

**ONE WORLD CENTRE**  
WORKING TOWARDS A JUST AND SUSTAINABLE WORLD



**THE GLOBAL GOALS**  
For Sustainable Development

***Shaping the Future of Humanity through the Humanities  
Teaching and Learning for a Better World for All***



HASSWeek WA  
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Dr Caroline Marsh  
One World Centre  
[education@oneworldcentre.org.au](mailto:education@oneworldcentre.org.au)  
[www.oneworldcentre.org.au](http://www.oneworldcentre.org.au)

# This workshop

- introduction – OWC and the global education perspective
- global education philosophy and pedagogy
- global education and the UN SDGs – ‘The Global Goals Project’
- designing a Global Goals Project
- - Project Based Learning linking HASS curriculum and SDG action

“Education is not just about learning; it is about empowering all people, building peaceful societies and protecting our planet. Our future development agenda starts with education: this is the first step on the road to dignity by 2030.”

**Amina J. Mohammed, UN Secretary-General’s Special Advisor on Post-2015 Development Planning**

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“Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it.”

**Ban Ki-Moon, UN Secretary-General, United Nations**

**Source:** *Global Citizens For Sustainable Development: Student’s Guide* (UNESCO, 2016)

# Future Education – GCEd and ESD – Vision and Pedagogy

- *Global Citizenship Education and Education for Sustainable Development* (UNESCO; SDG4, SDG4.7)
- Common **vision** and holistic **pedagogy**
  - education **empowers** learners to **take action** for more inclusive, just and sustainable societies
  - education is **transformative**, emphasis on **change** (attitudes, behaviour, the world!)

# Future Education – GCEd and ESD – Themes and Topics

- peace and non-violence, human rights, gender equality, and global citizenship (HASS-Civics and Citizenship)
- tolerance, inclusivity and diversity (GC, CCPs)
- climate change, biodiversity, disaster reduction, human wellbeing/poverty eradication, sustainable development (HASS – Geo)
- sustainable consumption (HASS-Econs)

# The UN SDG 'Project'

- A **vision** and **plan of action** to “Transform our World”
- 1. **Feel**, empathise, observe and define (our world)
- 2. **Imagine** and envisage (the future we want – a better world)
- 3. **Plan** (what, who, where, when)
- 4. **Implement** (take action)



# About the Goals

- ‘sustainable development’ model = people, prosperity, planet, peace, partnership
- aspirational and ambitious
- SD is universal – “we are ALL developing countries now”
- profoundly inclusive – “leave no one behind”
- values based – universal human rights – **DIGNITY** and **DIVERSITY**



