UDC: 374.7.091(477)
DOI: https://doi.org/10.24195/2414-4665-2017-4-13

Serhii Pryima,
Doctor of Pedagogy, professor,
Department of Pedagogy and Pedagogical Skills,
Melitopol Bohdan Khmelnytsky State Pedagogical University,
20, Hetmanska Str., Melitopol, Ukraine,
Dayong Yuan,
senior researcher, Institute for Vocational and Adult Education at Beijing,
Academy of Educational Sciences,
No.811, Jinsong Xikou, Chaoyang District, Beijing, People's Republic of China,
Olena Anishenko,
Doctor of Pedagogy, professor,
Head of the Department of Andragogy,
Institute of Pedagogical Education and Adult Education of NAES of Ukraine,
9, M. Berlinsky Street, Kyiv, Ukraine,
Yuriy Petrushenko,
Doctor of Economics, Head of the Department of International Economics,
Sumy State University, 57, Petropavlivska Street, Sumy, Ukraine

THE UNESCO GLOBAL NETWORK OF LEARNING CITIES: TOOLS FOR THE PROGRESS MONITORING

The concept of learning cities and regions is recently becoming widespread both in the European and global theory of regional development acting as a marker for the successful socio-economic development of a city and region, development of their human potential, the basis of the regional education policy of countries. Analysis of theoretical principles and, particularly, the practice of implementing the concept of learning cities and regions for Ukraine is currently a necessary condition for its sustainable development, full entry into the European and global economy, as well as the educational space. Despite fairly thorough theoretical study of the conceptual bases of the regional education policy, the practice of its implementation indicates a number of problematic issues, among which there is the use of tools for monitoring the progress in building a learning city. The publication highlights the results of the research dealing with tools for monitoring the process of building learning cities. There has been analyzed the content of the Key Features of the UNESCO Global Network of Learning Cities as a framework document which represents the key features of learning cities and offers a checklist of actions to enhance and evaluate progress on the way of a learning city development. The importance of this document involves understanding the fact that building a learning city is a continuous process and there is no such a final line over which the city could pass to receive the desired status. However, there are objective attributes of a learning city and they refer more to what the city is doing on this way, but not to what it is like.

Keywords: *knowledge society, human development, adult education, formal and informal adult education, learning city, learning region, UNESCO Global Network of Learning Cities, Key Features of Learning Cities.*

Introduction

In recent years the urban population is growing faster than ever before around the world: in 1950 the rate of the urban population accounted for about 30% of the world population, whereas in 2014 this rate rose to 54% and, by the UNO estimates it will account for 66% in 2050 [22, p. 1]. The most urbanized regions are North America (82% of the urban population), Latin America and the Caribbean (80%), and Europe (73%). For Ukraine the figure in 2014 accounted for 69%, while in 2050 – 79% are predicted [22, p. 23]. Alongside their growth, cities play an increasingly influential role in both national and global processes. However, as a result of such a growth the city government faces a number of problems related to ensuring social cohesion, economic development and sustainability. More and more urban communities are considering implementing the strategy of lifelong learning for sustainable urban development as a key factor of overcoming these problems. These cities develop innovative strategies enabling citizens of all ages to acquire new skills and abilities throughout life, thus turning the environment they live in into a "learning city". As the Director of the UNESCO Institute for Lifelong Learning (Hamburg, Germany) A. Carlsen states, lifelong learning, which under modern conditions is gaining more importance, is an integral part of the 2030 Agenda for Sustainable Development (Agenda 2030). The global picture of lifelong learning in future is being discussed at the international level, and regional and national political leaders are working towards establishing the appropriate legislative frameworks. At the same time, more and more cities around the world contribute to the development of lifelong learning, introducing the concept of learning cities. Providing citizens with the opportunity for lifelong

learning, learning cities enhance the individual empowerment, social cohesion, promote economic growth and cultural prosperity, thus laying the foundation for sustainable development [1]. Such cities turn into EcCoWell-cities (Ec = Ecology & Economy, Co = Community & Culture, Well = Well-being & Lifelong Learning) – the cities that in their development tend to landscape ecology, culture, welfare and lifelong learning strategy [15].

The concept of learning cities and regions is recently becoming widespread both in the European and global theory of regional development, acting as a marker for successful socio-economic development of a city and region, their human development, the basis of countries' regional education policy. The analysis of theoretical principles and, particularly, implementation of the concept of learning cities and regions is a necessary condition for Ukraine's current sustainable development, full entry into the European and world economy, and educational space. All of the above makes the research of the theory and practice of the European and world regional education policy on the example of learning cities and regions relevant.

