

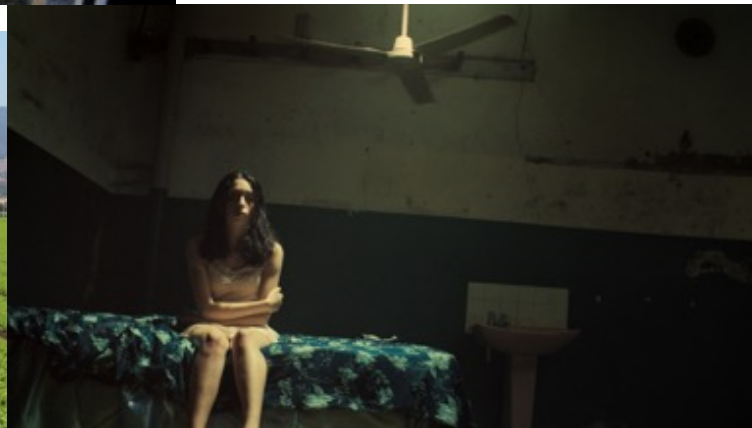


# THE GLOBAL GOALS

For Sustainable Development







Dank aan [jo.kemp@nus.org.uk](mailto:jo.kemp@nus.org.uk) & [anne.spira@rootAbility.com](mailto:anne.spira@rootAbility.com)





2015

Ours is the first generation with the potential to end poverty, and the last to act to avoid worst effects of climate change

*Ban Ki Moon*



2065



UNITED NATIONS

TRANSFORMING OUR WORLD:



THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT



September 2015

# 70/1. Transforming our world: The 2030 Agenda for Sustainable Development

- <https://sustainabledevelopment.un.org/post2015/transformingourworld>
- <http://www.unric.org/nl/sdg-in-nederlands>
- <http://www.un.org/en/universal-declaration-human-rights/>

WORLD NEWS | Sat Sep 3, 2016 | 7:53am EDT  
U.S., China ratify Paris climate agreement



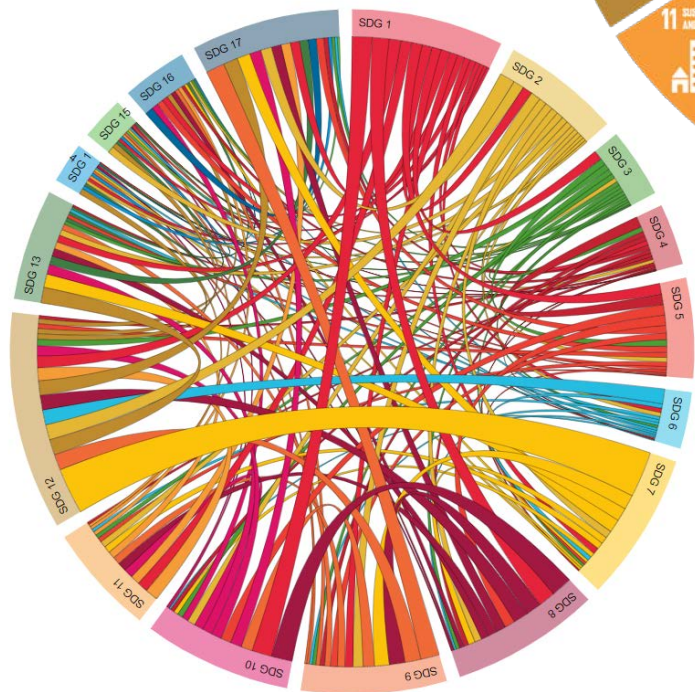
Chinese President Xi Jinping (C), UN Secretary-General Ban Ki-moon (M) and U.S. President Barack Obama (R) shake hands during a joint ratification of the Paris climate change agreement ceremony ahead of the G20 Summit at the West Lake State Guest House in Hangzhou, China, September 3, 2016. REUTERS/How Hwee Young/Pool

