Education for Sustainable Development Goals

Learning objectives

Education 2030

Background
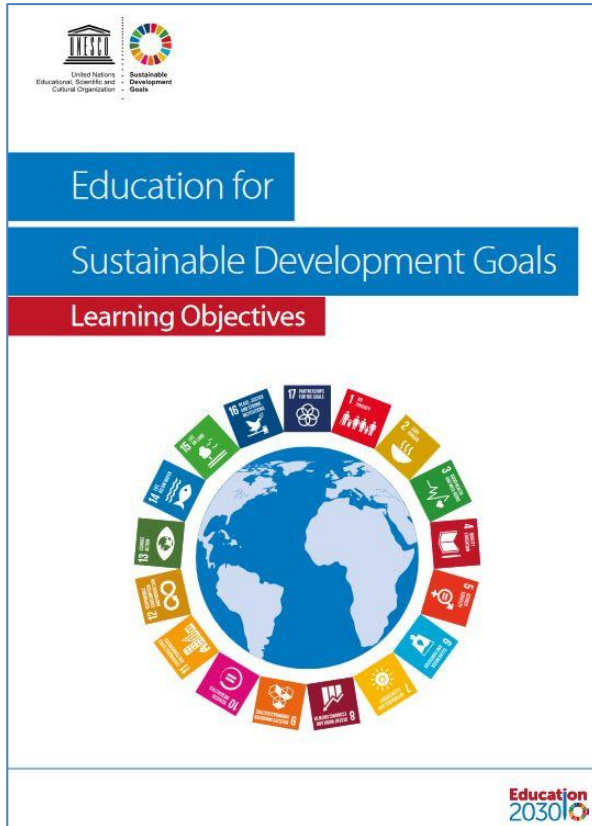
✓ Publication developed by UNESCO together with a research team at the University of Vechta, Germany to provide **guidance on how to address each of the 17 SDGs** through Education

✓ **Peer-reviewed** by experts on ESD and on each of the SDGs from around the world

✓ Launched at the **UNESCO Week for Peace and Sustainable Development** in Ottawa, Canada in March 2017

✓ So far available in **4 languages** (English, French, Spanish, Portuguese); translation into other languages (Arabic, Russian, Chinese, Serbian...) ongoing

Aims of the Publication

- ✓ Provide **orientation on how to use ESD** for learning for the SDGs

- ✓ Outline indicative **learning objectives** as well as suggestions and examples for topics and learning **activities for each SDG**

- ✓ Describe implementation on different levels from **course design to national strategies**

- ✓ Support education officials, policy makers, educators, curriculum developers and others in designing strategies, **curricula and lesson plans**

- ✓ Contribute to **developing all learners' capacity** to contribute to the achievement of the SDGs within their timeframe until 2030

Promotion of key competencies for sustainability

- ✓ **Systems thinking** competency

- ✓ **Anticipatory** competency

- ✓ **Normative** competency

- ✓ **Strategic** competency

- ✓ **Collaboration** competency

- ✓ **Critical thinking**

- ✓ **Self-awareness** competency

- ✓ **Integrated problem-solving** competency

ESD enables all individuals to contribute to achieving the SDGs by equipping them with the knowledge and competencies which are needed to not only understand what the SDGs are about, but to become engaged in promoting the transformation needed.

Recommendations for SDG learning topics and approaches

✓ **cognitive** domain:
comprises *knowledge and thinking skills* necessary to better understand the specific SDG and the challenges in achieving it

✓ **socio-emotional** domain:
includes *social skills* that enable learners to collaborate, negotiate and communicate to promote the SDGs as well as *self-reflection skills, values, attitudes and motivations* that enable learners to develop themselves

✓ **behavioural** domain:
describes *action competencies*

Cognitive learning objectives	*The learner **understands**…* • the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs. • education as a public good, a global common good, fundamental human right and a basis for guaranteeing the realization of other rights.
Socio-emotional learning objectives	*The learner **is able to**:* • raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, ESD and related approaches. • recognize the importance of their own skills for improving their life, in particular for employment and entrepreneurship.
Behavioural learning objectives	*The learner **is able to**:* • plan, implement, evaluate and replicate activities that contribute to poverty reduction • evaluate, participate in and influence decision-making related to management strategies of local, national and international