Theoretical substantiation of the conceptual bases of learning cities and regions can be found in the works of N. Longworth [16], M. Yarnit [23], K. Larsen, K. Morgan [18], R. Hudson and others. The monograph by Roel Rutten & Frans Boekema (2007) [20] presents current research in the theory and practice of interaction among all agents of regional education policy in Europe, the USA and South Africa within the implementation context of the concept of learning cities and regions. The publication of L. Jordan, N. Longworth, & M. Osborne (2014) [14] shows the genesis of the concept of "a learning city". The experience of implementing the concept of "a learning city" by the metropolitan cities in PRC such as Beijing, Shanghai, Changzhou and Nanjing are presented in the work of Y. Dayong (2016) [11]. There was also an attempt to analyze the cause of a certain decline in interest to lifelong learning in China and the potential of new ideas including the idea of a learning city.

In the work of R. Valdes-Cotera, N. Longworth, K. Lunardon, M. Wang, S. Jo, S. Crowe (2015) [21], considering the example of cities such as Melton (Australia), Sorocaba (Brazil), Beijing (China), Bahyr Dar (Ethiopia), Espoo (Finland), Cork (Ireland), Amman (Jordan), Mexico City (Mexico), Ibiza (Paraguay), Balanha (the Philippines), Namanhdzhu (Republic of Korea) and Swansea (the United Kingdom of Great Britain and Northern Ireland), successful practice and experience of learning cities are demonstrated. Gathered case studies provide valuable information on specific actions and programs, involved know-how and inspiration mechanisms of the cities around the world, reflecting the specific problems arising in the course of the construction of learning cities.

Among domestic researchers and experts from neighboring countries, we should note the works of L. Lukianova [2], L. Ovsienko [4], E. Naiman [3], R. Sheraizina [9].

Despite quite thorough theoretical study of conceptual bases of regional education policy, its implementation practice indicates a number of unsolved issues. In particular, the assessment of the city's progress in achieving the status of "a learning city" provokes much discussion due to the lack of an effective tool for monitoring the process. The analysis of the world practice shows that there are some solutions to this issue. For example, Composite Learning Index (CLI) which was developed by the Canadian Education Council [19] and includes 17 indicators and 26 measures. A characteristic feature of CLI is that it is based on four principles that were formulated in the report of the UNESCO International Commission "Learning: The Treasure Within", namely *learning to know, learning to do, learning to live together and learning to be* [12].

CLI became the basis for developing the European Lifelong Learning Index (ELLI) and German Learning Atlas (Deutscher LernAtlas) [13]. ELLI is a total index which consists of 17 indicators and 36 measures and provides a number of different data and statistics to reflect a wide range of learning activities throughout life in the countries of the European Union.

The analyzed indices are effective monitoring tools for building learning regions and they are actively used by various stakeholders for decision-making. However, the practice of using these tools in assessing progress while building a learning city indicates certain problems, and in some cases it shows the inability to use them at the level of the city community.

Thus, **the paper aims** to study the tools for monitoring the construction of learning cities under the current socio-economic conditions of Ukraine.

Relation of the research topic to scientific programs, plans, themes

The work is prepared in accordance with the thematic plan of research done at Melitopol Bohdan Khmelnytsky State Pedagogical University (the project of applied research at the expense of the State Budget "Development of the Learning Region Concept as the Foundation for Effective Regional Education Policy (case study: Zaporizhia region").

Discussion

Research of the conceptual foundations of regional education policy started in the 70s of the 20th century. In particular, within the project of creating "Educating Cities", funded by the Organization for Economic Cooperation and Development (OECD), seven cities in Canada, Japan, Australia, the USA and Europe were offered a new way to treat the regional education system. As a result of the project, the term "an educating city" was transformed into the term "a learning city", and the idea of learning cities eventually gained considerable popularity. For example, the UK Learning Cities Network in 2001 accounted for about 40 members and was a sufficiently powerful authority at the national level [23, p. 24].

Definitional analysis of the concepts of a "learning city" and "learning region" done by us in the research

work "Conceptual Framework of Regional Educational Policy" [8] leads to several important generalizations. First, a learning city or region has a clear commitment to focus on training and dissemination of knowledge as the most important factor of development. This commitment is supported by all social partners – participants of the education services market – civic organizations, government, business and education service providers. Their common purpose, identity and trust between different members act as a driving force in achieving common goals and developing the human capital of the region. Second, the policy which is aimed at creating a competitive and knowledge-containing region's capacity that is based on the principle of lifelong learning is a common feature of learning regions. Finally, the third feature is overall efforts to social identity, expansion of trust among members of the society and its sustainable development. A learning region requires not only improvement of the education level in the region, but also a certain level of solidarity and interaction development among all participants of regional development.

