

# Challenges of new SDGs: what is the role of learning cities?

UNESCO-UNEVOC Centre (Hong Kong) / UNESCO Institute for Lifelong Learning

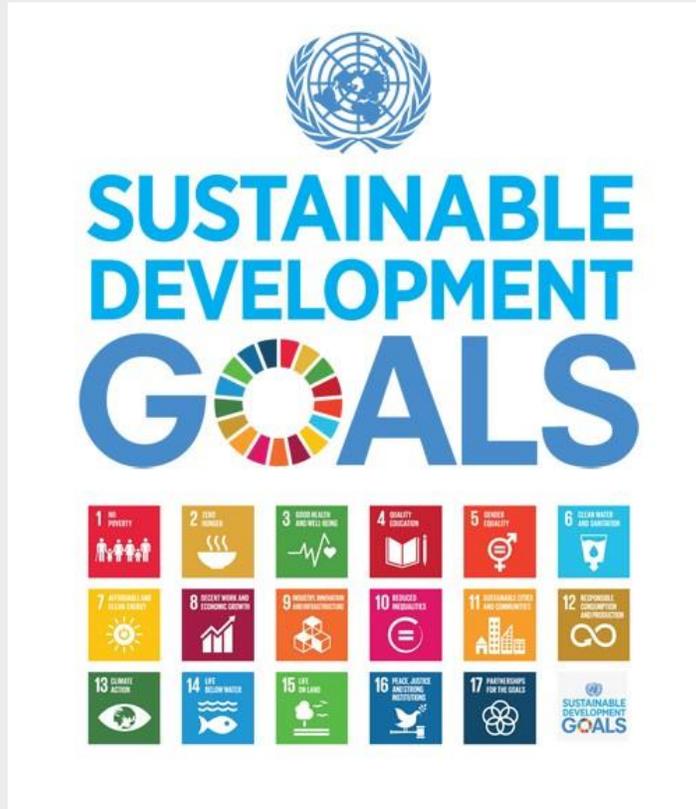
**UNESCO Global Network of Learning Cities (GNLC)**

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12 November 2016



# Transforming our world: the 2030 Agenda for Sustainable Development



## SDGs

- Adopted by the United Nation General Assembly on September 2015
- 17 Sustainable Development Goals and 169 targets

## People

## Planet

## Prosperity



2000

Millennium Development Goals (MDGs)

2015

Sustainable Development Goals (SDGs)

2030

# What is sustainable development?

## SUSTAINABLE DEVELOPMENT GOALS



### Definition

- Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
- Calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet.

### Core Elements

- **Economic growth**
- **Social inclusion**
- **Environmental protection**

- For sustainable development to be achieved, it is crucial to harmonize three core elements.
- These elements are interconnected and all are crucial for the well-being of individuals and societies.

# Cities and sustainable development

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable



## All SDGs are local

*Cities and territories are where women and men, girls and boys, live, where they work to create their livelihoods and where dreams are made. They are where poverty and inequalities are tackled, where health and education services are provided, where ecosystems are protected and human rights must guaranteed.*