DUURZAME ONTWIKKELINGS DOELSTELLINGEN

17 DOELSTELLINGEN OM ONZE WERELD TE TRANSFORMEREN

1 GEEN ARMOEDE 	2 GEEN HONGER 	3 GOEDE GEZONDHEID EN WELZIJN 	4 KWALITEITS-ONDERWIJS 	5 GENDER-GELIJKHEID 	6 SCHOON WATER EN SANITAIR 
7 BETAALBARE EN DUURZAME ENERGIE 	8 EERLIJK WERK EN ECONOMISCHE GROEI 	9 INDUSTRIE, INNOVATIE EN INFRASTRUCTUUR 	10 ONGELIJKHEID VERMINDEREN 	11 DUURZAME STEDEN EN GEMEENSCHAPPEN 	12 VERANTWOORDE CONSUMPTIE EN PRODUCTIE 
13 KLIMAATACTIE 	14 LEVEN IN HET WATER 	15 LEVEN OP HET LAND 	16 VREDE, VEILIGHEID EN STERKE PUBLIEKE DIENSTEN 	17 PARTNERSCHAP OM DOELSTELLINGEN TE BEREIKEN 	DUURZAME ONTWIKKELINGS DOELSTELLINGEN





Flemish Commission for Unesco / Aspnet Flanders / UC Leuven-Limburg  
<https://unesco.be/nl/artikel/wegwijs-in-de-duurzame-ontwikkelingsdoelen>

LinksSDGs / Leiden University - Centre for Innovation

<https://www.centre4innovation.org/innovation-works/explore-our-prototypes/semantic-analysis-sdgs>

Stijn Dhert, oktober 2018



‘Our Common Future’  
1987

(image:  
<https://www.pinterest.com/pin/436567757620085255/?lp=true>)  
(see also: <http://www.un-documents.net/our-common-future.pdf>)



‘The World We Want’  
2013

(image:  
[http://www.un.org/disabilities/documents/reports/SG\\_Synthesis\\_Report\\_Road\\_to\\_Dignity\\_by\\_2030.pdf](http://www.un.org/disabilities/documents/reports/SG_Synthesis_Report_Road_to_Dignity_by_2030.pdf))  
(see also: <http://www.worldwewant2030.org/>)



‘Transforming Our World’  
2015

(image:  
<http://www.oneworldcentre.org.au/global-goals/agenda-2030-and-the-sdgs/>)