The basic idea of a learning city or region implies that competitiveness of any city or region under conditions of globalization is determined by its ability to learn. In practice, this thesis is realized within a framework of continuous integration process of all stakeholders and agents of regional subsystems and public institutions based on mutual cooperation in order to create an accessible, effective and efficient education infrastructure of the region.

Recognizing the importance of theoretical understanding of the concept "a learning city" or "a learning region", it should be noted that the implementation of the idea into the practical level is considered to be difficult in most cases. The lack of effective tools for identifying a learning city or region, and the mechanisms for monitoring the progress on the way of the idea implementation resulted in the decline of enthusiasm from the side of the concept supporters. No wonder, M. Yarnit cites the fact that the UK Learning Cities Network stopped its existence in 2003 [23, p. 24]. However, interest in further development of the concept of learning cities and regions was shown by UNESCO which created the Global Network.

The UNESCO Global Network of Learning Cities (hereinafter – the network) was established by the UNESCO Institute for Lifelong Learning according to the Beijing Declaration (2013). Its purpose is to assist the city communities in enhancing personal empowerment in lifelong learning and, consequently, social cohesion and economic growth of cities, regions and countries. The network helps promote dialogue between cities in policy matters, their mutual learning, it fosters building relationships and making partnerships, provides capacity building, as well as development of incentives and recognition of the progress made in building learning cities.

Today, the UNESCO Global Network of Learning Cities comprises cities in America, Europe, Asia, and Australia. More than 1000 cities around the world have embarked on joining the network, but only 153 members officially joined it.

In accordance with the Network Guiding Documents, a Learning City is a city which effectively mobilizes its resources in every sector to:

• promote inclusive learning from basic to higher education;
• revitalize learning in families and communities;
• facilitate learning for and in the workplace;
• extend the use of modern learning technologies;
• enhance quality and excellence in learning;
• foster a culture of learning throughout life.

The theoretical basis of the network functioning consists of two documents: the Beijing Declaration on Building Learning Cities [6] and the Key Features of Learning Cities [5]. Based on these documents, the UNESCO Network of Learning Cities sets a task to assist the cities in using the capacity for lifelong learning for sustainable future.

The practice of implementing the concept of learning cities clearly proves the necessity to study the information in the aforementioned documents in a more detailed way. The work "UNESCO Global Network of Learning Cities: Analysis of Legislative and Regulatory Framework" [7] provides the analysis of the Beijing Declaration as a fundamental document that defines the principles of the network. Instead, the Key Features of Learning Cities is a framework document which represents the key features of learning cities and offers a checklist of actions to enhance and evaluate the progress of building learning cities. The importance of this document involves understanding the fact that building a learning city is a continuous process and there is no line over which the city could pass to receive the preferred status. However, there are objective features of a learning city and they refer more to what the city is doing on this way, than to what it is like. Implementation of the concept of a learning city provides rapid and pragmatic approach to lifelong learning at the level of the city community. It is not an abstract theory, since on condition the city authorities have enough political will and commitment to build a learning city, they will need clear and accessible tools to measure the progress along the way. It is the Key Features that represent such tools.

Thus, the Key Features are necessary to implement political and theoretical statements into specific strategies and approaches; measure the progress over time; assess the impact of the strategies used. Their use makes it possible to:

- promote lifelong learning in the member cities of the network and on the basis of cooperation between them;
- determine with relative accuracy what results have been achieved by the communities worldwide in organizing lifelong learning;
- promote international comparative analysis, experience-sharing and mutual learning among the member cities of the network.

The criteria that lay the foundation for the development of the Key Features are seen as important, namely:

- to be ambitious but achievable;
- to be crucial;
- to be relevant, that is to fit its intended purpose;
- to be clear and understandable;
- to be easy to measure;
- to be valid and reliable.