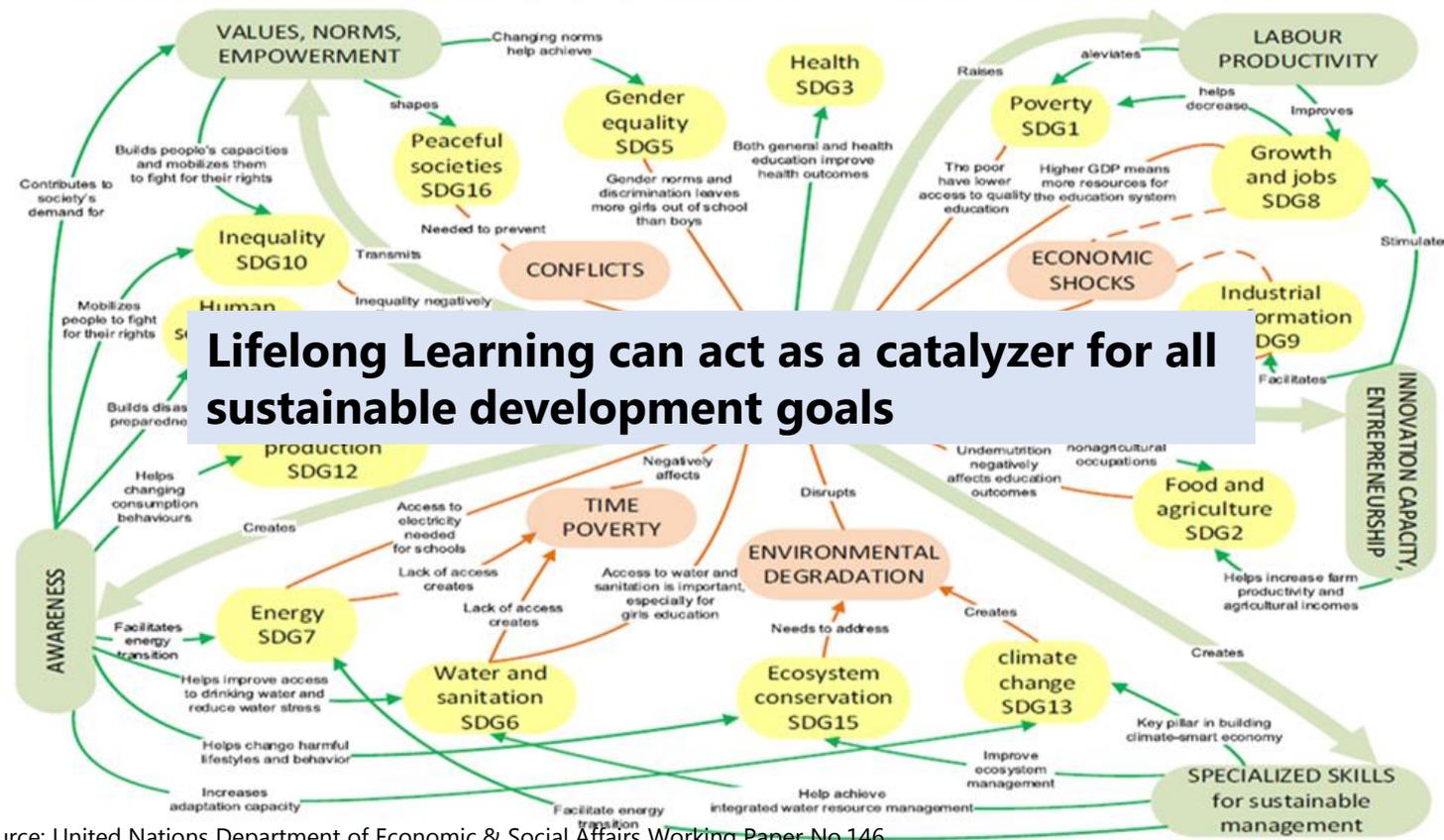
— Global Taskforce of Local and Regional Governments, 2015

# Lifelong Learning is the bedrock of sustainability



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Figure 3  
A simplified map of the links between education and other SDG areas, built from the messages contained in UN flagship reports



**Lifelong Learning can act as a catalyzer for all sustainable development goals**

If we are to eradicate poverty and hunger, improve health, protect our planet and build more inclusive, resilient and peaceful societies, then every individual must be empowered with access to quality lifelong learning, with special attention to opportunities for girls and women. We must work together across all development areas to make lifelong learning a universal right.

— Irina Bokova, Director-General, UNESCO

# UNESCO Global Network of Learning Cities (GNLC)



# Some strong influences affecting all cities in today's world



## The Rapid Growth of Cities

- 2050: more than 70% of the world population will live in cities

## Unprecedented Set of Challenges

- Rising inequalities in opportunities, wealth, power, gender and health. Furthermore, rapid urbanization inevitably increases the gap between cities and small towns, villages and rural areas.

