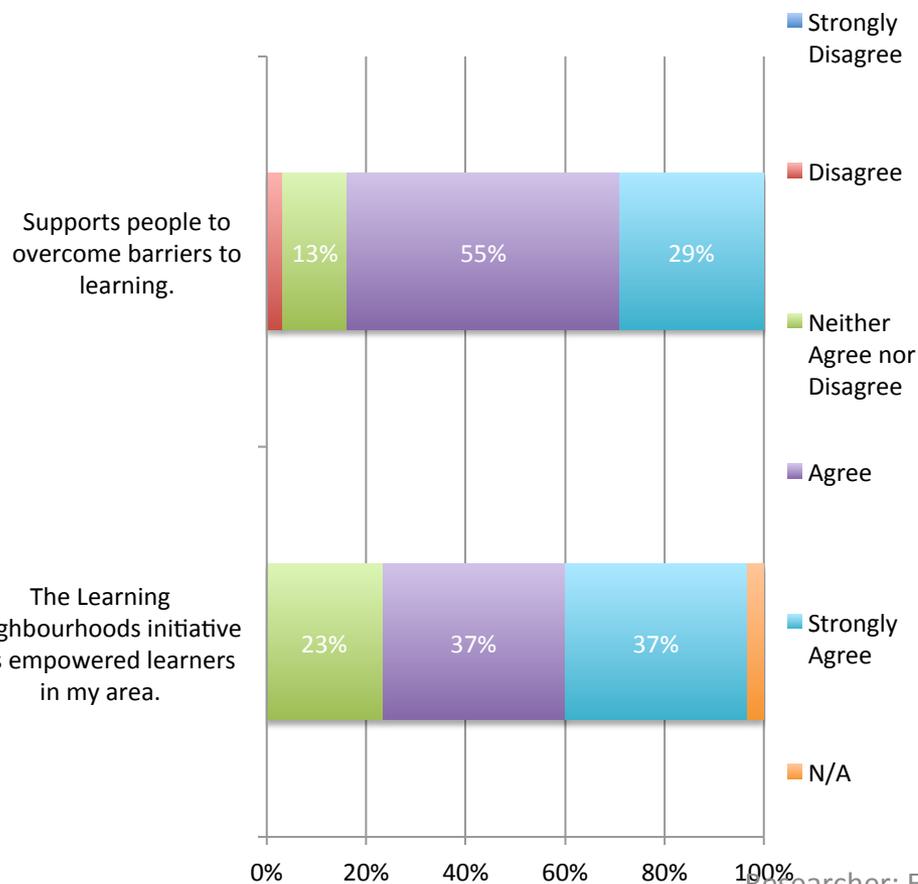


Researcher: Eamon Nash

“Learning has given me a sense of my true self and with the help of the courses I have been given the tools to follow many of my own dreams”.

Sub Theme 2.6: Confidence, Self-esteem and Empowerment

Chart 13 - Steering Group Survey
Confidence, Self-esteem, Empowerment and Resilience in my LN



Focus group members identified that while some of these outcomes were being achieved prior to the CLN being established, they suggested that the:

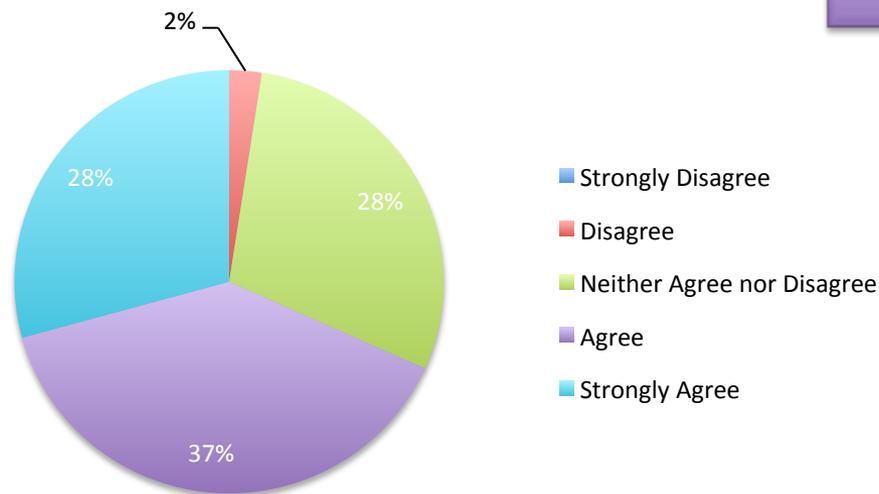
CLN has created a framework for these outcomes to be celebrated and recognised which has enhanced learners and workers confidence, self-esteem and empowerment.

Theme 3:

Identity, Cultural, Human Capital and Mental Health Impact

Chart 14 - Community Survey

Participating in learning in my neighbourhood has helped me to increase a sense of identity.



Identity Capital

"The many local events organised by CLN brings with it a great sense of pride in the people and the area" Community Respondent.

Accessing and celebrating all learning through events and projects in neighbourhoods



stronger identity, a sense of belonging and a sense of ownership over one's own destiny
Researcher: Eamon Nash



encouraging active citizenship and developing pride of place.

Cultural Capital

Evidence of cultural capital can be seen in

- how people learn and access learning (Charts 7 & 10)
- whom they are learning from (Charts 8 & 12)
- what people are learning (Chart 12 & appendix 11).

Cultural Paradigm Shift

Education

(Focus on formal education to combat education disadvantage by focusing on equalizing data)



Lifelong Learning -
All learning experiences

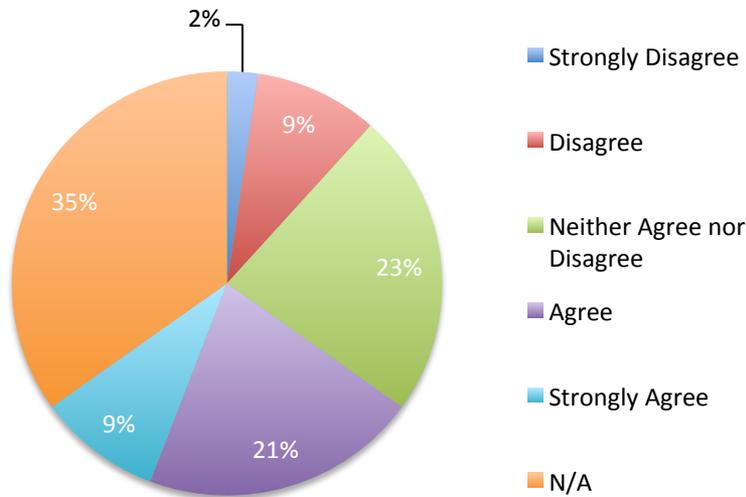
"The CLN is not setting out to name or chase it, but instead putting in place measures where all learning is celebrated, with the vision that this will create a culture of learning in the neighbourhoods and support the members in that neighbourhood to reach their full learning potential. These results (surveys) are telling me that this shift is beginning". Mr. D. Barrett

"If you make a conscious statement that learning is important in your neighbourhood, you are already in a different place... The challenge is putting that into action, flying the flag and doing it consciously on a day to day basis, this is what Learning Neighbourhoods are doing". Dr. O'Tuama

*CLN is "about developing and celebrating the capacity of people and to improve skills in all areas, and it is not just up-skilling or education and training for employment".
Focus Group Member*

Human Captial

Chart 15 Community Survey
Participating in learning in my neighbourhood supports me to gain employment.