The checklist of the Key Features of Learning Cities directly include 42 indicators. Most of them are quantitative, and the respective city authorities may provide the necessary statistical data according to it. Regarding quality indicators, some of them may be measured in the course of examining the results of the surveys, while others – by taking into account the expert analyses of the surveys submitted by the respective bodies of the city authorities. Let us consider these features in a more detailed way [5]:

1. Wider benefits of building a learning city

1.1. Empowering individuals and promoting social cohesion

1.1.1. Ensuring that every citizen has the opportunity to become literate and obtain basic skills

1.1.2. Encouraging and enabling individuals to actively participate in the public life of their city

1.1.3. Guaranteeing gender equality

1.1.4. Creating a safe, harmonious and inclusive community

1.2. Enhancing economic development and cultural prosperity

1.2.1. Stimulating inclusive and sustainable economic growth

1.2.2. Creating employment opportunities for all citizens

1.2.3. Actively supporting science, technology and innovation

1.2.4. Ensuring access to diverse cultural activities

1.2.5. Encouraging participation in leisure and physical recreation

1.3. Promoting sustainable development

1.3.1. Reducing the negative impacts of economic and other human activities on the natural environment

1.3.2. Enhancing the liveability of cities

1.3.3. Promoting sustainable development through active learning in any environment

2. Major building blocks of a learning city

2.1. Promoting inclusive learning in the education system

2.1.1. Expanding access to early childhood care and education

2.1.2. Expanding access to education from primary to tertiary level

2.1.3. Expanding access to and participation in adult education and technical and vocational education and training

2.1.4. Providing support for marginalized groups, including migrant families, to ensure access to education

2.2. Revitalizing learning in families and communities

2.2.1. Establishing community based learning spaces and providing resources for learning in families and communities

2.2.2. Motivating people to participate in family and community learning

2.2.3. Recognizing community history and culture, and indigenous ways of knowing and learning as unique and precious resources

2.3. Facilitating learning for and in the workplace

2.3.1. Ensuring that all members of the workforce, including migrant workers, have access to a broad array of learning opportunities

2.3.2. Helping public and private organizations to become learning organizations

2.3.3. Encouraging employers and trade unions to support workplace learning

2.3.4. Providing appropriate learning opportunities for unemployed youth and adults

2.4. Extending the use of modern learning technologies

2.4.1. Training administrators, teachers and educators to use technologies that enhance learning

2.4.2. Expanding citizens' access to ICT tools and learning programs

2.5. Enhancing quality in learning

2.5.1. Promoting a paradigm shift in education and learning

2.5.2. Raising awareness of shared moral, ethical and cultural values, and promoting tolerance of differences

2.5.3. Employing appropriately trained administrators, teachers and educators

2.5.4. Fostering a learner-friendly environment

2.6. Fostering a culture of learning throughout life

2.6.1. Organizing and supporting public events that encourage and promote learning

2.6.2. Providing adequate information, guidance and support to all citizens, and stimulating them to learn through diverse ways

2.6.3. Developing systems that recognize all forms of learning

3. Fundamental conditions for building a learning city

3.1. Strengthening political will and commitment

3.1.1. Demonstrating strong political leadership and making a steadfast commitment to turning our cities into learning cities

3.1.2. Developing and implementing well-grounded and participatory strategies for promoting lifelong learning for everyone

3.1.3. Monitoring progress in creating learning cities by non-governmental and private organizations

3.2. Improving governance and participation of all stakeholders

3.2.1. Establishing inter-sectoral coordination mechanisms to involve governmental and nongovernmental organizations and the private sector

3.2.2. Encouraging all stakeholders to provide quality learning opportunities and to make their own unique contribution to building a learning city

3.3. Boosting resource mobilization and utilization

3.3.1. Encouraging greater financial investment in lifelong learning by government

3.3.2. Making effective use of the learning resources of all stakeholders to support lifelong learning for everybody

3.3.3. Adopting pro-poor funding policies and providing various types of support to disadvantaged groups

3.3.4. Encouraging citizens and residents to contribute their talents, skills, knowledge and experience on a voluntary basis

3.3.5. Encouraging the exchange of ideas, experiences and best practice between different cities

The practice of using the Key Features as a tool for monitoring the process of building a learning city in the Ukrainian reality proves the necessity for their adjustment. In particular, the assessment of Melitopol's progress, which is the first city in the post-Soviet space that has been a member city of the UNESCO Global Network of Learning Cities since June 2016, indicates, on the one hand, quite significant progress in some indicators (those related to the traditions of the national education system and involvement of representatives from the non-government sector) and, on the other hand, quite modest results in the indicators related to support at the regulatory legislative level and financial support. In this case, the transformations taking place in the modern Ukrainian society, the processes of European integration and decentralization give optimism and hope for the situation improvement.

Conclusions

Thus, the UNESCO Global Network of Learning Cities is an effective agency for implementing education policy at regional, national and global levels combining a variety of political, social, economic, cultural and educational factors and which is aimed at creating a socio-cultural environment in order to maximize the full education capacity of all its agents. The theoretical bases and practical tools for identifying the features and monitoring the progress of implementing the concept of a learning city that are represented in the Guiding Documents of the Global Network are crucial within their practical implementation. The Key Features analyzed in the publication are an important monitoring tool for building learning cities in order to select the best practices and adjust them to the Ukrainian reality.

