

## Terms of Reference

### *GLS on SDGs (Spring 2022)*

#### **Background of the Program:**

Guest Lecture Series on SDGs (GLS on SDGs) is a short program hosted by Institut Teknologi Sepuluh Nopember, Indonesia, that is conducted online, held as three series of guest lectures during Spring 2022. Based on the necessity for students to understand Sustainable Development Goals established by United Nations, this program aims to fulfil their needs in comprehending and applying Sustainable Development Goals.

This program will be held on March with focus on **Concept & Principle**

- Activity** : Virtual Lecture and Discussion  
**Place** : Zoom Meeting  
**Day, Date** : Tuesday, Wednesday, and Thursday  
**Time** : 3.30-5.30 PM (GMT+7)  
**Speakers** : Lecturers, Researcher, and Doctoral Students that experts in each SDGs  
**Participants** : Public, undergraduate and postgraduate students  
**Material** : UN SDGs 1-17  
**Requirement** : Submit your overview material presentation with detail as follows :  
    1. Title  
    2. Brief presentation  
    3. Learning object / case study  
**Reference** : UN Education for Sustainable Development Goals (Learning Objects)

## Concept and Principles

<p>SDGs 1</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands the concepts of extreme and relative poverty and is able to critically reflect on their underlying cultural and normative assumptions and practices.</li> <li>2. The learner knows about the local, national and global distribution of extreme poverty and extreme wealth.</li> <li>3. The learner knows about causes and impacts of poverty such as unequal distribution of resources and power, colonization, conflicts, disasters caused by natural hazards and other climate change-induced impacts, environmental degradation and technological disasters, and the lack of social protection systems and measures.</li> <li>4. The learner understands how extremes of poverty and extremes of wealth affect basic human rights and needs.</li> <li>5. The learner knows about poverty reduction strategies and measures and is able to distinguish between deficit-based and strength-based approaches to addressing poverty.</li> <li>6. The learner is able to collaborate with others to empower individuals and communities to affect change in the distribution of power and resources in the community and beyond.</li> <li>7. The learner is able to raise awareness about extremes of poverty and wealth and encourage dialogue about solutions.</li> <li>8. The learner is able to show sensitivity to the issues of poverty as well as empathy and solidarity with poor people and those in vulnerable situations.</li> <li>9. The learner is able to identify their personal experiences and biases with respect to poverty.</li> <li>10. The learner is able to reflect critically on their own role in maintaining global structures of inequality.</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. Definitions of poverty</li> <li>2. Global, national and local distribution of extreme poverty and extreme wealth and their reasons</li> <li>3. The importance of social welfare protection systems and measures</li> <li>4. The importance of equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</li> <li>5. The interrelation of poverty, natural hazards, climate change and other economic, social and environmental shocks and stresses</li> <li>6. Work conditions related to poverty such as sweatshops, child labour and modern slavery</li> <li>7. Resilience of the poor and those in vulnerable situations</li> <li>8. Consequences of poverty such as malnutrition, child and maternal mortality, crime and violence</li> <li>9. Development cooperation</li> <li>10. Policy frameworks at the local, national and international levels, based on pro-poor and gender-sensitive development strategies</li> </ol>
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<p style="text-align: center;">SDGs 2</p>	<p><b>Learning Objectives :</b></p> <ol style="list-style-type: none"> <li>1. The learner knows about hunger and malnutrition and their main physical and psychological effects on human life, and about specific vulnerable groups.</li> <li>2. The learner knows about the amount and distribution of hunger and malnutrition locally, nationally and globally, currently as well as historically.</li> <li>3. The learner knows the main drivers and root causes for hunger at the individual, local, national and global level.</li> <li>4. The learner knows principles of sustainable agriculture and understands the need for legal rights to have land and property as necessary conditions to promote it.</li> <li>5. The learner understands the need for sustainable agriculture to combat hunger and malnutrition worldwide and knows about other strategies to combat hunger, malnutrition and poor diets.</li> <li>6. The learner is able to communicate on the issues and connections between combating hunger and promoting sustainable agriculture and improved nutrition.</li> <li>7. The learner is able to collaborate with others to encourage and to empower them to combat hunger and to promote sustainable agriculture and improved nutrition.</li> <li>8. The learner is able to create a vision for a world without hunger and malnutrition.</li> <li>9. The learner is able to reflect on their own values and deal with diverging values, attitudes and strategies in relation to combating hunger and malnutrition and promoting sustainable agriculture.</li> <li>10. The learner is able to feel empathy, responsibility and solidarity for and with people suffering from hunger and malnutrition.</li> </ol>	<p><b>Suggested Topics :</b></p> <ol style="list-style-type: none"> <li>1. Definition of the concept of hunger and malnutrition</li> <li>2. Groups that are particularly vulnerable to hunger and malnutrition</li> <li>3. Main drivers and root causes of hunger and malnutrition, including the relation between climate change and food security and the depletion of soil quality</li> <li>4. Consequences of hunger and malnutrition on the health and well-being of people, including practices like migration as adaptation</li> <li>5. Physical, emotional and socio-cultural functions of food</li> <li>6. Hunger in relation to food abundance, obesity and food waste</li> <li>7. Global food – import, export, cash crops, international taxes, subsidies, trading systems, merits, risks and challenges of utilising genetically modified organisms (GMOs)</li> <li>8. Institutions and movements related to hunger and sustainable agriculture like the UN’s Food and Agriculture Organization (FAO), Foodwatch, Slow Food, community-based agriculture, the international movement Via Campesina, etc.</li> <li>9. Concepts and principles of sustainable agriculture, including climate-resilient practices, organic farming, biodynamic farming, permaculture and agro-forestry</li> <li>10. Biodiversity of seeds, plants and animals, particularly in relation to wild species</li> </ol>
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<p>SDGs 3</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner knows conceptions of health, hygiene and well-being and can critically reflect on them, including an understanding of the importance of gender in health and well-being.</li> <li>2. The learner knows facts and figures about the most severe communicable and noncommunicable diseases, and the most vulnerable groups and regions concerning illness, disease and premature death.</li> <li>3. The learner understands the socio-political-economic dimensions of health and wellbeing and knows about the effects of advertising and about strategies to promote health and well-being.</li> <li>4. The learner understands the importance of mental health. The learner understands the negative impacts of behaviours like xenophobia, discrimination and bullying on mental health and emotional well-being and how addictions to alcohol, tobacco or other drugs cause harm to health and well-being.</li> <li>5. The learner knows relevant prevention strategies to foster positive physical and mental health and well-being, including sexual and reproductive health and information as well as early warning and risk reduction.</li> <li>6. The learner is able to interact with people suffering from illnesses, and feel empathy for their situation and feelings.</li> <li>7. The learner is able to communicate about issues of health, including sexual and reproductive health, and well-being, especially to argue in favour of prevention strategies to promote health and well-being.</li> <li>8. The learner is able to encourage others to decide and act in favour of promoting health and well-being for all.</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. Severe communicable and non-communicable diseases</li> <li>2. Health problems of vulnerable groups and in the most vulnerable regions, and an understanding of how gender inequalities may affect health and well-being</li> <li>3. Direct strategies to promote health and well-being, e.g. vaccines, healthy food, physical activity, mental health, medical consultation, education, sexual and reproductive health education including education about pregnancy avoidance and safer sex</li> <li>4. Indirect strategies (public health) to promote health and well-being: e.g. political programmes for health insurances, affordable prices of medicine, health services including sexual and reproductive health care services, drug prevention, transfer of knowledge and technology, reduction of pollution and contamination, early warning and risk reduction</li> <li>5. Philosophical and ethical conceptions of life quality, well-being and happiness</li> <li>6. Sexual and reproductive health education including family planning</li> <li>7. Discriminatory attitudes towards people living with HIV, other illnesses or mental disorders</li> <li>8. Road traffic accidents</li> <li>9. Overweight and obesity, insufficient physical activity and unhealthy food</li> <li>10. Chemicals, pollution and contamination of air, water and soil</li> </ol>
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<p>... SDGs 3</p>	<p>9. The learner is able to create a holistic understanding of a life of health and well-being, and to clarify related values, beliefs and attitudes.</p> <p>10. The learner is able to develop a personal commitment to promoting health and well-being for themselves, their family and others, including considering volunteer or professional work in health and social care.</p>	
<p>SDGs 4</p>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people’s lives and in achieving the SDGs.</li> <li>2. The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights.</li> <li>3. The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities.</li> <li>4. The learner understands the important role of culture in achieving sustainability.</li> <li>5. The learner understands that education can help create a more sustainable, equitable and peaceful world.</li> <li>6. The learner is able to raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, ESD and related approaches.</li> <li>7. The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities.</li> </ol>	<p><b>Suggested Topics:</b></p> <ol style="list-style-type: none"> <li>1. Education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights</li> <li>2. The Education 2030 agenda, and innovative and successful case studies from across the globe</li> <li>3. The relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving people’s lives and sustainable development</li> <li>4. Reasons for a lack of access to education (e.g. poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)</li> <li>5. Global attainment of literacy, numeracy and basic skills</li> <li>6. Diversity and inclusive education</li> <li>7. Basic skills and competencies needed in the 21st century</li> <li>8. Knowledge, values, skills and behaviours needed to promote sustainable development</li> <li>9. The concept of education for sustainable development (ESD), whole-institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies</li> <li>10. Youth empowerment and empowerment of marginalized groups</li> </ol>

