

# UNESCO Europe and North America Regional Workshop on the Global Action Programme (GAP) on Education for Sustainable Development (ESD) and Cities

Hamburg December 2016

## 1. Nature of the Workshop

This was a meeting bringing together cities from a range of UNESCO initiatives, primarily Learning Cities, but also cities against racism and cities engaged in the GAP (Global Action Programme) sustainability. These regional workshops are a crucial element in accelerating sustainable solutions and scaling up Education for Sustainable Development (ESD) actions at local level, taking into account regional priorities in addressing sustainability issues, and the urban specificities in these regions. The provision of ESD training to cities and local authorities is expected to result in communities providing both more and enhanced sustainable development learning opportunities for their citizens. This was the first workshop of five being organised across the planet in the coming twelve months. The aim was to explore how cities could use the [Sustainable Development Goal](#) in their learning strategies, and how learning could assist in achieving the Sustainable Development Goals. Christine Willmore from Bristol University, Professor of sustainability and law, attended on behalf of Bristol Learning City.

The event firstly comprised a set of presentations from international agencies and leading cities – including Bristol, themed around the five UNESCO Education for Sustainable Development (ESD) priorities. This was followed by intensive workshops exploring the Sustainable Development Goals and how Learning Cities could engage.



The five UNESCO ESD priorities are:

- Planet – respect and safeguard our common home
- People – leave no one behind and attain sustainable livelihoods and lifestyles
- Peace – live in peaceful, diverse, harmonious societies, free from fear and violence
- Prosperity – transform societies to have sustained, inclusive and sustainable economic growth, and sustainable lifestyles
- Partnership – strengthen global solidarity to achieve the SDGs.

Sustainable Development Goals 4, 10 and 11 (see appendix one), which look at inclusion and education are of particular interest as a way to link Learning Cities, inclusion and sustainable learning.

The Bristol presentation at the workshop featured inclusion – the challenges of ensuring learning is available to all – and used the concept of new ways of learning about sustainability giving Sustainable Learning (and in particular Sustainable Shaun), Green and Black and the Student Capital project as examples of new ways

of including people in learning about sustainability being pioneered in Bristol. This showcased the concepts of young people as leaders, ways of working with communities who have diverse voices and public/private partnerships for creativity that Bristol has developed. The key message was that change has to be fun – which means we need to find new ways of working together. Afterwards more than one person said they felt Bristol was really the place to be. The figure that most impressed was the improvement in school league table positions, which crystallised a sense that things are happening here. Bristol was perceived as a place that has recognised the challenges of inequalities and is succeeding in doing something about it.

There will be two digital outputs from the event:

- an 8-10 page report, summarizing results and recommendations on integrating ESD in cities, and addressing local implementation of the SDGs through ESD will be produced by UNESCO
- a set of ESD good practices collected through the *ESD and Cities Good practice template*.

Bristol Learning City was invited to submit a Good Practice case study, which it has done focused upon its Sustainable Learning project but also featuring Green and Black and Student Capital projects. The case study included url links to all these projects. This will in due course feature on the UNESCO website.

## **2. UNESCO thinking about ESD and Learning Cities**

The following text from the concept note for the event explains UNESCO thinking on the link between ESD and Learning Cities.

“As lead agency for ESD, UNESCO views cities as key centres of thought and action when it comes to education and learning about sustainable development. Education and learning are essential components of city life to ensure that we have harmonious societies that are: socially just; ecologically sustainable; economically productive; politically participatory; and culturally vibrant. Learning to live together sustainably in cities is one of the most important educational challenges of our time.

Education for Sustainable Development offers a key opportunity for cities:

- ESD innovates education and makes it locally relevant
- ESD helps break down the boundaries between education institutions and the wider community
- ESD empowers the local population and workforce with skills and competencies needed to build a more sustainable future: entrepreneurship, innovation, cooperation, creative thinking, participation in decision-making
- ESD helps reduce inequality by giving people vital skills for work
- ESD promotes diverse populations to work for a common future
- ESD improves cities' prosperity and makes them green
- ESD makes cities more attractive and livable.

UNESCO is promoting ESD through the Global Action Programme (GAP) on ESD, the official follow-up to the UN Decade of ESD. It focuses on generating and scaling up ESD action at all levels and in all areas of education, and in all sustainable development sectors. The 17 SDGs provide the wider context for the further up-scaling and mainstreaming of ESD.

One of the five Priority Action Areas of the GAP focuses on mainstreaming ESD at

local level. Ensuring efficient GAP implementation to enhance and integrate ESD at local level means mobilizing local municipalities and communities, ensuring they have sufficient capacities in ESD, strengthening learning opportunities for citizens in various settings, and promoting collaboration among relevant local stakeholders in different sectors. “

## Appendix 1

### **SDG 4: Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all**

**4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

**4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

**4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

**4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

**4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

**4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

**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

**4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

**4.b** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

**4.c** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

### **SDG 10: Reduce inequality within and among countries**

**10.1** By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average

**10.2** By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

**10.3** Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

**10.4** Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

**10.5** Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations

**10.6** Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

**10.7** Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

**10.a** Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

**10.b** Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes

**10.c** By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

### **SDG11: Making cities inclusive, safe, resilient and sustainable**

**11.1** By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums

**11.2** By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

**11.3** By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

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

**11.5** By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

**11.6** By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

**11.7** By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

**11.a** Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning

**11.b** By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels

**11.c** Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials