Education for Sustainable Development Goals

II International Symposium «Education for Sustainable Development for All Generations – Social Agreement»
6 December 2018
Belarusian State Pedagogical University
Minsk, Belarus

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Sustainable Development Goals

- 17 goals
- 169 targets
- 2015 adopted by the UN
- Succession of the MDGs
- SDGs concern the development of all countries worldwide
**Education 2030 Agenda and ESD**

**SDG 4, Target 4.7:** By 2030, ensure that all learners acquire 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.
Education for Sustainable Development (ESD)

“ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education.”

UNESCO (2014)
The Role of ESD for Achieving the 2030 Agenda

The Role of ESD for Achieving the 2030 Agenda

- ESD enables all individuals to contribute to achieving the Sustainable Development Goals (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.

- ESD promotes *key competencies* needed for achieving the SDGs.
  - Systems thinking competence
  - Anticipatory competence
  - Normative competence
  - Strategic competence
  - Interpersonal competence
  - Personal competence
  - Critical thinking
  - Integrated problem-solving competence

*UNESCO, 2017*
The Role of ESD for Achieving the 2030 Agenda

ESD also brings forth specific cognitive, socio-emotional and behavioural learning outcomes which enable individuals to deal with the particular challenges of each SDG:

- The **cognitive domain** comprises *knowledge and thinking skills* necessary to better understand the SDG and the challenges in achieving it.

- 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.

- The **behavioural domain** describes *action competencies*. 

*UNESCO, 2017*
EDUCATION FOR SDGs AT THE UNIVERSITY OF VECHTA
Course „Sustainability – Culture – Education“

- Summer term 2017
- 27 students
- ECTS 6 CP
- Bachelor, General Studies
- Project-based learning
- 2 phases: theoretical phase, practical phase with student projects
Course „Sustainability – Culture – Education“

- projects: movie about the global bee death, sustainable university cafeteria, campus garden
Thank you very much for your attention!

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References


