Learning Cities for Sustainable Development

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Lifelong learning is at the centre of SDG 4 stressing the relevance of inclusive and equitable quality education and the promotion of lifelong learning for all.

Lifelong learning is a motor for social transformation, it can give people the skills to participate in shaping more inclusive, safe, resilient and sustainable cities.

Cities can transform by placing lifelong learning at their heart.
A learning city promotes lifelong learning for all

UNESCO defines a learning city as a city that

• effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education;
• revitalizes learning in families and communities;
• facilitates learning for and in the workplace;
• extends the use of modern learning technologies;
• enhances quality and excellence in learning; and
• fosters a culture of learning throughout life.

In doing so, it will enhance individual empowerment and social cohesion, economic and cultural prosperity, sustainable development.
The Key Features of Learning Cities

3 broad categories
12 areas with 42 features

Use Key Features to implement SDGs at city level

http://wwwUIL.unesco.org/lifelong-learning/learning-cities
The Key Features are also a good reference for monitoring localized SDGs - Examples

**Key Feature 2.2.3**

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

Development of learning resources through indigenous knowledge: number of learning programmes based on community history, culture and indigenous knowledge developed by the city authorities

**SDG Target 4.7**

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

Global Indicator

4.7.1 Extent to which global citizenship education and education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: national education policies, curricula, teacher education and student assessment

**SDG Target 11.4**

11.4 Strengthen efforts to protect and safeguard the world’s cultural and natural heritage

Global Indicator

11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage (cultural, natural, mixed and World Heritage Centre designation), level of government (national, regional and local/municipal), type of expenditure (operating expenditure/investment) and type of private funding (donations in kind, private non-profit sector and sponsorship)
- **Green and healthy learning cities** (environmental sustainable development)
- **Equitable and inclusive learning cities** (individual empowerment, intercultural dialogue and social cohesion)
- **Decent employment and entrepreneurship in learning cities** (economic development and cultural prosperity)

These three dimensions of sustainable development are intertwined and lifelong learning activities in a city will usually affect several of them.

- A fourth, and equally important dimension, is **culture** (cultural expressions and heritage, and diversity), which is included as a transversal theme in the following sections.
Thank you

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