

ESD - Background

ESD and SDGs



**17 Goals
and 169 Targets
plus indicators
for each target**

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 nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development .

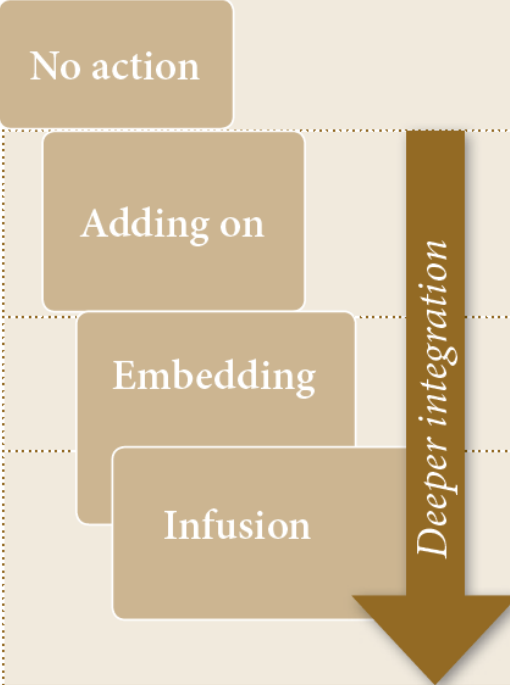
Global indicator: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are **mainstreamed** in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

Proposed Indicators

25. (4.7.1) Global	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment (Input indicator)
26.	Percentage of students by age group (or level of education) showing adequate understanding of issues relating to global citizenship and sustainability (Outcome indicator)
27.	Percentage of 15-year old students showing proficiency in knowledge of environmental science and geoscience (Outcome indicator)
28.	Percentage of schools that provide life skills-based HIV and sexuality education (Input indicator)
29.	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113) (Input indicator)

Education reform for Quality Education and ESD

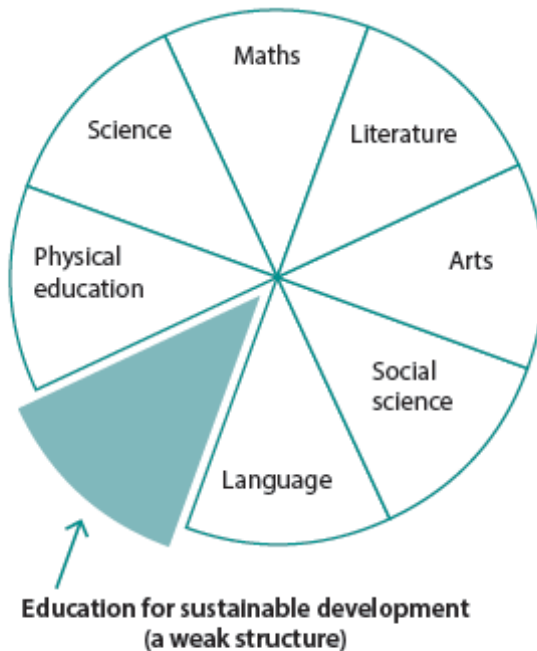
Responses to the challenge of sustainable development		Corresponding ESD mainstreaming strategies
(a) Denial	It's a hype that will go away	No action
(b) Bolt on	Add a 'green aspect' to a curriculum or a programme	Adding on
(c) Built in	Important enough to integrate in all we do	Embedding
(d) Whole system redesign	We need to rethink the very foundations of what we currently do	Infusion



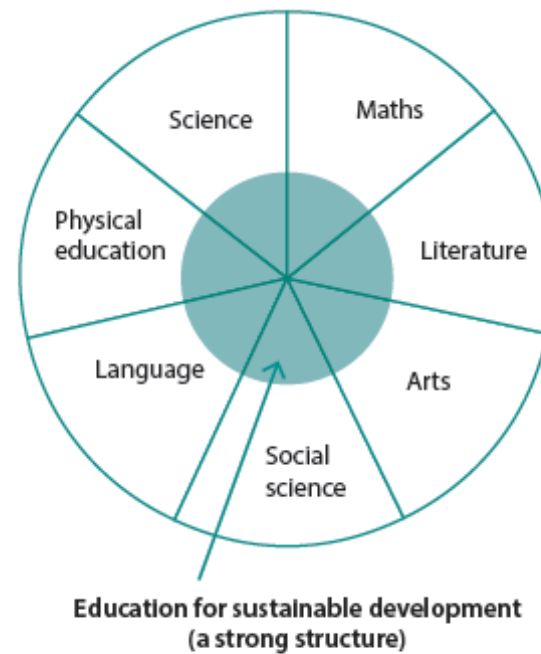
Source: Responses to the challenge of sustainable development, adapted from Sterling 2004 as cited in Lotz-Sisitka et al (2015) p.73