## Outcome Targets [7]

**4.1** Quality primary/secondary education for all

**4.2** Early childhood & pre-primary education

**4.3** Equal access to TVET & higher education

**4.4** Relevant skills for work & entrepreneurship

**4.5** Gender equality & equal access for all

**4.6** Youth and adult literacy

**4.7** Global citizenship education for sustainability

## Means of implementation [3]

**4.a** Build and upgrade education facilities for safe, inclusive & effective learning environments

**4.b** Scholarships for TVET & higher education

**4.c** Teachers' training and working conditions, including through international cooperation for teacher training







# Working with the SDG's...

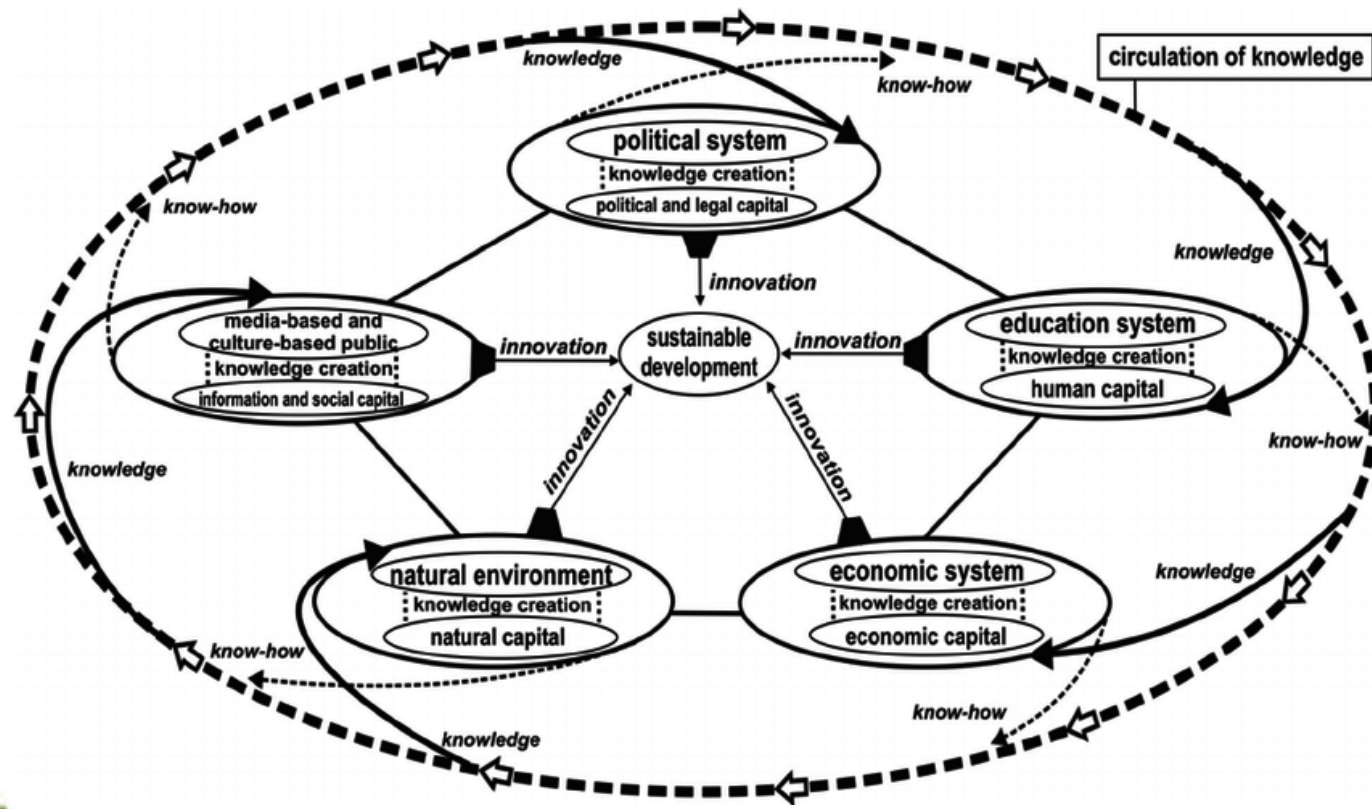
*“it’s unthinkable that – starting today – anyone can do an urban project or will get funding for urban development without a clear and direct link towards SDG11”*

Raf Tuts, 2016

(Coordinator of the Urban Planning and Design Branch of the United Nations Human Settlements Programme)







<https://innovation-entrepreneurship.springeropen.com/articles/10.1186/2192-5372-1-2>



<https://www.gezondleven.be/themas/voeding/voedingsdriehoek>



# Follow-up and review

- <https://sustainabledevelopment.un.org/hlpf>
- <http://www.sdgindex.org/>
- <http://unsdsn.org/resources/publications/sdg-index-and-dashboards-report-2017/>
- <https://unstats.un.org/home/>
- <https://unstats.un.org/sdgs/report/2017/>
- <http://uis.unesco.org/>
- <https://sustainabledevelopment.un.org/sdg4>
- <http://en.unesco.org/gem-report/>
- <https://gemreportunesco.wordpress.com/>
- ...
- <http://sdg.iisd.org/>
- <http://opendatawatch.com/>
- <http://www.data4sdgs.org/>
- <https://www.humanrights.dk/>
- <https://www.sdgwatcheurope.org/>
- <http://www.11.be/artikels/item/een-jaar-sdg-s-wordt-de-wereld-er-beter-van>
- <https://www.sdgwatcheurope.org/>
- <http://www.oecd.org/dac/sustainable-development-goals.htm>
- <http://tellmaps.com/> → <http://tellmaps.com/sdg4/#!/tellmap/-1210327701>
- <https://www.iges.or.jp/en/index.html>
- ...