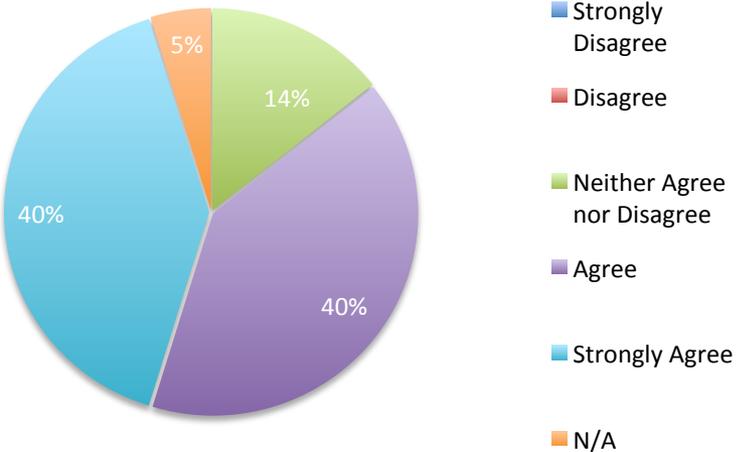


"if you don't have those building blocks and you do move onto the next (education) level, it is going to be much harder"
Focus Group Member

"the other effects I think are much more fundamental and much more to do with the ability to go and achieve whatever your goals are in life...in terms of a hierarchy of needs having the fundamental skills in place is critical to be able to progress in other areas" Mr. Barrett

Mental Health

Chart 16 - Community Survey
Participating in learning in my neighbourhood positively affects my mental health.

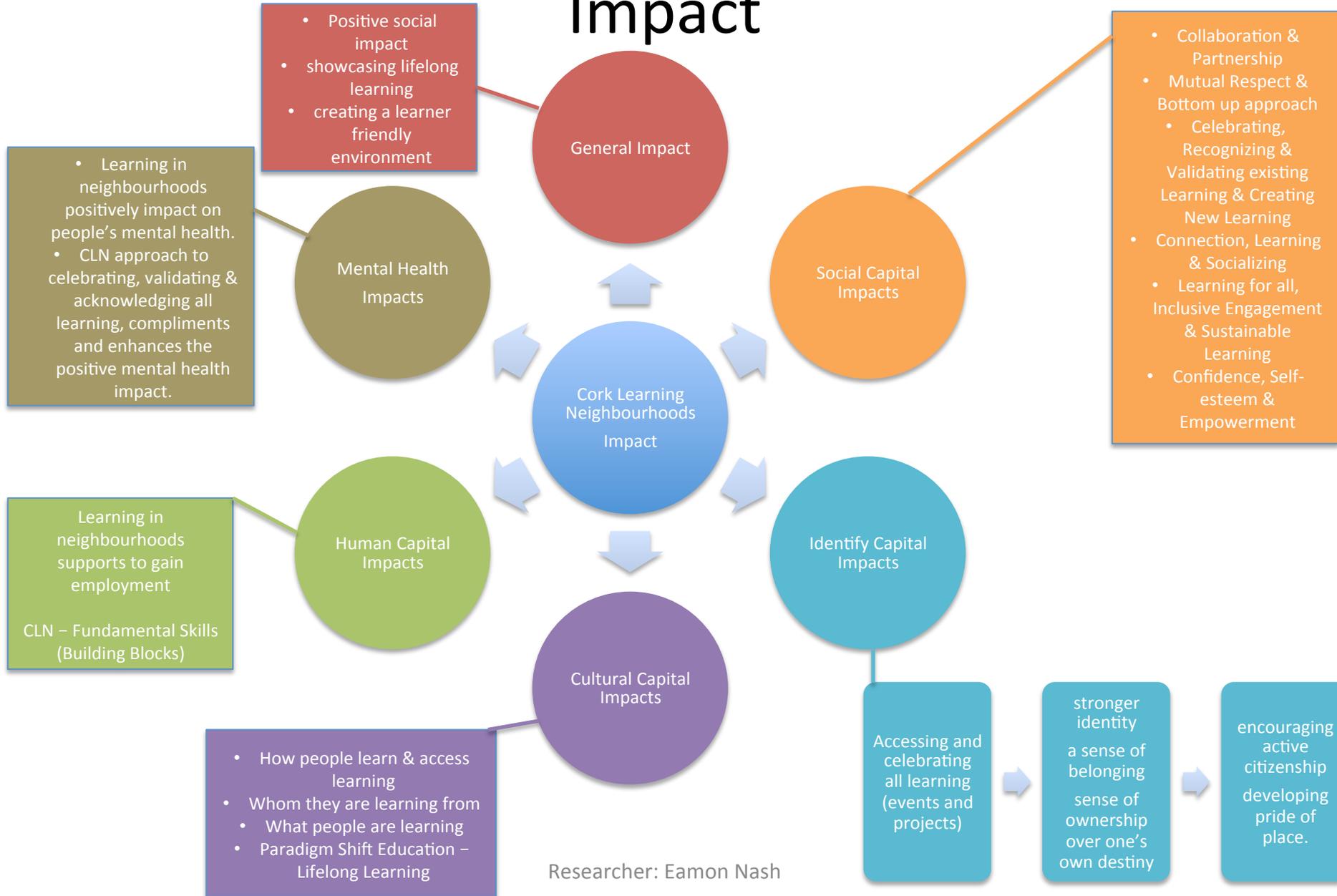


“Learning increased my confidence and skills set and has helped me to take care of my mindfulness and emotional mental health.” Community Respondent

“Being in this community choir has enhanced my life in so many ways that I couldn’t have imagined. My mental health and appreciation for well being has developed greatly since joining this community group.” Community Respondent

