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Art and Sustainability for the Improvement of Learning Cities

Ana-Mercedes Vernia-Carrasco
anvernia@gmail.com
Universitat Jaume I https://orcid.org/0000-0003-2729-9287
Rob Mark
University of Glasgow https://orcid.org/0000-0003-4493-4000
Orna Mager
Multi–Disciplinary Center, Modiin; Israeli Center of Learning Cities

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Abstract

Purpose – Considering the vital role of local governance and educational ecosystems in urban sustainability, this study aims to examine the impact of the "Munschools" project on the development of learning cities. It explores how the synergy between schools, citizens, and public authorities, mediated by arts and culture, contributes to social improvement and the fulfillment of the Sustainable Development Goals (SDGs).

Design/methodology/approach – Adopting an interpretive mixed-methods approach (N=111, valid sample N=104), the study analyzes data from stakeholders in Spain, Italy, Romania, Israel, and Greece. Data were collected through a digital questionnaire covering sociodemographic variables and perceptions of municipal actions, infrastructure, and sustainability. Quantitative-qualitative analysis was performed using SPSS and categorical classification.

Findings – The empirical findings reveal that education, arts, and culture are perceived as primary drivers for social cohesion and employability. While "General education and society" is the most common municipal action (72.12%), artistic activities are highlighted as essential for educational inclusion. A significant correlation was found with SDG 4 (Quality Education), although findings suggest that teacher training and interdisciplinary collaboration still require further development to optimize sustainable performance.

Research limitations/implications – The study is limited by the cross-sectional nature of the survey and differences in questionnaire translations across the five countries, which required divided analysis for certain items. Future research should include more longitudinal data and a broader range of Western and Asian contexts to generalize the effectiveness of the "school as an ecosystem" model.

Practical implications – This study presents implications for local government leaders and school administrators to foster sustainable performance by prioritizing inclusive, community-based training and cultural integration. It suggests that public policy management must create stable ecosystems between schools and local governments to enhance urban resilience.

Social implications – The evidence reveals the effectiveness of integrating arts and heritage in education to achieve social goals, reduce intergenerational gaps, and improve the quality of life in diverse urban environments.

Originality/value – This study is among the first to examine the multidisciplinary link between arts education and the UNESCO Learning Cities framework across a diverse European and Middle Eastern sample. It provides pioneering evidence on how artistic projects act as a connecting link for active citizenship and sustainable urban development.

1. INTRODUCTION

The incorporation of schools in city planning policies can have welcome benefits, especially where schools are developed as ‘centres of learning’ in the community as well as agents of change in the cities and regions where they are located.

The *Munschools project* is founded on the belief that learning to be effective should be community based, bridging the gap between citizens and public authorities as centres of learning. The project is seeking to explore new ways to overcome traditional barriers through opening schools to families and communities and bridging the gap between citizens and public authorities. The project aims to demonstrate how formal and non- formal participation in the schools can increase student engagement through active citizenship and engagement of families and other members of the community in the life of the school.

The Cities and Schools for [Project details omitted for double-anonymized peer review]

The project sought to build a network of organizations structured around the philosophy and principles of learning which include active citizenships, especially for students and member families; sustainable development; building partnerships at local, national, and international level, and the involvement of city leaders and representatives in school projects and activities. Several important activities were planned which included festivals of learning organised in conjunction with city partners and a survey of needs which looked at the views of stakeholders. This article will focus on the questions asked of the stakeholders

The objective of this project [Project details omitted for double-anonymized peer review]) was to promote the idea of learning cities. A learning community can be a school, a city, town or region that mobilizes all its resources in all sectors to develop and enrich its human potential with the intention of fostering personal growth, maintaining social cohesion and creating prosperity.

Within the framework of the UNESCO network of learning cities, to improve the quality of life of people and strengthen the resilience of communities, the project was developed in cooperation with local authorities, public institutions and associations to achieve the objectives planned in the project.

It was based on the school as an ecosystem, exploiting all the potential of the subjects involved (teachers, students, administrative staff, families) to establish stable and useful relationships with the local government, regional associations and other public organizations.

This article will present findings from the questionnaire (Annex I) that each or the partner (from Italy, Spain, Israel, Greece and Romania) completed and so that we could find out what activities were being carried out in the local environment to improve access and to widen learning.. The results show, on the one hand, a great interest in improving learning opportunities and, in particular, the importance of artistic activities in promoting social and educational cohesion.

2. THEORETICAL FRAMEWORK

Neckel et al. (2022) propose educational programmes to promote sustainable cities. The management of public policies, especially in the field of education, they say, can help identify characteristics to improve cities and make them sustainable. It is also important to unite education and health in research aimed at making cities friendly and healthier. These authors highlight proposals such as cultural and artistic events to promote sustainability (International Folklore Festival, the Book Fair and the Day of Literature).

Heinrichs and Hoernemann (2023) consider collaboration between arts, social sciences and sustainable development to be relevant, based on artistic research and intervention, as well as policy formulation. They suggest using the arts together with social and political sciences to improve sustainable development and creativity in local spaces.

Art also played a very important role during the recent COVID pandemic. Cities had to adapt to changes that allowed for greater and better sustainability, focusing on the benefits for residents. AUTHOR (2022) highlight the interdisciplinarity of the arts and its direct implication for the benefits of people and employability. The need to change educational and sustainable policies to improve learning cities and make them more sustainable and friendly is highlighted in the conclusions.

Another perspective to take into account is to acknowledge that art can be a motivator not only for education but also for the wellbeing of older people as they age. Engagement in the arts can help support both physical and social well-being. These challenges, which were negatively accentuated during the pandemic, require interdisciplinary collaboration combining local cultures and communities.

Cultural and artistic heritage is a relevant part of cities and, consequently, of education. Guillén Peñafiel, Hernández Carretero, and Sánchez Martín (2021) focused their work on raising awareness about the need to value, respect, and protect heritage. These authors believe there is a very close link between education, heritage, and tourism. Their conclusions highlight the need to include educational and pedagogical strategies during tourism experiences as a sustainable activity and to raise awareness about the conservation of heritage sites.

Education for Sustainable Development (ED), along with STEAM (Science, Technology, Engineering, Art, and Mathematics) education, can be strategies to respond to the problems generated in the world. Authors such as Silva-Hormazábal and Alsina (2023) focus their attention on rural environments, concluding that moving toward a sustainable society requires comprehensive and equitable education. Furthermore, the rural context offers a unique opportunity to develop contextual and interdisciplinary learning.

Chavez and Finocchiaro (2022) research the social perspective of architecture, highlighting the importance of citizen participation, culture, and accessibility in this area.

