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Higher Education Developing Adult Learning and Education through Learning Cities as Advanced Forms of Learning Ecosystems

Abstract

In the Age of learning, universities have a key role in the development of smart and creative urban communities in the frames of learning cities.

This paper addresses the importance of bridging in between labour market-oriented ecosystems with those of education and training ecosystems. Spatial structures as learning cities and regions, according to Pagratis, et al (2023) and to Piazza (2023), may offer more effective and beneficial forms of such frames of knowledge transfer. (LEAP-II findings, 2024) While learning eco-systems argue for better policies and strategies of opening Higher Education (Dollhausen and Jütte, 2023), this paper will try extending this approach to adult education to outline a comprehensive roadmap for implementing a joint LLL programme, with a vision centred on inclusivity, flexibility, and accessibility. Research method is based on reflective analysis of learning-city region examples of selected members UNESCO GNLC through a comparative lens.

Keywords: Learning cities, adult learning communities, collaboration, knowledge transfer, learning ecosystem

Absztrakt - A felsőoktatás szerepe a felnőttoktatás és -képzés fejlesztésében tanuló városok, mint fejlett tanulási ökoszisztémák bevonásával

A tanulás korában az egyetemek kulcsszerepet játszanak az okos és kreatív urbanizált közösségek fejlesztésében a tanuló városok keretein belül. A tanulmány a munkaerőpiac-orientált ökoszisztémák és az oktatási és képzési ökoszisztémák közötti hidak fontosságát vizsgálja. A térbeli struktúrák, mint például a tanuló városok és régiók, Pagratis és munkatársai (2023), valamint Piazza (2023) szerint hatékonyabb és előnyösebb formákat kínálhatnak az ilyen tudástranszfer keretek számára. (LEAP-II eredmények, 2024) Miközben a tanuló ökoszisztémák a felsőoktatás megnyitásához jobb politikák és stratégiák érvényesítését javasolják (Dollhausen és Jütte, 2023), ez a tanulmány azt kíséri meg, hogy ezt a megközelítést a felnőttoktatásra is kiterjessze, valamint, hogy átfogó ütemtervet vázoljon fel a közös LLL-program megvalósításához, olyan vízió alapján, amely az inkluzivitásra, a rugalmasságra és a hozzáférhetőségre összpontosít. A kutatási módszer a kiválasztott UNESCO GNLC-tag-városok példáinak reflektív elemzésének komparatistikai metszetben történő megvalósítása.

Kulcsszavak: Tanuló városok, Felnőtt-tanulási közösségek, együttműködés, tudástranszfer, tanulási ökoszisztémák

Connecting smart and learning cities through the learning ecosystem – expanding roles for HEIs

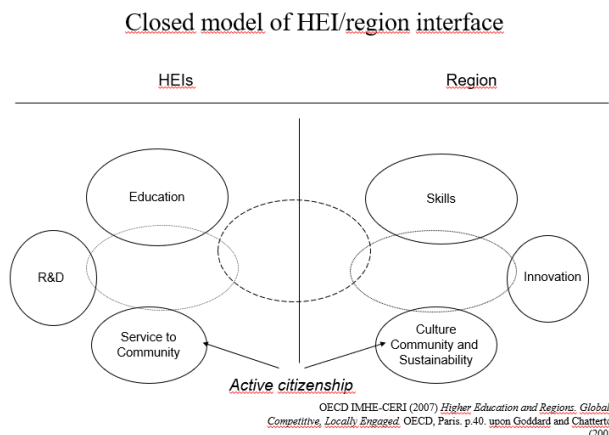
When the Millennium aspirations and realities in Europe gained momentum so as to initiate local and regional developments through learning (EC, 2002), there was a strong belief and concern that universities would have strong roles in analysing the ways and methods of developing communities through collaborative forms of knowledge transfer. (Longworth 2006; Doyle 2007) University lifelong learning became understood as a multidimensional construction of learning based on connections in between formal, non-formal and informal settings so as to enhance both economic growth with employability and social cohesion through active citizenship.

In the last twenty years, transnational organisations, like PASCAL International Observatory and ASEM Lifelong Learning Hub and eucen, have demonstrated in several ways that innovations in lifelong learning require would need higher education institutions so as to formulate developments in participation, performance through partnership-based actions from local/regional to national and international dimensions. Respected innovations were dominantly formulated in project-based actions and were oriented claimed orientations towards social capital, place management, lifelong learning and sustainable development. There is no surprise that learning cities and regions, as models of urban-based economic recovery, became rediscovered by multidisciplinary research groups using lifelong learning so as to connect universities to local and regional innovations for economic growth and social mobility and cohesion based on stakeholder collaborations. (e.g. PASCAL's PURE project or its ECCoWell model by Kearns).