Subsequent publications are planned to highlight the results of using the monitoring tools for building a learning city for different cities in Ukraine.

REFERENCES

1. Karlsen, A. (2015). Predislovie [Foreword]. *Globalnaya set obuchaiushchikhsia gorodov YUNESKO. Rukovodiashchie dokumenty – UNESCO Global Network of Learning Cities: Guiding Documents]*. Retrieved from: https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/ learning-cities/unesco-global-network-of-learning-cities-guiding-documents-ru.pdf [in Russian].

2. Lukianova, L. (2016). Modeli rehioniv, shcho navchaiutsia, ta traiektorii yikh realizatsii na praktytsi [The Models of Learning Regions and the Trajectories of Their Implementation]. *Osvita doroslykh: teoriia, dosvid, perspektyvy : zb. nauk. pr. – Adult education: theory, experience, prospects: coll. of research works, 10,* 10-15. L. B. Lukianova (Ed.). [in Ukrainian].

3. Naiman, E. A. (2013). Stanovlenie kontseptsii "obuchaiushchegosya regiona" v zapadnoi nauke [Establishment of the Learning Region Concept in the Western Science]. *Vestnik Tomskogo gosudarstvennogo universiteta. Kulturologiia i iskusstvovedenie – Bulletin of Tomsk State University. Culturology and Art Criticism, 1(9),* 81-91 [in Russian].

4. Ovsienko, L. V. (2009). Nepreryvnoe obrazovanie i model "obuchaiushchegosia regiona" [Lifelong Education and the Model of the Learning Region]. *Vysshee obrazovanie v Rossii – Higher Education in Russia, 2,* 96-99. [in Russian].

5. Osnovnye kharakteristiki obuchaiushchikhsya gorodov [The Key Features of Learning Cities]. *Globalnaia set obuchaiushchikhsia gorodov IuNESKO. Rukovodiashchie dokumenty – UNESCO Global Network of Learning Cities: Guiding Documents.* Retrieved from: https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/ learning-cities/unesco-global-network-of-learning-cities-guiding-documents-ru.pdf [in Russian].

6. Pekinskaya deklaratsiya o sozdanii obuchaiushchikhsya gorodov [the Beijing Declaration on Building Learning Cities]. *Globalnaya set obuchaiushchikhsia gorodov IuNESKO. Rukovodiashchie dokumenty – UNESCO Global Network of Learning Cities: Guiding Documents.* Retrieved from: https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/ learning-cities/unesco-global-network-of-learning-cities-guiding-documents-ru.pdf [in Russian].

7. Pryima, S. (2016). Hlobalna merezha YuNESKO mist, shcho navchaiutsia: analiz normatyvno-pravovoho zabezpechennia [UNESCO Global Network of Learning Cities: Analysis of Legislative and Regulatory Framework]. *Naukovyi visnyk Melitopolskoho derzhavnoho pedahohichnoho universytetu – Scientific Bulletin Melitopol State Pedagogical University. Series: Pedagogy, 2(17),* 153-160 [in Ukrainian].

8. Pryima, S. (2015). Kontseptualni zasady rehionalnoi osvitnoi polityky [Conceptual Framework of Regional Educational Policy]. *Naukovyi visnyk Melitopolskoho derzhavnoho pedahohichnoho universytetu – Scien-*

tific Bulletin Melitopol State Pedagogical University. Series: Pedagogy, 1(14), 112-128 [in Ukrainian].

9. Sheraizina, R. M. & Aleksandrova M. V. (2006). Obuchaiushchiisia region kak faktor razvitiia karery cheloveka [The Learning Region as a Factor of the Personal Career Development]. *Chelovek i obrazovanie – Man and Education, 8-9,* 70-72 [in Russian].

10. *Cities and Regions in the New Learning Economy. (2001).* OECD: Paris [in English].

11. Dayong, Y. (2016). Learning Cities Agenda: the update version of adult education in China. *Naukovyi visnyk Melitopolskoho derzhavnoho pedahohichnoho universytetu – Scientific Bulletin Melitopol State Pedagogical University. Series: Pedagogy, 2(17),* 174-178 [in English].

12. Delors, J., et al. (1996). *Learning: The treasure within. The report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO [in English].

13. *European Lifelong Learning Index.* Retrieved from: http://www.deutscher-lernatlas.de/ [in English].