Cork Learning Neighbourhoods

Impact

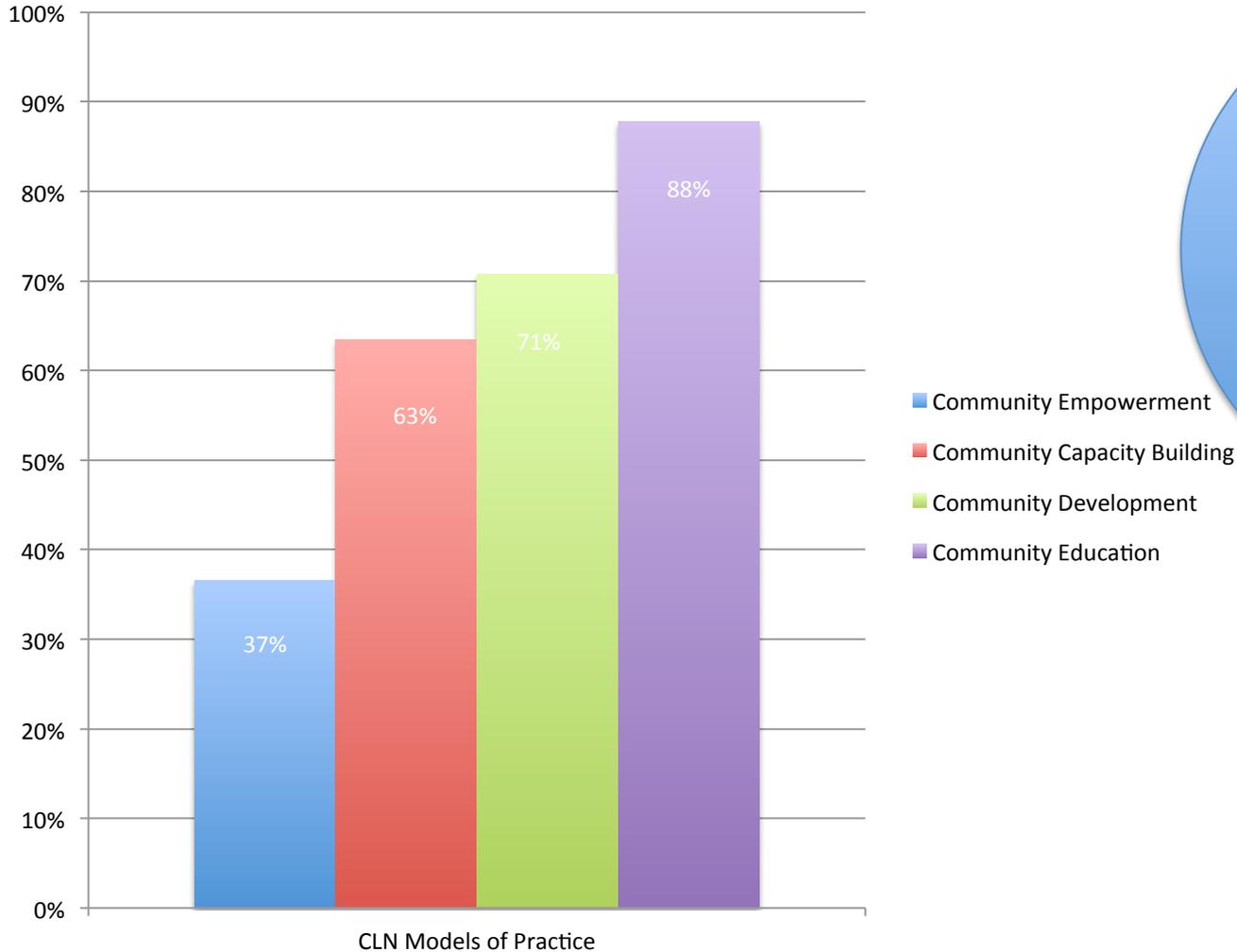


Current Learning Neighbourhood Models of Practice



Chart 17 – Steering Group

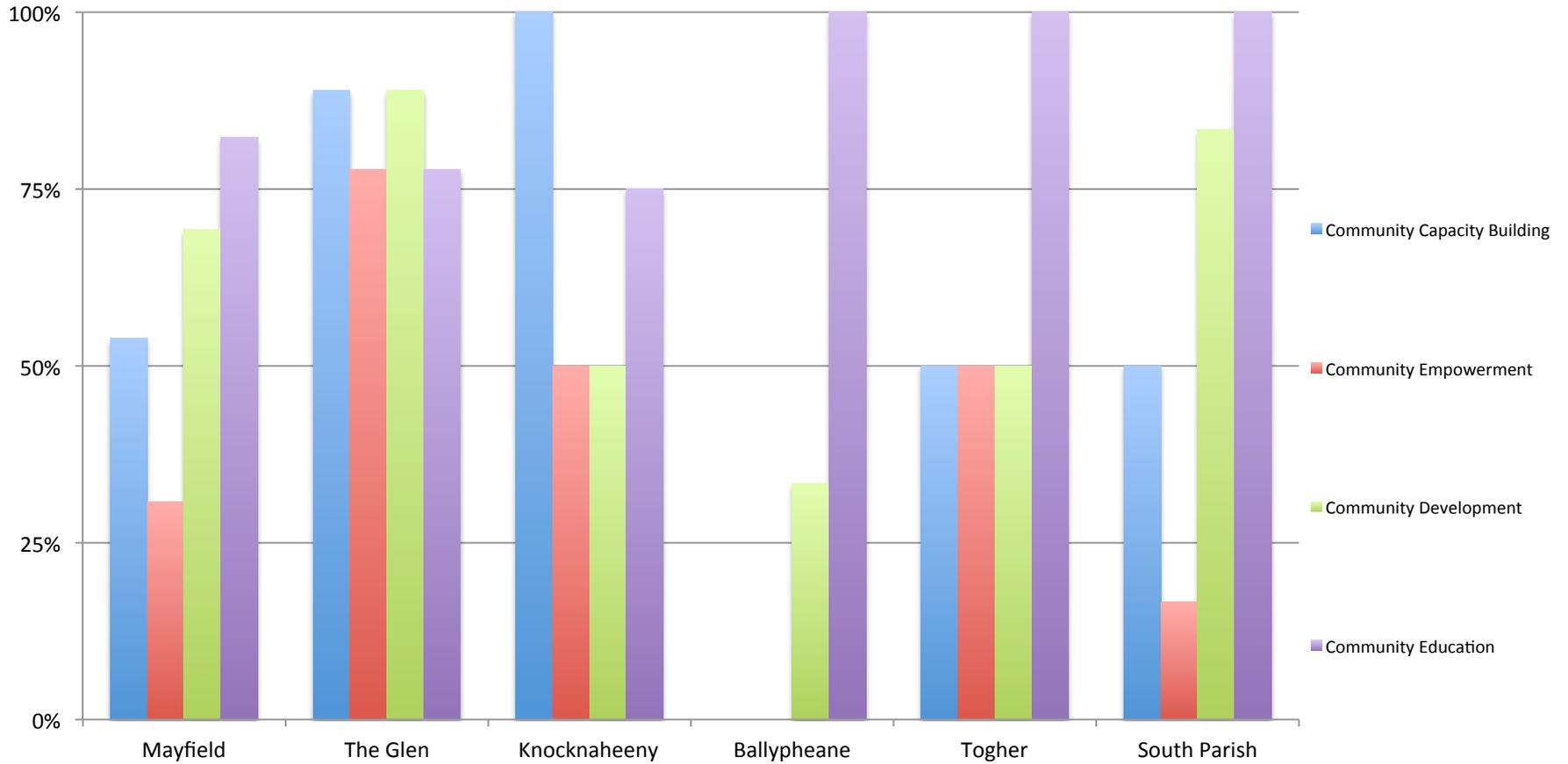
Which of the following best describes your learning neighbourhood model of practice. Please note you can tick more than one.