<p>... SDGs 4</p>	<ol style="list-style-type: none"> <li>8. The learner is able to recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development.</li> <li>9. The learner is able to recognize the importance of their own skills for improving their life, in particular for employment and entrepreneurship.</li> <li>10. The learner is able to engage personally with ESD.</li> </ol>	
<p>SDGs 5</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands the concept of gender, gender equality and gender discrimination and knows about all forms of gender discrimination, violence and inequality (e.g. harmful practices such as female genital mutilation, honour killings and child marriage, unequal employment opportunities and pay, language construction, traditional gender roles, gendered impact of natural hazards) and understands the current and historical causes of gender inequality.</li> <li>2. The learner understands the basic rights of women and girls, including their right to freedom from exploitation and violence and their reproductive rights.</li> <li>3. The learner understands levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as ability, religion and race.</li> <li>4. The learner knows the opportunities and benefits provided by full gender equality and participation in legislation and governance, including public budget allocation, the labour market and public and private decision-making.</li> <li>5. The learner understands the role of education, enabling technology and legislation in empowering and ensuring the full participation of all genders.</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. Gender as a social and cultural construct</li> <li>2. Gender inequality, traditional gender roles and structural discrimination</li> <li>3. Gender equality and participation in decision-making</li> <li>4. Gender and labour, including pay disparity and recognition of unpaid work</li> <li>5. Gender and education, including gender equality in achieving primary, secondary and tertiary levels of education</li> <li>6. Sexual and reproductive health and rights</li> <li>7. Gender and poverty, including food security and financial dependence</li> <li>8. Gender in community dynamics (decision-making, governance, child care, education, conflict resolution, disaster risk reduction and climate change adaptation)</li> <li>9. Exploitation and trafficking of women and girls</li> <li>10. The intersectionality of gender with other social categories such as ability, religion and race</li> </ol>

<p>... SDGs 5</p>	<ol style="list-style-type: none"> <li>6. The learner is able to recognize and question traditional perception of gender roles in a critical approach, while respecting cultural sensitivity.</li> <li>7. The learner is able to identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders.</li> <li>8. The learner is able to connect with others who work to end gender discrimination and violence, empower those who may still be disempowered and promote respect and full equality on all levels.</li> <li>9. The learner is able to reflect on their own gender identity and gender roles.</li> <li>10. The learner is able to feel empathy and solidarity with those who differ from personal or community gender expectations and roles.</li> </ol>	
<p>SDGs 6</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands water as a fundamental condition of life itself, the importance of water quality and quantity, and the causes, effects and consequences of water pollution and water scarcity.</li> <li>2. The learner understands that water is part of many different complex global interrelationships and systems.</li> <li>3. The learner knows about the global unequal distribution of access to safe drinking water and sanitation facilities.</li> <li>4. The learner understands the concept of “virtual water”.</li> <li>5. The learner understands the concept of Integrated Water Resources Management (IWRM) and other strategies for ensuring the availability and sustainable management of water and sanitation, including flood and drought risk management.</li> <li>6. The learner is able to participate in activities of improving water and sanitation management in local communities.</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. The global water cycle and water distribution</li> <li>2. The importance of equitable access to safe and affordable drinking water (achieving water security under climate change: e.g. coping with social and economic pressure caused by frequent waves of droughts and hence water shortages, and by floods and hence too much water)</li> <li>3. The importance of adequate and equitable sanitation and hygiene, water quality and quantity parameters for health</li> <li>4. The human right to water and water as a global common good</li> <li>5. Impacts of pollution, dumping and release of hazardous chemicals and materials on water quality</li> <li>6. Water scarcity and water use efficiency</li> <li>7. Importance of water-related ecosystems</li> <li>8. Water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies,</li> </ol>

<p>... SDGs 6</p>	<ol style="list-style-type: none"> <li>7. The learner is able to communicate about water pollution, water access and water saving measures and to create visibility about success stories.</li> <li>8. The learner is able to feel responsible for their water use.</li> <li>9. The learner is able to see the value in good sanitation and hygiene standards.</li> <li>10. The learner is able to question socio-economic differences as well as gender disparities in the access to safe drinking water and sanitation facilities.</li> </ol>	<p>water patents, landscaping for groundwater recharge as well as integrated water resources management</p> <ol style="list-style-type: none"> <li>9. Water exports (virtual water)</li> <li>10. Water and sustainable development (e.g. water and gender, water and inequality, water and health, water and cities, water and energy, water and food security, water and disaster risk reduction, water and climate change, water and the green economy, water and jobs)</li> </ol>
<p>SDGs 7</p>	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner knows about different energy resources – renewable and non-renewable – and their respective advantages and disadvantages including environmental impacts, health issues, usage, safety and energy security, and their share in the energy mix at the local, national and global level.</li> <li>2. The learner knows what energy is primarily used for in different regions of the world.</li> <li>3. The learner understands the concept of energy efficiency and sufficiency and knows socio-technical strategies and policies to achieve efficiency and sufficiency.</li> <li>4. The learner understands how policies can influence the development of energy production, supply, demand and usage.</li> <li>5. The learner knows about harmful impacts of unsustainable energy production, understands how renewable energy technologies can help to drive sustainable development and understands the need for new and innovative technologies and especially technology transfer in collaborations between countries.</li> <li>6. The learner is able to communicate the need for energy efficiency and sufficiency.</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. Different energy types, especially renewable energies like solar, wind, water, geothermal, tidal</li> <li>2. Energy production, supply, demand and usage of different countries</li> <li>3. Energy efficiency and sufficiency in energy usage</li> <li>4. Strategies: Centralized versus decentralized energy production; energy self-sufficiency, e.g. via local energy supply companies (LESCOs)</li> <li>5. Political, economic and social dimensions of energy and linkages to power constellations, e.g. in mega energy projects like large scale solar farms or dam projects – potential conflict of interests (political and economic power (across borders), rights of especially indigenous people)</li> <li>6. Environmental impacts and issues of energy production, supply and usage (e.g. climate change, grey energy)</li> <li>7. The role of the public and private sectors in ensuring the development of low carbon energy solutions</li> <li>8. Peak of oil production and energy security – (over)dependence on non-renewable energies like oil</li> <li>9. Bridging technologies and technology for a ‘cleaner’ use of fossil fuels</li> </ol>

<p>... SDGs 7</p>	<ol style="list-style-type: none"> <li>7. The learner is able to assess and understand the need for affordable, reliable, sustainable and clean energy of other people/other countries or regions.</li> <li>8. The learner is able to cooperate and collaborate with others to transfer and adapt energy technologies to different contexts and to share energy best practices of their communities.</li> <li>9. The learner is able to clarify personal norms and values related to energy production and usage as well as to reflect and evaluate their own energy usage in terms of efficiency and sufficiency.</li> <li>10. The learner is able to develop a vision of a reliable, sustainable energy production, supply and usage in their country.</li> </ol>	<p>10. Gender issues related to energy production, supply and usage</p>
<p>SDGs 8</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands the concepts of sustained, inclusive and sustainable economic growth, full and productive employment, and decent work, including the advancement of gender parity and equality, and knows about alternative economic models and indicators.</li> <li>2. The learner has knowledge about the distribution of formal employment rates per sector, informal employment, and unemployment in different world regions or nations, and which social groups are especially affected by unemployment.</li> <li>3. The learner understands the relation between employment and economic growth, and knows about other moderating factors like a growing labour force or new technologies that substitute jobs.</li> <li>4. The learner understands how low and decreasing wages for the labour force and very high wages and profits of managers and owners or shareholders are leading to inequalities, poverty, civil unrest, etc.</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. The contributions of economies to human well-being, and the social and individual effects of unemployment</li> <li>2. Economic ethics</li> <li>3. Theoretical assumptions, models and indicators of economic growth (GDP, GNI, HDI)</li> <li>4. Alternative economic models and indicators: steady-state economies, common-welfare economies, degrowth, subsistence economies, Inclusive Wealth Index, Global Hunger Index</li> <li>5. Concepts and phenomena in financial systems and their influence on economic development (investments, credits, interests, banks, speculations on the stock exchange, inflation, etc.)</li> <li>6. Labour force (increase in population through birth rates, migration, etc.)</li> <li>7. Gender equality in the economy and the (economic) value of care work</li> </ol>