14. Jordan, L., Longworth, N., & Osborne, M. (2014). The rise and fall and rise again of learning cities. In G. K. Zarifis & M. Gravani (Eds.). *Challenging the "European area of lifelong learning": A critical response. Lifelong Learning book series* (Vol. 19), (pp.273-284). Dordrecht: Springer [in English].

15. Kearns, P. (2012). *Living and learning in sustainable opportunity cities.* Retrieved from: http://pie.pascalobservatory.org/pascalnow/blogentry/eccowell/ living-and-learning-eccowell-cities [in English].

16. Longworth, N. (2006). *Learning Cities, Learning Regions, Learning Communities: Lifelong Learning and Local Government.* N.Y.: Routledge [in English].

17. Mexico City Statement on Sustainable Learning Cities. (2015). *UNESCO Institute for Lifelong Learning.* Retrieved from: http://unesdoc.unesco.org/images/0023/002349/234932E.pdf [in English].

18. Morgan, K. (1997). The learning region: institutions, innovation and regional renewal. *Regional Studies, 31,* 491-503 [in English].

19. *The 2010 Composite Learning Index.* Retrieved from: http://css.escwa.org.lb/sd/1382/Canadian_Learning_Index.pdf [in English].

20. Roel, Rutten & Frans, Boekema (2007). *The Learning Region: Foundations, State of the Art, Future*. Edward Elgar Pub: Cheltenham, UK. Northampton, MA, USA. [in English].

21. Valdes-Cotera, R., Longworth, N., Lunardon, K., Wang, M., Jo S., Crowe S. (2015). *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities.* UNESCO Institute for Lifelong Learning [in English].

22. *World Urbanization Prospects: The 2014 Revision, Highlights.* United Nations, Department of Economic and Social Affairs, Population Division (2014). (ST/ESA/SER.A/352). United Nations, New York, 2014. Retrieved from: https://esa.un.org/unpd/wup/Publications/Files/WUP2014-Highlights.pdf [in English].

23. Yarnit, M. (2015). Whatever became of the learning city? *Journal of Adult and Continuing Education, 2(21),* 24-34 [in English].

ЛІТЕРАТУРА

1. Карлсен А. Предисловие [Електронний ресурс] / Арне Карлсен // Глобальная сеть обучающихся городов ЮНЕСКО. Руководящие документы. – Институт ЮНЕСКО по обучению на протяжении всей жизни, 2015. – С. 3. – Режим доступу: https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/ learning-cities/unesco-global-network-of-learning-cities-guiding-documents-ru.pdf

2. Лук'янова Л. Моделі регіонів, що навчаються, та траєкторії їх реалізації на практиці / Л. Лук'янова // Територія успіху: практико орієнтований додаток до збірника наукових праць «Освіта дорослих: теорія, досвід, перспективи». — 2016. – Вип. 1 (2). – С. 7-10.

3. Найман Е. А. Становление концепции «обучающегося региона» в западной науке / Е. А. Найман // Вестник Томского государственного университета. Культурология и искусствоведение. – 2013. – № 1(9). – С. 81-91.

4. Овсиенко Л. В. Непрерывное образование и модель «обучающегося региона» / Л. В. Овсиенко // Высшее образование в России. – 2009. – № 2. – С. 96-99.

5. Основные характеристики обучающихся городов [Електронний ресурс] // Глобальная сеть обучающихся городов ЮНЕСКО. Руководящие документы. – Институт ЮНЕСКО по обучению на протяжении всей жизни, 2015. – С. 10-20. – Режим доступу: https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/ learning-cities/unesco-global-network-of-learning-cities-guiding-documents-ru.pdf

6. Пекинская декларация о создании обучающихся городов [Електронний ресурс] // Глобальная сеть обучающихся городов ЮНЕСКО. Руководящие документы. – Институт ЮНЕСКО по обучению на протяжении всей жизни, 2015. – С. 5-9. – Режим доступу: https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/learning-cities/unesco-global-network-of-learning-cities-guiding-documents-ru.pdf

7. Прийма С. Глобальна мережа ЮНЕСКО міст, що навчаються: аналіз нормативно-правового забезпечення / С. Прийма // Науковий вісник Мелітопольського державного педагогічного університету: зб. наук. пр. / за ред. С. М. Прийми. – Мелітополь: Вид-во МДПУ ім. Б.Хмельницького, 2016. – Вип. 2(17). – С. 153-160.