Roles of universities may vary upon the situation and position whether being initiator, partner or follower in developing urban platforms for knowledge transfer. After three decades of lifelong learning policy having passed, we must develop constructive answers referring to the roles and responsibilities of universities in the promotion of sustainable, liveable and creative communities for prosperity and collaboration.

Our attempt is to provide reflections in the context of university lifelong learning to help learning cities and communities demonstrate effective forms of skills development and knowledge transfer. When we look into the evolution of learning cities (Jordan – Longworth – Osborne, 2013), we have to recognise that learning cities, regions and communities have arrived into the age of uncertainties, however, this fact may help us to generate directions or orientations for discussion to recommend new positions and roles for universities on the basis of some emerging examples of practice in the formation of collaborations through lifelong learning. The OECD formulated in 2007 a profound response

upon how universities should make use of growing competition and risks, therefore, it recommended connecting global competition with local engagements through local and regional models of activating citizens. (OECD IMHE-CERI, 2007)



Modified goals of the lifelong learning policies in 2008 and beyond resulted in a dominantly economy-centred reality of skills and competence development for jobs through reconsidered VET. Universities could still convincingly demonstrate in the last fifteen years that they have a responsibility to keep lifelong learning as a holistic approach so as to develop and promote participatory actions for quality learning and skills for communities, economies and environment. That is why PASCAL, eucen and ASEM made use of policy papers as EUA's Charter on Lifelong Learning (EUA, 2008), Learning City charters, declarations and several other project-based toolkits to develop local and regional collaborations of learning. (R3L+ Toolkit, 2012) Let us also recognise that the European approach to lifelong learning has always been somewhat twofold in order to balance in between the social and the economic and that was also copied by the learning city-region model so as to combine economic realities with social and cultural aspirations with quality concerns. (Duke, Osborne and Wilson, 2005)

Universities having been involved in innovations around learning city-regions and communities are organisations who have a recent past in researching and developing lifelong learning, place management and social capital with particular concerns of sustainable development. UNESCO's influence and/or the impact of the OECD must have been also influential to such HEIs in Europe together with approaches and initiatives of the European Commission having moved a number of governments in Europe to make use of the European Social Fund to turn cities and regions into learning regions either in the wave of the European Lifelong Learning initiative (ELLI, 1992) or as part of the Regions of Lifelong Learning (EC, 2002). Another possibility as impact has been the movement of the European Capitals of Culture (EC, ECoC weblink) another significant platform to change cities becoming capitals of culture. Those above indicated factors are rather important for universities in cities which

became engaged in turning their cities and communities into learning communities to collect and share good skills and knowledge.

UNESCO's focus on lifelong learning and especially on learning cities became characteristic at the end of the decade right after the Millennium to mark the importance of cities and regions connecting formal, non-formal and informal places of learning. In this regard, UNESCO's Global Learning City Initiative (GLCI) was a direct step to signal a turn into the direction OECD and the EU had made several years earlier so as to build on learning communities having explored and achieved significant stakeholder collaborations and promoted active citizenship. (UIL – Global Learning City Index)

Let us not forget that the EC's White Paper on Governance in 2002 (EC, 2001) supported practical implications of learning city-region models based on active citizenship and critical thinking. Moreover, new narratives upon active citizenship helped connecting lifelong learning, higher education and active citizenship which became a leading model for UNESCO (UNESCO Cape Town Statement, 2001) to explain new dimensions for universities in the development of communities.

In the last twenty years, it became rather clear that cities and regions with innovative universities, having strong commitment and activities in lifelong learning, would have better and more creative positions to get together stakeholders to formulate urban developments, based on skills and knowledge transfer reflecting needs of the community, so as to embrace a culture of lifelong learning. Recently, UNESCO's call upon promoting adult and lifelong learning connected learning cities and communities to the development of sustainable and resilient communities in line with UN Agenda 2030 and its goals for sustainable development. (UN SDGs, 2015; UNESCO UIL, 2020) At the same time, enhancing lifelong learning made UNESCO to highlight that universities have a certain role in the development of lifelong learning through local and regional developments either in smart, creative or in learning models based on collaboration with respected stakeholders aiming at changing place for sustainability. (UIL survey on university lifelong learning; 2022) This being bridged to innovations through learning cities turned UNESCO's Global Network of Learning Cities to work in clusters so as to respond to challenges of sustainability and of health and well-being. (UNESCO GNLC) It became evident that learning cities having universities with strong positions in lifelong learning hold better capacities to realise their plans and strategies in the scope of smart, creative and learning communities to reconstruct economies, society for better futures. Having scrutinized some model cities and regions like Cork, Wolverhampton, Espoo, Pécs, Sonderborg and Groningen, we stepped forward to formulating reflections upon some important points.