<p>... SDGs 8</p>	<ol style="list-style-type: none"> <li>5. The learner understands how innovation, entrepreneurship and new job creation can contribute to decent work and a sustainability-driven economy and to the decoupling of economic growth from the impacts of natural hazards and environmental degradation.</li> <li>6. The learner is able to discuss economic models and future visions of economy and society critically and to communicate them in public spheres.</li> <li>7. The learner is able to collaborate with others to demand fair wages, equal pay for equal work and labour rights from politicians and from their employer.</li> <li>8. The learner is able to understand how one's own consumption affects working conditions of others in the global economy.</li> <li>9. The learner is able to identify their individual rights and clarify their needs and values related to work.</li> <li>10. The learner is able to develop a vision and plans for their own economic life based on an analysis of their competencies and contexts.</li> </ol>	<ol style="list-style-type: none"> <li>8. Inequalities in the labour market: representation and participation of different social groups, and different income/wages and weekly worktime between countries, sectors, social groups, genders</li> <li>9. Formal and informal labour, labour rights, especially for migrants and refugees, forced labour, slavery and human trafficking</li> <li>10. Entrepreneurship, (social) innovation, new technologies and local economies for sustainable development</li> </ol>
<p>SDGs 9</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands the concepts of sustainable infrastructure and industrialization and society's needs for a systemic approach to their development.</li> <li>2. The learner understands the local, national and global challenges and conflicts in achieving sustainability in infrastructure and industrialization.</li> <li>3. The learner can define the term resilience in the context of infrastructure and spatial planning, understanding key concepts such as modularity and diversity, and apply it to their local community and nationwide.</li> <li>4. The learner knows the pitfalls of unsustainable industrialization and in contrast knows examples of</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. The sustainability of information and communication technology (ICT) including supply chains, waste disposal and recycling</li> <li>2. The relation of quality infrastructure and the achievement of social, economic and political goals</li> <li>3. The need for basic infrastructure like roads, information and communication technologies, sanitation, electrical power and water</li> <li>4. Inclusive and sustainable innovation and industrialization</li> <li>5. Sustainable and resilient infrastructure development</li> <li>6. Sustainable electricity: national grids, feed-in tariffs, expanding sustainable renewable sources, conflicts</li> <li>7. The sustainable job market, opportunities and investments</li> </ol>

<p>... SDGs 9</p>	<p>resilient, inclusive, sustainable industrial development and the need for contingency planning.</p> <ol style="list-style-type: none"> <li>5. The learner is aware of new opportunities and markets for sustainability innovation, resilient infrastructure and industrial development.</li> <li>6. The learner is able to argue for sustainable, resilient and inclusive infrastructure in their local area.</li> <li>7. The learner is able to encourage their communities to shift their infrastructure and industrial development toward more resilient and sustainable forms.</li> <li>8. The learner is able to find collaborators to develop sustainable and contextual industries that respond to our shifting challenges and also to reach new markets.</li> <li>9. The learner is able to recognize and reflect on their own personal demands on the local infrastructure such as their carbon and water footprints and food miles.</li> <li>10. The learner is able to understand that with changing resource availability (e. g. peak oil, peak everything) and other external shocks and stresses (e. g. natural hazards, conflicts) their own perspective and demands on infrastructure may need to shift radically regarding availability of renewable energy for ICT, transport options, sanitation options, etc.</li> </ol>	<ol style="list-style-type: none"> <li>8. The sustainability of the internet – from green chat groups to the ecological footprint of search-engine servers</li> <li>9. The sustainability of transport infrastructure</li> <li>10. Alternative currencies as investment in local infrastructure</li> </ol>
<p>SDGs 10</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner knows different dimensions of inequality, their interrelations and applicable statistics.</li> <li>2. The learner knows indicators that measure and describe inequalities and understands their relevance for decision-making.</li> </ol>	<p><b>Suggested Topics:</b></p> <ol style="list-style-type: none"> <li>1. Social, economic and political inclusion versus inequalities (on national and global levels) – typical discriminatory categories</li> <li>2. Different indicators to measure inequality</li> </ol>

<p>... SDGs 10</p>	<ol style="list-style-type: none"> <li>3. The learner understands that inequality is a major driver for societal problems and individual dissatisfaction.</li> <li>4. The learner understands local, national and global processes that both promote and hinder equality (fiscal, wage, and social protection policies, corporate activities, etc. ).</li> <li>5. The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behaviour and decision making.</li> <li>6. The learner is able to raise awareness about inequalities.</li> <li>7. The learner is able to feel empathy for and to show solidarity with people who are discriminated against.</li> <li>8. The learner is able to negotiate the rights of different groups based on shared values and ethical principles.</li> <li>9. The learner becomes aware of inequalities in their surroundings as well as in the wider world and is able to recognize the problematic consequences.</li> <li>10. The learner is able to maintain a vision of a just and equal world.</li> </ol>	<ol style="list-style-type: none"> <li>3. The meaning of rights to land, property and natural resources for equality and the impact of inequalities on vulnerabilities and capacities</li> <li>4. Fiscal, wage and social protection policies</li> <li>5. Global trade systems and regulations (including tax regimes)</li> <li>6. Labour standards</li> <li>7. Representation of different social groups/nations in governments/on boards of meaningful and powerful institutions</li> <li>8. The amount and effects of international development aid</li> <li>9. Historical roots of current inequalities (including the role of multinational companies)</li> <li>10. Migration and mobility of people</li> </ol>
<p>SDGs 11</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands basic physical, social and psychological human needs and is able to identify how these needs are currently addressed in their own physical urban, peri-urban and rural settlements.</li> <li>2. The learner is able to evaluate and compare the sustainability of their and other settlements' systems in meeting their needs particularly in the areas of food, energy, transport, water, safety, waste treatment, inclusion and accessibility, education, integration of green spaces and disaster risk reduction.</li> <li>3. The learner understands the historical reasons for settlement patterns and while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems.</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. The need for shelter, safety and inclusiveness (human needs, contextualizing our different individual and collective wants and needs according to gender, age, income and ability)</li> <li>2. Management and use of natural resources (renewables and non-renewables)</li> <li>3. Sustainable energy (residential energy use, renewable energies, community energy schemes) and transportation</li> <li>4. Sustainable food (agriculture, organic agriculture and permaculture, community supported agriculture, foodshed, food processing, dietary choices and habits, waste generation)</li> <li>5. Urban ecology and how wildlife is adapting to humanity's settlements</li> </ol>

<p>... SDGs 11</p>	<ol style="list-style-type: none"> <li>4. The learner knows the basic principles of sustainable planning and building, and can identify opportunities for making their own area more sustainable and inclusive.</li> <li>5. The learner understands the role of local decision-makers and participatory governance and the importance of representing a sustainable voice in planning and policy for their area.</li> <li>6. The learner is able to use their voice, to identify and use entry points for the public in the local planning systems, to call for the investment in sustainable infrastructure, buildings and parks in their area and to debate the merits of long-term planning.</li> <li>7. The learner is able to connect with and help community groups locally and online in developing a sustainable future vision of their community.</li> <li>8. The learner is able to reflect on their region in the development of their own identity, understanding the roles that the natural, social and technical environments have had in building their identity and culture.</li> <li>9. The learner is able to contextualize their needs within the needs of the greater surrounding ecosystems, both locally and globally, for more sustainable human settlements.</li> <li>10. The learner is able to feel responsible for the environmental and social impacts of their own individual lifestyle.</li> </ol>	<ol style="list-style-type: none"> <li>6. Sustainable resilient buildings and spatial planning (building materials, energy saving, planning processes)</li> <li>7. Waste generation and management (prevention, reduction, recycling, reuse)</li> <li>8. Communities and their dynamics (decision-making, governance, planning, conflict resolution, alternative communities, healthy communities, inclusive communities, ecovillages, transition towns)</li> <li>9. Water cycle and restoring ground water through urban design (Green Roofs, rainwater harvesting, daylighting old river beds, sustainable urban drainage)</li> <li>10. Disaster preparedness and resilience, resilience to weather problems and in the future and a culture of prevention and preparedness</li> </ol>
<p>SDGs 12</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands how individual lifestyle choices influence social, economic and environmental development.</li> <li>2. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions, poverty, etc. ).</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. Advertising, peer-pressure, belonging and identity-creation</li> <li>2. Production and consumption history, patterns and value chains, and management and use of natural resources (renewables and non-renewables)</li> <li>3. Environmental and social impacts of production and consumption</li> <li>4. Energy production and consumption (transport, commercial and residential energy use, renewable energies)</li> </ol>