As AUTHOR (2022) points out, music is gaining relevance in society, in people's quality of life, in educational and social inclusion, and is considered a powerful tool for social integration, employability, and sustainability. Through artistic projects, music acts as a connecting link that allows for the implementation of actions capable of boosting motivation and self-esteem, as well as improving social and personal skills, in different contexts and profiles. Among the current problems and challenges, we find, on the one hand, employability and its relationship with education and training for future teachers, and on the other, the importance of the 2030 Agenda and the 17 Sustainable Development Goals (SDGs). Regarding learning cities, Garcés Meneses (2025) conducted research on learning cities as a city model developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) since 2013. This impact applies to neighborhoods at the social level, facades, mobility, and construction.The transformative synergies of cities generated by the mobilization of educational quality have led to more than 300 cities joining this UNESCO program in the last decade. This impact applies to neighborhoods at a social level, facades, mobility, as well as to the construction of public spaces for the enjoyment of the population and the beautification of the city. This author points out that education becomes the fundamental pillar. Therefore, local governments determine that the learning cities created at the First Conference in Beijing (2013) by UNESCO, are an opportunity to generate synergies between citizens, businesses, the territory and the State with the aim of improving the quality of life of the inhabitants and the sustainability of cities, through lifelong learning.

Learning cities have a direct connection with creative cities. Gathen, Skoglund, and Laven (2021) consider that the cultural and creative industries (CCIs) continue to grow as a result of the increasing competitive pressure cities exert to attract visitors. In this sense, cities must position themselves as creative spaces, and much of the development of the CCI sector occurs through urban networks. These authors present their case study of the UNESCO Creative Cities Network (UCCN), linking it to gastronomy as art and creativity. Among the conclusions of this study is the importance of recognizing that, through the UCCN, UNESCO can more easily incentivize cities to develop strategies on how to use culture and creativity as tools for sustainable development.

The work presented by AUTHOR (2022a). In an international conference, she cites UNESCO (2010), at its second world conference on Arts Education, stating that art must play an important role in the constructive transformation of educational systems. This work links art with sustainability, artistic projects, and the Sustainable Development Goals. The conclusions highlight the importance of artistic projects in society, as well as the improvement of social and educational inclusion. According to this author, employability and quality of life can also be improved through artistic projects. However, better teacher training is still needed.

The purpose of this study by Kaewhanam, Cain, Pongsiri, Intanin, and Kamolkhet (2022) focused on the educational strategy of local governments for the provision of public services in a learning city. Political strategies for educational development aimed at fostering creative cities make livable and touristic cities possible. These authors consider citizen participation to be of vital interest for the development of cities, also contributing to the development of learning cities.

Considering the value of learning cities and the importance of art, culture, and especially teacher training, AUTHOR (2022b) proposed a training and employability program, through the arts, to facilitate social, educational, and employability inclusion in a neighborhood in Castellón (Spain). To achieve this goal, the author studied the neighborhood's human profile and its social and educational situation. Among the results, artistic project policies are valued to

regenerate neighborhoods and enable social and educational inclusion. Furthermore, political actions and politicians must be involved and facilitate access to art and culture for all ages and without any exclusion, also providing spaces for artistic creation and education.

3. METHODOLOGY

The study used a combination of qualitative and quantitative data. Humanistic and social research is based on. Qualitative research, especially. The design of this research, of the interpretive type, shows data that allows reality to be constructed, as indicated by Hernández et al. (2014). These authors consider that mixed research methods collect data through different actions that will provide qualitative and quantitative data. This will mean a better understanding of reality.

3.1. Procedures

The survey was designed in conjunction with the members of the project and was translated into the various languages of the project members (Spanish, Italian, Romanian, Hebrew and English). It was distributed digitally through a Google form. Data collection was carried out over an 11 month period (2022–2023). The questionnaire consisted of two parts. The first corresponds to the collection of sociodemographic data and consists of four open-ended questions about the country, the region, the municipality and the workplace. The second consisted of 11 questions addressing the evaluation and opinions of the participants about actions, environments and infrastructures involving education, art, entrepreneurship, intergenerationality and sustainability in the municipalities.

Most of the questions are polytomous multiple response questions and includde a section for open response. An exclusively open-response question and two questions using a Likert scale of 7 and 6 points were also formulated. However, in the different translations of the questionnaire distributed there have been small differences in the formulation of some of the questions that have forced the results to be divided. However, it should be noted that there was coordination from the outset with the five countries for the implementation of the research component, although at the time of writing this article, Italy and Romania chose not to participate, as their focus was more on schools rather than research, unlike those involved in the other countries, which were more involved in research activities. However, for coordination purposes, regular meetings and workshops were held to assess the questionnaire implementation process and the results obtained. There was a session dedicated exclusively to presenting the results from each country.

Sample

The questionnaire was answered by a total of 111 participants. Incomplete responses on more than one question without providing other response options was the criterion for elimination leaving a valid sample of 104 participants.

To carry out an analysis based on sociodemographic variables, the results corresponding to the workplace were categorized into five sectors.

The distribution of the sample depending on the country and the work sector is shown below (Table 1, 2):

Table 1
Sample Distribution by Participating Country

Italy	**total number**	**valid N**
	9	**9**
Spain	12	12
Greece	20	18
Romania	32	30
Israel	38	35
Total	111	104

Table 2
Distribution of the sample based on work sector (N = 104)

Workplace	**Frequency (%)**
Administration	59 (56.73)
Education	28 (26.92)
Health	2 (1.92)
Company	11 (10.58)
Without employment (retired, not employed)	4 (3.85)

The sample is not preserved throughout the entire questionnaire. It was necessary and pertinent to analyse the sample based on the countries since, as mentioned, the approach to two questions was different in the various translations. In this way, depending on the country, in question 4, two of the items

were posed differently (union between school and company or union between school and society). Furthermore, question 10 was posed in Spain and Romania as a limited Likert scale of options; in Israel as a full response Likert scale; and in Greece and Italy as a polytomous multiple response question.

Data analysis

A quantitative-qualitative analysis of the data was carried out. Initially, a database was created in excel format, and was later translated using a statistical programme for the Social Sciences (SPSS)..

The qualitative data obtained was organised in digital format and categorised following the same procedures as in the quantitative data.

4. RESULTS

The analysis carried out has been descriptive and includes a general perspective, which encompasses the five European countries (Spain, Italy, Romania, Israel and Greece) that responded to the " Municipals and Schools " questionnaire. for Learning Cities " in their different translations (N = 104). In addition, a comparison was made of the data obtained in each of the mentioned countries. Finally, a categorization of the work sector was carried out into five variables: administration (N = 59), education (N = 28), health (N = 2), business (N = 11) and unemployed (N = 4)., with the aim of detecting possible differences in the distribution of the sample taking this variable into account.

