



Universität Vechta
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***Is mainstreaming SDG 4.7 into formal education possible
without embedding it into core subjects?***

MGIEP side event at UNESCO General Conference

2 November 2017, Paris

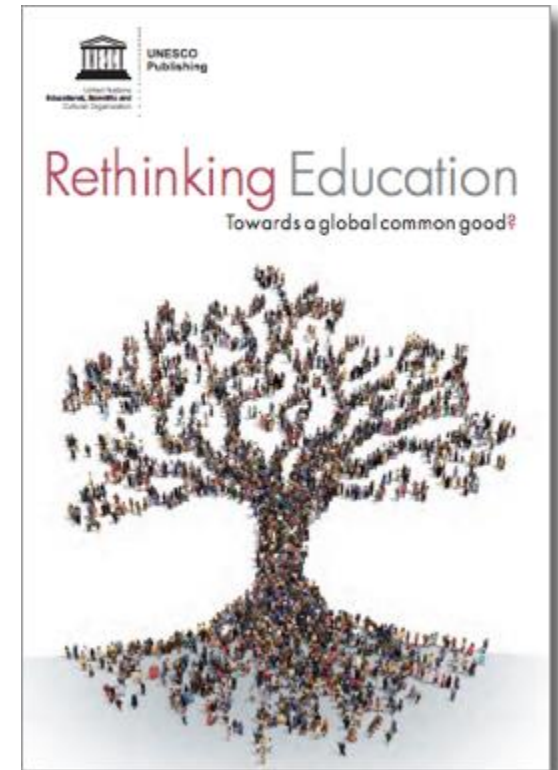
Prof. Dr. Marco Rieckmann, University of Vechta, Germany



„Rethinking Education“

- „Education is key to the global integrated framework of sustainable development goals. Education is at the heart of our efforts both to adapt to change and to transform the world within which we live.“ (p. 5)
- “Education can, and must, contribute to a new vision of sustainable global development.” (p. 32)
- “[...] education can be transformative and contribute to a sustainable future for all.” (p. 38)

UNESCO 2015

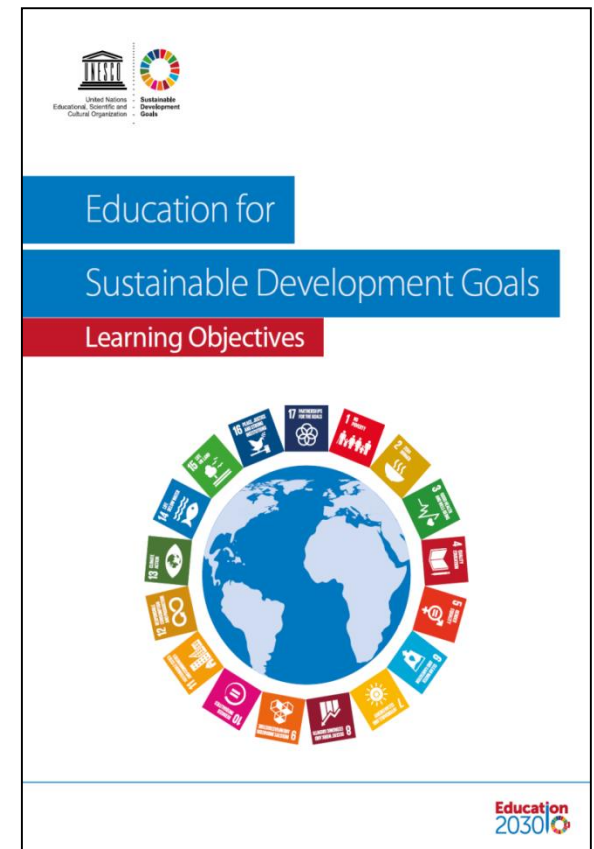




The Role of ESD for Achieving the 2030 Agenda

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

<http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>



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



Integrated approach / embedding

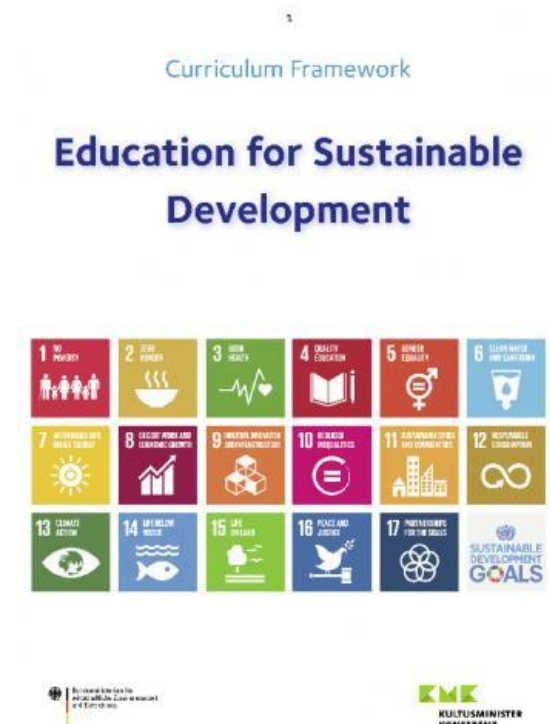
- ESD is not a topic, but an educational concept
- Integrate ESD as a cross-cutting approach, in all core subjects
- Not about new thematic content, but about reorienting subjects with an ESD perspective

Curriculum Framework Education for Sustainable Development

- topics, competencies and concrete examples for primary education, all subjects of secondary education and vocational training

KMK/BMZ 2016

- Importance of teacher education





Thank you very much for your attention!

Contact details

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References

- Standing Conference of the Ministers of Education and Cultural Affairs (KMK) and Federal Ministry for Economic Cooperation and Development (BMZ). 2016. Curriculum Framework Education for Sustainable Development. J.R. Schreiber and H. Siege (eds).
<http://ensi.org/global/downloads/Publications/418/Curriculum%20Framework%20ESD%20final%201.pdf>
- UNESCO – United Nations Educational, Scientific and Cultural Organization (2015): Rethinking Education. Towards a global common good?
<http://unesdoc.unesco.org/images/0023/002325/232555e.pdf>
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