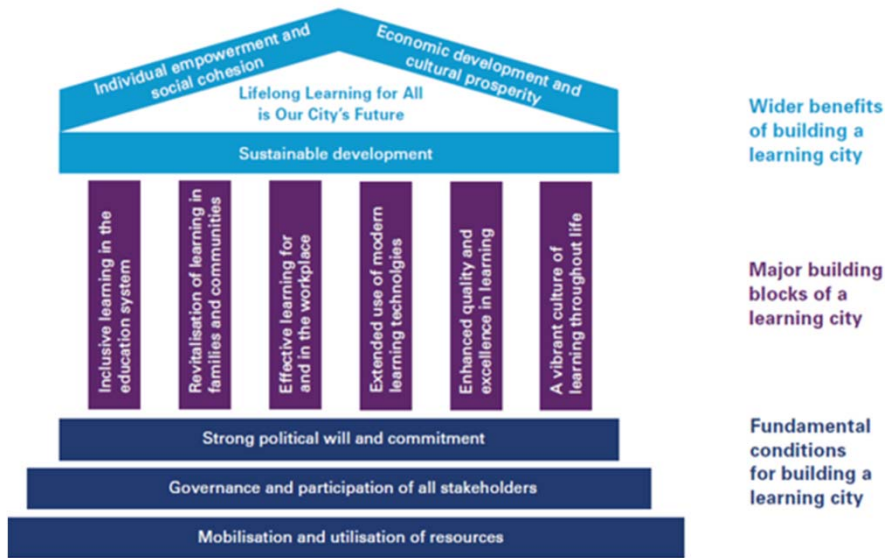


To connect UNESCO Learning Cities Key Features to the UN SDG's



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

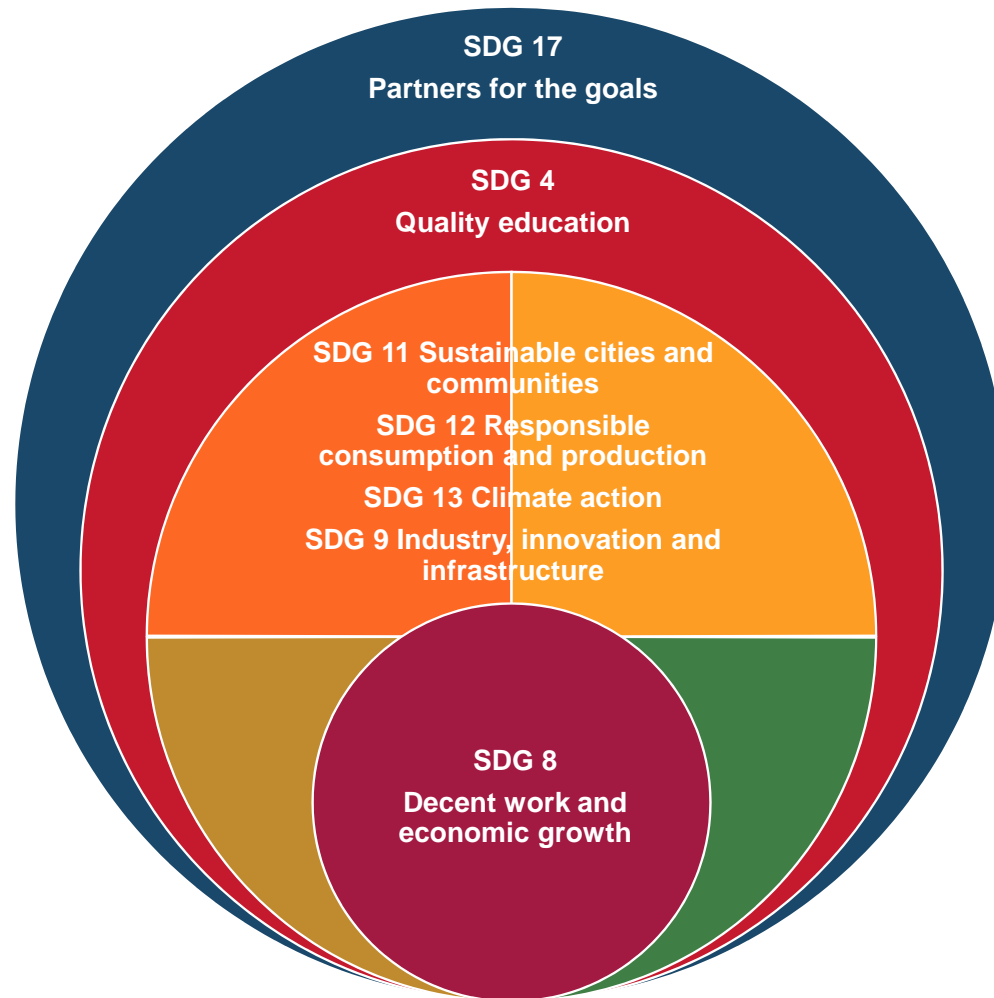


- Social sustainability
- Economic sustainability
- Environmental sustainability
- Cultural sustainability
- The 4 dimensions links direct to the 17 SDG's



To focus on SDG's of most relevance first





To measure the outcome -

Side 4 af 24

Sonderborg UNESCO Learning City – SDG priorities, Keys Features and measurements of the outcome of a 4-17-42 way of thinking

Kolonne 1 Area of focus	Kolonne 2 Key feature	Kolonne 3 Possible measurements	Kolonne 4 Source of data/ Data or survey/ review	Kolonne 5 Suggestion of link between KF, SDG's and the 4 Sonderborg dimensions	Kolonne 6 Suggestions of outcome measurments in Sonderborg. Where to get data	Kolonne 7 Comment from the workgroup Signatures: CL, FLN, HL, IO, PR, BP	Kolonne 8 Government action plan priorities, goals and suggestions for indicators
1. Wider benefits of building a learning city							

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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 o)	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: 2.1/2.1.1. 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 -

Side 4 af 24

Sonderborg UNESCO Learning City – SDG priorities, Keys Features and measurements of the outcome of a 4-17-42 way of thinking

Kolonne 1 Area of focus	Kolonne 2 Key feature	Kolonne 3 Possible measurements	Kolonne 4 Source of data/ Data or survey/ review	Kolonne 5 Suggestion of link between KF, SDG's and the 4 Sonderborg dimensions	Kolonne 6 Suggestion of outcome measurements in Sonderborg. Where to get data	Kolonne 7 Comment from the workgroup Signatures: CL, FLN, HL, IO, PR, BP	Kolonne 8 Government action plan priorities, goals and suggestions for indicators
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 a 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 studens 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 everyting starts with the first step.

Thank you for your attention

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