Suggested topics:

- ✓ Education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights
- ✓ The Education 2030 agenda, and innovative and successful case studies from across the globe
- ✓ Reasons for a lack of access to education (e.g. poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)
- ✓ Global attainment of literacy, numeracy and basic skills
- ✓ Basic skills and competencies needed in the 21st century

Suggested learning approaches and methods:

- ✓ Develop partnerships between schools and universities in different regions of the world (South and North; South and South)
- ✓ Plan and run a quality education awareness campaign
- ✓ Plan and run an ESD project at a school or university, or for the local community
- ✓ Celebrate UN World Youth Skills Day (15 July), International Literacy Day (8 September) or World Teachers' Day (5 October); or take part in Global Action Week for Education

Cognitive learning objectives	*The learner* **knows about/understands**… • different energy resources – renewable and non-renewable – and their respective advantages and disadvantages • how policies can influence the development of energy production, supply, demand and usage
Socio-emotional learning objectives	*The learner* **is able to**: • assess and understand the need for affordable, reliable, sustainable and clean energy of other people/other regions • clarify personal norms and values related to energy production and usage as well as to reflect and evaluate their own energy usage in terms of efficiency and sufficiency
Behavioural learning objectives	*The learner* **is able to**: • apply basic principles to determine the most appropriate renewable energy strategy in a given situation • influence public policies related to energy production, supply and usage

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Cognitive learning objectives	*The learner **understands**…* • how individual lifestyle choices influence social, economic and environmental development • dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production
Socio-emotional learning objectives	*The learner **is able to**:* • differentiate between needs and wants, and to reflect on their own individual consumer behaviour in light of the needs of nature, other people, cultures, countries and future generations • feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer.
Behavioural learning objectives	*The learner **is able to**:* • evaluate, participate in and influence decision-making processes about acquisitions in the public sector • take on a critical stand as an active stakeholder in the market

Recommendations for implementation
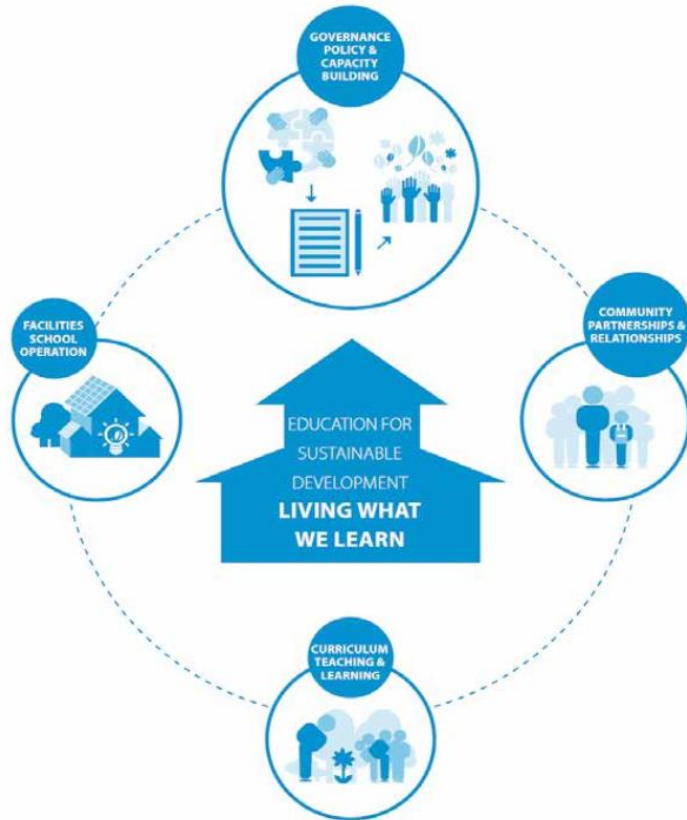
✓ Integrating ESD in **policies, strategies and programmes**

✓ Integrating ESD in **curricula** & **textbooks**

✓ Integrating ESD in **teacher education**

✓ Promoting a **whole-institution approach**
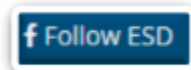
✓ Applying **action-oriented transformative pedagogy**

Thank you for your attention

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