8. Прийма С. Концептуальні засади регіональної освітньої політики / С. Прийма // Науковий вісник Мелітопольського державного педагогічного універ-

ситету: зб. наук. пр. / за ред. І. П. Аносова. – Мелітополь: Вид-во МДПУ ім. Б.Хмельницького, 2015. – Вип. 1(14). – С. 112-128.

9. Шерайзина Р. М., Александрова М. В. Обучающийся регион как фактор развития карьеры человека / Р. М. Шерайзина, М. В. Александров // Человек и образование. – 2006. – №8,9. – С.70-72.

10. Cities and Regions in the New Learning Economy. – OECD: Paris, 2001. – 146 p.

11. Dayong Y. Learning Cities Agenda: the update version of adult education in China / Dayong Yuan // Науковий вісник Мелітопольського державного педагогічного університету: зб. наук. пр. / за ред. С. М. Прийми – Мелітополь: Вид-во МДПУ ім. Б.Хмельницького, 2016. – Вип. 2(17). – С. 174 — 178.

12. Delors J. Learning: The treasure within / J. Delors // The report to UNESCO of the International Commission on Education for the Twenty-first Century. – Paris: UNESCO. – 1996.

13. European Lifelong Learning Index [Електронний ресурс]. – Режим доуступу: http://www.deutscher-lernatlas.de/.

14. Jordan, L., Longworth, N., & Osborne, M. The rise and fall and rise again of learning cities / L. Jordan, N. Longworth & M. Osborne // In G. K. Zarifis & M. Gravani (Eds.), Challenging the ‘‘European area of lifelong learning’’: A critical response. Lifelong Learning book series. – Dordrecht: Springer, 2014. – vol. 19. – pp. 273-284.

15. Kearns, P. Living and learning in sustainable opportunity cities [Електронний ресурс] / Peter Kearns. – 2012. – Режим доступу: http://pie.pascalobservatory.org/pascalnow/blogentry/eccowell/ living-and-learning-eccowell-cities.

16. Longworth N. Learning Cities, Learning Regions, Learning Communities: Lifelong Learning and Local Government / N. Longworth. – N.Y.: Routledge, 2006. – 230 p.

17. Mexico City Statement on Sustainable Learning Cities. – UNESCO Institute for Lifelong Learning, 2015. – p. 2. – Режим доступу: http://unesdoc.unesco.org/images/0023/002349/234932E.pdf

18. Morgan K. The learning region: institutions, innovation and regional renewal / Morgan K. // Regional Studies. – 31. – 1997. – P. 491-503.

19. The 2010 Composite Learning Index [Електронний ресурс]. – Режим доступу: http://css.escwa.org.lb/sd/1382/Canadian_Learning_Index.pdf

20. The Learning Region: Foundations, State of the Art, Future / Edited by Roel Rutten, Frans Boekema. – Edward Elgar Pub: Cheltenham, UK. Northampton, MA, USA, 2007. – 301 p.

21. Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities / Raúl Valdes-Cotera, Norman Longworth, Katharina Lunardon, Mo Wang, Sunok Jo, Sinéad Crowe. – UNESCO Institute for Lifelong Learning, 2015. –168 p.

22. World Urbanization Prospects: The 2014 Revision, Highlights [Електронний ресурс] // United Nations, Department of Economic and Social Affairs, Population Division (2014). (ST/ESA/SER.A/352). – United Nations, New York, 2014. – Режим доступу: https://esa.un.org/unpd/wup/Publications/Files/WUP2014-Highlights.pdf

23. Yarnit M. Whatever became of learning city? / Martin Yarnit // Journal of Adult and Continuing Education. – Vol. 21. – N 2. – 2015. – pp. 24-34.

Сергій Миколайович Прийма,
доктор педагогічних наук, доцент, кафедра педагогіки і педагогічної майстерності,
Мелітопольський державний педагогічний університет ім. Б. Хмельницького,
вул. Гетьманська, 20, м. Мелітополь, Україна,
Дайонг Юань,
старший науковий співробітник, Інститут професійної освіти і освіти дорослих
Пекінської академії педагогічних наук,
No.811 Цзиньсун Сікоу, Чаоян, м. Пекін, Китайська Народна Республіка,
Олена Валеріївна Аніщенко,
доктор педагогічних наук, професор, завідувач
відділу андрагогіки, Інститут педагогічної освіти і освіти дорослих НАПН
України, вул. М. Берлинського, 9, м. Київ, Україна;
Юрій Миколайович Петрушенко,
доктор економічних наук, завідувач кафедри міжнародної економіки,
Сумський державний університет,
вул. Петропавлівська, 57, м. Суми, Україна.