“The Learning Neighbourhoods has a diversity in it’s model of practices which has created a greater sense of cohesion within the community which has allowed the neighbourhood and it’s residents to go from strength to strength”. Focus Group Member

Chart 18 – Steering Group

Which of the following best describes your learning neighbourhood model of practice (by Learning Neighbourhood).



Model of Practice Decision Making

Chart 19 – Steering Group

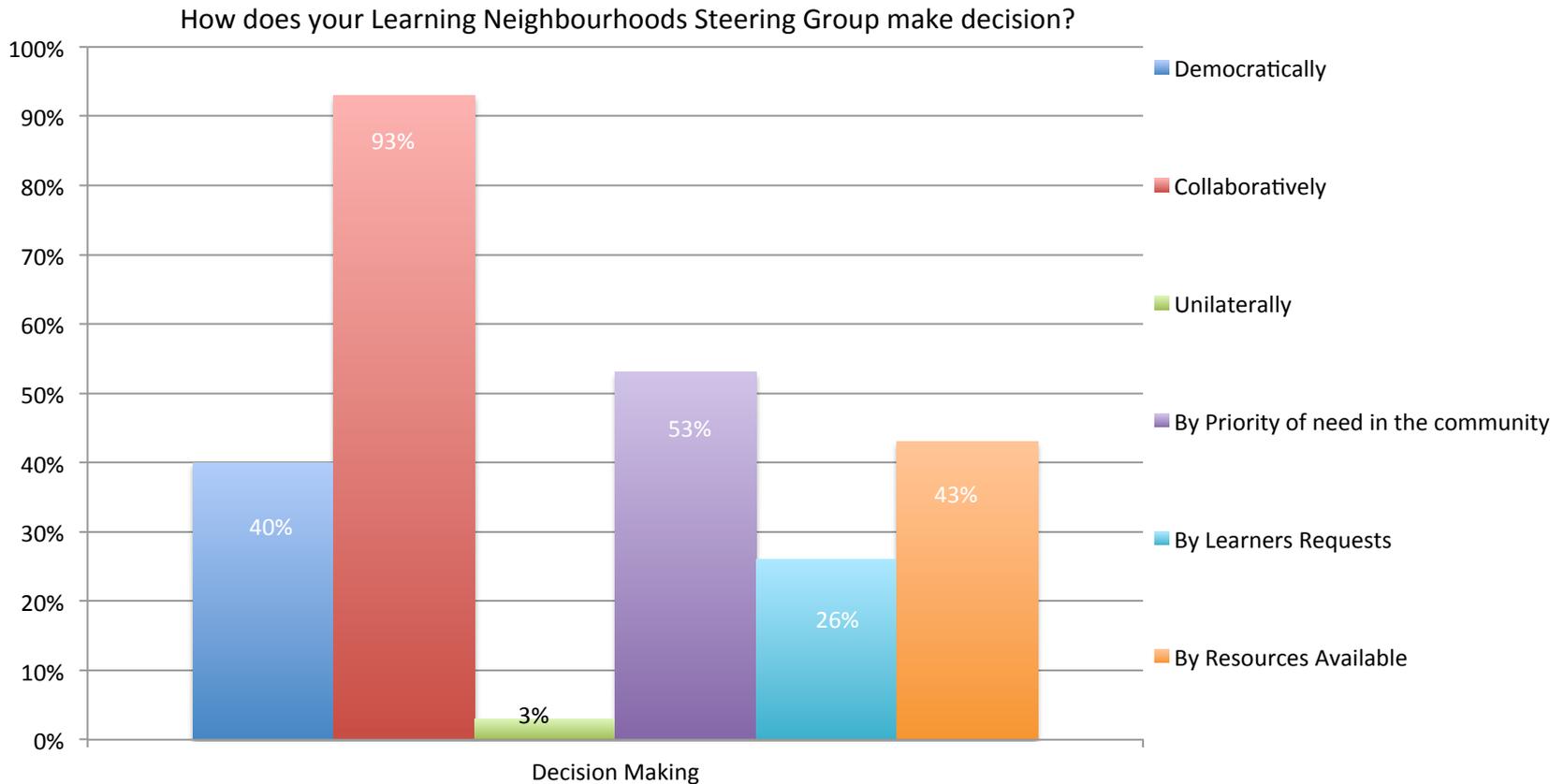
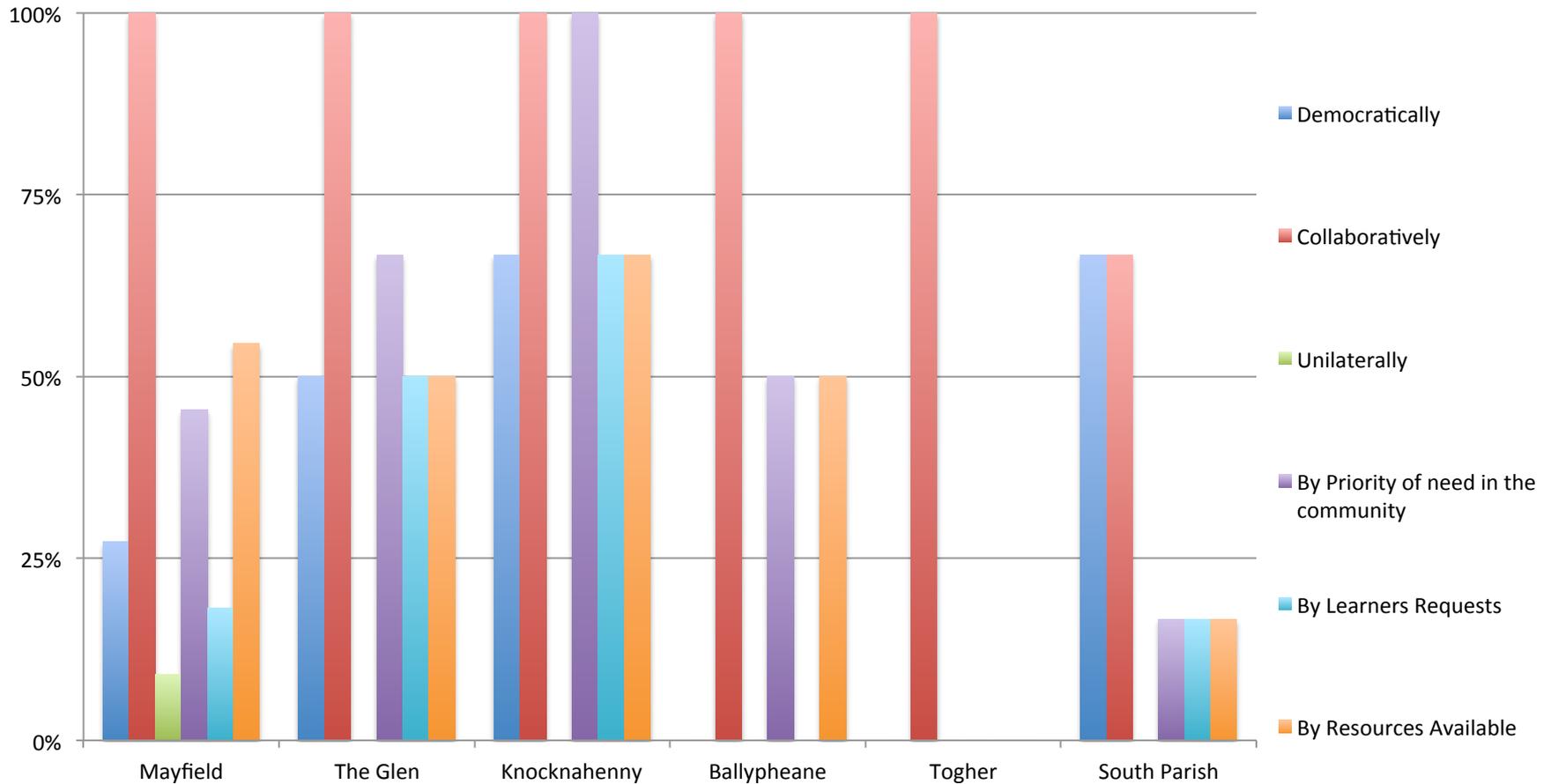