UNICEF  
Innocenti Report Card 14  
Children in the Developed World

**Building the Future**  
Children and the Sustainable  
Development Goals in Rich Countries

unicef  
Office of Research - Innocenti

<https://www.unicef-irc.org/publications/890/>

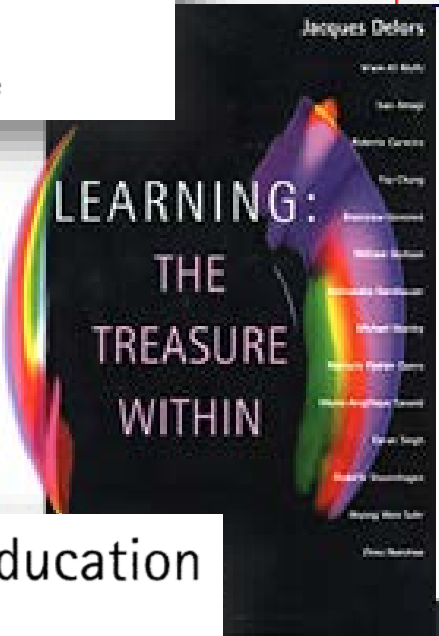


# SDG 4-Education 2030 Framework for Action

## Education: the necessary Utopia

Jacques Delors

Looking ahead  
Tensions to be overcome  
Designing and building our common future  
Learning throughout life: the heartbeat of society  
The stages and bridges of learning: a fresh approach  
Getting the reform strategies right  
Broadening international co-operation in the global village



## Incheon Declaration and Framework for Action

for the implementation of  
Sustainable Development Goal 4

Ensure inclusive and equitable  
quality education and promote lifelong  
learning opportunities for all



*“Education is **at the heart of the 2030 Agenda** for Sustainable Development and essential for the success of all SDGs.”*

*“Education can accelerate progress towards the achievement of all of the SDGs and therefore should be **part of the strategies to achieve each of them.**”*

*“[The renewed education agenda] is **comprehensive, holistic, aspirational** and **universal**, and inspired by a vision of **education that transforms** the lives of individuals, communities and societies, leaving no one behind.”*

*“It is **rights-based** and inspired by a **humanistic** vision of education and development, based on the principles of **human rights and dignity, social justice, peace, inclusion and protection**, as well as **cultural, linguistic and ethnic diversity** and shared **responsibility and accountability.**”*

## 4. The four pillars of education

Learning to know  
Learning to do  
*From skill to competence*  
*The 'dematerialization' of work and the rise of the service sector*  
*Work in the informal economy*  
Learning to live together, learning to live with others  
*Discovering others*  
*Working towards common objectives*  
Learning to be  
Pointers and recommendations

## The UNESCO

Associated Schools Project Network  
links educational institutions across the  
world around a common goal:  
**to build peace in the minds of children  
and young people**



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
Associated  
Schools

More than 11,000 ASPnet member schools in over  
180 countries work in support of

**peace,**  
**international understanding,**  
**intercultural dialogue,**  
**sustainable development**  
**and quality education in practice**