Regarding the first question **"What actions are carried out by your municipality?"** The most common response was "General education and society", which was marked by 72.12% of the participants, in contrast to 27.88% of the sample who marked the "Intergenerational" option. In addition to the options offered by the questionnaire, respondents added the following items: folklore, participation in UNESCO Learning Cities and informal education, each of them proposed by 0.96% of the sample. The results corresponding to this question are shown in Table 3.

Table 3
Actions carried out by the municipalities

General education and society	**Frequency (%)**
	75 (72.12)
Arts, schools and society	40 (38.46)
Arts and schools	31 (29.81)
Intergenerational	29 (27.88)
Folklore	1 (0.96)
Participation in UNESCO Learning Cities	1 (0.96)
Informal education	1 (0.96)

When observing the sample based on the country, some notable aspects were observed. All countries highlighted actions related to "General education and society" in their municipalities with the exception of Italy, where this was the option least valued by the participants. Instead, this country highlighted "Arts and schools", thus contrasting the results of Spain and Israel. The three countries also showed notable differences in terms of intergenerationality compared to Romania and Greece, in which this item was the least prominent option in the questionnaire.

For their part, participants from Spain, Italy and Romania highlighted other actions such as folklore, participation in UNESCO Learning Cities and informal education, respectively. The detailed descriptive results can be seen in Table 4.

Table 4
Distribution by country of the actions carried out by the municipalities

	Frequency (%)				
	Spain (N = 12)	**Italy (N = 9)**	**Romania (N = 30)**	**Israel (N = 35)**	**Greece (N = 18)**
General education and society	9 (75.00)	1 (11.11)	26 (86.67)	25 (71.43)	14 (77.78)
Arts and schools	2 (16.67)	5 (55.56)	14 (46.67)	7 (20.00)	3 (16.67)
Arts, schools and society	4 (33.33)	3 (33.33)	16 (53.33)	10 (28.57)	7 (38.89)
Intergenerational	6 (50.00)	4 (44.44)	6 (20.00)	13 (37.14)	0 (0.00)
Folklore	1 (8.33)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Participation in UNESCO Learning Cities	0 (0.00)	1 (11.11)	0 (0.00)	0 (0.00)	0 (0.00)
Informal education	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.86)	0 (0.00)

In the distribution of the sample by work sector, the results showed a greater presence of intergenerational actions reported by the educational sector (Table 5).

Table 5
Distribution by work sector of the actions carried out by the municipalities

	Frequency (%)				
	Administration (N = 59)	**Education (N = 28)**	**Health (N = 2)**	**Company (N = 11)**	**Unemployed (N = 4)**
General education and society	43 (72.88)	18 (64.29)	2 (100.00)	8 (72.73)	4 (100.00)
Arts and schools	17 (28.81)	6 (21.43)	0 (0.00)	6 (54.55)	2 (50.00)
Arts, schools and society	26 (44.07)	8 (28.57)	0 (0.00)	5 (45.45)	1 (25.00)
Intergenerational	15 (25.42)	12 (42.86)	0 (0.00)	2 (18.18)	0 (0.00)
Folklore	0 (0.00)	1 (3.57)	0 (0.00)	0 (0.00)	0 (0.00)
Participation in UNESCO Learning Cities	1 (1.69)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Informal education	0 (0.00)	1 (3.57)	0 (0.00)	0 (0.00)	0 (0.00)

Findings from the second question **"How important could UNESCO Learning Cities be for schools in your municipality?"** " is demonstrated through a descriptive analysis of the three 7-point Likert items. The highest average score corresponds to the first item "Relating schools and society", followed by the second item "Promoting educational institutions". The third, "Participate in international projects", was the one that obtained the lowest average score. In the three items, the most chosen column was 7, and no major differences were observed in the frequencies of choosing each column between the items. These, in addition to the measures of central tendency, can be seen in Table 6.

Table 6
Importance of UNESCO Learning Cities for schools

	Descriptive N (%)										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**Half**	**Median**	**Fashion**	**S.D.**
Relate schools and society	1 (0.96)	1 (0.96)	7 (6.73)	6 (5.77)	11 (10.58)	36 (34.62)	42 (40.38)	5.89	6	7	1.32
Promote educational institutions	1 (0.96)	1 (0.96)	7 (6.73)	8 (7.69)	17 (16.35)	27 (25.96)	43 (41.35)	5.81	6	7	1.36
Participate in international projects	0 (0.00)	3 (2.88)	8 (7.69)	7 (6.73)	16 (15.38)	27 (25.96)	43 (41.35)	5.78	6	7	1.4

When observing each of the items that make up the question depending on the country, the results showed that the first item was the most valued in Spain and Greece; promoting educational institutions was the highest rated option in Italy and participation in international projects obtained the highest averages in Romania and Israel. Furthermore, Greece reported the notably lowest averages in these last two options. All the results of this question depending on the different countries can be seen in Table 7.

Table 7
Distribution by country of important factors of Learning Cities in schools

Relate schools and society										
	Descriptive N (%)									
	1	2	3	4	5	6	7	Half	Median	Fashi
Spain (N = 12)	0 (0.00)	0 (0.00)	0 (0.00)	1 (8.33)	0 (0.00)	8 (66.67)	3 (25.00)	6.08	6	6
Italy (N = 9)	0 (0.00)	0 (0.00)	1 (11.11)	2 (22.22)	1 (11.11)	2 (22.22)	3 (33.33)	5.44	6	7
Romania (N = 30)	0 (0.00)	0 (0.00)	1 (3.33)	0 (0.00)	0 (0.00)	7 (23.33)	22 (73.33)	6.63	7	7
Israel (N = 35)	1 (2.86)	1 (2.86)	4 (11.43)	3 (8.57)	6 (17.14)	6 (17.14)	14 (40.00)	5.46	6	7
Greece (N = 18)	0 (0.00)	0 (0.00)	1 (5.56)	0 (0.00)	4 (22.22)	13 (72.22)	0 (0.00)	5.61	6	6
Promote educational institutions										
	Descriptive N (%)									
	1	2	3	4	5	6	7	Half	Median	Fashi
Spain (N = 12)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (16.67)	8 (66.67)	2 (16.67)	6	6	6
Italy (N = 9)	0 (0.00)	0 (0.00)	0 (0.00)	2 (22.22)	0 (0.00)	2 (22.22)	5 (55.56)	6.11	7	7
Romania (N = 30)	0 (0.00)	0 (0.00)	1 (3.33)	0 (0.00)	0 (0.00)	6 (20.00)	23 (76.67)	6.67	7	7
Israel (N = 35)	1 (2.86)	1 (2.86)	3 (8.57)	3 (8.57)	8 (22.86)	6 (17.14)	13 (37.14)	5.46	6	7
Greece (N = 18)	0 (0.00)	0 (0.00)	3 (16.67)	3 (16.67)	7 (38.89)	5 (27.78)	0 (0.00)	4.78	5	5
Participate in international projects										
	Descriptive N (%)									
	1	2	3	4	5	6	7	Half	Median	
Spain (N = 12)	0 (0.00)	0 (0.00)	1 (8.33)	0 (0.00)	2 (16.67)	5 (41.67)	4 (33.33)	5.92	6	
Italy (N = 9)	0 (0.00)	1 (11.11)	0 (0.00)	2 (22.22)	1 (11.11)	1 (11.11)	4 (44.44)	5.44	6	
Romania (N = 30)	0 (0.00)	0 (0.00)	1 (3.33)	0 (0.00)	0 (0.00)	5 (16.67)	24 (80.00)	6.70	7	
Israel (N = 35)	0 (0.00)	2 (5.71)	2 (5.71)	2 (5.71)	9 (25.71)	9 (25.71)	11 (31.43)	5.54	6	
Greece (N = 18)	0 (0.00)	0 (0.00)	4 (22.22)	3 (16.67)	4 (22.22)	7 (38.89)	0 (0.00)	4.78	5	