## The power of lifelong learning

- Cities are drawing on the power of lifelong learning to build inclusive, sustainable, creative and entrepreneurial societies that promote the health, well-being, prosperity and full participation of their citizens.
- With their relatively compact natures, high population densities and heavy concentration of existing learning facilities, cities are uniquely placed to engage citizens from all sectors in lifelong learning.
- Some cities are developing innovative strategies which allow citizens to learn new skills and competencies throughout life, thereby transforming their cities into "Learning Cities"

# Development of learning city concept

## The leading role of the UNESCO Institute for Lifelong Learning (UIL)

From  
1990

- UIL organized a series of policy dialogues on the conceptual evolution and implementation of lifelong learning.

2010

- Shanghai International Forum on Lifelong Learning

2012

- UIL initiated the establishment of the UNESCO Global Network of Learning Cities

2016

- More than 160 cities are members of the UNESCO Global Network of Learning Cities

# What is a learning city?

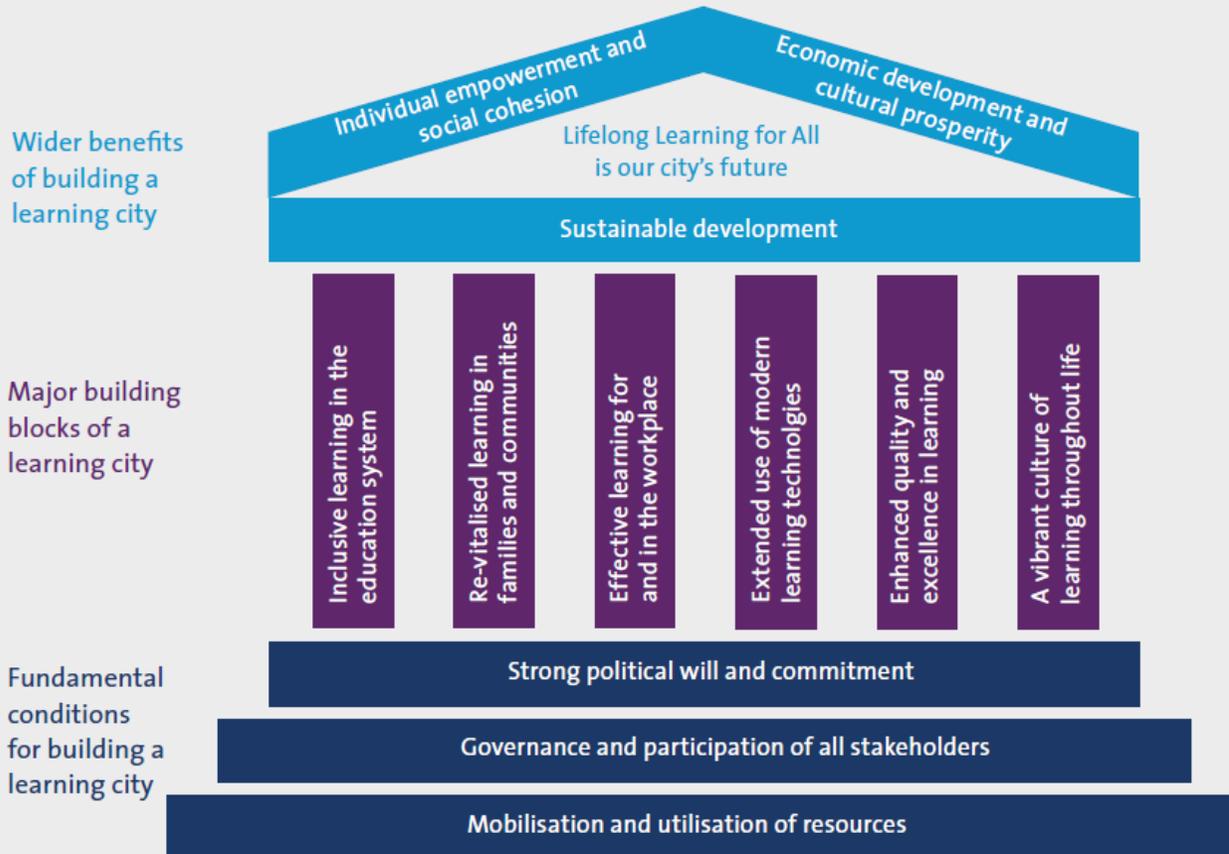
## A Learning City is:

- **a city which effectively mobilises its resources in every sector to:**
  - promote inclusive learning from basic to higher education;
  - re-vitalise 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;
  - nurture a culture of learning throughout life.

- **In so doing it will create and reinforce:**
  - individual empowerment and social cohesion,
  - economic and cultural prosperity,
  - sustainable development

# Key Features

## The purpose of the Key Features



**3 broad categories**  
**12 areas with 42 features**

Use Key Features to monitor the process of developing learning cities

**Building a learning city is a continuous process.**

- There is no magic line over which a city will pass in order to become known as a learning city.

**Building a learning city entails an operational and pragmatic approach to the implementation of lifelong learning for all concepts.**

- The concept of learning city is not an abstract theory. If a city has the political will and commitment to build a learning city, it needs a set of indicators by which it can measure and monitor its performance and progress.

# 2.3 Facilitating learning for and in the workplace

## Possible Measurements

|  |  |
|--|--|
| <p><b>2.3.1</b><br/> <b>Ensuring that all members of the workforce, including migrant, workers, have access to a broad array of learning opportunities</b></p> | <p><b>Employees' participation in education and training: Employed people's participation rate in job related education and training</b></p> <p>Migrant workers' participation in education and training: Existence of initiatives or strategies adopted by city to support migrant workers' participation in education and training</p> |
| <p><b>2.3.2</b><br/> <b>Helping public and private Organizations to become Learning organizations</b></p>  | <p>Learning organizations: Existence of initiatives or strategies to develop learning organizations that encourage employees' participation in learning</p>  |
| <p><b>2.3.3</b><br/> <b>Encouraging employers and trade union to support workplace learning</b></p>  | <p>Employers' financial commitment to skill development: Total investment in employees' education and training as a percentage of the employees' payroll in both the public and private sectors</p>  |
| <p><b>2.3.4</b><br/> <b>Providing appropriate Learning opportunities for unemployed youth and adults</b></p>   | <p>Youth involvement in education and employment: Total number of youth (aged 15–24) not in education, employment or training as a percentage of the total youth population</p> <p>Training for the unemployed: Percentage of the unemployed enrolled in various employment training programmes offered in the city</p>                  |

# 1<sup>st</sup> International Conference on Learning Cities



- 550 delegates
- More than 102 countries
- including mayors, city education executives, UN agencies, NGO's and international corporations.

- “...this International Conference on Learning Cities is such a milestone. This goes to the heart of UNESCO’s work in lifelong learning...” Irina Bokova, Director-General, UNESCO

- Outcomes
  - Beijing Declaration on Building Learning Cities
  - The Key Features of Learning Cities

# 2<sup>nd</sup> International Conference on Learning Cities



- **A milestone for the GNLC**
  - Over 650 participants from 95 countries
  - Ministers, mayors, international organizations, national governments, cities, non-governmental organizations, private sector organizations
- **Outcomes**
  - Adoption of the Mexico City Statement on Sustainable Learning Cities
  - The UNESCO Learning City Award introduced
  - Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities launched
  - Membership to the UNESCO Global Network of Learning Cities launched

# Case studies for learning cities

## Unlocking the Potential of Urban Communities Case Studies of Twelve Learning Cities

Edited by Paul Walker-Crispin,  
Harrison Longworth, Kiprina Lunenburg,  
Ho Wang, Sarah Jo and Shihua Guo



## Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities

- 12 learning cities involved
  - Exhibits examples of cities from 5 UNESCO regions
  - Showcases approach to enhance citizens' individual empowerment, social cohesion, economic development, cultural prosperity and sustainable development.
- 
- The learning cities demonstrate great diversity
  - They are also at very different stages of development
  - The case studies give insights into varying points of the journey towards becoming a learning city.