United Nations  
Educational, Scientific and  
Cultural Organization

Member of



UNESCO  
Associated  
Schools



United Nations  
Educational, Scientific and  
Cultural Organization

Member of



UNESCO  
Associated  
Schools



# 1: LEARN ABOUT THE GOALS

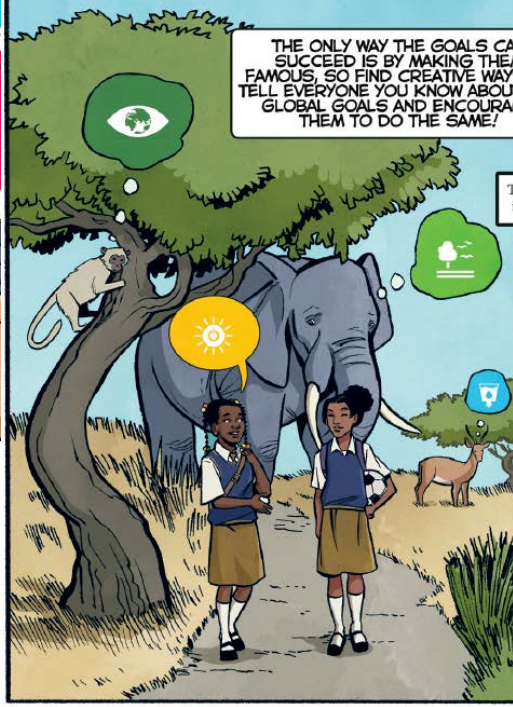


FIND OUT WHAT THE GOALS ARE AND DISCOVER WHY THEY ARE IMPORTANT TO YOUR OWN LIFE!



# 2: TELL EVERYONE

THE ONLY WAY THE GOALS CAN SUCCEED IS BY MAKING THEM FAMOUS, SO FIND CREATIVE WAYS TO TELL EVERYONE YOU KNOW ABOUT THE GLOBAL GOALS AND ENCOURAGE THEM TO DO THE SAME!

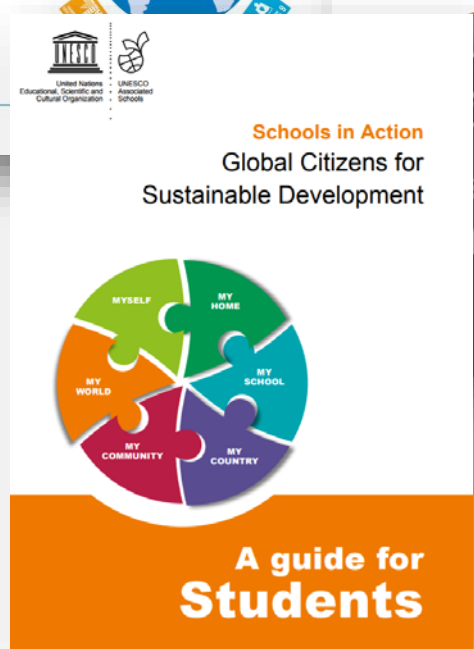
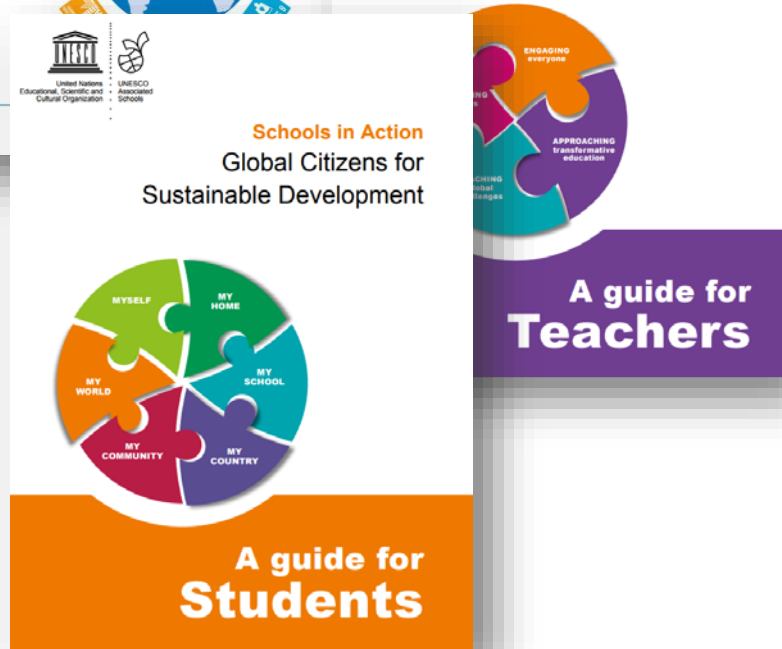


The #globalgoals can change the world, but only if we all work together! #telleveryone