No significant differences were observed in the distribution of the sample by work sector.

In the third question, " **What value does education have in employability and entrepreneurship in your municipality?"** " The training of the people of the future was obtained as the most outstanding option among the proposals. In addition to these, three participants added proposals related to socialization, family and sports and health, respectively. The descriptive results of this question are found in Table 8.

Table 8
Value of education in employability and entrepreneurship

Train the people of the future	**Frequency (%)**
	79 (70.54)
Train and educate in values	66 (58.93)
Educate and train globally	45 (40.18)
Provide context for socialization and social mobility	1 (0.89)
Family as a safety net for future success	1 (0.89)
Excellence in sport and health body/mind	1 (0.89)

When observing the comparison of results by country, the results showed that the aforementioned freely proposed options were provided by Romania and Israel, respectively. Furthermore, Romania and Greece highlighted training and education in values to a greater extent as an important factor in education for employability and entrepreneurship. The results are found in Table 9.

Table 9
Distribution by country of the importance of education in employability and entrepreneurship

	Frequency (%)				
	Spain (N = 12)	**Italy (N = 9)**	**Romania (N = 30)**	**Israel (N = 35)**	**Greece (N = 18)**
Train the people of the future	9 (75.00)	7 (77.78)	21 (70.00)	27 (77.14)	15 (83.33)
Train and educate in values	5 (41.67)	3 (33.33)	27 (90.00)	15 (42.86)	16 (88.89)
Educate and train globally	7 (58.33)	4 (44.44)	7 (23.33)	20 (57.14)	7 (38.89)
Provide context for socialization and social mobility	0 (0.00)	0 (0.00)	1 (3.33)	0 (0.00)	0 (0.00)
Family as a safety net for future success	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.86)	0 (0.00)
Excellence in sport and health body/mind	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.86)	0 (0.00)

No significant differences were observed depending on the work sector in this question.

Regarding the question **"What aspects would you highlight about the responsibility of your municipality in Education?"**, social and educational inclusion was the most frequent option among the participants (81.73%), which contrasts with the 22.12% who highlighted programs for the promotion of intergenerational exchange, which was the least rated response of the proposals in the questionnaire.

In this question, it was necessary to divide the results of the item "union between school and company" or "union between school and society" because, depending on the country, this item was posed in both ways, so that the sample is not maintained constant throughout the issue. The results were also contrasting: 7 of the 39 participants from Spain, Italy and Greece highlighted the union between school and company as the responsibility of the municipalities compared to 40 participants from Israel and Romania, who selected the option of union between school and society. (N = 65). In the latter country this was the most valued along with inclusion.

In the general observation of the sample by country, Israel contributed new proposals for responsibility related to training to lead changes in gender matters and the development of sports spaces, and Greece highlighted the cooperation of the public and private sector. Likewise, a notable difference was observed in the results of one of the items, "Workshops/Activities on environmental protection", which was not highlighted by the participants in Italy. All detailed results can be seen in Tables 10 and 11.

Table 10
Highlights on the responsibility of municipalities in education

Social and educational inclusion	**Frequency (%)**
	85 (81.73)
Intergenerational projects	28 (26.92)
Workshops/Activities on environmental protection	37 (35.58)
Programs to promote intergenerational exchange	23 (22.12)
Train to lead changes in gender matters	1 (0.96)
Union between school and company (N = 39)	7 (17.95)
Union between school and society (N = 65)	40 (61.54)
Development of sports spaces	1 (0.96)
Public and private sector cooperation	1 (0.96)

Table 11
Distribution by country of the highlights on the responsibility of municipalities in education

	Frequency (%)				
	Spain (N = 12)	**Italy (N = 9)**	**Romania (N = 30)**	**Israel (N = 35)**	**Greece (N = 18)**
Social and educational inclusion	12 (100.00)	9 (100.00)	24 (80.00)	24 (68.57)	16 (88.89)
Intergenerational projects	4 (33.33)	2 (22.22)	7 (23.33)	11 (31.43)	4 (22.22)
Workshops/Activities on environmental protection	7 (58.83)	0 (0.00)	10 (33.33)	8 (22.86)	12 (66.67)
Programs to promote intergenerational exchange	3 (25.00)	1 (11.11)	3 (10.00)	9 (25.71)	7 (38.89)
Train to lead changes in gender matters	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.86)	0 (0.00)
Development of sports spaces	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.86)	0 (0.00)
Public and private sector cooperation	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (5.56)
Union between school and company	4 (33.33)	3 (33.33)	-	-	0 (0.00)
Union between school and society	-	-	24 (80.00)	16 (45.71)	-

No significant differences were observed in the descriptive results of the sample categoriszed by work sector.

In reference to the fifth question of the questionnaire regarding the promotion of infrastructure from municipalities to improve education, the overall results reported a greater frequency in the provision of resources accessible to all, followed by centers equipped with technological tools and educational environments not formal. The least prominent base questionnaire option was the resource centers for teachers and students. Other options that were voluntarily reported had to do with updated infrastructure, centers with multiple functions, for young people or aimed at Vocational Training. Detailed results can be viewed in Table 12.

Table 12
Infrastructures promoted by municipalities to improve education

Centers equipped with technology	**Frequency (%)**
	41 (39.42)
Open-plan centers (large, bright, friendly and sustainable center)	34 (32.69)
Centers integrated with arts and physical education	26 (25.00)
Non-formal education and training environments	41 (39.42)
Resources accessible to everyone	47 (45.19)
Resource Centers for Teachers and Students	21 (20.19)
Multifunctional centers	2 (1.92)
Youth centers	2 (1.92)
Vocational Training Centers	7 (6.73)
Modern infrastructure	3 (2.88)

In the distribution of the sample by country, this last center format was especially mentioned in Israel. The rest of the proposals came from Greece and Romania.