Schooling

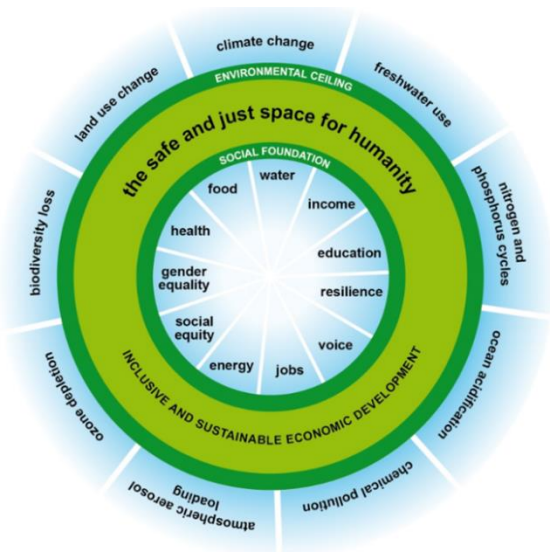
ESD as an individual discipline



ESD as a multi-disciplinary subject



Competencies for a safe and just space for humanity



- Knowledge / understanding of global and local development issues (sustainable development),

Recognition

- Being able to change perspectives / empathy,

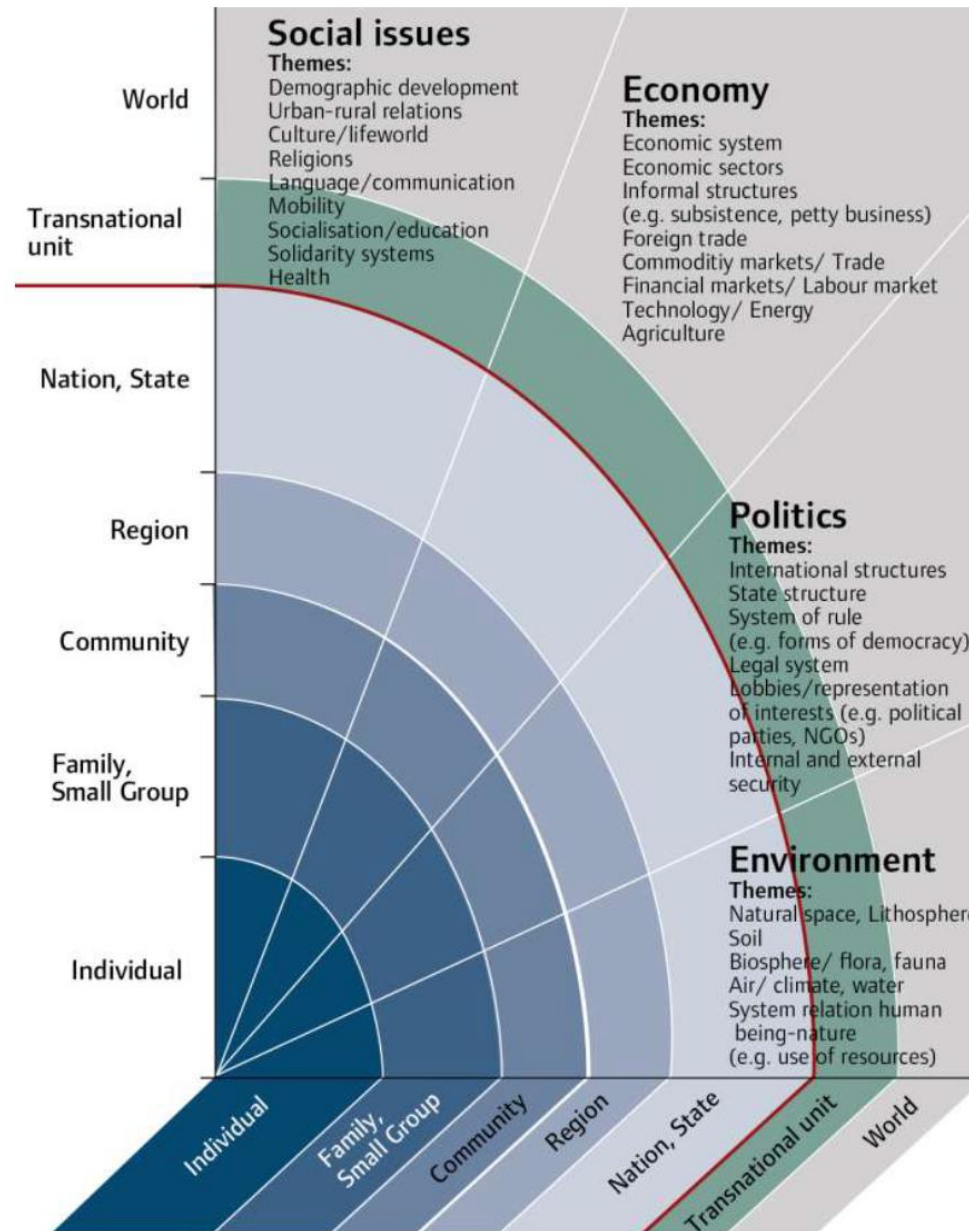
Assessment

- Being able and willing to act,

Action

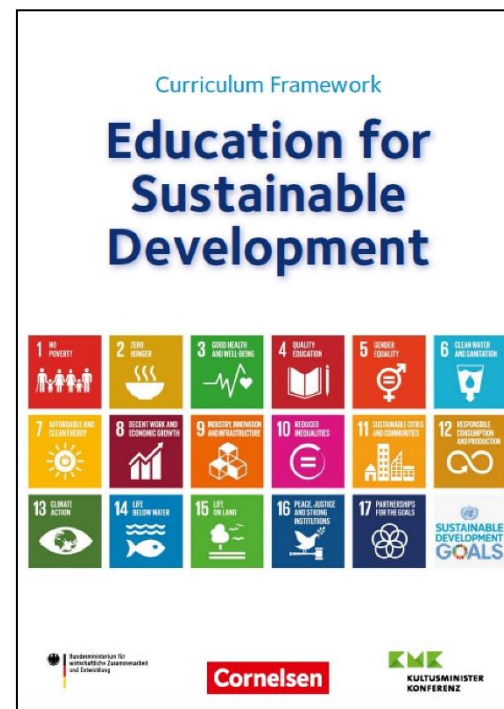
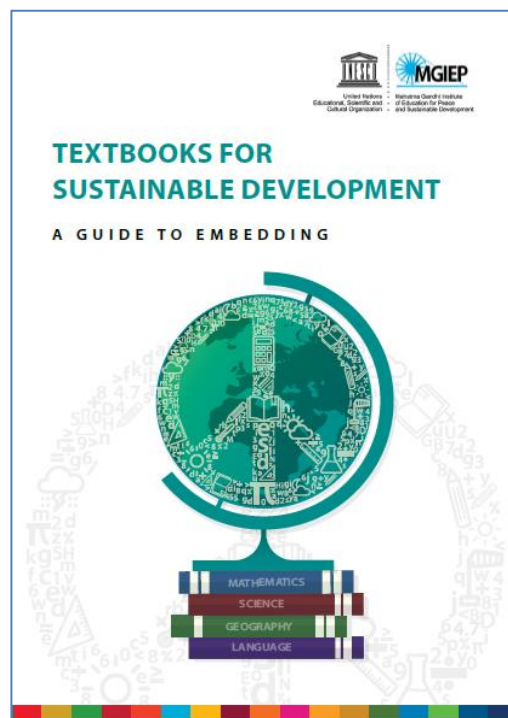
Action levels and competencies