Spatial structures as learning cities and regions, according to Pagratis, et al (2023) and to Piazza (2023), may offer more effective and beneficial forms of such frames of knowledge transfer. (LEAP-II findings on the roles of ALE in the development of Learning Cities, 2024) While learning eco-systems argue for

better policies and strategies of opening Higher Education (Dollhausen and Jütte, 2023), this paper will try extending this approach to adult education to outline a comprehensive roadmap for implementing a joint LLL programme, with a vision centred on inclusivity, flexibility, and accessibility. Key goals of such an ecosystem include promoting LLL as a core function of ALE, innovating curricular and pedagogical approaches, improving quality assurance, and strengthening partnerships with wider set of stakeholders both to engage adult educators into innovative LLL initiatives and to support a coherent and integrative Skills Policy embedded into Lifelong Learning Ecosystems. (Bakker, 2024)

Such approaches may help to connect in between basic, vocational and transversal skills by ALE promoting intersectoral partnerships for both quality-oriented and equitable education and training for adults with flexible and secure forms of learning, combined with lifelong guidance as identical for embracing learning throughout life as necessary tools of effective skills policies. Even the EC's Union of Skills (2025), as a new policy frame to promote upskilling and reskilling, can only be successful in case a more holistic concerns towards lifelong learning is recognised in accordance with WEF-2025 messages on the Future of Jobs (2025).

Roles of learning cities as ecosystems in building the learning culture to develop skills for life

One of the key roles for higher education institutions in the promotion of learning cities/regions and learning communities is the combination of research, development and innovation. When one looks into the planning, achievement and formation of learning cities and their nearby regions, it becomes obvious that universities can initiate, foster the plan and strategy, but also form particular projects so as to strengthen commitment of city leadership to support their selected models best fitting thefor occurring needs referring to community development. Although economic growth, development are essential for political leadership so as to legitimiseate power through strengthening jobs, but social and community dimensions of the same dimension claims several interventions and particular collaborations to prepare communities and their individual members to learn for change with better skills and knowledge.

Now that aspect may put specific platforms of knowledge platforms in the axis of urban strategies and that is what, for example, PASCAL International Observatory and its Learning Cities Networks have signalled, namely, to explore effective forms of learning cities and regions to offer knowledge transfers to meet emerging needs of different generations in an age of uncertainties, still helping us rediscovering identity, belongingness, active citizenship in various forms of partnerships labelled by different focuses of learning cities. (PASCAL's LCN weblink) In this regard, universities can help city-region stakeholders to find

their ways whether economic, social, environmental or somewhere amongst those directions with smart, creative or learning orientation with a little piece of necessary combination of each and all.

We shall have to understand that celebratory events, based on festivals, days, weeks, etc. of learning are very much important and necessary for universities and other organisations of lifelong learning to support communities of learning to exchange of ideas, values, knowledge and skills in a process of bottom-up work building on local needs to collect and share. Learning cities and regions, therefore, have become well recognised by UNESCO in its 2015 Recommendation on Adult Learning (UNESCO RALE, 2015) and its recent Marrakech Framework for Action 2022 (UNESCO CONFINTEA VII, 2022)

Some other important roles for learning cities and regions are to identify and demonstrate new/atypical places and forms of learning, but also to underline the fact that learning culture is built in common and shared ways amongst local communities. Universities can help educating and training new generations of facilitators of adult learning to hold good skills and competences in the formation of community-based lifelong learning. Professionalisation, professional development of educators are necessary dimensions some universities may take as role and responsibility and relevant project work and collaborations from local to global are essential to learn from effective and efficient examples. Beyond PASCAL, ASEM LLL HUB and eucen are those higher education platforms where research, development and innovations are combined with practice and relevant scientific advancements. (ASEM network of Professionalisation)