The results of this question were notably different depending on the country of response. Spain especially highlighted centers equipped with technology and the accessibility of resources, in contrast to open-plan centers, whose frequency in this country was 8.33% of the sample. These data were similar in Greece and Romania, although in the second country the accessibility of resources was the most prominent item. The aforementioned results contrasted with Italy, in which the technological structure was the least frequently selected along with centers integrated with arts and physical education. Instead, non-formal education settings were most prominent. Likewise, in Israel the accessibility of resources was the least frequent option in the questionnaire and the infrastructure of open-plan centers was highlighted as fashionable. Detailed descriptive results are found in Table 13.

Table 13

Distribution by country of infrastructure promoted by municipalities to improve education

	Frequency (%)				
	Spain (N = 12)	**Italy (N = 9)**	**Romania (N = 30)**	**Israel (N = 35)**	**Greece (N = 18)**
Centers equipped with technology	7 (58.33)	1 (11.11)	14 (46.67)	12 (34.29)	7 (38.89)
Open-plan centers (large, bright, friendly and sustainable center)	1 (8.33)	2 (22.22)	9 (30.00)	21 (60.00)	1 (5.56)
Centers integrated with arts and physical education	2 (16.67)	1 (11.11)	11 (36.67)	10 (28.57)	2 (11.11)
Non-formal education and training environments	5 (41.67)	6 (66.67)	10 (33.33)	11 (31.43)	9 (50.00)
Resources accessible to everyone	6 (50.00)	4 (44.44)	21 (70.00)	4 (11.43)	12 (66.67)
Resource Centers for Teachers and Students	2 (16.67)	2 (22.22)	6 (20.00)	7 (20.00)	4 (22.22)
Multifunctional centers	0 (0.00)	0 (0.00)	1 (3.33)	0 (0.00)	1 (5.56)
youth centers	0 (0.00)	0 (0.00)	1 (3.33)	0 (0.00)	1 (5.56)
Vocational Training Centers	0 (0.00)	0 (0.00)	0 (0.00)	6 (17.14)	1 (5.56)
Modern infrastructure	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	3 (16.67)

When observing the sample based on the work sector of the participants, some aspects were observed that should be highlighted. In general terms, all work sectors and the unemployed, except the business sector, focused their responses on spaces and their characteristics from a technological or organizational point of view. However, the accessibility of resources was the most prominent option from the administration, and it was this sector that contributed most of the voluntary proposals mentioned above. The business branch, for its part, especially highlighted non-formal educational environments. Detailed descriptive results are found in Table 14.

Table 14

Distribution by work sector of the infrastructures promoted by municipalities to improve education

	Frequency (%)				
	Administration (N = 59)	**Education (N = 28)**	**Health (N = 2)**	**Company (N = 11)**	**Unemployed (N = 4)**
Centers equipped with technology	23 (38.98)	10 (35.71)	2 (100.00)	4 (36.36)	2 (50.00)
Open-plan centers (large, bright, friendly and sustainable center)	16 (27.12)	12 (42.86)	0 (0.00)	4 (36.36)	2 (50.00)
Centers integrated with arts and physical education	19 (32.20)	4 (14.29)	0 (0.00)	2 (18.18)	1 (25.00)
Non-formal education and training environments	21 (35.59)	10 (35.71)	1 (50.00)	9 (81.82)	0 (0.00)
Resources accessible to everyone	31 (52.54)	8 (28.57)	0 (0.00)	6 (54.55)	2 (50.00)
Resource Centers for Teachers and Students	14 (23.73)	4 (14.29)	0 (0.00)	2 (18.18)	1 (25.00)
Multifunctional centers	2 (3.39)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
youth centers	2 (3.39)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Vocational Training Centers	3 (5.08)	4 (14.29)	0 (0.00)	0 (0.00)	0 (0.00)
Modern infrastructures	3 (5.08)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)

Regarding the question "What **lifelong education and training initiatives are developed in your municipality?"** " The overall results reported that almost half of the sample highlighted literacy and gender equality training initiatives. The frequencies obtained in the items proposed in the questionnaire did not differ significantly, with general literacy being the least chosen option. Likewise, various participants contributed to other initiatives that included the sectors of tourism and sports, art, digital literacy, family counseling and *Second Chance School programs*. These results are found in Table 15.

Table 15
Lifelong education and training initiatives developed in municipalities

Art and music courses for adults	**Frequency (%)**
	39 (37.50)
Literacy	35 (33.65)
Foreign language courses	43 (41.35)
Entrepreneurship courses	47 (45.19)
Training programs to facilitate literacy and promote gender equality	50 (48.08)
sports tourism	1 (0.96)
Creation and promotion of contemporary art	1 (0.96)
Digital literacy	1 (0.96)
Guidance for parents	2 (1.92)
Second Chance School	2 (1.92)

In the comparison of the results between the different participating countries, some differences were observed. While in Spain, Italy and Greece the foreign language initiative was obtained as a fashion item, respondents highlighted literacy and gender programs and entrepreneurship courses in Romania and Israel. These latter countries were also those that proposed the majority of voluntary initiatives. Detailed results for each country are in Table 16.

Table 16
Distribution by country of lifelong education and training initiatives developed in municipalities

	Frequency (%)				
	Spain (N = 12)	**Italy (N = 9)**	**Romania (N = 30)**	**Israel (N = 35)**	**Greece (N = 18)**
Art and music courses for adults	5 (41.67)	3 (33.33)	11 (36.67)	8 (22.86)	12 (66.67)
Literacy	6 (50.00)	2 (22.22)	10 (33.33)	8 (22.86)	9 (50.00)
Foreign language courses	8 (66.67)	5 (55.56)	9 (30.00)	8 (22.86)	13 (72.22)
Entrepreneurship courses	6 (50.00)	1 (11.11)	14 (46.67)	20 (57.14)	6 (33.33)
Training programs to facilitate literacy and promote gender equality	7 (58.33)	3 (33.33)	15 (50.00)	19 (54.29)	6 (33.33)
sports tourism	0 (0.00)	0 (0.00)	1 (3.33)	0 (0.00)	0 (0.00)
Creation and promotion of contemporary art	0 (0.00)	0 (0.00)	1 (3.33)	0 (0.00)	0 (0.00)
Digital literacy	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.86)	0 (0.00)
Guidance for parents	0 (0.00)	0 (0.00)	0 (0.00)	2 (5.71)	0 (0.00)
Second Chance School	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (11.11)

No significant differences were observed in the distribution of the sample by work sector.

The seventh question of the questionnaire, which addressed the social and educational environments related through educational projects in the different municipalities, reported a clear prevalence of town halls and centers for seniors as the most prominent places in this regard. In contrast, companies and hospitals were the least valued entities.