<p>... SDGs 12</p>	<ol style="list-style-type: none"> <li>3. The learner knows roles, rights and duties of different actors in production and consumption (media and advertising, enterprises, municipalities, legislation, consumers, etc. ).</li> <li>4. The learner knows about strategies and practices of sustainable production and consumption.</li> <li>5. The learner understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production.</li> <li>6. The learner is able to communicate the need for sustainable practices in production and consumption.</li> <li>7. The learner is able to encourage others to engage in sustainable practices in consumption and production.</li> <li>8. The learner is able to differentiate between needs and wants and to reflect on their own individual consumer behavior in light of the needs of the natural world, other people, cultures and countries, and future generations.</li> <li>9. The learner is able to envision sustainable lifestyles.</li> <li>10. The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer.</li> </ol>	<ol style="list-style-type: none"> <li>5. Food production and consumption (agriculture, food processing, dietary choices and habits, waste generation, deforestation, overconsumption of food and hunger)</li> <li>6. Tourism</li> <li>7. Waste generation and management (prevention, reduction, recycling, reuse)</li> <li>8. Sustainable lifestyles and diverse practices of sustainable production and consumption</li> <li>9. Labelling systems and certificates for sustainable production and consumption</li> <li>10. Green economy (cradle-to-cradle, circular economy, green growth, degrowth)</li> </ol>
<p>SDGs 13</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands the greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases.</li> <li>2. The learner understands the current climate change as an anthropogenic phenomenon resulting from increased greenhouse gas emissions.</li> <li>3. The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change.</li> <li>4. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. Greenhouse gases and their emission</li> <li>2. Energy, agriculture and industry-related greenhouse gas emissions</li> <li>3. Climate change-related hazards leading to disasters like drought, weather extremes, etc. and their unequal social and economic impact within households, communities and countries and between countries</li> <li>4. Sea-level rise and its consequences for countries (e.g. small island states)</li> <li>5. Migration and flight related to climate change</li> </ol>

<p>... SDGs 13</p>	<p>themselves become catalysing, reinforcing factors for climate change.</p> <ol style="list-style-type: none"> <li>5. The learner knows about prevention, mitigation and adaptation strategies at different levels (global to individual) and for different contexts and their connections with disaster response and disaster risk reduction.</li> <li>6. The learner is able to explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change.</li> <li>7. The learner is able to encourage others to protect the climate.</li> <li>8. The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change.</li> <li>9. The learner is able to understand their personal impact on the world's climate, from a local to a global perspective.</li> <li>10. The learner is able to recognize that the protection of the global climate is an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this.</li> </ol>	<ol style="list-style-type: none"> <li>6. Prevention, mitigation and adaptation strategies and their connections with disaster response and disaster risk reduction</li> <li>7. Local, national and global institutions addressing issues of climate change</li> <li>8. Local, national and global policy strategies to protect the climate</li> <li>9. Future scenarios (including alternative explanations for the global temperature rise)</li> <li>10. Effects of and impacts on big eco-systems like forests, oceans, glaciers and biodiversity</li> </ol> <p>Ethics and climate change</p>
<p>SDGs 14</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands basic marine ecology, ecosystems, predator-prey relationships, etc.</li> <li>2. The learner understands the connection of many people to the sea and the life it holds, including the sea's role as a provider of food, jobs and exciting opportunities.</li> <li>3. The learner knows the basic premise of climate change and the role of the oceans in moderating our climate.</li> <li>4. The learner understands threats to ocean systems such as pollution and overfishing and recognizes and can explain the relative fragility of many ocean ecosystems including coral reefs and hypoxic dead zones.</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. The hydrosphere: The water cycle, cloud formation, water as the great climate regulator</li> <li>2. Management and use of marine resources (renewables and non-renewables): global commons and overfishing, quotas and how they are negotiated, aquaculture, seaweed, mineral resources</li> <li>3. Sustainable Marine Energy (renewable energies, wind turbines and their controversy)</li> <li>4. Marine ecology – the food web, predators and prey, competition, collapse</li> <li>5. Coral reefs, coasts, mangroves and their ecological importance</li> </ol>

<p>... SDGs 14</p>	<ol style="list-style-type: none"> <li>5. The learner knows about opportunities for the sustainable use of living marine resources.</li> <li>6. The learner is able to argue for sustainable fishing practices.</li> <li>7. The learner is able to show people the impact humanity is having on the oceans (biomass loss, acidification, pollution, etc.) and the value of clean healthy oceans.</li> <li>8. The learner is able to influence groups that engage in unsustainable production and consumption of ocean products.</li> <li>9. The learner is able to reflect on their own dietary needs and question whether their dietary habits make sustainable use of limited resources of seafood.</li> <li>10. The learner is able to empathize with people whose livelihoods are affected by changing fishing practices.</li> </ol>	<ol style="list-style-type: none"> <li>6. Sea level rise and countries that will experience total or partial loss of land; climate refugees and what a loss of sovereignty will mean</li> <li>7. The oceans and international law: international waters, territory disputes, flags of convenience and their related issues</li> <li>8. Ocean pollutants: plastics, microbeads, sewage, nutrients and chemicals</li> <li>9. The deep ocean and deep-sea creatures</li> <li>10. Cultural relationships to the sea – the sea as a source of cultural ecosystem services such as recreation, inspiration and building of cultural identity</li> </ol>
<p>SDGs 15</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands basic ecology with reference to local and global ecosystems, identifying local species and understanding the measure of biodiversity.</li> <li>2. The learner understands the manifold threats posed to biodiversity, including habitat loss, deforestation, fragmentation, overexploitation and invasive species, and can relate these threats to their local biodiversity.</li> <li>3. The learner is able to classify the ecosystem services of the local ecosystems including supporting, provisioning, regulating and cultural services and ecosystems services for disaster risk reduction.</li> <li>4. The learner understands the slow regeneration of soil and the multiple threats that are destroying and removing it much faster than it can replenish itself, such as poor farming or forestry practice.</li> <li>5. The learner understands that realistic conservation strategies work outside pure nature reserves to also improve legislation, restore degraded habitats and soils,</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. Ecology: competition, predator-prey, community dynamics, energy flow through food webs, dispersal and ranges. Specific ecosystems – local and global native ecosystems and also human-made ones, e.g. managed forestry plantations</li> <li>2. Threats to biodiversity: habitat loss, deforestation, fragmentation, invasive species and overexploitation (caused by unsustainable production and consumption practices, unsustainable technologies, etc.)</li> <li>3. The dangers of extinction: Individually endangered species, how extinction is forever, the long time needed to form species, and the six mass extinctions</li> <li>4. Restoration of wildlife and seeing humans as a healing force</li> <li>5. Climate change and biodiversity, ecosystems as carbon sinks, disaster risk reduction and ecosystems (ecosystems as a natural barrier to natural hazards)</li> <li>6. Soil and its formation and structure</li> <li>7. Desertification, deforestation and efforts to combat them</li> </ol>

<p>... SDGs 15</p>	<p>connect wildlife corridors, sustainable agriculture and forestry, and redress humanity's relationship to wildlife.</p> <ol style="list-style-type: none"> <li>6. The learner is able to argue against destructive environmental practices that cause biodiversity loss.</li> <li>7. The learner is able to argue for the conservation of biodiversity on multiple grounds including ecosystems services and intrinsic value.</li> <li>8. The learner is able to connect with their local natural areas and feel empathy with nonhuman life on Earth.</li> <li>9. The learner is able to question the dualism of human/nature and realizes that we are a part of nature and not apart from nature.</li> <li>10. The learner is able to create a vision of a life in harmony with nature.</li> </ol>	<ol style="list-style-type: none"> <li>8. The human's connection with nature – the natural self</li> <li>9. Ecosystem services (cultural, provisioning, regulatory and supporting)</li> <li>10. Evolution and genetics, genetic resources, ethics</li> </ol>
<p>SDGs 16</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands concepts of justice, inclusion and peace and their relationship to law.</li> <li>2. The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption.</li> <li>3. The learner is able to compare their system of justice with those of other countries.</li> <li>4. The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.</li> <li>5. The learner understands the importance of the international human rights framework.</li> <li>6. The learner is able to connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country.</li> <li>7. The learner is able to debate local and global issues of peace, justice, inclusion and strong institutions.</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. Definitions of justice: retributive and rehabilitative</li> <li>2. Crime and punishment, comparing laws and punishments across the globe</li> <li>3. Climate Justice</li> <li>4. Trade Justice</li> <li>5. Child labour and exploitation of children</li> <li>6. Global treaties and agreements related to war, peace and refugees</li> <li>7. Corruption and how to measure it</li> <li>8. The illegal weapons trade</li> <li>9. Drug abuse and its trade</li> <li>10. The international criminal court and its role</li> </ol>