# Guidelines for Building Learning Cities

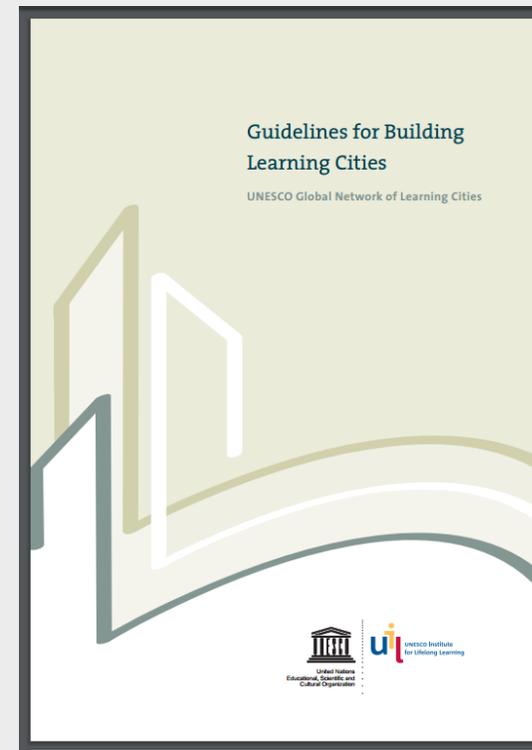
## Intro

- Developed in consultation with international experts from all five UNESCO regions
- Draw on insights emerging from the case studies collected in the publication *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities*.

## Aim

- To provide cities with strategic approaches for building dynamic and sustainable learning cities. They contain a set of actionable recommendations that can be referred to at every stage of the process of becoming a learning city