Chart 20 – Steering Group

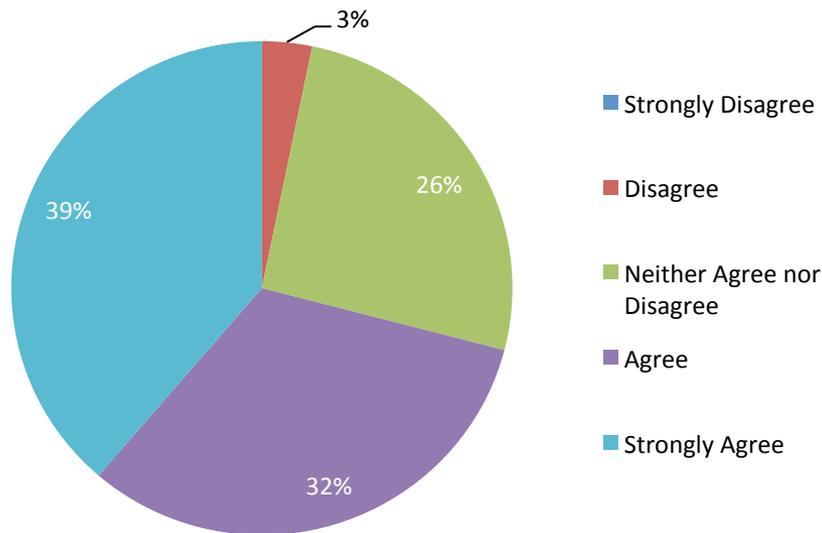
How does your Learning Neighbourhoods Steering Group make decision (by neighbourhood?)



Researcher: Eamon Nash

Models of Practice

Chart 21 - Steering Group
My Learning Neighbourhood
Responds to identified needs in the area



It was hoped that the CLN would achieve similar results to the CLLLF. The focus group consensus was that a hybrid and evolving model of practice allowed outcomes achieved in the CLLLF to be further progressed and integrated into neighbourhoods.

The focus group agreed that neighbourhoods had different experiences that influenced this as well as different experiences that influenced the establishment of their CLN. While some identified the CLLLF as their main influence, others identified Community Education Networks as foundations for their initial local CLN projects.

The focus group highlighted that while local CLNs shared a lot of similarities, historical learning approaches, demographics, social and economic environment, community and learning organisations present in the area, willingness to be involved and geographical location were some of the facets that impacted on the initial CLN approach and how their local hybrid model of practice evolved.

Model of Practice Resources

Chart 22 – Steering Group

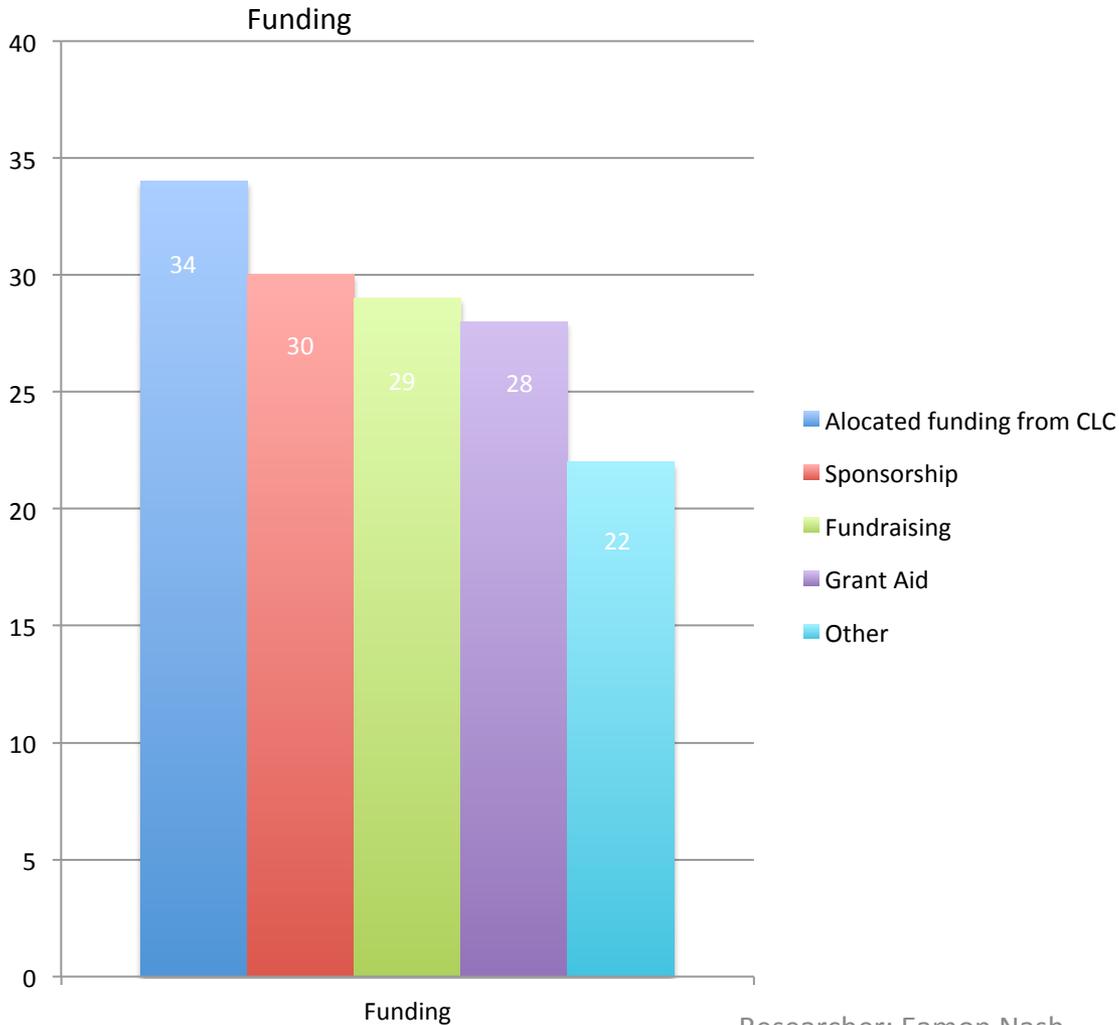
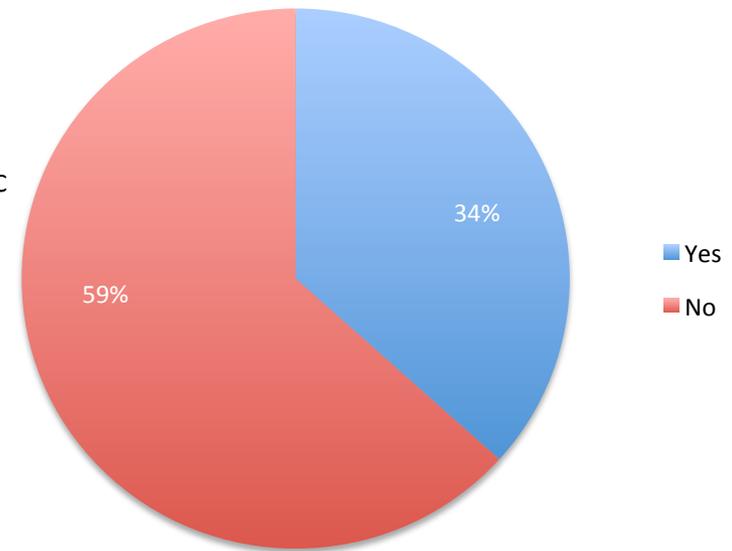


