



Universität Vechta  
*University of Vechta*

# Education for Sustainable Development Goals

II International Symposium «Education for Sustainable Development for All Generations  
– Social Agreement»

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Belarusian State Pedagogical University  
Minsk, Belarus



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**Faculty I – Education**



# 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.”

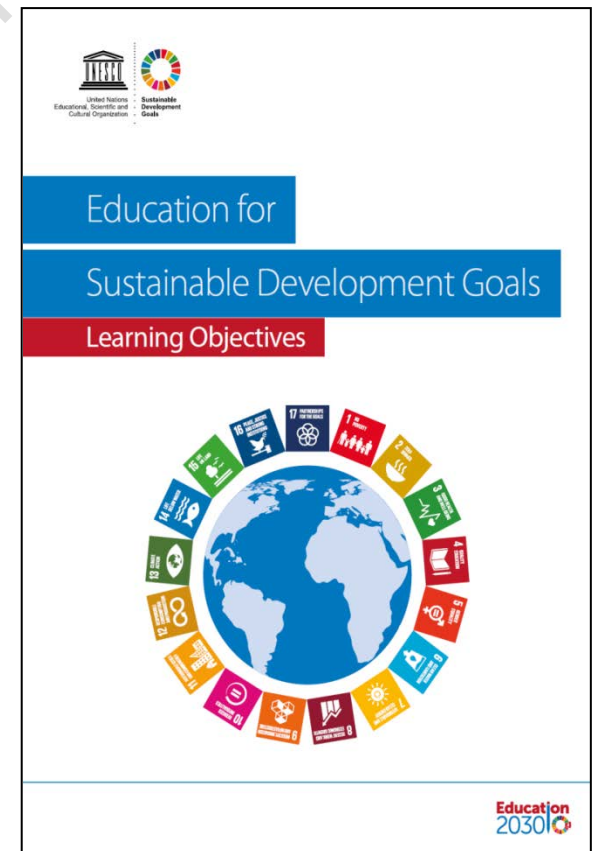


UNESCO (2014)

# The Role of ESD for Achieving the 2030 Agenda

UNESCO (2017): Education for Sustainable Development Goals. Learning Objectives.  
Paris: UNESCO.

<http://unesdoc.unesco.org/images/0024/002474/247444e.pdf> (Lead authors: Marco Rieckmann, Lisa Mindt, Senan Gardiner)



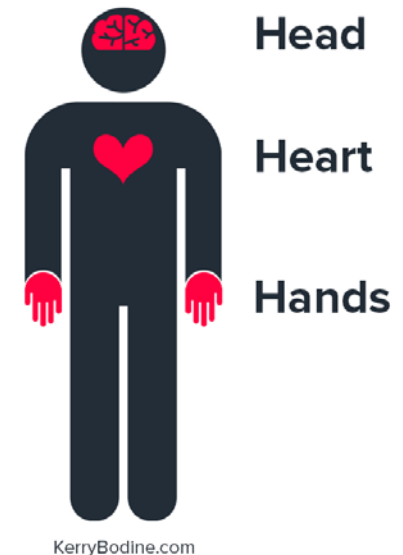
# The Role of ESD for Achieving the 2030 Agenda

- 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“

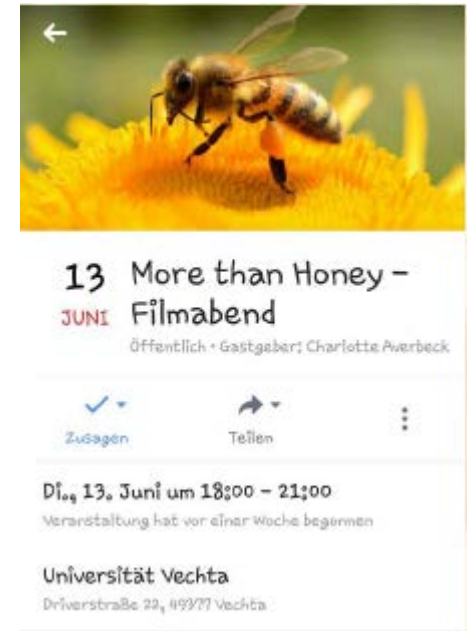
- Summer term 2017
- 27 students
- ECTS 6 CP
- Bachelor, General Studies
- Project-based learning
- 2 phases: theoretical phase, practical phase with student projects

## Course „Sustainability – Culture – Education “

- projects: movie about the global bee death, sustainable university cafeteria, campus garden



Marco Rieckmann





# Thank you very much for your attention!

## Contact details

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## References

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