## 6 Key Areas



• **Planning**

• **Involvement**

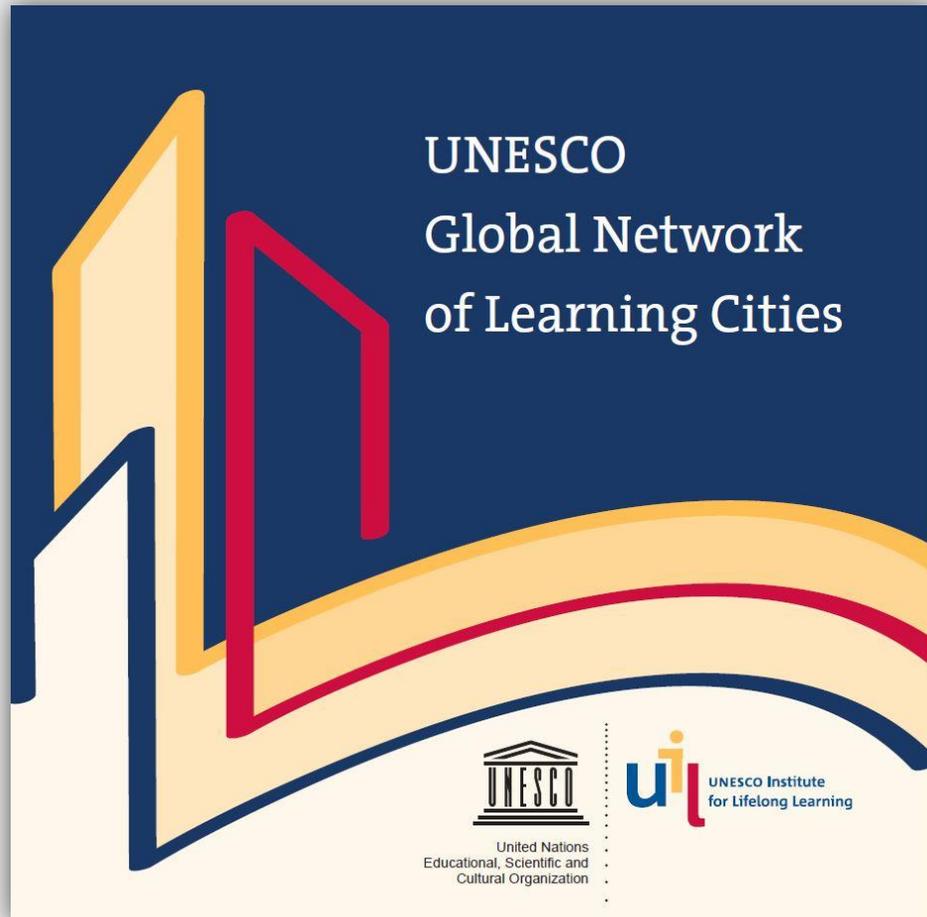
• **Celebration**

• **Accessibility**

• **Monitoring and Evaluation**

• **Funding**

# The GNLC: purpose and core areas of action



To create an international global platform to mobilise cities and demonstrate how to effectively use their resources in every sector to develop and enrich all their human potential.

- facilitating and disseminating research that **refines the learning city concept** ;
- developing **tools and instruments** for building learning cities ;
- serving as **a clearing house for best practice** in establishing learning cities ;
- developing and providing **capacity-development programmes** for members and partners ;
- promoting **policy dialogue** and **peer learning** among member cities ;
- advocating the **importance of lifelong learning** for all as an organizing principle of education policies.

# Development of lifelong learning systems through a global network of local governments

More than 160 Learning Cities Join the UNESCO Global Network of Learning Cities



# UNESCO GNLC Membership

## GLNC's Mission

- To support and accelerate the practice of lifelong learning in the world's communities by:
- Promoting policy dialogue and peer learning among member cities.
- Forging links
- Fostering partnerships
- Building capacities and developing instruments to encourage and recognize progress in building learning cities

## Benefits

- Receiving guidance and support during the journey towards building a learning city
- Being part of a dynamic network and strengthening your own partnerships and networks
- Receiving recognition for your efforts and showcasing the actions of your city

## Requirement

- Pursue the vision of enhancing lifelong learning and becoming a learning city.
- Adopt the key documents, the Beijing Declaration on Building Learning Cities and the Key Features of Learning Cities

## Membership

- No membership fee
- Welcomes voluntary contributions to support the development of the network and its services



# Membership – Application Process

1

- Complete an application form
- Either electronically or in handwritten
- Include mayor's stamp and signature

2

- Sent the application form to the responsible National Commission for UNESCO for endorsement
- Forward copy to the Coordination Team of the UNESCO GNLC at the UNESCO Institute for Lifelong Learning

3

- The application will be endorsed by the National Commission for UNESCO
- And send to the Coordination Team of the UNESCO GNLC at the UNESCO Institute for Lifelong Learning.

# UNESCO Learning City Award

## Purpose

- In order to further promote lifelong learning for all and showcase good practice in building learning cities
- To recognize and reward outstanding efforts devoted to developing learning cities in communities around the world



Apr  
2016

## Opening application for Award 2017

- A report on the learning city's development based on the Award Reporting Template;
- A signed Consent Form for use and distribution of materials; and
- Any necessary additional materials (articles, videos, etc.).

