

How can we make a complex world meaningful? How do we teach for sustainable development?



What inspires you?

Think of a place that inspire you.

Think of an activity that inspire you.

Think of a feeling that inspire you.

Put the three words into one sentence and write in the chat!

The Global School at the Swedish Council for Higher Education

Other programmes at UHR

- Erasmus +
- Nordplus
- Atlas



Professional training - Education for sustainable development



EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP



By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development through:

- education for sustainable development
- sustainable lifestyle
- human rights
- gender equality
- promotion of a culture of peace and non-violence
- global citizenship
- cultural diversity

THE GLOBAL GOALS

For Sustainable Development



The global goals for sustainable development

Consider individually







- Which six of the following global goals are the immediate concern to you and your family?

Go to: <https://myworld2030.org/#>

In groups

- Compare and share some reflections

WHICH SIX OF THE FOLLOWING GLOBAL GOALS ARE OF IMMEDIATE CONCERN TO YOU AND YOUR FAMILY?

 QUALITY EDUCATION Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all ✓	 RESPONSIBLE CONSUMPTION & PRODUCTION Ensure sustainable consumption and production patterns ✓
 CLEAN WATER & SANITATION Ensure availability and sustainable management of water and sanitation for all ✓	 AFFORDABLE & CLEAN ENERGY Ensure access to affordable, reliable, sustainable and modern energy for all ✓
 GOOD HEALTH AND WELL-BEING Ensure healthy lives and promote well-being for all at all ages ✓	 LIFE BELOW WATER Conserve and sustainably use the oceans, seas and marine resources for sustainable development ✓

Covid 19 and the socio-economic impact

“The world has seen many crises over the past 30 years, including the Global Financial Crisis of 2007-09. Each has hit human development hard but, overall, development gains accrued globally year-on-year. COVID-19, with its triple hit to health, education, and income, may change this trend.”

UNDP Administrator Achim Steiner

<https://feature.undp.org/covid-19-and-the-sdgs/>

Impact on education



Photo: UNDP Iraq/Alex Potter

Today, 60 percent of children around the world are not getting an education due to COVID-19 closures—a stark rate that communities have not seen since the 1980s.

<https://feature.undp.org/covid-19-and-the-sdgs/>

Impact on income



Photo Credits: UNDP China

Massive production disruptions that started in China have led to a lower supply of goods and services that reduces overall hours worked, leading to lower incomes.

<https://feature.undp.org/covid-19-and-the-sdgs/>

Impact on gender inequality

- Quiz yourself

<https://interactive.unwomen.org/multimedia/explainer/covid19/en/index.html>



Education for Sustainable Development Goals.

1 NO
POVERTY



2 ZERO
HUNGER



3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



No one left behind



Sweden's challenges related to Agenda 2030

- **Inequality between different groups**
 1. School is not equal
 2. Childrens' health is not equal.
 3. Increased segregation
- **What is the situation in your country?**

Lämna ingen utanför
Statistisk lägesbild av genomförandet av
Agenda 2030 i Sverige, oktober 2020

Some conclusions from research and Education for sustainable development

- Important with disciplinary knowledge
- Important with an interdisciplinary approach
- Important to enable students to critically make normative decisions
- Important to present possible, optimistic visions for the future
- Important to make young people into actors for change and also show how other actors can make a difference

(Kramming, 2017; Hermans, 2016 Ojala, 2007; Brown et al., 2010; Almers, 2009)

Active learning and action competence

- 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 (UNESCO, 2015; Weinert, 2001)
- **Action competence** is the ability to critically, together with other people, take responsibility and make value judgements about different alternative ways to act for a sustainable future” (Schnack, 2000)



Education for

Sustainable Development Goals

Learning Objectives



Education
2030

P 10 in *Education for Sustainable Goals. Learning objectives*. UNESCO, 2017

- The latest edition of the State of Food Security and Nutrition in the World, estimates that almost 690 million people were hungry in 2019.

Some of your teacher colleagues suggest that your school should start a local fund raising campaign called "zero hunger". However, one of the teachers refuses to participate and strongly argues that the poor countries should rather help themselves and not be dependent on money from rich countries.

- *What is the dilemma?*
- *What do you think about this?*
- *Is there a solution to this dilemma?*



- Gender equality is achieved when women, men, girls and boys **have equal rights**, conditions and opportunities, and the power to shape their own lives and contribute to the development of society. It is a matter of equitable **distribution of power**, influence and resources in society. The generally subordinate position of power of women and girls compared with men and boys **must end**.





We should all be feminists by Chimamanda Ngozi Adiche

"My own definition of a feminist is a man or a woman who says, yes, there's a problem with gender as it is today and we must fix it, we must do better. All of us, women and men, must do better."

4.7

Promote *Education for Sustainable Development* :

- Sustainable Lifestyles
- Human Rights
- **Gender Equality,**
- Peace and Non-violence
- Global Citizenship
- Cultural Diversity



Is it really common ground?

- Human Rights
- **Gender Equality,**
- Global Citizenship

Reflections

1. Have you examined your school books in a gender perspective? Have you noticed any stereotypes?
2. What differences do you see in terms of results between boys and girls in your countries.

Global goal 4: Quality education for all

Consider the questions in groups

- What is your definition of the concept?
- How is the concept used? Where, when, by whom and with what interpretation?

Concepts

Global citizenship

Tolerance

Quality education



It aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Compelling Question: How Can Local Communities Solve Global Problems?

Staging the Question: Complete a "silent quote" gallery walk featuring quotes about global citizenship.

1/

Supporting Question
What is a global citizen?

Formative Task
Create a definition of the global citizen and their role in the world.

Sources
Source A: "Globalization," Merriam-Webster
Source B: "Citizen of a Global World?" TED

2/

Supporting Question
What shared issues do people in rural America and developing nations face?

Formative Task
Compare and contrast the issues people in rural America and developing nations face using a Venn Diagram.

Sources
Resource bank organized by topic (i.e.,

3/

Supporting Question
How are local solutions applied to solve global problems?

Formative Task
Construct a futures wheel to visually explain the global impact of local solutions.

Sources
Source A: "Global Goals," United Nations

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<https://c3teachers.org/inquiries/glocal-issues/>

What is a global citizenship?

Quotes for Silent Gallery Walk

1. “We must all teach our children to live in a big world, even if we grow up in a small town.” Stacie Berdan
2. “I am often asked what can people do to become a good global citizen. I reply that it begins in your own community.” Kofi Anan
3. “We make a living by what we get, we make a life by what we give.” Winston Churchill
4. “No act of kindness, no matter how small, is ever wasted.” Aesop
5. “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.” Margaret Mead
6. “Success in life is founded upon attention to the small things rather than to the large things; to the everyday things nearest to us rather than to the things that are remote and uncommon.” Booker T. Washington
7. “Although the world is full of suffering, it is full also of the overcoming of it.” Helen Keller

7 Day Challenge (Global goals 1-5)



1 NO
POVERTY



2 ZERO
HUNGER



3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



Write one word that summarizes today's session!

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THANK YOU!