In the distribution of the sample by country, Israel was the most representative country of the global results obtained and, in addition, proposed the Yad organization Labanim and community sports services, together with Greece, as environments of their respective municipalities related to the issue. The rest of the countries, however, reported high frequencies in music and arts schools. All results are found in Tables 17 and 18.

Table 17
Related social and educational environments through educational projects in municipalities

Music and arts schools	**Frequency (%)**
	49 (47.12)
Senior Centers	55 (52.88)
Hospitals	19 (18.27)
Companies	12 (11.54)
Town councils	63 (60.58)
Yad Organization Labanim	1 (0.96)
Sports community services	2 (1.92)

Table 18
Distribution by country of social and educational environments related through educational projects in municipalities

	Frequency (%)				
	Spain (N = 12)	**Italy (N = 9)**	**Romania (N = 30)**	**Israel (N = 35)**	**Greece (N = 18)**
Music and arts schools	8 (66.67)	4 (44.44)	19 (63.33)	8 (22.86)	10 (55.56)
Senior Centers	7 (58.33)	3 (33.33)	10 (33.33)	21 (60.00)	14 (77.78)
Hospitals	2 (16.67)	0 (0.00)	10 (33.33)	2 (5.71)	5 (27.78)
Companies	3 (25.00)	1 (11.11)	0 (0.00)	5 (14.29)	3 (16.67)
Town councils	9 (75.00)	6 (66.67)	19 (63.33)	25 (71.43)	4 (22.22)
Yad Organization Labanim	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.86)	0 (0.00)
Sports community services	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.86)	1 (5.56)

No significant differences were observed in the descriptive results of this question distributed according to the work sector.

In reference to the cultural actions or activities developed in the municipalities to promote social and educational inclusion, the global results showed a clear prevalence of musical, theater or dance festivals followed by cultural competitions. The least prominent item was the professional concerts.

When observing the sample distributed by country, no significant differences or relevant trends were detected, although all the voluntary proposals reflected in Table 19 came from Israel.

Table 19
Cultural actions or activities to promote social and educational inclusion in municipalities

school concerts	**Frequency (%)**
	36 (34.62)
Professional concerts	27 (25.96)
Musical, theater or dance festivals	71 (68.27)
Cultural competitions	52 (50.00)
Activities for retirees	1 (0.96)
Krembo Wings / Bow Friends	1 (0.96)
Cultivation activities	1 (0.96)
Historical documentation of the Holocaust	1 (0.96)

Likewise, no significant differences were observed in the distribution of the sample by work sector.

Regarding the question **"What benefits do you think culture and education have in your municipality?** " The results showed a clear global preference for social benefits, in contrast to the rest of the items. The least frequent option in this case was economic benefits (Table 20).

Table 20
Benefits of culture and education in municipalities

Economical	**Frequency (%)**
	30 (28.85)
Social	95 (91.35)
Of employability and entrepreneurship	48 (46.15)
Of health	32 (30.77)
For sustainability	39 (37.50)

Observing the comparison of the countries analyzed (Table 21), in all of them the social benefits were the most prominent. However, notable differences were detected in the benefits for sustainability: while Spain, Italy and Israel considered them among the least prominent options, Romania and Greece considered this item as one of the most relevant. Similarly, the health benefits of culture and education were valued to a greater extent by the Greeks.

Table 21
Distribution by country of the benefits of culture and education in municipalities

	Frequency (%)				
	Spain (N = 12)	**Italy (N = 9)**	**Romania (N = 30)**	**Israel (N = 35)**	**Greece (N = 18)**
Economical	5 (41.67)	0 (0.00)	11 (36.67)	6 (17.14)	8 (44.44)
Social	10 (83.33)	9 (100.00)	26 (86.67)	32 (91.43)	18 (100.00)
Of employability and entrepreneurship	8 (66.67)	4 (44.44)	10 (33.33)	14 (40.00)	12 (66.67)
Of health	2 (16.67)	2 (22.22)	7 (23.33)	11 (31.43)	10 (55.56)
For sustainability	1 (8.33)	2 (22.22)	14 (46.67)	7 (20.00)	15 (83.33)

In the distribution of the sample by work sector, it was notable, on the one hand, that the participants in the health sector agreed on the economic benefits, and that the benefits in employability and entrepreneurship were reported to a lesser extent by the business sector. than for the rest of the sectors. All the results of this distribution are found in Table 22.

Table 22
Distribution by work sector of the benefits of culture and education in the municipalities

	Frequency (%)				
	Administration (N = 59)	**Education (N = 28)**	**Health (N = 2)**	**Company (N = 11)**	**Unemployed (N = 4)**
Economical	17 (28.81)	7 (25.00)	2 (100.00)	2 (18.18)	2 (50.00)
Social	54 (91.53)	26 (92.86)	1 (50.00)	11 (100.00)	3 (75.00)
Of employability and entrepreneurship	30 (50.85)	13 (46.43)	1 (50.00)	2 (18.18)	2 (50.00)
Of health	21 (35.59)	6 (21.43)	0 (0.00)	4 (36.36)	1 (25.00)
For sustainability	25 (42.37)	8 (28.57)	0 (0.00)	4 (36.36)	2 (50.00)

As mentioned in the work methodology, the results of the question " **What actions are being carried out by your municipality to improve the Sustainable Development Goals (SDG)?"** required to be observed and analyzed depending on the country.

In Spain, the most notable actions were the informative talks in educational centers, followed by programs and courses to promote the integration of women and girls. Although the results were not very contrasting, the least frequent options were congresses, seminars and meetings and infrastructures to promote sustainable entrepreneurship. When analyzing the evaluation that the participants gave to the items, the results reported that the highest average score was given, however, to the congresses, seminars and meetings (N = 6), while the lowest average was reported in talks at schools (N = 9). All detailed results are found in Tables 23 and 24.