Universities are relevant organisations to highlight learning city activities in the scope of intergenerational and intercultural learning, attention to vulnerable groups and sustainability as a key issue for public discourse and dialogue. Also, matters of Infrastructure of learning, maintained by providers of formal, non-formal and informal places of learning, together with necessary life skills development through communities of practice can be effectively demonstrated by universities to make these topics appear as influential for learning city charters to describe values, principles of lifelong learning in local and regional settings. Consequently, learning cities and regions need universities to build and develop lifelong learning, but also to generate local and regional development based on strategic thinking. (Németh, 2020)

This focuses, in the case of Espoo in Finland, is demonstrated by specific activities to connect Espoo City Library, Omnia, Third Sector, three designated universities, Omnia Adult Education Centre, Esbo Arbis, Business Espoo and the City of Espoo so as to enhance continuous learning paths from early years to later life. (Erkkilä, 2020)

Wolverhampton City and its regions has formulated particular priorities to make its learning region promote and realise aspirations, for example, through the learning festival, the global learning festival, Wolverhampton learning communities, PASCAL's EcCoWell 2 Community Recovery Program.

Its second priority is an aspiration for a skilled workforce which is connected to strategic development of city-wide approach for learning digital skills, aligned with wider strategy and digital inclusion. A third priority is the engagement of adult in learning for health and well-being. This aspect is demonstrated by membership in UNESCO's learning city cluster on Health and Well-being and also through focuses on learning experience in art and culture, as part of the Wolverhampton City Learning Region, for well-being co-ordinated by a specific platform at the University of Wolverhampton. (WCLR weblink)

The Cork Learning Festival in Ireland is an example that underlines the importance of creating a culture of learning through various activities in which University College Cork plays a role of research and innovation in association with several stakeholders and community platforms, like learning neighbourhoods. (O' Tuama, 2020) Cork as a learning city is a profound example of community orientation with good balance in between social and economic, but also to demonstrate how a city as a former cultural capital of Europe may use learning city model to channel its lifelong learning actions into long lasting partnerships for resilience and cohesion in community.

The UNESCO Learning City of Groningen in the Netherlands chose a particularly unique way to signal the importance of inclusion by reaching out to disadvantaged members of community through changing perspectives of policies, perspectives referring to lifelong learning and to its intergenerational and intercultural dimensions. (Klercq, 2021)

The case of Sonderborg learning City in Denmark shows a strong commitment towards learning being connected to the so-called Netflix approach so as to link pupils, families and companies at two levels. One is an internal track to promote sustainable development through specific available specific learning materials, project week, local UNESCO festival and weeks for young people for empowerment. An external track is to deliver UNESCO Festival for SDGs and a Youth Summit. Such actions are well-supported by the participation of specific university bodies. (Andersen, 2021)

The City of Pécs in Hungary has formed its Learning City Program and its Learning City Festival in association with several stakeholders and civil society organisations. Its key partner for research and development is the University of Pécs having managed connections with UIL, organised three international conferences referring to some recent trends and issues since 2017. The University took a role of helping to strengthening community and community learning through learning festivals by formulating thematic programmes, based on collaboration amongst relevant stakeholders, so as to reflect challenging aspects of economy, culture and arts, society and environment in the context of urban development and sustainability. Also, the University of Pécs has initiated and promoted international partnerships regarding research and innovation through UNESCO GNLC and its cluster on Health and Well-being. (Németh, 2021)

How is the organisational capacity of formal institutions (HE/VET) used to capacitate and strengthen 'Weaker' organisations working with communities and volunteers?

First of all, universities can turn their experience and expertise in lifelong learning into the formation of learning cities and communities based on dialogue with local and regional groups, platforms of organisations and institutions. Also, higher education institutions have strong and rather high reputation to convince city municipality and local/regional institutions of education and training to enter various forms of partnerships with the aim of quality development of skills and competences.

Key perspectives indicate use of making use of effective forms of university lifelong learning, providing capacity building for Learning City partners and stakeholder representatives, applying results of innovations to enhance quality dimensions of learning cities based on PASCAL and ASEM LLL HUB linkages. Moreover, universities can support the development of international partnerships with UNESCO Sustainable Cities so as to connect smart, creative and learning aspects. VET development grounded on strong alliance with economic stakeholders, like employers, Unions, Chambers of Commerce and Industry, SMEs is another emerging perspective for universities to enhance engagement and performance in lifelong learning. Simultaneously, widening learning cities with regional focuses to respond to scientific and technological innovation is a further trend that cities ũwould represent by becoming smart and creative communities. (Osborne, 2018)

