To connect UNESCO Learning Cities
Key Features to the UN SDG’s

Sonderborg,
first UNESCO Learning City in Denmark
Three fundamental conditions - and the 4-17-42 way of thinking

1. **Political agreement** on climate action – 10 years anniversary of **ProjectZero**
2. **Cross-sectorial stakeholders** from business, public administration, public and private learning institutions
3. **Include existing priorities** and thereby sustain efforts and resources
4. **Get citizens involved** and introduced to a 4-17-42 way of thinking
The 4 dimensions – to engage a whole new group of citizens

• Social sustainability
• Economic sustainability
• Environmental sustainability
• Cultural sustainability

• The 4 dimensions links direct to the 17 SDG’s
To focus on SDG’s of most relevance first
SDG 17
Partners for the goals

SDG 4
Quality education

SDG 11 Sustainable cities and communities
SDG 12 Responsible consumption and production
SDG 13 Climate action
SDG 9 Industry, innovation and infrastructure

SDG 8
Decent work and economic growth
To measure the outcome -

<table>
<thead>
<tr>
<th>Kolonne 1</th>
<th>Kolonne 2</th>
<th>Kolonne 3</th>
<th>Kolonne 4</th>
<th>Kolonne 5</th>
<th>Kolonne 6</th>
<th>Kolonne 7</th>
<th>Kolonne 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of focus</td>
<td>Key feature</td>
<td>Possible measurements</td>
<td>Source of data/ Data or survey/ review</td>
<td>Suggestion of link between KF, SDG's and the 4 Sonderborg dimensions</td>
<td>Suggestions of outcome measurements in Sonderborg, Where to get data</td>
<td>Comment from the workgroup</td>
<td>Government action plan priorities, goals and suggestions for indicators</td>
</tr>
</tbody>
</table>

1. Wider benefits of building a learning city

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

Enrolment in pre-primary education: net enrolment rate in pre-primary education (ISCED 0)

Official data provided by city authorities
- Boys %
- Girls %
- Total %

SDG: 3, 4

Dimensions: Social

Ration of use of daycare, gender ration in % of all children in this age.

Children and education Per Wøssner

BP: 2.1.1.1. Government action plan and the recommendations for quality in education is at level. Government indicators will be used.
- KF can be add in the status report.
- HLE:
- Measurements for the plan for quality in education can be used

Priority 2, goal 18
Children thrive more in daycare, schools and upper high schools.
Indicators through:
- a Mandatory measurements of how children thrive in public schools, vocational education, upper high schools.
- b New curriculum for daycare centers

SDG 4
To measure the outcome -

<table>
<thead>
<tr>
<th>Kolonne 1</th>
<th>Kolonne 2</th>
<th>Kolonne 3</th>
<th>Kolonne 4</th>
<th>Kolonne 5</th>
<th>Kolonne 6</th>
<th>Kolonne 7</th>
<th>Kolonne 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of focus</td>
<td>Key feature</td>
<td>Possible measurements</td>
<td>Source of data/Data or survey/review</td>
<td>Suggestion of link between KF, SDG's and the 4 Sonderborg dimensions</td>
<td>Suggestions of outcome measurements in Sonderborg</td>
<td>Comment from the workgroup</td>
<td>Government action plan priorities, goals and suggestions for indicators</td>
</tr>
</tbody>
</table>

1. Wider benefits of building a learning city

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

- Support for disadvantaged groups: Measures adopted by the city authorities to support learners from linguistic/ethnic minorities and disadvantaged backgrounds
- Experts' review 1-5
- SDG: 4, 8 Dimensions: Economy, Social
- Programs and means to prevent difficulties for social, ethnic, language minorities to get an education.
- Children and Education
  - Fx Cindy Martin
- Government action plan-data will be used – eventually contact to organizations for disabled

Priority 2, goal 16
To get more into work, and education – also the disabled
a To measure the whole workforce ration
b The ration of workforce or in education with a handicap.
SDG 4, 8, 10
A universal link between KF and SDG’s?

• The selection of SDG’s – leaving out the important SDG 5, 6, 7, 14, 15 and 16 build on the local situation with a strongly regulated society, ex with highly protected nature and water resources

• Key Features and SDG’s will be evaluated each 2nd year

• For now a tree year plan for involving citizens in actions are in progress, involving studsens in schools, companies, families and communities

• The ProjectZero project is ahead of its KPI’s – reducing Carbon emmission with 35% over 10 years and producing 800 jobs

• The UNESCO Learning Cities activities will have to be able to reach out to all citizens to reach the SDG’s by 2030 - but we know a lot can be done and everything starts with the first step.
Thank you for your attention

• Mr. Hans Lehmann, Vice Principal and ProjectZERO board member
  Member of Sonderborg work group for UNESCO Learning Cities
  hle@eucsyd.dk

• Mr. Carsten Lund, Deputy City Manager Sonderborg
  Member of Sonderborg work group for UNESCO Learning Cities
  calu@sonderborg.dk