# THE GLOBAL GOALS

For Sustainable Development





## HUMANITIES AND SOCSCI

4 QUALITY  
EDUCATION



THE GLOBAL GOALS  
For Sustainable Development

17 PARTNERSHIPS  
FOR THE GOALS



## GEOGRAPHY

2 ZERO  
HUNGER



3 GOOD HEALTH  
AND WELL-BEING



6 CLEAN WATER  
AND SANITATION



7 AFFORDABLE AND  
CLEAN ENERGY



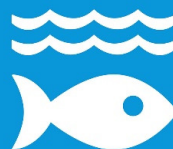
11 SUSTAINABLE CITIES  
AND COMMUNITIES



13 CLIMATE  
ACTION



14 LIFE BELOW  
WATER



15 LIFE  
ON LAND



1 NO  
POVERTY



## ECONOMICS AND BUSINESS

8 DECENT WORK AND  
ECONOMIC GROWTH



9 INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



17 PARTNERSHIPS  
FOR THE GOALS



# HUMANITIES AND SOCSCI



4 QUALITY  
EDUCATION



17 PARTNERSHIPS  
FOR THE GOALS



# CIVICS AND CITIZENSHIP

10 REDUCED  
INEQUALITIES



11 SUSTAINABLE CITIES  
AND COMMUNITIES



16 PEACE AND  
JUSTICE



17 PARTNERSHIPS  
FOR THE GOALS



# HISTORY



10 REDUCED  
INEQUALITIES



16 PEACE AND  
JUSTICE



# Project Based Learning

- **Varieties of PBL:** e.g. ‘problem’, ‘challenge’, ‘design’ ‘mission’ ‘inquiry’, ‘DCF’-‘Feel Imagine Do Share’
- **\*S.A.G.E.**
- **Student choice**
- **Authentic Work**
- **Global Significance** (local – global connection, OWC “Act Local, Be Global”.)
- **Exhibit** to a real world audience

\*OECD recommended PBL framework Source: OECD / Asia Society. *Teaching for Global Competence in a Rapidly Changing World* (2018)

# Designing a Global Goals Project

## **Phase 1: FEEL** (empathising, connecting, defining, inquiring phase)

- 'start with me' in **local**/school/community/family context
- **describe** the problem/ situation you want to change
- '**find out**' about the situation (inquire, investigate, audit)
- connect to the **global context and other** by connecting with UN SDGs

## **Phase 2: IMAGINE** – ideate, envisage

- What would a better situation look and feel like?
- How might we ....?

# Designing a Global Goals Project

## **Phase 3 – PLAN** (planning, prototyping, designing phase)

- Refine your ideas
  - Why? – explain the problem and intended impact
  - What? – what will you do?
  - Who? – who will be involved?
  - How? – what resources will you need
  - When? – list milestone events, or stages

## **Phase 4 –DO** (doing, acting phase)

## **Phase 5 – SHARE** (celebrating, reflecting, modelling phase)

# Opportunities

- UNAA WA Global Citizenship Schools
  - <https://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/>
- New UNAA WA WACE unit “Global Citizenship and Sustainability” (years 10-12)
  - <https://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/wa-global-citizenship-curriculum-packages/>
  - GCEd “Mission Possible” Project model
- UNAA WA Global Goals Challenge
  - <https://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/wa-global-goals-challenge/>
- Asia Education Foundation – *Global Goals Youth Forum*

- <http://oneworldcentre.org.au>
- MEMBERSHIP: <http://www.oneworldcentre.org.au/about/membership/>
- 5 King William Street BAYSWATER (behind OXFAM, Fair Trade shop)
- phone: (08) 9371 9133
- email: [owc@oneworldcentre.org.au](mailto:owc@oneworldcentre.org.au) [Coordinator]
- email: [education@oneworldcentre.org.au](mailto:education@oneworldcentre.org.au) [Caroline Marsh]
- **Opening Hours: Wed & Thurs. 0900-1700**

- *Global Education* – GCEd, ESD and Global Competence summary and links
  - <http://www.oneworldcentre.org.au/about/global-education/>
- Introduction to Agenda2030 and the SDGs
  - <http://www.oneworldcentre.org.au/global-goals/agenda-2030-and-the-sdgs/>
- SDG Resources for Teachers
  - <http://www.oneworldcentre.org.au/global-goals/#resall>
- OWC SDG Workshop Documents – Powerpoints – WA Curriculum Links Tables
  - <http://www.oneworldcentre.org.au/global-goals/workshop-documents/>
- OWC Global Education Project Publications
  - <http://www.oneworldcentre.org.au/resources-for-teachers/publications/>

