



# Learning Cities for Sustainable Development

UNESCO Institute for Lifelong Learning  
Raúl Valdés-Cotera

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# Transforming our world: the 2030 Agenda for Sustainable Development



## SUSTAINABLE DEVELOPMENT GOALS



**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.

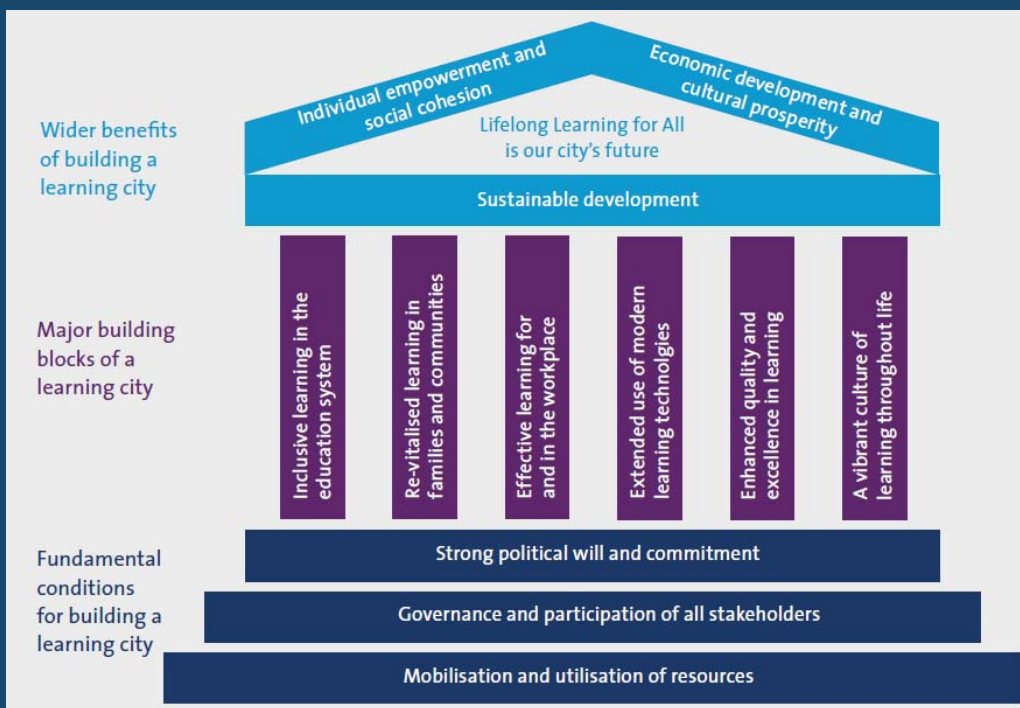
# A learning city promotes lifelong learning for all

**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



# 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



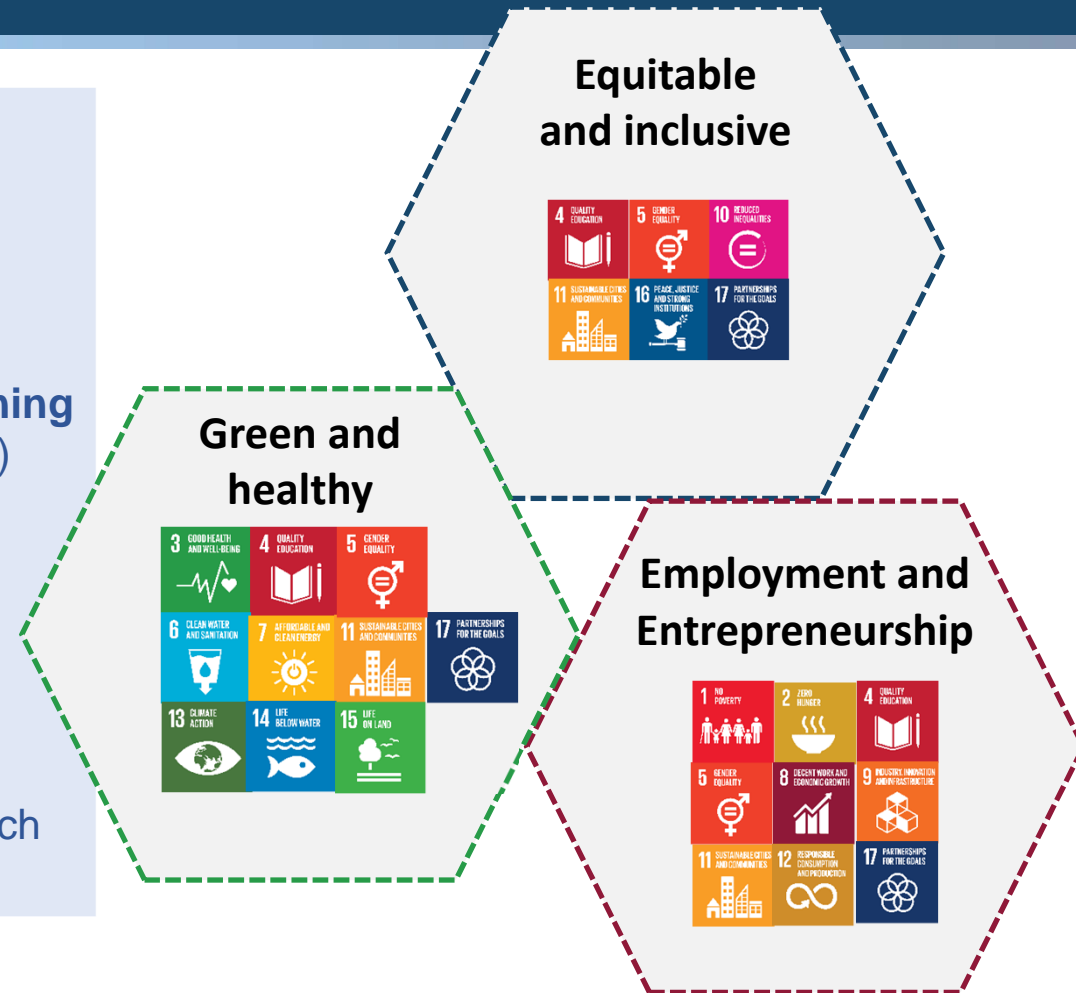
### 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage

### 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)

# Dimensions of sustainable cities

- **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



## Contact:

UNESCO Institute for Lifelong Learning  
Feldbrunnenstr. 58  
20148 Hamburg  
Germany  
Tel.: 0049 40 80 41 0  
[learningcities@unesco.org](mailto:learningcities@unesco.org)  
<http://www.uil.unesco.org/>