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e-mail: secretariat@ensi.org

www.ensi.org



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

1. What is the UNESCO Global Network of Learning Cities (GNLC)?

<http://www.uil.unesco.org/lifelong-learning/learning-cities>

The UNESCO Global Network of Learning Cities is an international policy-oriented network providing inspiration, know-how and best practice. Learning cities at all stages of development can benefit greatly from sharing ideas with other cities, as solutions for issues that arise as one learning city develops may already exist in other cities. The Network supports the achievement of all seventeen Sustainable Development Goals (SDGs), in particular SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable'). The UNESCO GNLC supports and improves the practice of lifelong learning in the world's cities by promoting policy dialogue and peer learning among member cities; forging links; fostering partnerships; providing capacity development; and developing instruments to encourage and recognize progress made in building learning cities.

What is a learning city?

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, the city enhances individual empowerment and social inclusion, economic development and cultural prosperity, and sustainable development.

Why learning cities?

Lifelong learning lays the foundation for sustainable social, economic and environmental development. The idea of learning throughout life is deeply rooted in all cultures. However, it is becoming increasingly relevant in today's fast-changing world, where social, economic and political norms are constantly being redefined. Studies have shown that lifelong learners – citizens who acquire new knowledge, skills and attitudes in a wide range of contexts – are better equipped to adapt to changes in their environments. Lifelong learning and the learning society therefore have a vital role to play in empowering citizens and effecting a transition to sustainable societies.

While national governments are largely responsible for creating strategies for building learning societies, lasting change requires commitment at the local level. A learning society must be built province by province, city by city, and community by community

<http://uil.unesco.org/lifelong-learning/project/unesco-global-network-learning-cities-guiding-document>

2. Learning to live sustainably: The role of cities

(Report from the Learning Cities Conference in Hamburg, December 12-14 2016)

“Learning to live in a sustainable way and securing people's involvement and participation in community and urban life are the key factors in ensuring sustainable economic, social and environmental development. For this reason, the workshop examined how education and learning beyond the formal system can be used to support the implementation of the five Ps (planet, people, peace, prosperity and partnership) to achieve the Sustainable Development Goals.”

Want to read more? <http://www.uil.unesco.org/lifelong-learning/project/learning-live-sustainably-role-cities>

3. Communities in action: Lifelong learning for Sustainable Development, Publication:

“Community Learning Centres will play a more important role in sustainable development in the future,” says Arne Carlsen, Director of the UNESCO Institute for Lifelong Learning (UIL).

This handbook(1,8 MB; PDF) identifies principles and policy mechanisms to advance community-based learning for sustainable development, based on the commitments endorsed by the participants of the Kominkan-CLC International Conference on Education for Sustainable Development

<http://www.uil.unesco.org/literacy-and-basic-skills/community-engagement/communities-action-lifelong-learning-sustainable>

4. Citiscope: The SDGs are missing an important opportunity on education

City leaders can use education to grow their economy and much more. But the 'urban SDG' has little to say on the issue.

Commentary from Aaron Benavot, Director of UNESCO's global monitoring Report (GEM).

<http://citiscope.org/habitatIII/commentary/2016/12/sdgs-are-missing-important-opportunity-education>

News from around the globe:

5. Indonesia: MOST School on Sustainability Science: Linking Science with Social Action and Policy Making



On 1-3 February 2017, researchers, experts, activists, and policymakers from across Indonesia will come together in Padang, West Sumatra, to be part of the MOST School on Sustainability Science, organized by UNESCO Jakarta Office and its partners. The participants will tackle a critical question for Indonesia, as well as for the wider world: how can we use scientific knowledge for more effective policy and action to advance natural and social well-being for all?

For more information see: http://www.unesco.org/new/en/jakarta/about-this-office/single-view/news/most_school_on_sustainability_science_linking_science_with/

6. Germany: The ESD Curriculum Framework, which was developed together with the German Standing Conference of the Education Ministers, is now part of the activities mentioned in the German Sustainability Strategy, which Cabinet voted in January.

http://www.globaleslernen.de/sites/default/files/files/link-elements/curriculum_framework_education_for_sustainable_development_barrierefrei.pdf

7. Germany: Summer Academy on intercultural Experience – Registration is open now!

Get to know international campus life, meet new people from all over the world, and qualify for a future career in cross-cultural work environments

<http://www.summeracademy-karlsruhe.org/>

8. UNESCO Paris: Call for nominations for the UNESCO-Japan Prize on ESD 2017

The third edition of the UNESCO-Japan Prize on Education for Sustainable Development (ESD) was launched last week. Generously funded by the Government of Japan, the UNESCO-Japan Prize on ESD consists of three annual awards of US \$50,000 for each recipient. It was established by the UNESCO Executive Board at its 195th session, and awarded for the first time in 2015. All stakeholders involved in ESD (regional governments, public/private educational institutions, NGOs, local communities, media) have the opportunity to participate.

The 2017 nomination process takes place online via a platform accessible through the UNESCO website: <http://unesco.org/esd>. Permanent Delegations, National Commissions and NGOs in official partnership with UNESCO will be able to connect with their existing generic UNESTEAMS accounts.

Further information on the Prize and its nomination process, including a user guide for the online platform, can be accessed at <https://en.unesco.org/prize-esd/nomination>.

9. Congratulations for CoDeS! “Research and Innovation” (Wim Lambrechts and James Hindson, editors) prominently presented at the UNESCO ESD-Zoom front page, “News from UNESCO at Education for Sustainable Development, January 2017”

<http://us8.campaign-archive1.com/?u=ed96882dc5043627b08300be8&id=c74e25ea3f&e=75e65d8d36>

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