<p>... SDGs 16</p>	<ol style="list-style-type: none"> <li>8. The learner is able to show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries.</li> <li>9. The learner is able to reflect on their role in issues of peace, justice, inclusion and strong institutions.</li> <li>10. The learner is able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.</li> </ol>	
<p>SDGs 17</p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands global issues, including issues of financing for development, taxation, debt and trade policies, and the interconnectedness and interdependency of different countries and populations.</li> <li>2. The learner understands the importance of global multi-stakeholder partnerships and the shared accountability for sustainable development and knows examples of networks, institutions, campaigns of global partnerships.</li> <li>3. The learner knows the concepts of global governance and global citizenship.</li> <li>4. The learner recognizes the importance of cooperation on and access to science, technology and innovation, and knowledge sharing.</li> <li>5. The learner knows concepts for measuring progress on sustainable development.</li> <li>6. The learner is able to raise awareness about the importance of global partnerships for sustainable development.</li> <li>7. The learner is able to work with others to promote global partnerships for sustainable development and demand governments' accountability for the SDGs.</li> <li>8. The learner is able to take ownership of the SDGs.</li> </ol>	<p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>1. Global partnerships between governments, the private sector and civil society for sustainable development, their shared accountability and possible conflicts between the different actors</li> <li>2. Local, national and global systems, structures and power dynamics</li> <li>3. Global governance and policies and the global market and trading system in the light of sustainable development</li> <li>4. The prisoner's dilemma<sup>11</sup> and tragedy of the commons<sup>12</sup> as challenges for creating global governance and markets promoting sustainable development</li> <li>5. Global citizenship and citizens as change agents for sustainable development</li> <li>6. Cooperation on and access to science, technology and innovation, and knowledge sharing</li> <li>7. Global distribution of access to the internet</li> <li>8. Development cooperation, development assistance, and additional financial resources for developing countries from multiple sources</li> <li>9. Capacity-building to support national plans to implement all the SDGs</li> </ol>

... SDGs 17	9. The learner is able to create a vision for a sustainable global society. 10.The learner is able to experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.	10.Measurements of progress on sustainable development
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<b>SDGs 1</b>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. The learner understands the concepts of extreme and relative poverty and is able to critically reflect on their underlying cultural and normative assumptions and practices.</li> <li>2. The learner knows about the local, national and global distribution of extreme poverty and extreme wealth.</li> <li>3. The learner knows about causes and impacts of poverty such as unequal distribution of resources and power, colonization, conflicts, disasters caused by natural hazards and other climate change-induced impacts, environmental degradation and technological disasters, and the lack of social protection systems and measures.</li> <li>4. The learner understands how extremes of poverty and extremes of wealth affect basic human rights and needs.</li> <li>5. The learner knows about poverty reduction strategies and measures and is able to distinguish between deficit-based and strength-based approaches to addressing poverty.</li> <li>6. The learner is able to collaborate with others to empower individuals and communities to affect change in the distribution of power and resources in the community and beyond.</li> <li>7. The learner is able to raise awareness about extremes of poverty and wealth and encourage dialogue about solutions.</li> <li>8. The learner is able to show sensitivity to the issues of poverty as well as empathy and solidarity with poor people and those in vulnerable situations.</li> <li>9. The learner is able to identify their personal experiences and biases with respect to poverty.</li> <li>10. The learner is able to reflect critically on their own role in maintaining global structures of inequality.</li> </ol> <p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>11. Definitions of poverty</li> </ol>
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	<p>12.Global, national and local distribution of extreme poverty and extreme wealth and their reasons</p> <p>13.The importance of social welfare protection systems and measures</p> <p>14.The importance of equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p> <p>15.The interrelation of poverty, natural hazards, climate change and other economic, social and environmental shocks and stresses</p> <p>16.Work conditions related to poverty such as sweatshops, child labour and modern slavery</p> <p>17. Resilience of the poor and those in vulnerable situations</p> <p>18.Consequences of poverty such as malnutrition, child and maternal mortality, crime and violence</p> <p>19.Development cooperation</p> <p>20.Policy frameworks at the local, national and international levels, based on pro-poor and gender-sensitive development strategies</p>
<p><b>SDGs 2</b></p>	<p><b>Learning Objectives :</b></p> <p>11. The learner knows about hunger and malnutrition and their main physical and psychological effects on human life, and about specific vulnerable groups.</p> <p>12. The learner knows about the amount and distribution of hunger and malnutrition locally, nationally and globally, currently as well as historically.</p> <p>13. The learner knows the main drivers and root causes for hunger at the individual, local, national and global level.</p> <p>14. The learner knows principles of sustainable agriculture and understands the need for legal rights to have land and property as necessary conditions to promote it.</p> <p>15. The learner understands the need for sustainable agriculture to combat hunger and malnutrition worldwide and knows about other strategies to combat hunger, malnutrition and poor diets.</p>

16. The learner is able to communicate on the issues and connections between combating hunger and promoting sustainable agriculture and improved nutrition.
17. The learner is able to collaborate with others to encourage and to empower them to combat hunger and to promote sustainable agriculture and improved nutrition.
18. The learner is able to create a vision for a world without hunger and malnutrition.
19. The learner is able to reflect on their own values and deal with diverging values, attitudes and strategies in relation to combating hunger and malnutrition and promoting sustainable agriculture.
20. The learner is able to feel empathy, responsibility and solidarity for and with people suffering from hunger and malnutrition.

**Suggested Topics :**

11. Definition of the concept of hunger and malnutrition
12. Groups that are particularly vulnerable to hunger and malnutrition
13. Main drivers and root causes of hunger and malnutrition, including the relation between climate change and food security and the depletion of soil quality
14. Consequences of hunger and malnutrition on the health and well-being of people, including practices like migration as adaptation
15. Physical, emotional and socio-cultural functions of food
16. Hunger in relation to food abundance, obesity and food waste
17. Global food – import, export, cash crops, international taxes, subsidies, trading systems, merits, risks and challenges of utilising genetically modified organisms (GMOs)
18. Institutions and movements related to hunger and sustainable agriculture like the UN's Food and Agriculture Organization (FAO), Foodwatch, Slow Food, community-based agriculture, the international movement Via Campesina, etc.

	<p>19. Concepts and principles of sustainable agriculture, including climate-resilient practices, organic farming, biodynamic farming, permaculture and agro-forestry</p> <p>20. Biodiversity of seeds, plants and animals, particularly in relation to wild species</p>
<p><b>SDGs 3</b></p>	<p><b>Learning objectives:</b></p> <p>11. The learner knows conceptions of health, hygiene and well-being and can critically reflect on them, including an understanding of the importance of gender in health and well-being.</p> <p>12. The learner knows facts and figures about the most severe communicable and noncommunicable diseases, and the most vulnerable groups and regions concerning illness, disease and premature death.</p> <p>13. The learner understands the socio-political-economic dimensions of health and wellbeing and knows about the effects of advertising and about strategies to promote health and well-being.</p> <p>14. The learner understands the importance of mental health. The learner understands the negative impacts of behaviours like xenophobia, discrimination and bullying on mental health and emotional well-being and how addictions to alcohol, tobacco or other drugs cause harm to health and well-being.</p> <p>15. The learner knows relevant prevention strategies to foster positive physical and mentalhealth and well-being, including sexual and reproductive health and information as well as early warning and risk reduction.</p> <p>16. The learner is able to interact with people suffering from illnesses, and feel empathy for their situation and feelings.</p> <p>17. The learner is able to communicate about issues of health, including sexual and reproductive health, and well-being, especially to argue in favour of prevention strategies to promote health and well-being.</p> <p>18. The learner is able to encourage others to decide and act in favour of promoting health and well-being for all.</p>

	<p>19. The learner is able to create a holistic understanding of a life of health and well-being, and to clarify related values, beliefs and attitudes.</p> <p>20. The learner is able to develop a personal commitment to promoting health and well-being for themselves, their family and others, including considering volunteer or professional work in health and social care.</p> <p><b>Suggested topics:</b></p> <p>11. Severe communicable and non-communicable diseases</p> <p>12. Health problems of vulnerable groups and in the most vulnerable regions, and an understanding of how gender inequalities may affect health and well-being</p> <p>13. Direct strategies to promote health and well-being, e.g. vaccines, healthy food, physical activity, mental health, medical consultation, education, sexual and reproductive health education including education about pregnancy avoidance and safer sex</p> <p>14. Indirect strategies (public health) to promote health and well-being: e.g. political programmes for health insurances, affordable prices of medicine, health services including sexual and reproductive health care services, drug prevention, transfer of knowledge and technology, reduction of pollution and contamination, early warning and risk reduction</p> <p>15. Philosophical and ethical conceptions of life quality, well-being and happiness</p> <p>16. Sexual and reproductive health education including family planning</p> <p>17. Discriminatory attitudes towards people living with HIV, other illnesses or mental disorders</p> <p>18. Road traffic accidents</p> <p>19. Overweight and obesity, insufficient physical activity and unhealthy food</p> <p>20. Chemicals, pollution and contamination of air, water and soil</p>
<p><b>SDGs 4</b></p>	<p><b>Learning Objectives:</b></p> <p>11. The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people’s lives and in achieving the SDGs.</p>

12. The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights.
13. The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities.
14. The learner understands the important role of culture in achieving sustainability.
15. The learner understands that education can help create a more sustainable, equitable and peaceful world.
16. The learner is able to raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, ESD and related approaches.
17. The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities.
18. The learner is able to recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development.
19. The learner is able to recognize the importance of their own skills for improving their life, in particular for employment and entrepreneurship.
20. The learner is able to engage personally with ESD.