ГЛОБАЛЬНА МЕРЕЖА ЮНЕСКО МІСТ, ЩО НАВЧАЮТЬСЯ: ІНСТРУМЕНТАРІЙ МОНІТОРИНГУ ПРОГРЕСУ

Концепція міст і регіонів, що навчаються, останнім часом набуває поширення як в європейській, так і світовій теорії регіонального розвитку, виступаючи маркером успішного соціально-економічного розвитку міста та регіону, розвитку їх людського потенціалу, основою регіональної освітньої політики країн. Аналіз теоретичних засад і особливо практики реалізації концепції міст і регіонів, що навчаються, для України є сьогодні необ-

хідною умовою її сталого розвитку, повноцінного входження у європейську і світову економіку та освітній простір. Все вищесказане актуалізує дослідження теорії і практики європейської і світової регіональної освітньої політики на прикладі міст і регіонів, що навчаються. Попри доволі ґрунтовне теоретичне опрацювання концептуальних засад регіональної освітньої політики практика її впровадження вказує на низку невирішених на сьогодні питань, серед яких – використання інструментів моніторингу прогресу у побудові міста, що навчається. У публікації висвітлено результати дослідження інструментарію моніторингу побудови міст, що навчаються. Запровадження концепції міста, що навчається, передбачає оперативний і прагматичний підхід до організації освіти упродовж життя на рівні громади міста. І це не абстрактна теорія, адже за умови наявності політичної волі у влади міста і бажання побудувати місто, що навчається, їй потрібен чіткий і доступний інструментарій для визначення прогресу на цьому шляху. Проаналізовано зміст Основних характеристик Глобальної мережі ЮНЕСКО міст, що навчаються, як рамкового документу, в якому представлені ключові риси міст, що навчаються, та пропонується контрольний перелік дій щодо активізації та оцінки прогресу на шляху розбудови міста, що навчається. Важливість цього документу полягає у розумінні того факту, що побудова міста, що навчається, є неперервним процесом, і не існує тієї межі, досягнувши якої, місто отримало б бажаний статус. При цьому існують об'єктивні ознаки міста, що навчається, і вони стосуються більше того, що місто робить на цьому шляху, а не того, яким воно є.

Ключові слова: суспільства знання, розвиток людського потенціалу, освіта дорослих, формальна і неформальна освіта дорослих, місто, що навчається, регіон, що навчається, Глобальна мережа ЮНЕСКО міст, що навчаються, основні характеристики.

Submitted on March, 22, 2017

UDC: 378:372.881.1
DOI: https://doi.org/10.24195/2414-4665-2017-4-14

Olha Bihun,
Doctor of Philology, associate professor, Department of French Philology,
Vasyl Stefanyk Precarpathian National University,
57, Shevchenko Str., Ivano-Frankivsk, Ukraine

FRENCH AS A SECOND/THIRD FOREIGN LANGUAGE IN THE CONTEXT OF MULTILINGUAL COMPETENCE OF PHILOLOGY STUDENTS

Over the last decades one can observe extensive research on the theory of second or third foreign language teaching. Many works are dedicated to foreign language teaching based on the languages of national groups or teaching two foreign languages through their sequential acquisition or simultaneous learning the languages of the same language group. The aim of the article is to analyse the main methods of teaching a second/third foreign language, to specify their general theoretical and practical value in the processes of the development of multilingual competence of philology students. The factors of second language teaching such as the typological comparison of language phenomena; the phonetic, grammar, lexical, syntactic, semantic, morphological transferences were taken into account. The role of the latest methodical practices, such the Internet as an instrument for the organisation of distance learning was highlighted. The experience of foreign language teaching, in particular French, shows that the process of a second foreign language acquisition is a multiaspectual phenomenon which consists of many interrelated factors: linguistic, psychological, sociological and others. The efficiency of foreign language learning depends on the combination of the following factors: the effectiveness of principal methods of teaching, an adequate assessment of the target audience and its requirements for language acquisition, positive psychological mood, students' motivation. Multilingual education results in achieving basic multilingual competence that allows to consider both the alternative way of learning the language and the way to get specific knowledge, to join the values of the world culture and to develop social communicative abilities of a personality.

Keywords: *multilingualism, competence, motivation, methods, foreign languages.*

Introduction

Regarding general approaches to the issue of language acquisition in Europe, a strategic approach to language policy is multilingualism considering that every European should learn three or more foreign languages (FL). Scientists are convinced that the use of several languages enriches a person not only with extensive knowledge of other cultures, but also with the possibility for understanding and being tolerant towards the representatives of other countries. After the fall of the Berlin