Is not sufficient to
deal with life style
choices



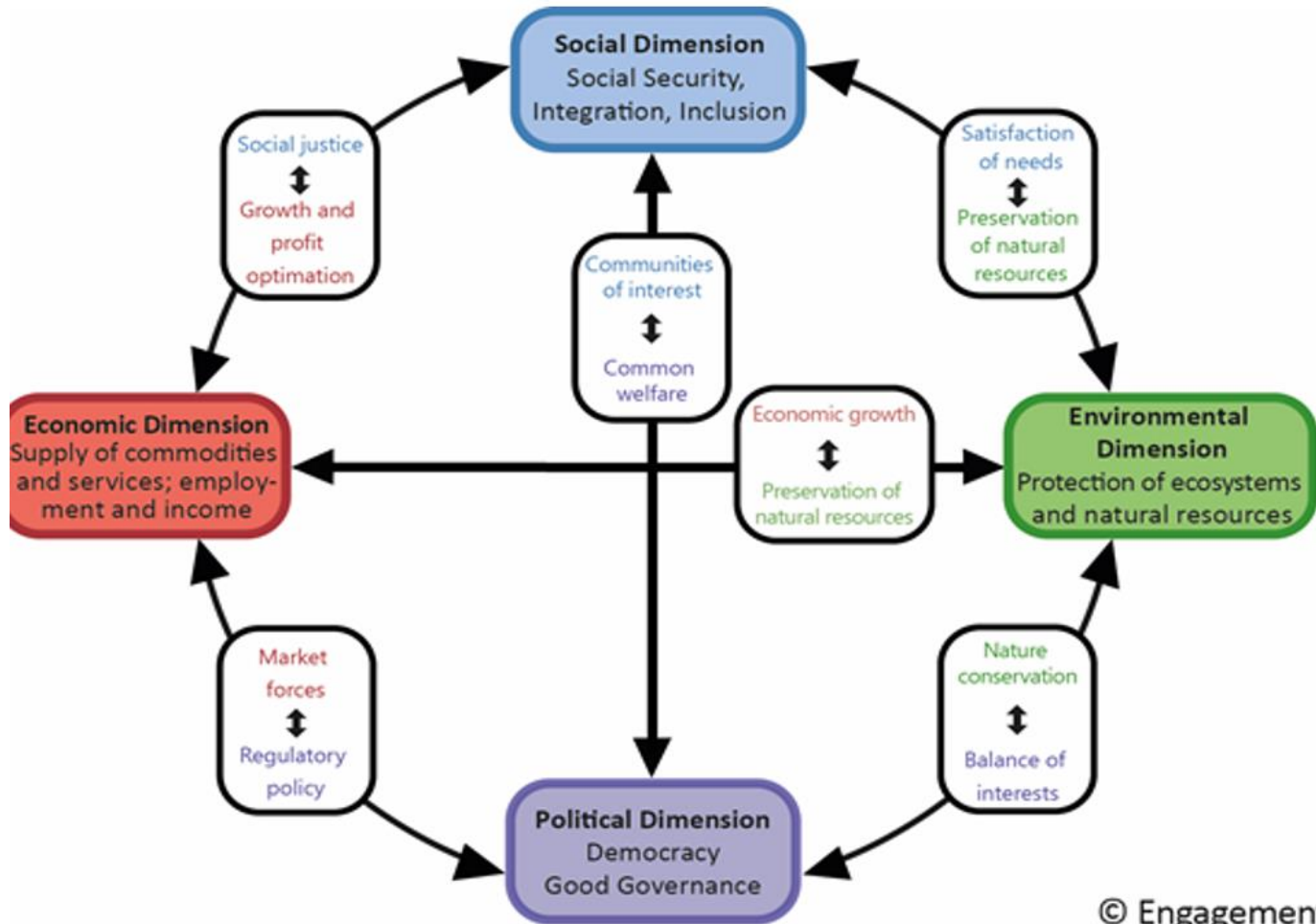
The quadrants indicate the respective levels through all the dimensions. According to the analytical purpose and the current development it may be useful to select different levels and elements.

Embedding Examples



CHAPTER 15 • Target 4.7: Sustainable development and global citizenship	211
Overview	212
Data focus 15.1: Monitoring implementation of the 1974 UNESCO Recommendation as a first step to track progress	213
Data focus 15.2: Countries follow a range of approaches to educate teachers on sustainable development.....	216

Issues:



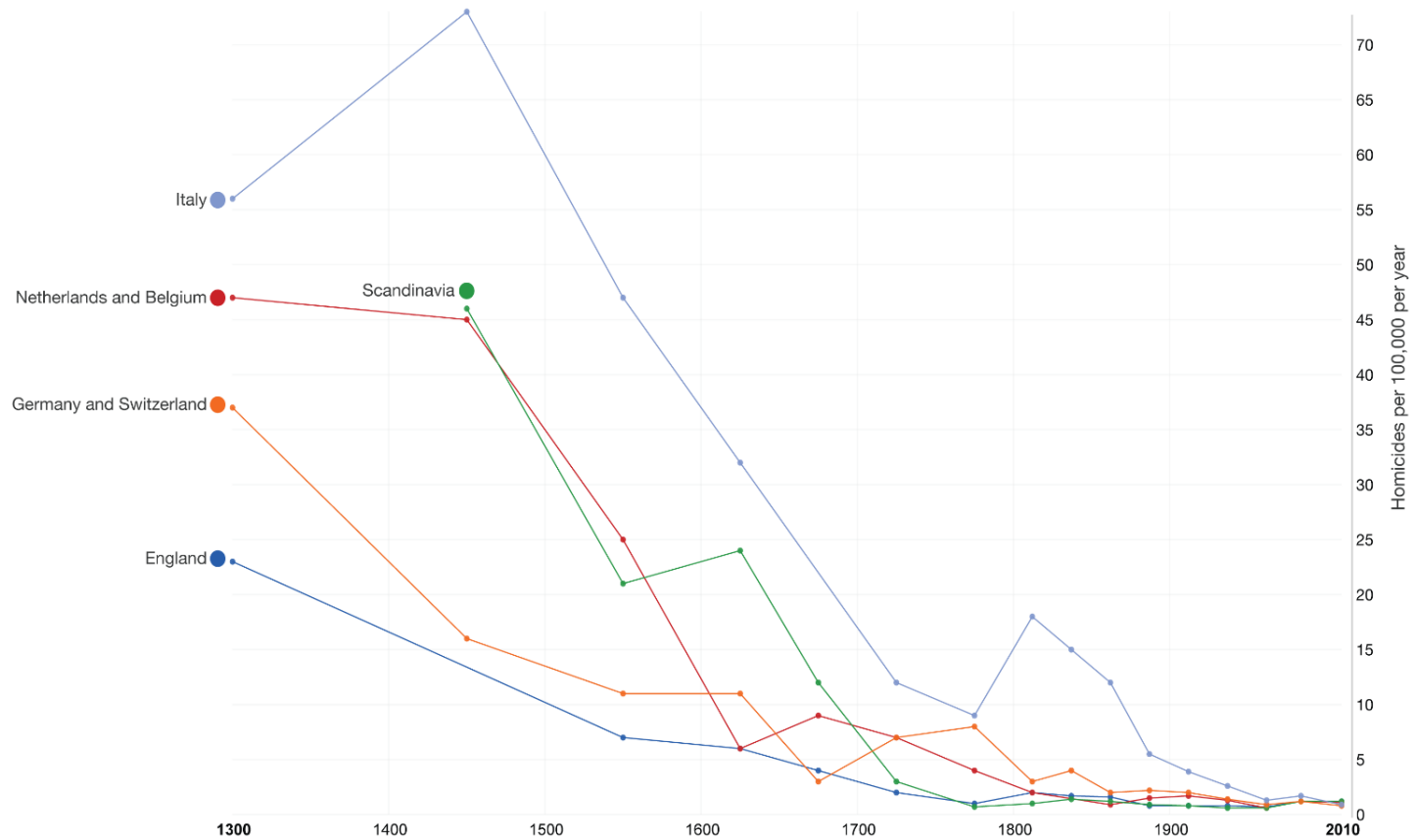
- Do you have any issues, which you could place in the figure of the last slide?
- How would you try to approach the issue in a school class? Some ideas for a „lesson plan“

Thank you for your attention!



Homicide rates in Europe since 1300

The observations are plotted at the midpoint of period they refer to.



Data source: All but 2010 from Eisner (2003) – Long-Term Historical Trends in Violent Crime. In *Crime and Justice*, 30, 83–142. 2010 from UNODC Homicide statistic 2012.

The interactive data visualization is available at [OurWorldinData.org](https://ourworldindata.org). There you find the raw data and more visualizations on this topic.

Licensed under CC-BY-SA by the author Max Roser.

Global deaths in conflicts since the year 1400 – by Max Roser

Each circle represents one conflict. [Data from the *Conflict Catalog* (1400-2000)]