**Suggested Topics:**

11. Education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights
12. The Education 2030 agenda, and innovative and successful case studies from across the globe
13. The relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving people's lives and sustainable development

	<p>14. Reasons for a lack of access to education (e.g. poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)</p> <p>15. Global attainment of literacy, numeracy and basic skills</p> <p>16. Diversity and inclusive education</p> <p>17. Basic skills and competencies needed in the 21st century</p> <p>18. Knowledge, values, skills and behaviours needed to promote sustainable development</p> <p>19. The concept of education for sustainable development (ESD), whole-institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies</p> <p>20. Youth empowerment and empowerment of marginalized groups</p>
<p><b>SDGs 5</b></p>	<p><b>Learning objectives:</b></p> <p>11. The learner understands the concept of gender, gender equality and gender discrimination and knows about all forms of gender discrimination, violence and inequality (e.g. harmful practices such as female genital mutilation, honour killings and child marriage, unequal employment opportunities and pay, language construction, traditional gender roles, gendered impact of natural hazards) and understands the current and historical causes of gender inequality.</p> <p>12. The learner understands the basic rights of women and girls, including their right to freedom from exploitation and violence and their reproductive rights.</p> <p>13. The learner understands levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as ability, religion and race.</p> <p>14. The learner knows the opportunities and benefits provided by full gender equality and participation in legislation and governance, including public budget allocation, the labour market and public and private decision-making.</p>

	<p>15. The learner understands the role of education, enabling technology and legislation in empowering and ensuring the full participation of all genders.</p> <p>16. The learner is able to recognize and question traditional perception of gender roles in a critical approach, while respecting cultural sensitivity.</p> <p>17. The learner is able to identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders.</p> <p>18. The learner is able to connect with others who work to end gender discrimination and violence, empower those who may still be disempowered and promote respect and full equality on all levels.</p> <p>19. The learner is able to reflect on their own gender identity and gender roles.</p> <p>20. The learner is able to feel empathy and solidarity with those who differ from personal or community gender expectations and roles.</p> <p><b>Suggested topics:</b></p> <p>11. Gender as a social and cultural construct</p> <p>12. Gender inequality, traditional gender roles and structural discrimination</p> <p>13. Gender equality and participation in decision-making</p> <p>14. Gender and labour, including pay disparity and recognition of unpaid work</p> <p>15. Gender and education, including gender equality in achieving primary, secondary and tertiary levels of education</p> <p>16. Sexual and reproductive health and rights</p> <p>17. Gender and poverty, including food security and financial dependence</p> <p>18. Gender in community dynamics (decision-making, governance, child care, education, conflict resolution, disaster risk reduction and climate change adaptation)</p> <p>19. Exploitation and trafficking of women and girls</p> <p>20. The intersectionality of gender with other social categories such as ability, religion and race</p>
<b>SDGs 6</b>	<b>Learning objectives:</b>

11. The learner understands water as a fundamental condition of life itself, the importance of water quality and quantity, and the causes, effects and consequences of water pollution and water scarcity.
12. The learner understands that water is part of many different complex global interrelationships and systems.
13. The learner knows about the global unequal distribution of access to safe drinking water and sanitation facilities.
14. The learner understands the concept of “virtual water”.
15. The learner understands the concept of Integrated Water Resources Management (IWRM) and other strategies for ensuring the availability and sustainable management of water and sanitation, including flood and drought risk management.
16. The learner is able to participate in activities of improving water and sanitation management in local communities.
17. The learner is able to communicate about water pollution, water access and water saving measures and to create visibility about success stories.
18. The learner is able to feel responsible for their water use.
19. The learner is able to see the value in good sanitation and hygiene standards.
20. The learner is able to question socio-economic differences as well as gender disparities in the access to safe drinking water and sanitation facilities.

**Suggested topics:**

11. The global water cycle and water distribution
12. The importance of equitable access to safe and affordable drinking water (achieving water security under climate change: e.g. coping with social and economic pressure caused by frequent waves of droughts and hence water shortages, and by floods and hence too much water)
13. The importance of adequate and equitable sanitation and hygiene, water quality and quantity parameters for health
14. The human right to water and water as a global common good

	<ul style="list-style-type: none"> <li>15. Impacts of pollution, dumping and release of hazardous chemicals and materials on water quality</li> <li>16. Water scarcity and water use efficiency</li> <li>17. Importance of water-related ecosystems</li> <li>18. Water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies, water patents, landscaping for groundwater recharge as well as integrated water resources management</li> <li>19. Water exports (virtual water)</li> <li>20. Water and sustainable development (e.g. water and gender, water and inequality, water and health, water and cities, water and energy, water and food security, water and disaster risk reduction, water and climate change, water and the green economy, water and jobs)</li> </ul>
<b>SDGs 7</b>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>11. The learner knows about different energy resources – renewable and non-renewable – and their respective advantages and disadvantages including environmental impacts, health issues, usage, safety and energy security, and their share in the energy mix at the local, national and global level.</li> <li>12. The learner knows what energy is primarily used for in different regions of the world.</li> <li>13. The learner understands the concept of energy efficiency and sufficiency and knows socio-technical strategies and policies to achieve efficiency and sufficiency.</li> <li>14. The learner understands how policies can influence the development of energy production, supply, demand and usage.</li> <li>15. The learner knows about harmful impacts of unsustainable energy production, understands how renewable energy technologies can help to drive sustainable development and understands the need for new and innovative technologies and especially technology transfer in collaborations between countries.</li> </ul>

16. The learner is able to communicate the need for energy efficiency and sufficiency.
17. The learner is able to assess and understand the need for affordable, reliable, sustainable and clean energy of other people/other countries or regions.
18. The learner is able to cooperate and collaborate with others to transfer and adapt energy technologies to different contexts and to share energy best practices of their communities.
19. The learner is able to clarify personal norms and values related to energy production and usage as well as to reflect and evaluate their own energy usage in terms of efficiency and sufficiency.
20. The learner is able to develop a vision of a reliable, sustainable energy production, supply and usage in their country.

**Suggested topics:**

11. Different energy types, especially renewable energies like solar, wind, water, geothermal, tidal
12. Energy production, supply, demand and usage of different countries
13. Energy efficiency and sufficiency in energy usage
14. Strategies: Centralized versus decentralized energy production; energy self-sufficiency, e.g. via local energy supply companies (LESCOs)
15. Political, economic and social dimensions of energy and linkages to power constellations, e.g. in mega energy projects like large scale solar farms or dam projects – potential conflict of interests (political and economic power (across borders), rights of especially indigenous people)
16. Environmental impacts and issues of energy production, supply and usage (e.g. climate change, grey energy)
17. The role of the public and private sectors in ensuring the development of low carbon energy solutions
18. Peak of oil production and energy security – (over)dependence on non-renewable energies like oil
19. Bridging technologies and technology for a ‘cleaner’ use of fossil fuels
20. Gender issues related to energy production, supply and usage

**SDGs 8**

**Learning objectives:**

11. The learner understands the concepts of sustained, inclusive and sustainable economic growth, full and productive employment, and decent work, including the advancement of gender parity and equality, and knows about alternative economic models and indicators.
12. The learner has knowledge about the distribution of formal employment rates per sector, informal employment, and unemployment in different world regions or nations, and which social groups are especially affected by unemployment.
13. The learner understands the relation between employment and economic growth, and knows about other moderating factors like a growing labour force or new technologies that substitute jobs.
14. The learner understands how low and decreasing wages for the labour force and very high wages and profits of managers and owners or shareholders are leading to inequalities, poverty, civil unrest, etc.
15. The learner understands how innovation, entrepreneurship and new job creation can contribute to decent work and a sustainability-driven economy and to the decoupling of economic growth from the impacts of natural hazards and environmental degradation.
16. The learner is able to discuss economic models and future visions of economy and society critically and to communicate them in public spheres.
17. The learner is able to collaborate with others to demand fair wages, equal pay for equal work and labour rights from politicians and from their employer.
18. The learner is able to understand how one's own consumption affects working conditions of others in the global economy.
19. The learner is able to identify their individual rights and clarify their needs and values related to work.
20. The learner is able to develop a vision and plans for their own economic life based on an analysis of their competencies and contexts.