We have collected some relevant examples of learning cities to underline the above argument:

In Wolverhampton, the University has profoundly been involved in community engagement as a civic mission for HE, accordingly, this scope enables the input for expertise and innovation in lifelong learning, the development of city-wide, national and international partnerships, acting as catalyst of community collaborations in different forms, research to underpin developments in WCLR initiative with innovative steps, co-ordination Wolverhampton City Learning Region platform as investment and finally commitment upon supporting learning communities. (Mahoney, 2020) The City of Wolverhampton Council helps these issues by relevant framework for governance to indicate ambition and vision for shaping the learning city. Another form of commitment is the mayor's support towards the implementation of the UNESCO model of a learning city. (UIL Key Features of a Learning City, 2012)

The example of Cork demonstrates a strong linkage in between smart, inclusive and sustainable dimension through the green campus initiative of

University College Cork, the Food Forest model and the Playful Paradigm be connected to skills and competence developments.

In Espoo, collaborative partners co-create the learning city by combining formal and non-formal learning grounds. Concrete inputs in VET are provided by Omnia and its partners and higher education institutions, like Aalto University, Laurea and Metropolia universities of applied science, are providing research and innovation, amongst other directions, to that scope. Accordingly, early childhood education and care, basic education, basic art education and general upper secondary education are also involved to bridge with non-formal learning grounds of liberal art education, libraries and culture, sports and youth services, Business Espoo, third sector and open learning spaces in association with universities. (Harri Rinta-Aho, 2021)

In Pécs, the impact of higher education has mainly been focused to co-design, plan and organise the annual learning festivals in partnership with the House of Civic Communities and reach out to several civil society organisations engaged in lifelong learning, community development, sustainable futures, creative platforms in art, education, smart technologies and creative modes of knowledge transfer. Based on several international project participation, the University of Pécs, as member of eucen, EAEA, PASCAL and ASEM LLL HUB and partner of UNESCO UIL in the development of learning cities, has a specific role to support weaker learning organisations, trying to promote participation and skills development via their programmes, to reach for wider public attention and recognition in the frame of Pécs Learning City Programme and its festival of Learning City Pécs. (Németh, 2020)

In Sonderborg, Syddansk Universitet is a key stakeholder in the formation and development of the House of Science in Sonderborg together with some other educational providers, e.g. the local Folkeskoler and training institutions to develop STEM related skills with a strong attention to labour market needs and VET realities referring to upskilling and reskilling. (Sonderborg - House of Science weblink)

How is co-operation and partnership within a learning city fostered between municipalities, formal educational institutions, civic learning organisations, companies, other types of non-learning organisations?

Universities are needed to signal initiation of platform-building in the frame of learning cities and regions with attention to project-based piloting and getting acquainted with examples of good practice. Universities and other respected stakeholders of the learning city can organise workshops and intensive programmes with cities/municipalities having been engaged with learning city orientations. As consequence of this process, public discourse upon the benefits of building a learning city with attention to choices and limitation can be generated so as to legitimise the ways and forms of how learning communities

may turn learning festivals and other celebrator events demonstrate the power and joy of learning.

Universities are leading agents of cities by turning attention to learning city collaborations for urban benefits how to make use of own resources and capacities in and around lifelong learning. Not only the ways of joining UNESCO Sustainable Cities Networks, e.g. Global Network of Learning Cities, but also the development of smaller communities of learning within city, like districts, neighbourhoods and families are necessary forms of collecting and sharing knowledge upon urban collaborations of citizens for better life and environment.

Collected examples may help in responding to the question above:

Cork Learning City is a wider umbrella-formation so as to incorporate early childhood learning, primary and secondary education, tertiary and further education, higher education, providers and learners, community education and private sector are brought together into the Learning City Roundtable to discuss, initiate and enhance learning community developments and balance it with other respected aspects of sustainable urban programmes of learning workplaces, learning neighbourhoods, seminars and conferences and the learning lab, specific platforms where University college Cork has specific roles and responsibilities through university lifelong learning. (O'Tuama, 2016) UCC, having been a eucen member, has benefited from several former eucen projects to have promoted the third mission of HEIs. (COMMIT project-weblink)

The Espoo Learning City Network is a rather open and inclusive format to involve relevant stakeholders, providers of education and learning in formal, non-formal and informal environment. The City of Espoo has generated specific platforms at municipal level, like City Board, Growth and Learning and City Vitality to generate co-ordinated attention, care through effective management to include Chambers of Commerce and the Association of Entrepreneurs to work with several organisations involved on continuous learning. (Erkkilä, 2020)