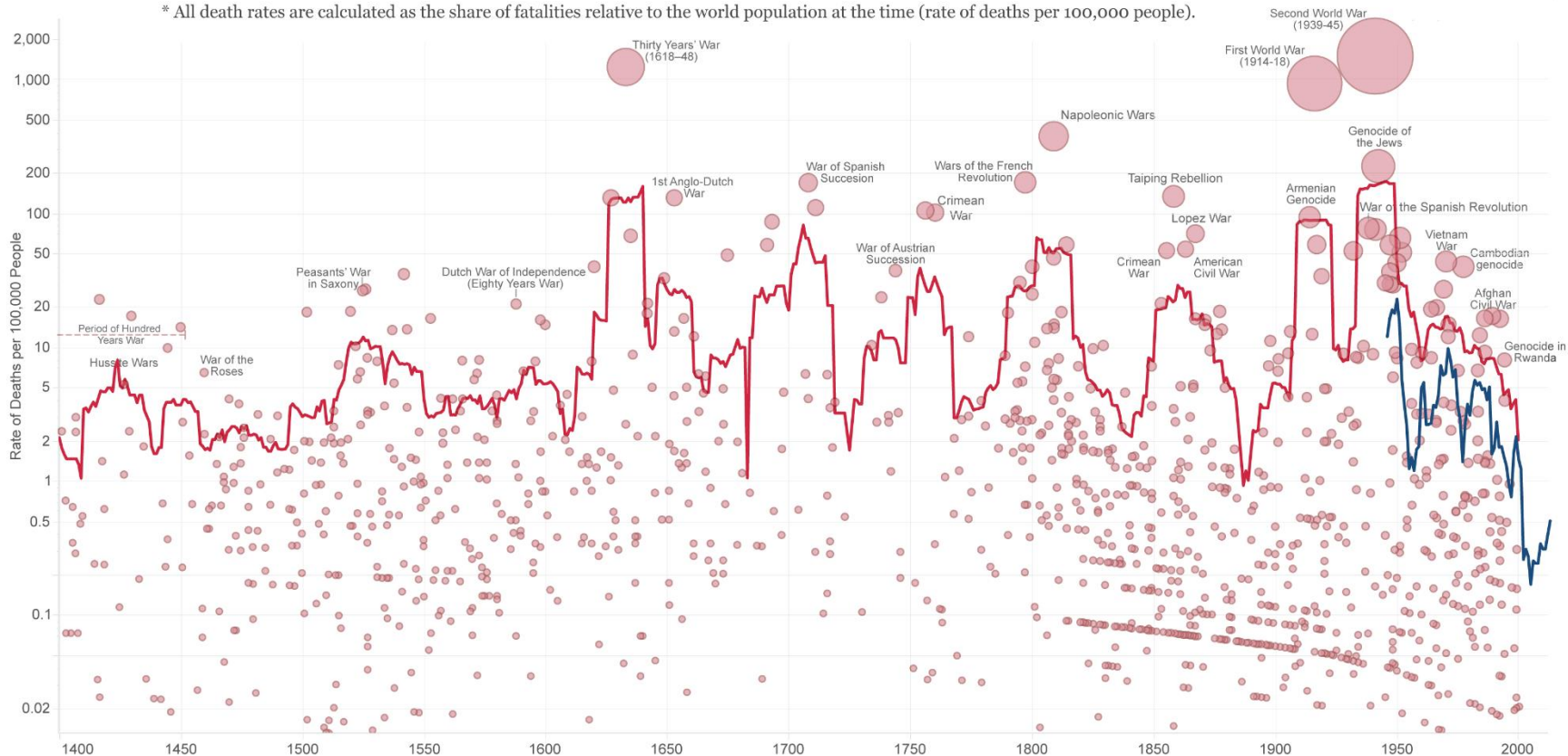
The **size** represents the absolute number of fatalities (military + civilian fatalities)

The **position** on the y-axis represents the fatality rate* (military + civilian fatalities)

Military + civilian death rate* for 1400-2000 [Data from *Conflict Catalog*] – 15 year moving-average

Military death rate* for 1946-2013 [Data from the PRIO Institute]

* All death rates are calculated as the share of fatalities relative to the world population at the time (rate of deaths per 100,000 people).



Data sources: Battle Deaths Dataset v.3.0. published by the PRIO Institute and Conflict Catalog by Peter Brecke for data on battle deaths. And world population data from HYDE and UN.

This is a data visualisation from [OurWorldinData.org](https://ourworldindata.org). There you find more visualisations on this topic.

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Quelle: Orientierungsrahmen KMK 2015, Reiner Mathar)

Milgram Experiment

- The experiment measured the willingness of study participants, men from a diverse range of occupations with varying levels of education, to obey an authority figure who instructed them to perform acts conflicting with their personal conscience. (Causing bodily harm to somebody.)
- It also showed that the incidence of following the authority figure and the likelihood of inflicting bodily harm increased with distance from the victim.