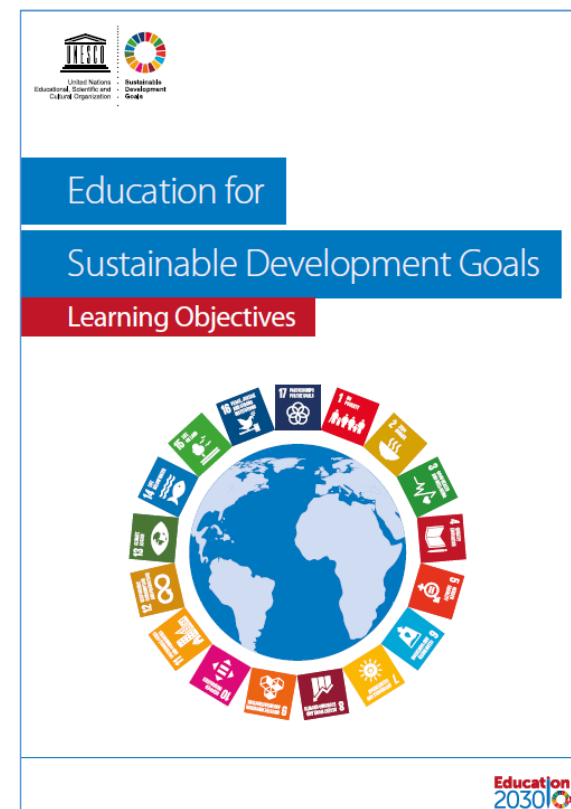


# REFERENCES

- OECD / Asia Society. *Teaching for Global Competence in a Rapidly Changing World* (2018)
  - <https://asiasociety.org/sites/default/files/inline-files/teaching-for-global-competence-in-a-rapidly-changing-world-edu.pdf>
- UNESCO, *Education for the Sustainable Development Goals: Learning Objectives* (UNESCO, 2018)
  - <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>
- A. Leicht, J. Heiss and W. J. Byun (eds), *Issues and Trends in Education for Sustainable Development* (UNESCO, 2018)
  - <http://unesdoc.unesco.org/images/0026/002614/261445e.pdf>
- *Schools in Action: Global Citizens for Sustainable Development KIT* (UNESCO, 2016)
  - A Guide for Teachers: <http://unesdoc.unesco.org/images/0024/002468/246888e.pdf>
- **Templates** for development compass rose, futures line, futures wheel, placemat (etc)
  - <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>
- **Development Compass Rose** – Available for download for use in classrooms at
  - <https://www.tidegloballearning.net/sites/default/files/uploads/2c.50%20Compass%20rose.pdf>
- **Life Cycle Thinking – Basics** - ‘A Guide to Life Cycle Thinking’. Leyla Acaroglu
  - <https://medium.com/disruptive-design/a-guide-to-life-cycle-thinking-b762ab49bce3>

# SDGs – Learning Approaches

- Learning objectives, methods, approaches and suggested topics the UN SDGs.
- **PBL - Project Based Learning** –
  - conduct a **campaign** to (raise awareness on ....
  - conduct a **inquiry** project on (issue/problem/challenge)
- LCA - “Conduct a life cycle analysis of ...”
  - (LCA = Life Cycle Assessment = systems thinking model)
- Role-play, simulate (roles, situation)
- Service learning
  - community or charity linked projects



# Example – SDG 12 - Topics

## Box 1.2.12a. Suggested topics for SDG 12 “Responsible Consumption and Production”

Advertising, peer-pressure, belonging and identity-creation

Production and consumption history, patterns and value chains, and management and use of natural resources (renewables and non-renewables)

Environmental and social impacts of production and consumption

Energy production and consumption (transport, commercial and residential energy use, renewable energies)

Food production and consumption (agriculture, food processing, dietary choices and habits, waste generation, deforestation, overconsumption of food and hunger)

Tourism

Waste generation and management (prevention, reduction, recycling, reuse)

Sustainable lifestyles and diverse practices of sustainable production and consumption

Labelling systems and certificates for sustainable production and consumption

Green economy (cradle-to-cradle, circular economy, green growth, degrowth)

# Example – SDG 12 - Activities

## **Box 1.2.12b.** Examples of learning approaches and methods for SDG 12 “Responsible Consumption and Production”

Calculate and reflect on one’s individual ecological footprint<sup>9</sup>

Analyse different products (e.g. cell phones, computers, clothes) using Life Cycle Analysis (LCA)

Run a student company producing and selling sustainable products

Perform role plays dealing with different roles in a trading system (producer, advertiser, consumer, waste manager, etc.)