Table 23
Actions carried out by Spanish municipalities to improve the SDGs

	N = 12
	Frequency (%)
Informative talks in educational centers	9 (75.00)
Congresses, seminars, meetings	6 (50.00)
Infrastructures to promote sustainable entrepreneurship	6 (50.00)
Programs and courses to promote training in the workplace	7 (58.33)
Programs and courses to promote the full integration of women and girls	8 (66.67)

Table 24
Assessment of the actions carried out by Spanish municipalities to improve the SDGs

		N = 12									
		Descriptive N (%)									
		1	2	3	4	5	6	Half	Median	Fashion	S.D.
Informative talks in educational centers	N = 9	3 (25.00)	0 (0.00)	2 (16.67)	2 (16.67)	1 (8.33)	1 (8.33)	3.11	3	1	1.83
Congresses, seminars, meetings	N = 6	1 (16.67)	0 (0.00)	1 (16.67)	2 (33.33)	1 (16.67)	1 (16.67)	3.83	4	4	1.72
Infrastructures to promote sustainable entrepreneurship	N = 6	1 (16.67)	1 (16.67)	0 (0.00)	2 (33.33)	1 (16.67)	1 (16.67)	3.67	4	4	1.86
Programs and courses to promote training in the workplace	N = 7	1 (14.29)	1 (14.29)	2 (28.57)	2 (28.57)	1 (14.29)	0 (0.00)	3.14	3	3	1.35
Programs and courses to promote the full integration of women and girls	N = 8	2 (25.00)	0 (0.00)	2 (25.00)	1 (12.50)	1 (12.50)	1 (12.50)	3.63	3.5	1	1.99

For their part, the Italian participants especially highlighted the congresses, seminars and meetings in a very contrasting manner to the programs and courses to promote on-the-job training, an option that was not chosen by any of the respondents. The descriptive results can be consulted in Table 25.

Table 25
Actions carried out by Italian municipalities to improve the SDGs

	N = 9
	Frequency (%)
Informative talks in educational centers	2 (22.22)
Congresses, seminars, meetings	6 (66.67)
Infrastructures to promote sustainable entrepreneurship	4 (44.44)
Programmes and courses to promote training in the workplace	0 (0.00)
Programmes and courses to promote the full integration of women and girls	2 (22.22)

The results from Romania reported the highest frequencies in actions consisting of congresses, seminars and meetings and in programs and courses to promote training in the workplace. Furthermore, the latter was also the one that obtained the highest average score in the assessment, followed by infrastructure for the promotion of sustainable entrepreneurship. The lowest score was reported in the informative talks in educational centers. Detailed results can be consulted in Tables 26 and 27.

Table 26
Actions carried out by Romanian municipalities to improve the SDGs

	N = 30
	Frequency (%)
Informative talks in educational centers	16 (53.33)
Congresses, seminars, meetings	23 (76.67)
Infrastructures to promote sustainable entrepreneurship	14 (46.67)
Programs and courses to promote training in the workplace	21 (70.00)
Programs and courses to promote the full integration of women and girls	13 (43.33)

Table 27
Assessment of the actions carried out by Romanian municipalities to improve the SDGs

		N = 30									
		Descriptive N (%)									
		1	2	3	4	5	6	Half	Median	Fashion	S.D.
Informative talks in educational centers	N = 16	2 (12.50)	0 (0.00)	2 (12.50)	4 (25.00)	2 (12.50)	6 (37.50)	4.38	4.5	6	1.71
Congresses, seminars, meetings	N = 23	1 (4.35)	2 (8.70)	3 (13.04)	2 (8.70)	4 (17.39)	11 (47.83)	4.70	5	6	1.61
Infrastructures to promote sustainable entrepreneurship	N = 14	0 (0.00)	1 (7.14)	1 (7.14)	3 (21.43)	3 (21.43)	6 (42.86)	4.86	5	6	1.29
Programs and courses to promote training in the workplace	N = 21	0 (.00)	1 (4.76)	1 (4.76)	3 (14.29)	4 (19.05)	12 (57.14)	5.19	6	6	1.17
Programs and courses to promote the full integration of women and girls	N = 13	1 (7.69)	0 (0.00)	2 (15.38)	2 (15.38)	2 (15.38)	6 (46.15)	4.69	5	6	1.60

The results in Israel were based on a 6-point Likert-type rating. The action most valued by the participants was holding talks at educational centers, the average of which was contrasting with the rest of the items. The least valued with a mean of 3.91 was the implementation of programs and courses to promote training in the workplace. All detailed results are found in Table 28.

Table 28
Assessment of the actions carried out by Israeli municipalities to improve the SDGs

	N = 35									
	Descriptive N (%)									
	1	2	3	4	5	6	Half	Median	Fashion	S.D.
Informative talks in educational centers	0 (0.00)	1 (2.86)	2 (5.71)	7 (20.00)	0 (0.00)	25 (71.43)	5.31	6	6	1.16
Congresses, seminars, meetings	0 (0.00)	4 (11.43)	2 (5.71)	5 (14.29)	18 (51.43)	6 (17.14)	4.57	5	5	1.20
Infrastructures to promote sustainable entrepreneurship	0 (0.00)	3 (8.57)	3 (8.57)	9 (25.71)	15 (42.86)	5 (14.29)	4.46	5	5	1.12
Programs and courses to promote training in the workplace	1 (2.86)	5 (14.29)	8 (22.86)	7 (20.00)	10 (28.57)	4 (11.43)	3.91	4	5	1.36
Programs and courses to promote the full integration of women and girls	0 (0.00)	5 (14.29)	4 (11.43)	8 (22.86)	10 (28.57)	8 (22.86)	4.34	5	5	1.35

Finally, the results in Greece reported a greater emphasis on congresses, seminars and meetings, as well as infrastructure to promote sustainable entrepreneurship, in clear contrast to programs and courses to promote the integration of women and girls. The descriptive results are found in Table 29.

Table 29
Actions carried out by Greek municipalities to improve the SDGs

	N = 18
	Frequency (%)
Informative talks in educational centers	13 (72.22)
Congresses, seminars, meetings	12 (66.67)
Infrastructures to promote sustainable entrepreneurship	10 (55.56)
Programs and courses to promote training in the workplace	7 (38.89)
Programs and courses to promote the full integration of women and girls	4 (22.22)

From a general perspective of the most notable actions in the different countries, the initiatives of congresses, seminars and meetings were more valued in Greece, Italy and Spain than in the rest of the countries surveyed. Furthermore, workplace training programs are among the worst rated proposals in Greece, Israel and Italy, results that contrast with those obtained in Romania. This country, along with Spain, also positively valued infrastructure to promote sustainable entrepreneurship from its municipalities. Likewise, among the worst valued actions in both countries were informative talks in educational centers, which contrasted with the results in Israel.

Through the last question of the questionnaire about the Sustainable Development Goals [SDGs] that are implemented in the different municipalities, the participants made various contributions around 15 of the 17 SDGs.

The Objective with the highest degree of response was, in very contrast to the others, quality education. The 17 contributions in this section included references to inclusive and egalitarian education, the promotion of lifelong learning opportunities, the integration of education in community life and vice versa, preparation for the future and specific initiatives such as cultural, artistic and educational events. ; pattern making workshops or folk music competitions.

In relation to the SDG “Sustainable cities and communities”, 7 responses were reported that included the need to guarantee sustainable, safe, inclusive and accessible communities, and specific initiatives such as ecological stations, conferences to raise awareness about their own cultural heritage and the expansion of areas green.