**Suggested topics:**

	<ol style="list-style-type: none"> <li>11. The contributions of economies to human well-being, and the social and individual effects of unemployment</li> <li>12. Economic ethics</li> <li>13. Theoretical assumptions, models and indicators of economic growth (GDP, GNI, HDI)</li> <li>14. Alternative economic models and indicators: steady-state economies, common-welfare economies, degrowth, subsistence economies, Inclusive Wealth Index, Global Hunger Index</li> <li>15. Concepts and phenomena in financial systems and their influence on economic development (investments, credits, interests, banks, speculations on the stock exchange, inflation, etc.)</li> <li>16. Labour force (increase in population through birth rates, migration, etc.)</li> <li>17. Gender equality in the economy and the (economic) value of care work</li> <li>18. Inequalities in the labour market: representation and participation of different social groups, and different income/wages and weekly worktime between countries, sectors, social groups, genders</li> <li>19. Formal and informal labour, labour rights, especially for migrants and refugees, forced labour, slavery and human trafficking</li> <li>20. Entrepreneurship, (social) innovation, new technologies and local economies for sustainable development</li> </ol>
<b>SDGs 9</b>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>11. The learner understands the concepts of sustainable infrastructure and industrialization and society's needs for a systemic approach to their development.</li> <li>12. The learner understands the local, national and global challenges and conflicts in achieving sustainability in infrastructure and industrialization.</li> <li>13. The learner can define the term resilience in the context of infrastructure and spatial planning, understanding key concepts such as modularity and diversity, and apply it to their local community and nationwide.</li> <li>14. The learner knows the pitfalls of unsustainable industrialization and in contrast knows examples of resilient, inclusive, sustainable industrial development and the need for contingency planning.</li> </ol>

15. The learner is aware of new opportunities and markets for sustainability innovation, resilient infrastructure and industrial development.
16. The learner is able to argue for sustainable, resilient and inclusive infrastructure in their local area.
17. The learner is able to encourage their communities to shift their infrastructure and industrial development toward more resilient and sustainable forms.
18. The learner is able to find collaborators to develop sustainable and contextual industries that respond to our shifting challenges and also to reach new markets.
19. The learner is able to recognize and reflect on their own personal demands on the local infrastructure such as their carbon and water footprints and food miles.
20. The learner is able to understand that with changing resource availability (e. g. peak oil, peak everything) and other external shocks and stresses (e. g. natural hazards, conflicts) their own perspective and demands on infrastructure may need to shift radically regarding availability of renewable energy for ICT, transport options, sanitation options, etc.

**Suggested topics:**

11. The sustainability of information and communication technology (ICT) including supply chains, waste disposal and recycling
12. The relation of quality infrastructure and the achievement of social, economic and political goals
13. The need for basic infrastructure like roads, information and communication technologies, sanitation, electrical power and water
14. Inclusive and sustainable innovation and industrialization
15. Sustainable and resilient infrastructure development
16. Sustainable electricity: national grids, feed-in tariffs, expanding sustainable renewable sources, conflicts
17. The sustainable job market, opportunities and investments
18. The sustainability of the internet – from green chat groups to the ecological footprint of search-engine servers

	<p>19.The sustainability of transport infrastructure 20. Alternative currencies as investment in local infrastructure</p>
<p><b>SDGs 10</b></p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>11. The learner knows different dimensions of inequality, their interrelations and applicable statistics.</li> <li>12. The learner knows indicators that measure and describe inequalities and understands their relevance for decision-making.</li> <li>13. The learner understands that inequality is a major driver for societal problems and individual dissatisfaction.</li> <li>14. The learner understands local, national and global processes that both promote and hinder equality (fiscal, wage, and social protection policies, corporate activities, etc. ).</li> <li>15. The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behaviour and decision making.</li> <li>16. The learner is able to raise awareness about inequalities.</li> <li>17. The learner is able to feel empathy for and to show solidarity with people who are discriminated against.</li> <li>18. The learner is able to negotiate the rights of different groups based on shared values and ethical principles.</li> <li>19. The learner becomes aware of inequalities in their surroundings as well as in the wider world and is able to recognize the problematic consequences.</li> <li>20. The learner is able to maintain a vision of a just and equal world.</li> </ol> <p><b>Suggested Topics:</b></p> <ol style="list-style-type: none"> <li>11. Social, economic and political inclusion versus inequalities (on national and global levels) – typical discriminatory categories</li> <li>12. Different indicators to measure inequality</li> <li>13. The meaning of rights to land, property and natural resources for equality and the impact of inequalities on vulnerabilities and capacities</li> </ol>

	<ul style="list-style-type: none"> <li>14. Fiscal, wage and social protection policies</li> <li>15. Global trade systems and regulations (including tax regimes)</li> <li>16. Labour standards</li> <li>17. Representation of different social groups/nations in governments/on boards of meaningful and powerful institutions</li> <li>18. The amount and effects of international development aid</li> <li>19. Historical roots of current inequalities (including the role of multinational companies)</li> <li>20. Migration and mobility of people</li> </ul>
<b>SDGs 11</b>	<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>11.The learner understands basic physical, social and psychological human needs and is able to identify how these needs are currently addressed in their own physical urban, peri-urban and rural settlements.</li> <li>12.The learner is able to evaluate and compare the sustainability of their and other settlements’ systems in meeting their needs particularly in the areas of food, energy, transport, water, safety, waste treatment, inclusion and accessibility, education, integration of green spaces and disaster risk reduction.</li> <li>13.The learner understands the historical reasons for settlement patterns and while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems.</li> <li>14.The learner knows the basic principles of sustainable planning and building, and can identify opportunities for making their own area more sustainable and inclusive.</li> <li>15.The learner understands the role of local decision-makers and participatory governance and the importance of representing a sustainable voice in planning and policy for their area.</li> <li>16.The learner is able to use their voice, to identify and use entry points for the public in the local planning systems, to call for the investment in sustainable infrastructure, buildings and parks in their area and to debate the merits of long-term planning.</li> <li>17.The learner is able to connect with and help community groups locally and online in developing a sustainable future vision of their community.</li> </ul>

18. The learner is able to reflect on their region in the development of their own identity, understanding the roles that the natural, social and technical environments have had in building their identity and culture.
19. The learner is able to contextualize their needs within the needs of the greater surrounding ecosystems, both locally and globally, for more sustainable human settlements.
20. The learner is able to feel responsible for the environmental and social impacts of their own individual lifestyle.

**Suggested topics:**

11. The need for shelter, safety and inclusiveness (human needs, contextualizing our different individual and collective wants and needs according to gender, age, income and ability)
12. Management and use of natural resources (renewables and non-renewables)
13. Sustainable energy (residential energy use, renewable energies, community energy schemes) and transportation
14. Sustainable food (agriculture, organic agriculture and permaculture, community supported agriculture, foodshed, food processing, dietary choices and habits, waste generation)
15. Urban ecology and how wildlife is adapting to humanity's settlements
16. Sustainable resilient buildings and spatial planning (building materials, energy saving, planning processes)
17. Waste generation and management (prevention, reduction, recycling, reuse)
18. Communities and their dynamics (decision-making, governance, planning, conflict resolution, alternative communities, healthy communities, inclusive communities, ecovillages, transition towns)
19. Water cycle and restoring ground water through urban design (Green Roofs, rainwater harvesting, daylighting old river beds, sustainable urban drainage)
20. Disaster preparedness and resilience, resilience to weather problems and in the future and a culture of prevention and preparedness

<p><b>SDGs 12</b></p>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>11. The learner understands how individual lifestyle choices influence social, economic and environmental development.</li> <li>12. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions, poverty, etc. ).</li> <li>13. The learner knows roles, rights and duties of different actors in production and consumption (media and advertising, enterprises, municipalities, legislation, consumers, etc. ).</li> <li>14. The learner knows about strategies and practices of sustainable production and consumption.</li> <li>15. The learner understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production.</li> <li>16. The learner is able to communicate the need for sustainable practices in production and consumption.</li> <li>17. The learner is able to encourage others to engage in sustainable practices in consumption and production.</li> <li>18. The learner is able to differentiate between needs and wants and to reflect on their own individual consumer behavior in light of the needs of the natural world, other people, cultures and countries, and future generations.</li> <li>19. The learner is able to envision sustainable lifestyles.</li> <li>20. The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer.</li> </ol> <p><b>Suggested topics:</b></p>

	<ul style="list-style-type: none"> <li>11. Advertising, peer-pressure, belonging and identity-creation</li> <li>12. Production and consumption history, patterns and value chains, and management and use of natural resources (renewables and non-renewables)</li> <li>13. Environmental and social impacts of production and consumption</li> <li>14. Energy production and consumption (transport, commercial and residential energy use, renewable energies)</li> <li>15. Food production and consumption (agriculture, food processing, dietary choices and habits, waste generation, deforestation, overconsumption of food and hunger)</li> <li>16. Tourism</li> <li>17. Waste generation and management (prevention, reduction, recycling, reuse)</li> <li>18. Sustainable lifestyles and diverse practices of sustainable production and consumption</li> <li>19. Labelling systems and certificates for sustainable production and consumption</li> <li>20. Green economy (cradle-to-cradle, circular economy, green growth, degrowth)</li> </ul>
<b>SDGs 13</b>	<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>11. The learner understands the greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases.</li> <li>12. The learner understands the current climate change as an anthropogenic phenomenon resulting from increased greenhouse gas emissions.</li> <li>13. The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change.</li> <li>14. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally</li> </ul>

and understands how these can themselves become catalysing, reinforcing factors for climate change.