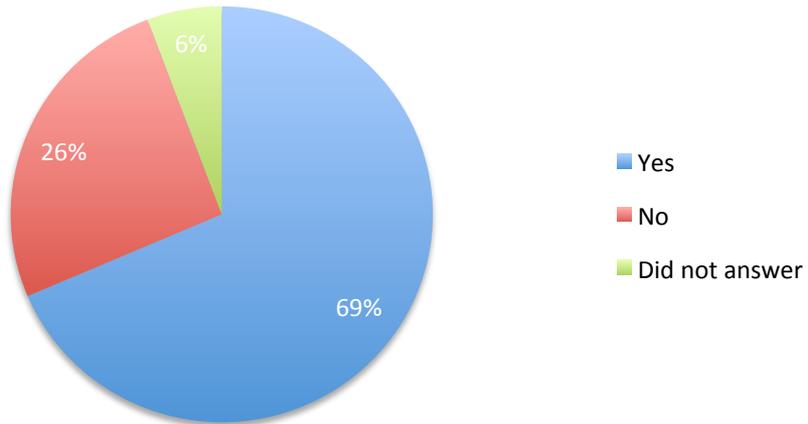
Chart 23 Steering Group
Is your current LN funding sustainable?



Model of Practice Resources

Chart 24 - Steering Group

Does your LN receive non financial resources to sustain your Local LN?



CLC partnering organisation and CLN Co-ordinator through ACE, UCC,

Input of time and commitment from staff of local organisations

Support from local businesses

Commitment from the local community through volunteering

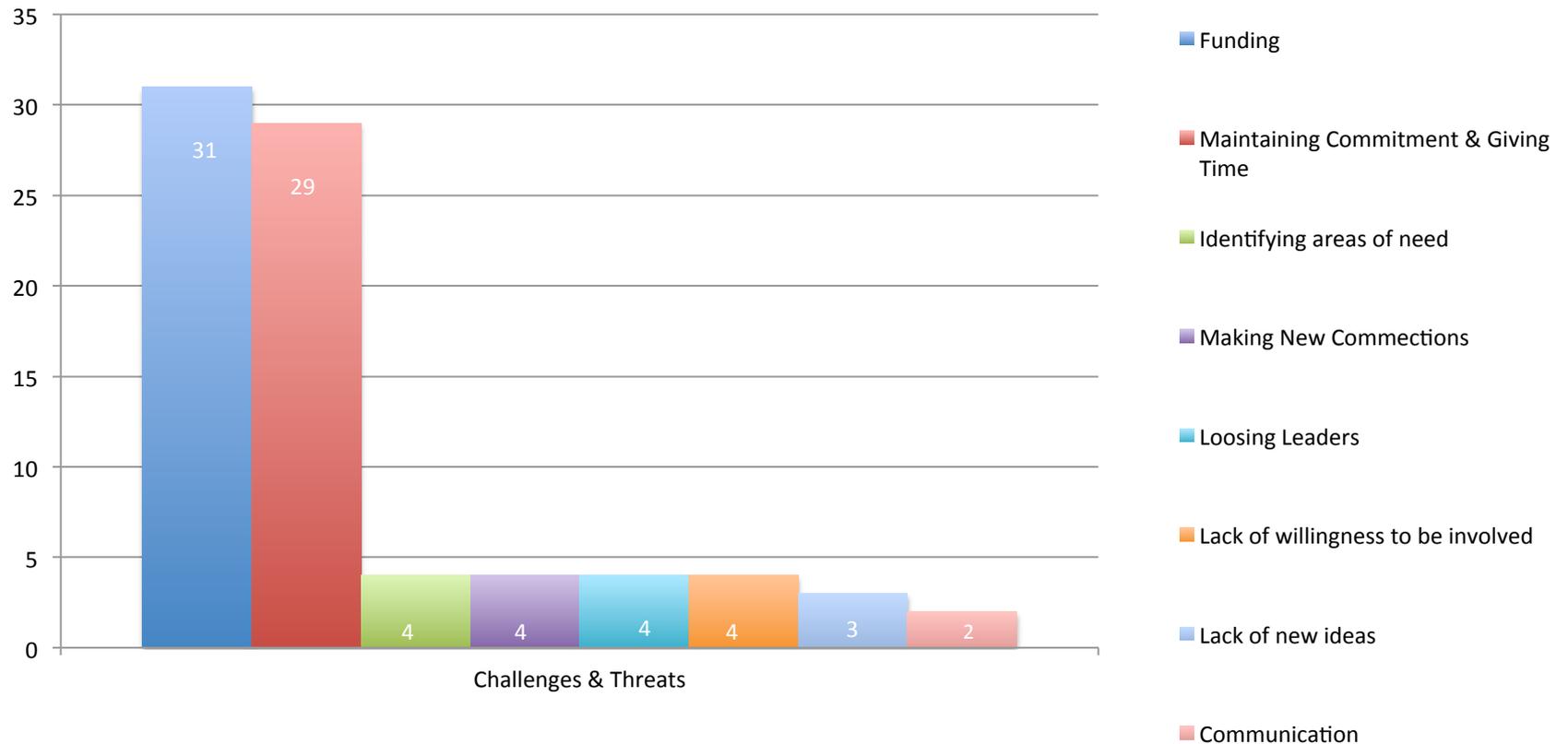
Building local support and volunteers

Branding and messaging

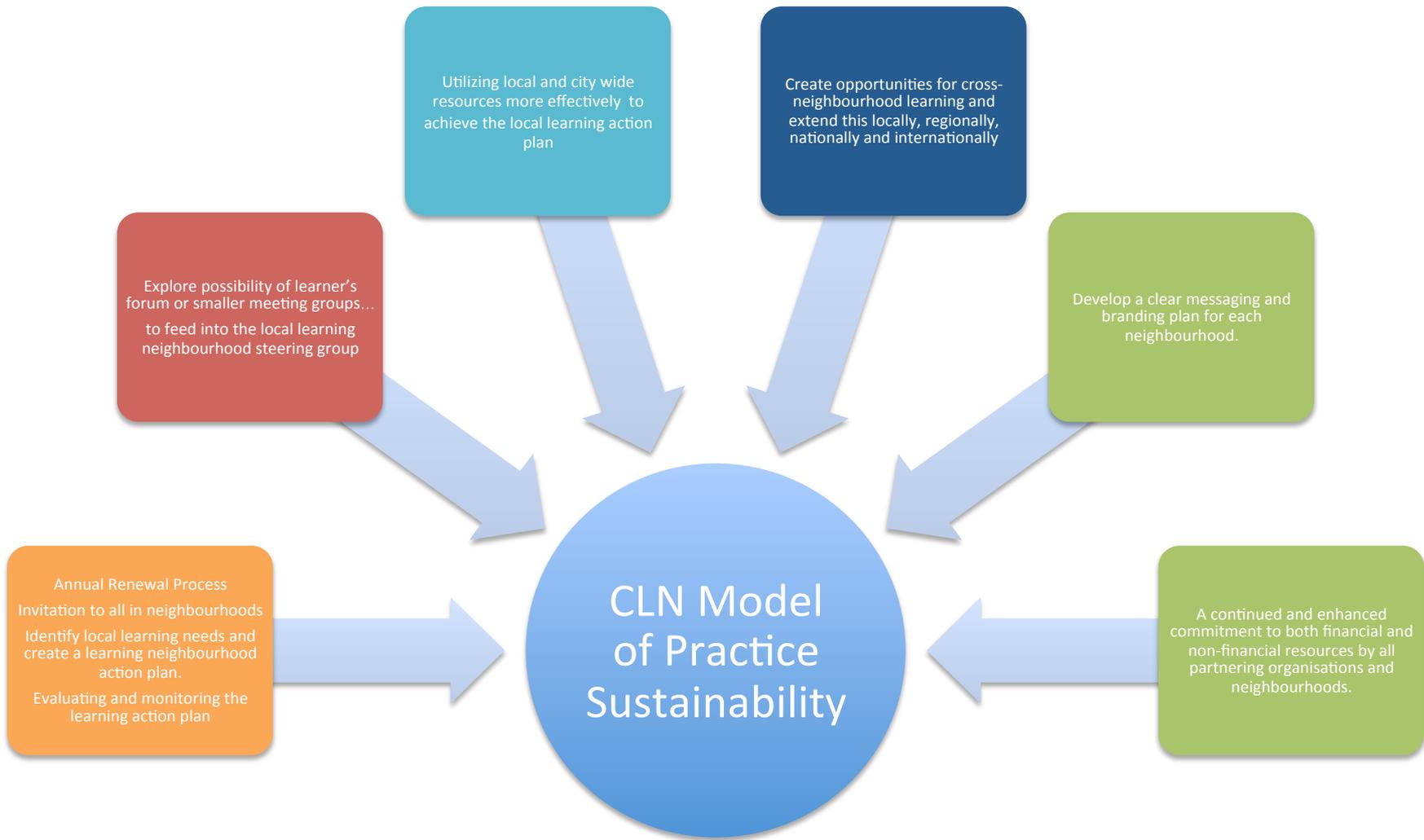
Training and a commitment and passion and belief in the CLN

“The time and commitment our own organisations allow us to be involved in the Learning Neighbourhoods Committee ensures the on-going success of Learning Neighbourhoods”

Model of Practice Challenges and Threats



Researcher: Eamon Nash



UNESCO (2015d: 164) identify the “mobilization and utilization of resources” to develop a learning city.

Researcher: Eamon Nash

Impact & Model of CLN & literature

Neighbourhood Centred Approach - Hybrid and evolving Model:

- Community Education, Community Development, Community Capacity & Building Community Empowerment
- Demographics, Local Learning Needs, Resources Available & Organisations or groups willing to participate
- (O'Brien & O'Fathaigh, 2007)

Multi-Level Framework based on building relationships and partnerships

- Mutual Respect
- Sustainable Development with learning as the focal point
- Opportunities for collaboration, partnership and celebrations locally and citywide
- (O'Brien and O'Fathaigh, 2007; UNESCO, 2015a)

Bottom up approach grounded in consultation and co-creation, inclusive and open to all

- Encourages engagement and participation; Supports the development of strong and weak ties; Promote and utilize local learning resource; Creates framework for organisations and individuals to connect, learning and socialize together and work to achieve common goals. Transformational learning.
- Courtney 1992; Maycome 2018 in O'Tuama, 2020; UNESCO, 2015; Schuler, 2010; Baumgartner, 2001

Coordinating learning events and projects locally and sharing information and resources

- These approaches and the outcomes the CLN are achieving are grounded in the UIL key guidelines for building a Learning City (UNESCO, 2015a).
- Informational Learning (Baumgartner, 2001)

Learning Partnerships and collaborative processes to advocate for local learning needs

- The CLN approach is also supported by O'Brien and O'Fathaigh (2007)

Building partnership (for a shared vision and EcCoWell cities)

- Supported by OECD (2012) and Kearns (2012) respectively.

Impact of CLN & literature

Recognition & Validation of all learning & Social Capital Impact

- Creates opportunities for people to promote and celebrate their learning,
- Giving rise to an increase in
 - social capital (Dave, 1975; Longworth, 2003)
 - active citizenship (Edwards, 1997; UNICE, 2001; Commission of European Communities, 2000; DES, 2000)
 - social inclusion (Yang & Valdes-Cotera, 2011; OECD, 2007; Field, 2002; Government of Ireland, 2000a; 2007).

Celebrating and recognising all learning through events and projects

- Enhances social cohesion in learning neighbourhoods
- one of the six priorities in 'the Learning for Life' White Paper (DES, 2000) & UIL Learning Cities guidelines (UNESCO, 2013, UNESCO, 2018)
- Core aspect of social capital according to Putnam (1995) and Longworth (1995).