Sep  
2016

## Closing date for nominations (nominated by the UNESCO national commission)

Feb  
2017

## Final selection and announcement of awardees

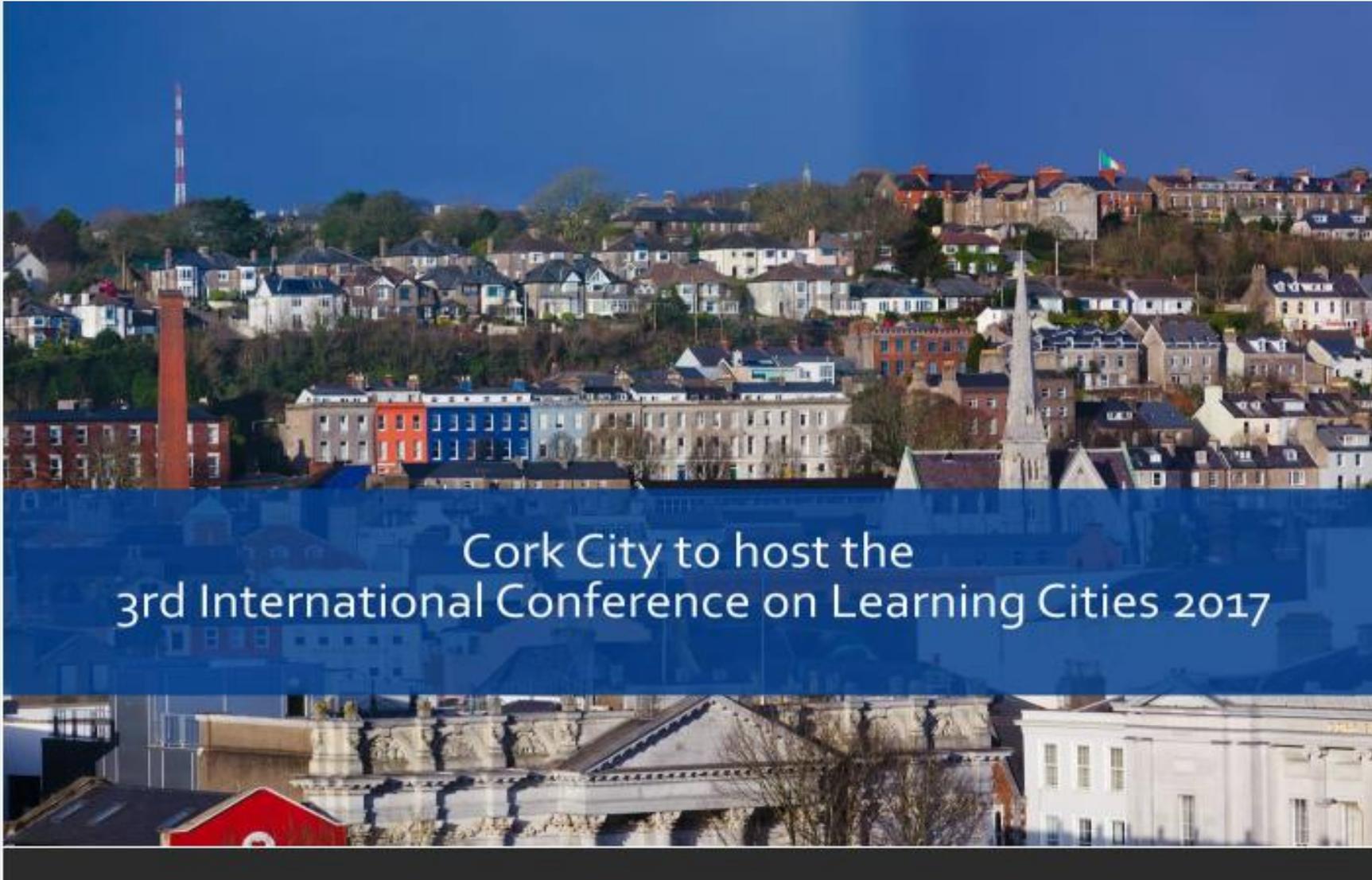
- The selection of awardees will be made by an international jury comprising the twelve members of the UIL Governing Board.

2017

## Award ceremony

- An official ceremony held during either a Regional Conference on Learning Cities or at the next ICLC, depending on which takes place first

# The 3<sup>rd</sup> International Conference on Learning Cities



# Welcome to the GNLC Family!



## Thanks!

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