15. The learner knows about prevention, mitigation and adaptation strategies at different levels (global to individual) and for different contexts and their connections with disaster response and disaster risk reduction.
16. The learner is able to explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change.
17. The learner is able to encourage others to protect the climate.
18. The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change.
19. The learner is able to understand their personal impact on the world's climate, from a local to a global perspective.
20. The learner is able to recognize that the protection of the global climate is an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this.

**Suggested topics:**

11. Greenhouse gases and their emission
12. Energy, agriculture and industry-related greenhouse gas emissions
13. Climate change-related hazards leading to disasters like drought, weather extremes, etc. and their unequal social and economic impact within households, communities and countries and between countries
14. Sea-level rise and its consequences for countries (e.g. small island states)
15. Migration and flight related to climate change
16. Prevention, mitigation and adaptation strategies and their connections with disaster response and disaster risk reduction
17. Local, national and global institutions addressing issues of climate change
18. Local, national and global policy strategies to protect the climate
19. Future scenarios (including alternative explanations for the global temperature rise)
20. Effects of and impacts on big eco-systems like forests, oceans, glaciers and biodiversity
21. Ethics and climate change

**SDGs 14**

**Learning objectives:**

- 11.The learner understands basic marine ecology, ecosystems, predator-prey relationships, etc.
- 12.The learner understands the connection of many people to the sea and the life it holds, including the sea’s role as a provider of food, jobs and exciting opportunities.
- 13.The learner knows the basic premise of climate change and the role of the oceans in moderating our climate.
- 14.The learner understands threats to ocean systems such as pollution and overfishing and recognizes and can explain the relative fragility of many ocean ecosystems including coral reefs and hypoxic dead zones.
- 15.The learner knows about opportunities for the sustainable use of living marine resources.
- 16.The learner is able to argue for sustainable fishing practices.
- 17.The learner is able to show people the impact humanity is having on the oceans (biomass loss, acidification, pollution, etc.) and the value of clean healthy oceans.
- 18.The learner is able to influence groups that engage in unsustainable production and consumption of ocean products.
- 19.The learner is able to reflect on their own dietary needs and question whether their dietary habits make sustainable use of limited resources of seafood.
- 20.The learner is able to empathize with people whose livelihoods are affected by changing fishing practices.

**Suggested topics:**

- 11.The hydrosphere: The water cycle, cloud formation, water as the great climate regulator
- 12.Management and use of marine resources (renewables and non-renewables): global commons and overfishing, quotas and how they are negotiated, aquaculture, seaweed, mineral resources
- 13.Sustainable Marine Energy (renewable energies, wind turbines and their controversy)

	<p>14. Marine ecology – the food web, predators and prey, competition, collapse</p> <p>15. Coral reefs, coasts, mangroves and their ecological importance</p> <p>16. Sea level rise and countries that will experience total or partial loss of land; climate refugees and what a loss of sovereignty will mean</p> <p>17. The oceans and international law: international waters, territory disputes, flags of convenience and their related issues</p> <p>18. Ocean pollutants: plastics, microbeads, sewage, nutrients and chemicals</p> <p>19. The deep ocean and deep-sea creatures</p> <p>20. Cultural relationships to the sea – the sea as a source of cultural ecosystem services such as recreation, inspiration and building of cultural identity</p>
<p><b>SDGs 15</b></p>	<p><b>Learning objectives:</b></p> <p>11. The learner understands basic ecology with reference to local and global ecosystems, identifying local species and understanding the measure of biodiversity.</p> <p>12. The learner understands the manifold threats posed to biodiversity, including habitat loss, deforestation, fragmentation, overexploitation and invasive species, and can relate these threats to their local biodiversity.</p> <p>13. The learner is able to classify the ecosystem services of the local ecosystems including supporting, provisioning, regulating and cultural services and ecosystems services for disaster risk reduction.</p> <p>14. The learner understands the slow regeneration of soil and the multiple threats that are destroying and removing it much faster than it can replenish itself, such as poor farming or forestry practice.</p> <p>15. The learner understands that realistic conservation strategies work outside pure nature reserves to also improve legislation, restore degraded habitats and soils, connect wildlife corridors, sustainable agriculture and forestry, and redress humanity's relationship to wildlife.</p> <p>16. The learner is able to argue against destructive environmental practices that cause biodiversity loss.</p> <p>17. The learner is able to argue for the conservation of biodiversity on multiple grounds including ecosystem services and intrinsic value.</p>

	<p>18.The learner is able to connect with their local natural areas and feel empathy with nonhuman life on Earth.</p> <p>19.The learner is able to question the dualism of human/nature and realizes that we are a part of nature and not apart from nature.</p> <p>20.The learner is able to create a vision of a life in harmony with nature.</p> <p><b>Suggested topics:</b></p> <p>11. Ecology: competition, predator-prey, community dynamics, energy flow through food webs, dispersal and ranges. Specific ecosystems – local and global native ecosystems and also human-made ones, e.g. managed forestry plantations</p> <p>12. Threats to biodiversity: habitat loss, deforestation, fragmentation, invasive species and overexploitation (caused by unsustainable production and consumption practices, unsustainable technologies, etc.)</p> <p>13. The dangers of extinction: Individually endangered species, how extinction is forever, the long time needed to form species, and the six mass extinctions</p> <p>14. Restoration of wildlife and seeing humans as a healing force</p> <p>15. Climate change and biodiversity, ecosystems as carbon sinks, disaster risk reduction and ecosystems (ecosystems as a natural barrier to natural hazards)</p> <p>16. Soil and its formation and structure</p> <p>17. Desertification, deforestation and efforts to combat them</p> <p>18. The human’s connection with nature – the natural self</p> <p>19. Ecosystem services (cultural, provisioning, regulatory and supporting)</p> <p>20. Evolution and genetics, genetic resources, ethics</p>
<p><b>SDGs 16</b></p>	<p><b>Learning objectives:</b></p> <p>11. The learner understands concepts of justice, inclusion and peace and their relationship to law.</p> <p>12. The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption.</p>

13. The learner is able to compare their system of justice with those of other countries.
14. The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.
15. The learner understands the importance of the international human rights framework.
16. The learner is able to connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country.
17. The learner is able to debate local and global issues of peace, justice, inclusion and strong institutions.
18. The learner is able to show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries.
19. The learner is able to reflect on their role in issues of peace, justice, inclusion and strong institutions.
20. The learner is able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.

**Suggested topics:**

11. Definitions of justice: retributive and rehabilitative
12. Crime and punishment, comparing laws and punishments across the globe
13. Climate Justice
14. Trade Justice
15. Child labour and exploitation of children
16. Global treaties and agreements related to war, peace and refugees
17. Corruption and how to measure it
18. The illegal weapons trade
19. Drug abuse and its trade

	20. The international criminal court and its role
SDGs 17	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>11. The learner understands global issues, including issues of financing for development, taxation, debt and trade policies, and the interconnectedness and interdependency of different countries and populations.</li> <li>12. The learner understands the importance of global multi-stakeholder partnerships and the shared accountability for sustainable development and knows examples of networks, institutions, campaigns of global partnerships.</li> <li>13. The learner knows the concepts of global governance and global citizenship.</li> <li>14. The learner recognizes the importance of cooperation on and access to science, technology and innovation, and knowledge sharing.</li> <li>15. The learner knows concepts for measuring progress on sustainable development.</li> <li>16. The learner is able to raise awareness about the importance of global partnerships for sustainable development.</li> <li>17. The learner is able to work with others to promote global partnerships for sustainable development and demand governments' accountability for the SDGs.</li> <li>18. The learner is able to take ownership of the SDGs.</li> <li>19. The learner is able to create a vision for a sustainable global society.</li> <li>20. The learner is able to experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.</li> </ol> <p><b>Suggested topics:</b></p> <ol style="list-style-type: none"> <li>11. Global partnerships between governments, the private sector and civil society for sustainable development, their shared accountability and possible conflicts between the different actors</li> <li>12. Local, national and global systems, structures and power dynamics</li> <li>13. Global governance and policies and the global market and trading system in the light of sustainable development</li> </ol>

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|  | <ul style="list-style-type: none"><li>14. The prisoner's dilemma<sup>11</sup> and tragedy of the commons<sup>12</sup> as challenges for creating global governance and markets promoting sustainable development</li><li>15. Global citizenship and citizens as change agents for sustainable development</li><li>16. Cooperation on and access to science, technology and innovation, and knowledge sharing</li><li>17. Global distribution of access to the internet</li><li>18. Development cooperation, development assistance, and additional financial resources for developing countries from multiple sources</li><li>19. Capacity-building to support national plans to implement all the SDGs</li><li>20. Measurements of progress on sustainable development</li></ul> |
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