

FORMAT		
1. Name of resource	Education for Sustainable Development Learning Objectives	
2. Location	https://unesdoc.unesco.org/ark:/48223/pf0000247444	
3. Alternative location		
4. Author[s]	UNESCO	
5. Publisher/producer/host	UNESCO	
6. Year	2017	
7. Suggested citation	UNESCO (2017). Education for Sustainable Development Learning Objectives. UNESCO, Paris.	
8. Languages in which available	English, Arabic, Chinese, Russian, French, Portugese, Spanish	
9. Geographic area resource relates to	Worldwide	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	<p>The Global Education 2030 Agenda UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to <i>"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."</i> The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.</p>	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X

16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource is a pillar of UNESCO's approach to ESD. It has great relevance to all collecting institutions that are involved in formal (schools, colleges), nonformal (out of schools/colleges) and informal (lifelong learning) educational activities, as it helps identify the intended outcomes of educational programmes in support of the SDGs.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, and that support sustainable development for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example 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 and/or skills development relating to collections		X
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		

i.	employment (recruiting, staff training, staff safety)	
ii.	energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii.	waste management and reduction of waste	
iv.	transport (forms of transport, energy use)	
v.	commercial activities including copyright and IP	
vi.	governance and management	
vii.	security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships		
19. Does the resource relate clearly to any international conventions (mark all that apply)?		
Culture conventions:		
1952, 71 Protection of Copyright and Neighbouring Rights		
1954 Protection of Cultural Property in the Event of Armed Conflict		
1970 Fighting Against the Illicit Trafficking of Cultural Property		
1972 Protection of the World Cultural and Natural Heritage		
2001 Protection of the Underwater Cultural Heritage		
2003 Safeguarding of the Intangible Cultural Heritage		
2005 Protection and Promotion of the Diversity of Cultural Expressions		
Rio Conventions:		
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)		
AIMS AND CONTENT		
20. What issues does the resource aim to address?	“The publication intends to guide readers on how to use education, and in particular ESD, in achieving the SDGs. It identifies learning objectives, suggests topics and learning activities for each SDG, and describes implementation on different levels from course design to national strategies.” (p.8)	
21. Intended audience of resource	<p>“The document aims to support policy-makers, curriculum developers and educators in designing strategies, curricula and courses to promote learning for the SDGs.</p> <p>Educators can use this text as a resource when developing training, textbooks, massive open online course (MOOCs) and exhibitions. It can help teachers or curriculum designers in formal educational institutions, trainers in professional capacity-building programmes, or NGO staff designing nonformal educational offers. Policy-makers may find it helpful to consider core ideas about learning objectives for the SDGs when developing education policies or strategies. For some, this guidance may provide an</p>	

	<p>introduction to the SDGs, ESD, and competency oriented teaching and learning approaches in ESD. For others, the guide and recommended additional resources may deepen their understanding of these concepts. It can also be used to build on existing work in ESD and related areas such as global citizenship education, human rights education, environmental education and others.” (P.8)</p>
<p>22. Process of development</p>	<p>“The document was developed by the Section of Education for Sustainable Development and Global Citizenship, Division for Inclusion, Peace and Sustainable Development, Education Sector, UNESCO. Alexander Leicht and Julia Heiss coordinated the development of the draft.</p> <p>UNESCO would like to express its profound gratitude to the lead author of the publication Marco Rieckmann (University of Vechta, Germany), who was supported by his team, Lisa Mindt and Senan Gardiner.</p> <p>Drafts of the publication were reviewed by experts in the field of Education for Sustainable Development (ESD) and various sectors relevant to the Sustainable Development Goals (SDGs)...” (p.2)</p>
<p>23. Organisation/structure/contents</p>	<p>Introduction</p> <ol style="list-style-type: none"> 1. The Sustainable Development Goals – an ambitious and universal agenda to transform our world 2. Education for Sustainable Development – a key instrument to achieve the SDGs 3. Who is this guidance for and how can it be used? <p>1. Learning objectives for achieving the SDGs</p> <ol style="list-style-type: none"> 1.1 Cross-cutting key competencies for achieving all SDGs 1.2 Specific learning objectives for the SDGs [provided for each SDG] <p>2. Implementing learning for the SDGs through ESD</p> <ol style="list-style-type: none"> 2.1 Integrating ESD in policies, strategies and programmes 2.2 Integrating ESD in curricula and textbooks 2.3 Integrating ESD in teacher education 2.4 Delivering ESD in the classroom and other learning settings 2.5 How to assess ESD learning outcomes and the quality of ESD programme? <p>3. Conclusions</p> <p>Annex 1. Selected online practices and resources Annex 2. Bibliography</p>

FRAMEWORKS	
24. Framework structure	<p>The resource includes a number of frameworks.</p> <p>“There is general agreement that sustainability citizens need to have certain key competencies that allow them to engage constructively and responsibly with today’s world. Competencies describe the specific attributes individuals need for action and self-organization in various complex contexts and situations. They include cognitive, affective, volitional and motivational elements; hence they are an interplay of knowledge, capacities and skills, motives and affective dispositions. Competencies cannot be taught, but have to be developed by the learners themselves. They are acquired during action, on the basis of experience and reflection...</p> <p>Key competencies for sustainability The following key competencies are generally seen as crucial to advance sustainable development:</p> <p>Systems thinking competency: the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.</p> <p>Anticipatory competency: the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one’s own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.</p> <p>Normative competency: the abilities to understand and reflect on the norms and values that underlie one’s actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.</p> <p>Strategic competency: the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.</p> <p>Collaboration competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.</p> <p>Critical thinking competency: the ability to question norms, practices and opinions; to reflect on own one’s values, perceptions and actions; and to take a position in</p>

	<p>the sustainability discourse.</p> <p>Self-awareness competency: the ability to reflect on one’s own role in the local community and (global) society; to continually evaluate and further motivate one’s actions; and to deal with one’s feelings and desires.</p> <p>Integrated problem-solving competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the abovementioned competences.” (p.10)</p> <p>For each SDG, learning outcomes for each of the three domains of cognitive, socio-emotional and behavioural competencies.</p> <p>“The cognitive domain comprises knowledge and thinking skills necessary to better understand the SDG and the challenges in achieving it.</p> <p>The 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.</p> <p>The behavioural domain describes action competencies.</p>
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	
Partnerships	
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	Yes
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	<p>The resource is focussed around SDG 4.7, “By 2030, ensure that all learners acquire the 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.” The resource also supports SDG 12.8 and SDG 13.3.</p> <p>The resource provides a thorough exploration of education for sustainable development, by supporting learning that enables learners to understand and to act to achieve each of the 17 SDGs.</p> <p>As the resource can be used to support training for key groups of staff, it supports SDG 4.4. In supporting the development of effective learning policy for the SDGs, it supports SDG 17.14.</p> <p>The importance of education, lifelong and for all, cannot be overstated, and the resource helps support all 17 SDGs.</p>
35. SDGs and SDG targets the resource helps advance	
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p>

<p>relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the 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</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>
<p>SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education,</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and</p>

awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning		broader society can adapt effectively to climate change. Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning. Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.			
SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development		Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets. Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.			
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13	14	15	16	17	