

#HLPF2019
#LISTEN2CITIES
#CULTURE21ACTIONS



SDG 4.7

ENSURE ALL LEARNERS ACQUIRE KNOWLEDGE AND SKILLS NEEDED TO PROMOTE SUSTAINABLE DEVELOPMENT, INCLUDING [...] THROUGH THE APPRECIATION OF CULTURAL DIVERSITY AND OF CULTURE'S CONTRIBUTION TO SUSTAINABLE DEVELOPMENT

 **culture 21**
UCLG Committee

 **UCLG**
United Cities
and Local Governments

DISCLAIMER

Since 2017, UCLG has been given the mandate by the Global Taskforce of Local and Regional Governments (GTF) to report every year to the High Level Political Forum of the United Nations (UN-HLPF) on the assessment of the Sustainable Development Goals (SDGs).

This report has been elaborated by UCLG Committee on Culture with the aim to inform the 3rd report of Local and Regional Governments to the HLPF 2019, entitled "XXXXXXXX", on the state of cultural aspects regarding the SDGs, and more specifically on the assessment of Target 4.7: "Ensure all learners acquire 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".

This report has been elaborated by Jordi Baltà, expert of the Agenda 21 for Culture.



4.7

EDUCATION FOR SUSTAINABLE DEVELOPMENT

SDG Target 4.7 aims to ensure that by 2030 all learners acquire the knowledge and skills needed to promote sustainable development, and further specifies that this could be achieved 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. Whereas the formulation of this target combines several themes, the references to culture (and particularly, the appreciation of cultural diversity and of culture's contribution to sustainable development) amount to one of the most explicit references to cultural aspects in the 2030 Agenda, alongside those presented in SDGs 8.3, 8.9 and 11.4. However small, the 2030 Agenda still amounts to a step forward in the extent to which cultural aspects are considered and included in sustainable development agendas, since no explicit references to culture had been made in the MDGs.

The document *Culture in the Sustainable Development Goals: A Guide for Local Action* published by UCLG in 2018 suggests that culture is relevant to education for sustainable development in at least two ways:

- Educational programmes at all levels need to integrate contents related to cultural diversity, arts education, languages, and the role of cultural aspects in sustainable development.
- A cultural approach, including recognition of local languages and locally-relevant abilities, and the involvement of cultural stakeholders,

needs to prevail in the design of curricula at all levels – this is in line with human rights, and can contribute to educational objectives, including students' motivation and community connections.

Cities and local governments can contribute to this target in a variety of ways, including the following:

1. **Fostering access to and participation in cultural life in formal and non-formal education.** Relevant approaches here include educational schemes to foster the development of creative skills among children, young people and adults (e.g. arts education in the curriculum, artist residencies in educational centres, etc.), and programmes focused on the transfer of traditional knowledge and heritage (e.g. visits to heritage sites, intergenerational learning, appreciation of intangible heritage in educational programmes, etc.).
2. **Enhancing the educational and training dimension of cultural agents.** Relevant approaches here include the design of programmes that foster collective creativity and the ownership of public space (e.g. combining the development of creative skills with the design of public space through collaborative work), outreach educational and learning activities by museums, libraries and other cultural organisations, and training initiatives aimed at fostering employability in cultural and creative activities.
3. **Innovating in the governance of education and culture.** Relevant approaches here include the integration of education and social inclusion in cultural strategies and programmes (as well as the setting-up of cross-departmental working

groups and strategies in education and culture), and the promotion of networking and collaboration among cultural and educational stakeholders.

adults to understand the importance of traditional buildings, intangible heritage and other cultural assets.

SOME EXAMPLES

There are many examples of how cities work in practice to explore synergies between culture and education for sustainable development. Some of them are as follows:

- In **Barcelona**, the “Creators in Residence” project has enabled secondary schools to develop partnerships with artists and creative groups in a range of art disciplines, involving students in creative processes and fostering access to culture for all.
- The Arena da Cultura – Open School for the Arts in **Belo Horizonte**, has provided access to quality arts education in a wide range of disciplines for thousands of citizens and has paved the way for new professional careers in the cultural field.
- In **Bogotá**, a range of initiatives have contributed to enabling access to culture for tens of thousands of children and young people through school and out-of-school activities, with positive social and educational results.
- Under the banner *L’Art pour grandir* (‘Arts to grow up’), the **City of Paris** provides a wide range of opportunities to access arts opportunities in schools, libraries, cinemas, conservatories, museums and other cultural venues, aimed at children and young people.
- In the context of its Traditional Culture City project, **Jeonju** has integrated an appreciation of traditional culture in education and lifelong learning programmes, helping children and

WHAT ARE THE CHALLENGES?

Although several good practices can be identified, integrating cultural aspects and education remains a difficult process. Several obstacles exist to this end, including the following:

- Centralisation of educational competences in many countries leaves limited space for adapting curricula to local contexts and often hinders collaboration with local cultural organisations.
- Limited attention to culture and the arts in formal education, although this is variable across countries.
- Low priority given by some cultural stakeholders to educational activities. Even if there is an increasing acknowledgement of the educational mission of cultural organisations, this remains limited in some cases, sometimes as a result of the lack of human and financial resources.
- Lack of dialogue and collaboration among education and culture policymakers.

Cities and local governments can contribute to fostering access to, and participation in, formal and non-formal education, enhancing the educational and training dimension of cultural agents, and innovating in the governance of education and culture.



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**EDUCATION FOR
SUSTAINABLE
DEVELOPMENT**

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