Screen short films/documentaries to help learners understand production and consumption patterns (e.g. *Story of Stuff* by Annie Leonard<sup>10</sup>)

Develop and run a (youth) action project related to production and consumption (e.g. fashion, technology, etc.)

Develop an enquiry-based project: “Is sustainability about giving things up?”

## One World Centre Website – SDG Resources for Teachers – SDG 12

### Teaching And Learning for SDG 12 – Responsible Consumption and Production



#### CONTENTS

[Overview](#)

[Learning Objectives, Approaches and Methods](#)

[Online Resources](#)

#### SDG 12: Overview



*“Goal 12: Ensure sustainable consumption and production patterns*

*Sustainable consumption and production is about promoting resource and energy efficiency, sustainable infrastructure, and providing access to basic services, green and decent jobs and a better quality of life for all. Its implementation helps to achieve overall development plans, reduce future economic, environmental and social costs, strengthen economic competitiveness and reduce poverty.”\*Source: United Nations Sustainable Development Goals / Goal 12 /*

For facts and figures, targets and links for SDG 12 go to the United Nations Sustainable Development Goals Pages – [UN SDGS: GOAL 12](#)

[Responsible Consumption and Production: Why it Matters \(pdf\) \(2 pages\)](#)

#### SDG 12: Learning Objectives, Approaches and Methods

## SDG12: Online Resources

### Calculating Ecological Footprints

**World's Largest Lesson – Understanding Sustainable Living** – <http://cdn.worldslargestlesson.globalgoals.org/2016/06/Understanding-Sustainable-Living.pdf>

(Upper Primary – Secondary)

This lesson evaluates various **lifestyle choices for sustainability** using an online ecological

footprint calculator to real-life data (hard copy of the ecological footprint calculator is available with the lesson). Footprint Calculator Website: [www.footprintnetwork.org](http://www.footprintnetwork.org)

### Life Cycle Analysis (LCA)

**The Life Cycle of a Jean**. Levi Strauss. PDF. <http://www.levistrauss.com/wp-content/uploads/2015/03/Full-LCA-Results-Deck-FINAL.pdf>

Produced by the Levi-Strauss company, the document explains LCA (life cycle analysis/assessment) and provides a LCA of the environmental impact of a pair of Levi jeans.

**The Life Cycle of a T-Shirt** – Angel Chang – TEDEd.

YOUTUBE VIDEO: [https://youtu.be/BiSYoeqb\\_VY](https://youtu.be/BiSYoeqb_VY)

TEDEd LESSON: <https://ed.ted.com/lessons/the-life-cycle-of-a-t-shirt-angel-chang>



## GLOBAL COMPETENCE (OECD/PISA)



**Both OECD and the Center for Global Education have identified four key aspects of global competence. Globally competent youth:**

- (1) investigate the world beyond their immediate environment by examining issues of local, global, and cultural significance;
- (2) recognize, understand, and appreciate the perspectives and world views of others;
- (3) communicate ideas effectively with diverse audiences by engaging in open, appropriate, and effective interactions across cultures; and
- (4) take action for collective well-being and sustainable development both locally and globally.

Source: **“Teaching For Global Competence in a Rapidly Changing World”** OECD/Asia Society, 2018, pp 4-5.

# Global Competence – Teaching Strategies

- structured **debates**
- organised **discussions**
- current events discussion
- playing games – **simulations** and **role-play**
- **project based learning (PBL)**
  - (inquiry, problem, challenge, design, mission etc)
- **service** learning

Source: “Teaching For Global Competence” OECD/Asia Foundation, 2018, p. 6



## GCED and ESD (UNESCO)

*Schools in Action: Global Citizens for Sustainable Development* KIT (UNESCO, 2016)

A Guide for Teachers:

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