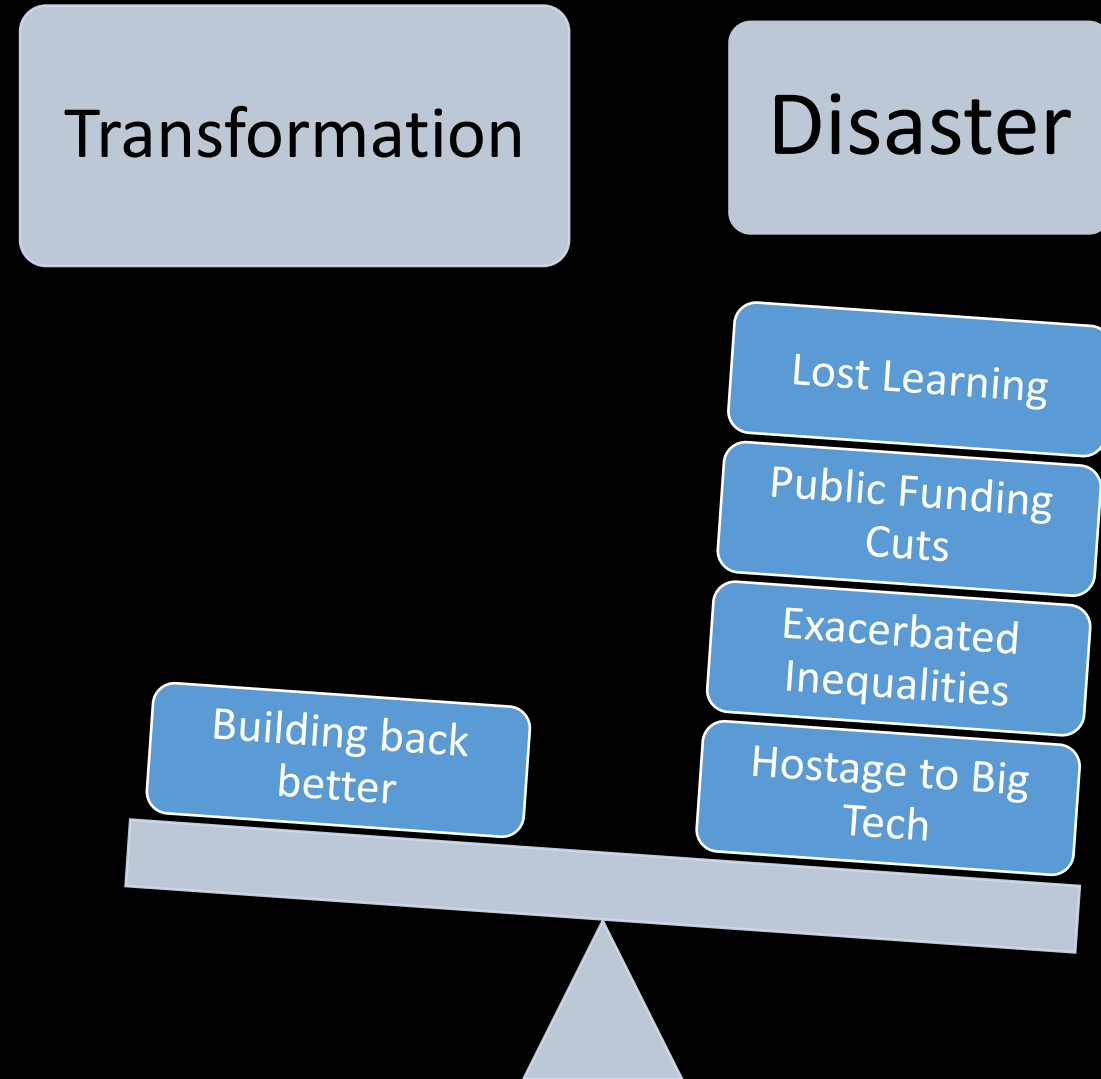


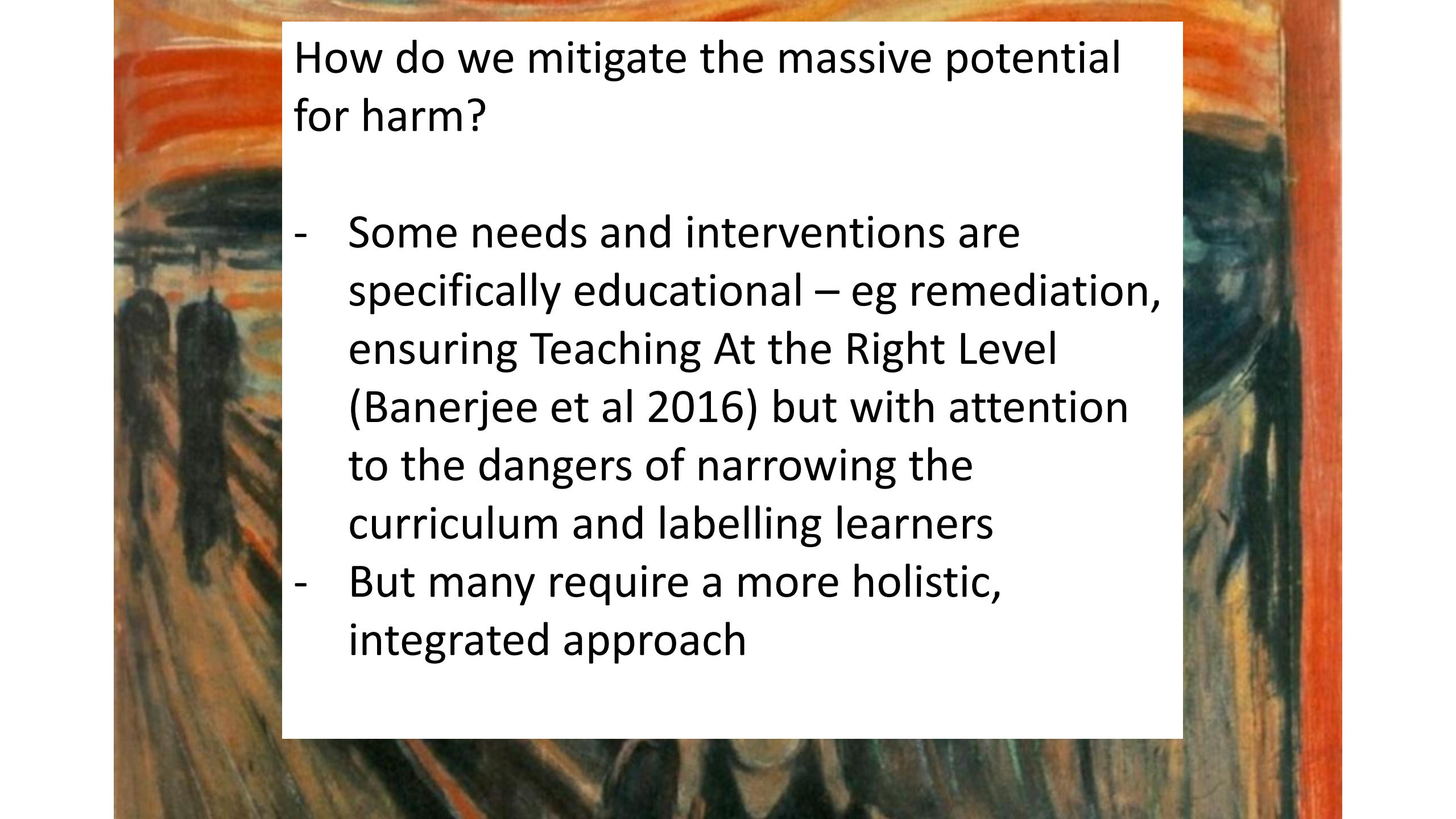
The Challenge of Education for Sustainable Development: A Sustainable Healthy Learning Cities Perspective

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Aerial of Dhaka, the Capital of Bangladesh. Credit: TravelView, Shutterstock

COVID-19, Post- COVID-19 and Educational Access, Quality and Inclusion





How do we mitigate the massive potential for harm?

- Some needs and interventions are specifically educational – eg remediation, ensuring Teaching At the Right Level (Banerjee et al 2016) but with attention to the dangers of narrowing the curriculum and labelling learners
- But many require a more holistic, integrated approach

INTERDISCIPLINARY RESEARCH (SDGs 11, 3 and 4).

Sustainable cities depend on a population with resilience and resources that health and learning brings

Equally, health and well-being, and lifelong learning opportunities, depend on the development of sustainable cities and the communities within them.



The *'Neighbourhood Nexus'*

How can education, health and the built environment work together to sustain neighbourhoods of all kinds? What kind of governance structures and community agency facilitate this?



Resources and References

Sustainable Healthy Learning Cities:

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