Action-based culture of inclusive learning for all

- Opportunities to engage and participate in Learning Neighbourhoods processes as well as creating accessible information and advocating for equality of learning opportunities
- This is in line with reports and goals including
 - UNESCO SDG 4 & 11 goals (UNESCO, 2017)
 - UIL's Beijing Declaration (UNESCO, 2013) to name but a few.
 - (O'Tuama, 2020 forthcoming)

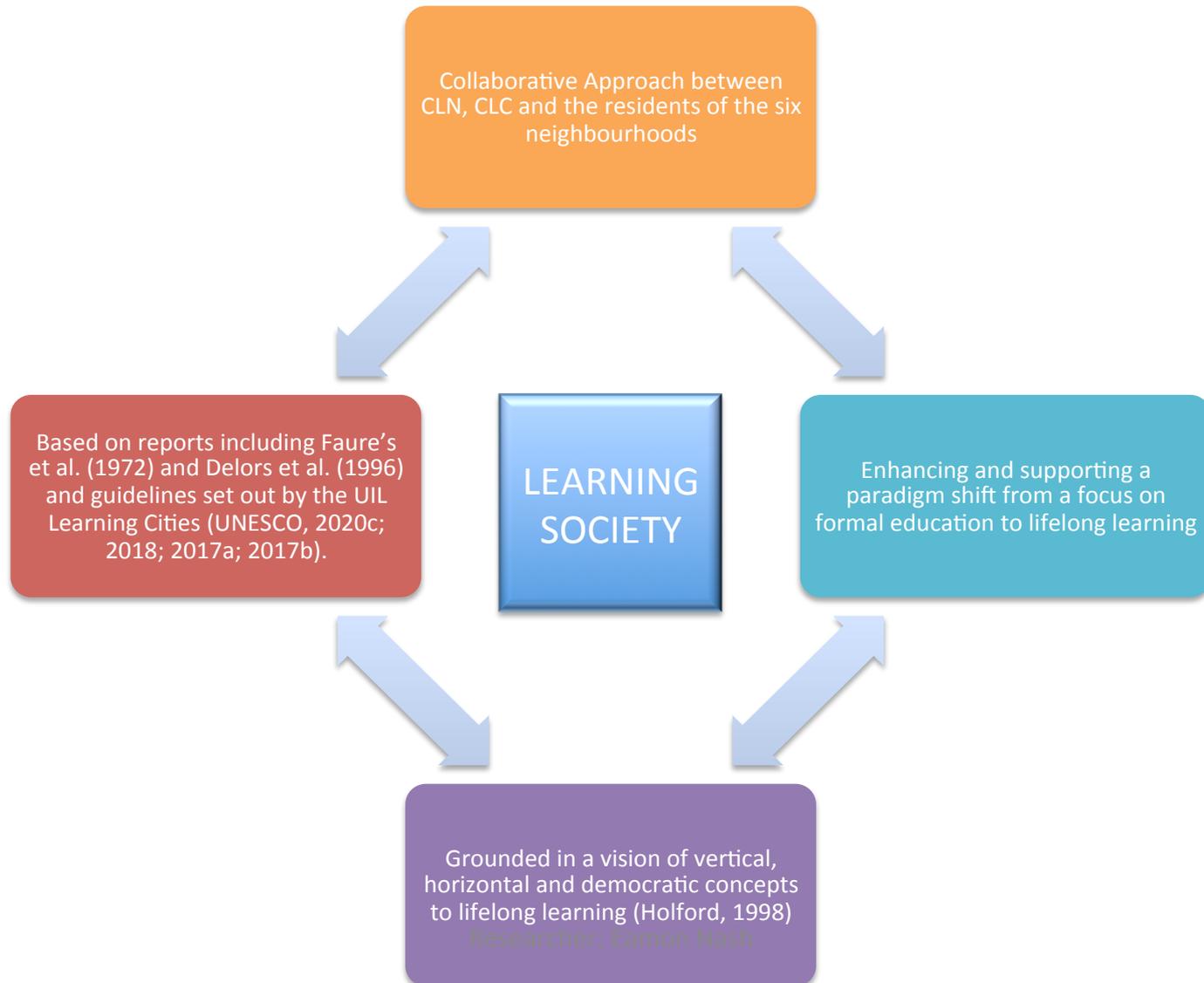
Identity, Human and Cultural Capital

- Identify capital (Schuler, 2010; O'Tuama, 2020)
- Cultural capital (Delors, 2013; Mortimore, 1999; OECD, 2007, DES, 2000; O'Brian & O'Faithaigh, 2007; O'Tuama, 2020)
- Enhancing human capital (O'Brien and O'Faithaigh, 2015; Schuler, 2010)

Mental health

- Supporting learning activities, creating a sense of belonging through events and projects and enhancing current as well as creating new social opportunities where learning is the central activity (Schuler, 2010; O'Tuama, 2020)
- Results in an increase of confidence, self-esteem and empowerment for learners (Longworth, 2003; UNESCO, 2015D; UNESCO, 2018; O'Brien & O'Faithaigh, 2007).
- Recognition, validation and accreditation are key area of the UIL's (UNESCO, 2020a) lifelong learning objectives, which is supporting transformational change for individuals and the neighbourhood as a whole (Baumgartner, 2001; O'Brien & O'Faithaigh, 2007; Mezirow, 1998).

Impact of CLN - literature



Conclusion:

This research project identifies the impact the CLN initiative is having on six learning neighbourhoods in Cork City, Ireland.

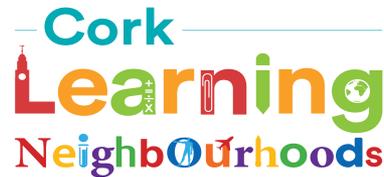
It also explores the neighbourhood centred, integrative and participatory approach to a hybrid and evolving model of practice in these neighbourhoods.

The CLN has created a framework to allow a symbiotic relationship between multiple stakeholders at multiple levels (locally and city wide) where a shared vision and approach to learning through celebration, recognition and validation of existing learning and new learning is central.

This in turn is creating opportunities for neighbourhoods as well as CLC to achieve the goals set out by reports including UNESCO's Learning Cities Beijing Declaration (UNESCO, 2013), Guidelines for Building Learning Cities (UNESCO, 2015a) and the Cork Call to Action (UNESCO, 2017a) as well as achieving the six priorities set out in the Irish Government's "Learning for Life" White Paper (DES, 2000).

These goals include empowering individuals, promoting social cohesion, promoting inclusive learning, revitalising learning in families and communities, raising consciousness, cultural development and community building.

Conclusion



Kearns (2020) learning neighbourhoods model of practice, where he describes the Learning City sets the framework and the learning neighbourhood fosters learning throughout life.

In the case of Cork City it is clear that UIL Learning Cities (UNESCO) is setting the Global framework, the CLC is embracing and leading this in Cork City and the CLN, comprising of all of the local and city partnering organisations and individual learners, are realizing and putting this into action in their local learning neighbourhoods.