Based on a particular partnership approach, Wolverhampton City Learning Region includes a broad range of organisations working in partnership to place learning at the heart of the city to tackle social and economic challenges using education and learning as the focus. This partnership implies platforms like learning organisations and adult education providers, moreover, it also involves U3A and platform of Equality and Diversity Partnerships. (Mahoney, 2020)

In the Netherlands, regions of Zwolle and Flevoland have recently developing platforms for collaborations. Zwolle has developed platforms of learning region to enhance linkages in between city and schools, to connect with business community and to develop quality-based strategies of education and VET. Flevoland has been promoting platform of libraries engaged in lifelong learning and effective learning in the workplace. (Klercq, 2021)

In Pécs, the main focus is on inclusive policies and practices. The Learning City Programme of Pécs was established by 2017 so as to promote both participation and performance in learning, and also to develop access to formal, non-formal and informal learning supported by programmes based on inclusive policies set by stakeholders involved.

Inclusive policy in Pécs means addressing barriers of learning for disabled citizens, namely, socially disabled, mentally disabled and physically disabled. Disabilities may lead to learning difficulties and lack of participation, therefore, civil society groups involved try to tackle the problem through collaborative actions based on trust, equity with mutual benefits and attention. (Németh, 2020)

What can universities do to stimulate a joint approach to learning within a region/city to acquire skills for life?

Universities are in a position to help learning communities develop through collaborations of local citizens and their organisations and institutions. There are several challenges universities may help overcome in partnerships with stakeholders in lifelong learning. In such a manner and approach HEIs having been involved in the development of learning cities and regions can effectively explain the mutual benefits of learning city developments for urban-based communities. They can also empower communities through collaborations to build trust, better identities and resilience in an age of uncertainties. Universities are seen as strong organisations to bridge learning city developments to effective forms of skills formations and local/regional skills coalitions. (OECD, smart cities programme - link)

Universities can make municipalities plan and formulate policy, law and better financing to improve participation and performance in adult learning as part of strategic thinking in lifelong learning. Accordingly, universities should accelerate actors/players/stakeholders with practice-based engagement and support efforts of inclusive, equitable and creative actions of learning in sustainable communities so as to leave no one behind. (Németh, 2021)

Examples of the scrutinized cities demonstrate some valuable sources as models and may be used as sources for comparative analysis:

In Cork, a Memorandum of Understanding on Learning was formulated and signed by four distinguished lead partners and two strategic partners based on an agreement to create a culture of learning in Cork City. Therefore, these partners, one of them being University College Cork, established a Steering Group so as to enhance Learning for All, promoting inclusion and to work for prosperity and sustainability. (Barret, 2020)

In Espoo Learning City, the commitment to inclusion through participation allows learners from vulnerable social groups of adults to participate programmes of continuous learning and also stimulates youngster

below the age of 30 with risks to get involved into inclusive learning for skills development. (Erkkilä, 2020)

In the Netherlands, the City of Groningen tries to build on equal opportunities and Den Bosch advocates programmes for youth and talent development so as to meet the needs of their citizens. (Klercq, 2021)

In Sonderborg, collaboration amongst stakeholders resulted in the formation of a taskforce group around SDGs to help develop a long roadmap for education, and to keep valuable formal and non-formal learning opportunities. (Andersen, 2021)

Wolverhampton City Learning Region has developed a specific strategic document, called Relighting our City, in order to get Wolverhampton to respond to need, create opportunities for young people, generate jobs and learning opportunities, helping vital business to grow and to stimulate vibrant high streets and communities.

Conclusion

Higher Education Institutions should make every attempt to support learning cities in receiving recognition and respect upon their collaborative work to improve learning in urban environments. As for SDGs, lifelong learning in cities and communities are critical conditions to improve quality education based in equity, inclusion and equalities. Learning cities are appropriate formations to highlight the diversities of learning based on valuable voluntary work and solidarity to provide accessible forms of skills development for vulnerable groups in societies.

In order to fight back illiteracies, digital divide, etc. we must make use of good practices of cities and regions having been engaged in forming learning communities for a better Europe. Universities have to focus on discovering and researching valuable learning city models across the world in association with UNESCO. They should also rely on the potentials of learning cities to enhance adult and lifelong learning in the member states of the EU.

Finally, it seems obvious that eucen and its members must promote involvement of universities to research and innovate through learning cities and regions for quality learning!

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