



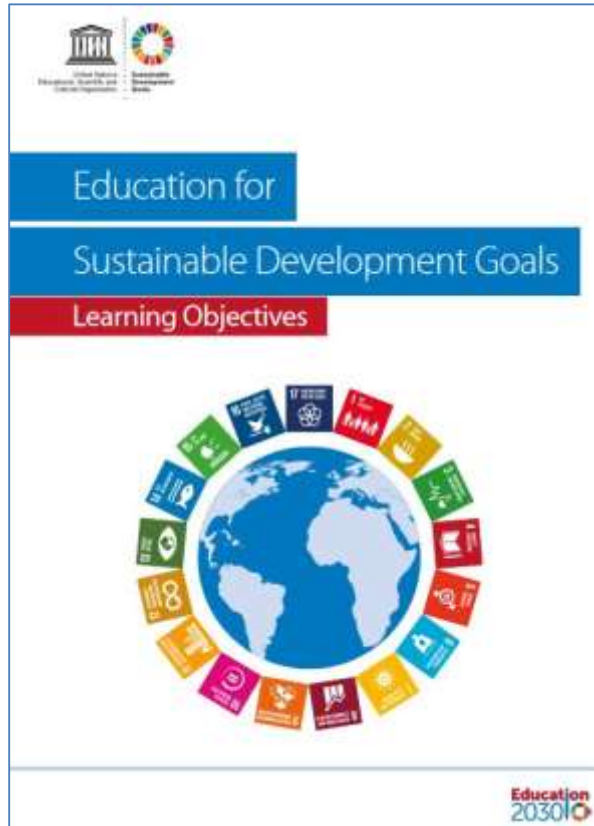
United Nations  
Educational, Scientific and  
Cultural Organization

# Education for Sustainable Development Goals

## Learning objectives



## 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

## Structure of the Publication

- Part I*** Introduction to the SDGs, ESD, and the possible contribution of ESD to achieving the SDGs;
- Part II*** Recommendations for cognitive, socio- emotional and behavioural learning objectives, topics and pedagogical approaches for each of the 17 SDGs;
- Part III*** Recommendations and examples of strategies for how ESD can be implemented at different educational levels and in different settings.

## 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*

# Example: No poverty (SDG 1) – Learning Objectives

## Cognitive learning objectives

*The learner understands...*

- the concepts of extreme and relative poverty and is able to critically reflect on their underlying cultural and normative assumptions and practices.
- how extremes of poverty and extremes of wealth affect basic human rights and needs.

## Socio-emotional learning objectives

*The learner is able to:*

- collaborate with others to empower individuals and communities to affect change in the distribution of power and resources in the community and beyond
- reflect critically on their own role in maintaining global structures of inequality

## 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 enterprises concerning poverty generation and eradication

# Example: No poverty (SDG 1)

## Suggested topics:

- ✓ Definitions of poverty
- ✓ Global, national and local distribution of extreme poverty and extreme wealth and their reasons
- ✓ Importance of social welfare protection systems and measures
- ✓ Interrelation of poverty, natural hazards, climate change and other economic, social and environmental shocks and stresses
- ✓ Development cooperation

## 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 an awareness campaign about poverty locally and globally
- ✓ Plan and run a student company selling fair trade products
- ✓ Provide internships within organizations addressing poverty
- ✓ Develop an enquiry-based project around: “Is poverty increasing or decreasing?”



## 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

## 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.

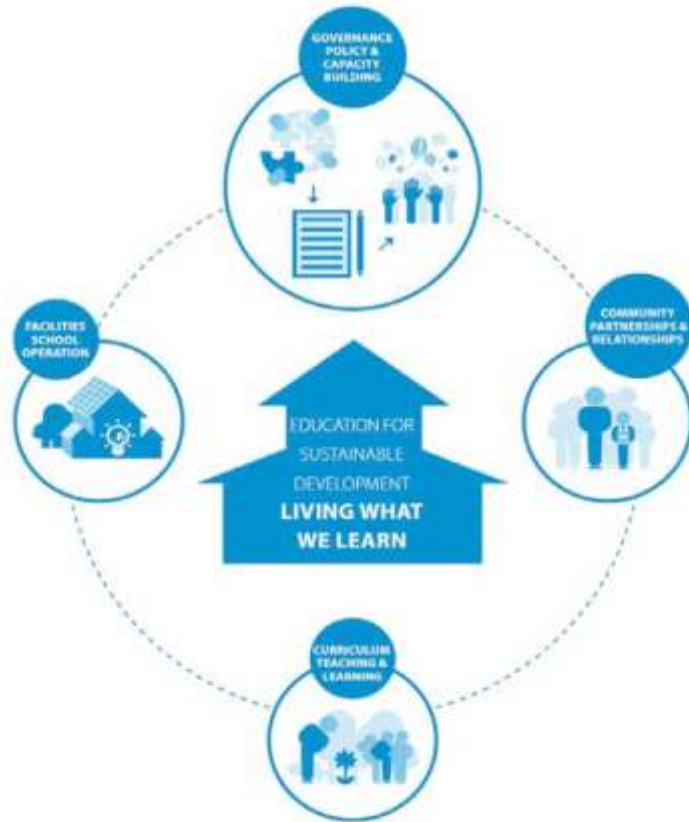
## Behavioural learning objectives

*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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