Industry, innovation and infrastructure obtained 6 contributions aimed primarily at the development of sustainable and innovative construction and infrastructure, which includes cycle paths and public sports facilities; as well as the entrepreneurship of young people.

The SDGs “Gender equality” and “Partnerships to achieve the goals” were mentioned 5 times by the participants. In the first case, the proposed ideas were aimed at achieving effective gender equality through female empowerment and awareness. Regarding the second, reference was made to the concept of community, participation in international projects and training and the increase in collaborations and teams to strengthen the global alliance.

Among the least mentioned SDGs, respondents made reference three times to reducing inequalities within and between countries; to the guarantee of health and well-being in all aspects and ages; to the sustainable management of recycling, especially in large cities; and the fight and awareness against violence. In addition, two participants contributed ideas about affordable and non-polluting energy through LED public lighting and improving the energy efficiency of educational centers; and on the end of poverty through the integration of vulnerable populations. Finally, the SDGs regarding clean water and sanitation, jobs and economic mobility, zero hunger and climate action were mentioned once. The SDGs of underwater life and terrestrial ecosystems were not mentioned specifically by the participants.

Some contributions that included references to various SDGs at the same time were also notable. In addition to mentioning the implementation of all the objectives on two occasions, open contributions were made that included ideas related to the provision of tools and communication in families, the development of projects, events and education on sustainability, the reduction of the intergenerational gap and participation in Learning Cities.

Observing the contributions of different countries to the issue, notable differences in quantity and variability were observed.

Spain reported SDGs 1, 2, 3, 5 and 10 implemented in its municipalities, in addition to one respondent who answered “All”. In this way, it was the only country to once mention the “Zero Hunger” goal.

Italy, for its part, made reference to SDGs 3, 4, 5, 7, 10, 11, 12 and 17. In the case of goal 11 “Sustainable cities and communities”, most of the ideas were contributed by the and the participants from this country. In addition, they made reference to “social, economic and ecological objectives” and education in sustainability.

Romania highlighted SDGs 4, 6, 7, 9, 13 and 17 and was the only country, therefore, to refer to the objectives “Clean water and sanitation” and “Climate action” in a direct and concrete way.

The results in Israel reported mentions of SDGs 1, 3, 4, 5, 8, 9, 10, 11, 12, 16 and 17. Most of the contributions in terms of quality education, responsible production and consumption, as well as in industry, innovation and infrastructure were given by the participants of this country. In addition, it was the only country to detect the objective of peace, justice and solid institutions in its municipalities, and mentioned the need for projects and events to ensure sustainability, tools and communication in families, participation in Learning Cities and reduction of the intergenerational gap.

Respondents in Greece did not provide input into the question of the SDGs implemented in their municipalities.

No significant differences were observed in the results depending on the work sector.

5. DISCUSSION AND CONCLUSIONS

As reflected in the results, although the participating countries differed in the data obtained through the questionnaire, it is important to highlight the importance of the involvement of cultural and artistic policies, as well as training, for all of them. In this sense, the management of public policies was considered relevant to achieving sustainable cities. Furthermore, education received the highest value, along with art and culture. Also, the value placed on education for employability and entrepreneurship was also given. An important value was the interdisciplinary nature of the arts for their direct involvement in improving people's employment and employability (Vernia-Carrasco et al., 2023; Neckel et al., 2022; Heinrichs and Hoernemann, 2023). Cultural and artistic heritage is also important, as it is capable of uniting education, heritage, and tourism as a factor of economic growth and entrepreneurship (Guillén Peñafiel, Hernández Carretero, and Sánchez Martín, 2021). One value worth highlighting among the results is the importance of educational cities, which is not necessarily linked to the number of inhabitants but rather to their responsible policies. In this sense, we can also learn from rural environments to advance sustainability through comprehensive and responsible education (Silva-Hormazábal and Alsina, 2023).

Considering the cultural and creative industries as an attraction to promote sustainability and a sustainable economy, training should consider cultural activities (concerts, festivals, cultural competitions, activities for all). Talks, conferences, workshops, and courses should also be included, highlighting the

economic and social benefits, sustainability, health, and employability (Gathen, Skoglund, and Laven, 2021). In this sense, and highlighting the SDGs, especially SDG 4, dedicated to education, arts education represents a very powerful tool for the constructive transformation of educational systems (Vernia-Carrasco, 2022b).

Another aspect to consider is the cultural and artistic space, which is why it is important to consider the social perspective of architecture as a means of promoting citizen participation, culture, and accessibility. In this sense, music can be considered a valuable tool for improving people's quality of life, in terms of educational and social inclusion (Chavez and Finocchiaro, 2022; AUTHOR, 2022a).

The management of public policies, according to Neckel et al. (2022), is essential for cities to be sustainable. In this sense, greater importance must be given to education and health, so that citizen spaces are more friendly. An added value is art and culture. Therefore, and as highlighted in the results, education has the highest value, along with art and culture. We should not forget the value that some countries highlight in terms of intergenerational learning. On the other hand, the relationship that can be established between school and society is highlighted, as well as the promotion of educational institutions for the implementation of projects. However, not all participants give the same value to these relationships.

It is worth highlighting the value given to education for employability and entrepreneurship. In this sense, it is surprising how little value is given to family or sport, highlighting the importance of training for the future as the most relevant item. As well as training for artistic literacy.

Heinrichs and Hoernemann (2023) note that the interaction of the arts with the social sciences favours research not only for artistic improvement but also for social improvement. Therefore, it is important to take account of social and educational inclusion and the impact that the school has on society. As well as the need to train for the new professional and social skills of the future. However, it is necessary to provide greater and better resources in terms of infrastructure and technology to be able to achieve quality training and education. These environments can be schools, hospitals, companies, non-profit organizations or centers for the care of the elderly or town halls.

Training should include cultural activities (concerts, festivals, cultural competitions, activities for retirees or history). Also talks, conferences, workshops and courses. Highlighting both economic and social benefits, sustainability, health or employability.

Finally, within the context of UNESCO's learning cities, these can be considered city models. Their impact on neighborhoods in terms of social life, public spaces, and mobility for the population's enjoyment is exemplary. Furthermore, they focus on education as a fundamental pillar, connecting directly with creative cities (Garcés Meneses, 2025). Therefore, the educational strategy of local government policies is relevant as it can foster creative and educational cities as ideal places for people (Kaewhanam, Cain, Pongsiri, Intanin, & Kamolkhet, 2022).

All the efforts of the participants' activities are reflected in the commitment to the implementation of the SDGs (Sustainable Development Goals), especially those referring to 1, 2, 3, 4, 5, 7, 10, 11, 12, 13 and 17. The collaborative and participatory role of city councils with educational and artistic centers and research staff is also highlighted, helping to improve cities in terms of sustainability, education, and quality of life.

Declarations

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The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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