# 3: DO SOMETHING

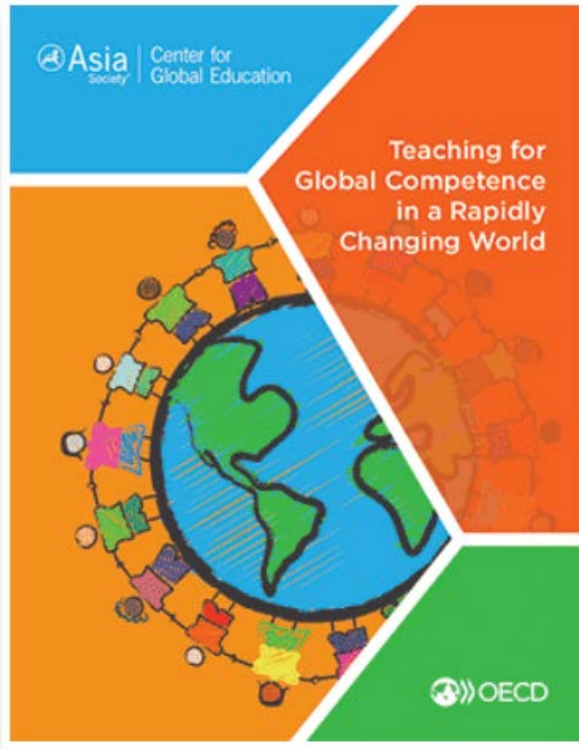
GET INVOLVED WITH ORGANIZATIONS THAT WORK ON ISSUES THAT MATTER MOST TO YOU, ENGAGE WITH YOUR GOVERNMENT AND FIND WAYS TO BE A HERO FOR CHANGE IN YOUR OWN COMMUNITY!



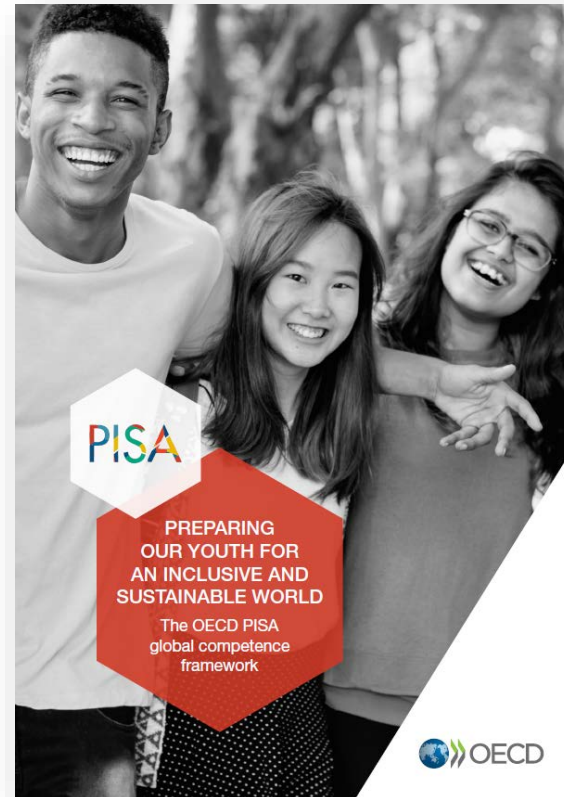


- Incheon Declaration: Schools in Action Global Citizens for Sustainable Development: A guide for Teachers <http://unesdoc.unesco.org/images/0024/002468/246888e.pdf>
- Schools in Action Global Citizens for Sustainable Development: A guide for Students <http://unesdoc.unesco.org/images/0024/002463/246352e.pdf>
- Global Citizenship Education: Topics and learning objectives <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>
- Education for Sustainable Development: Topics and learning objectives <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>
- The ABCs of Global Citizenship Education <https://aspnet.unesco.org/en-us/Documents/The%20ABCs.pdf>
- Education 4 SDG's – Learning objectives <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>
- Education transforms lives <http://unesdoc.unesco.org/images/0024/002472/247234e.pdf>
- Education for Sustainable Development (ESD) is recognized as a key element of quality education and a crucial enabler for sustainable development. The Sustainable Development Goals (SDGs) adopted by the global community recognize the important of education in achieving their targets by 2030. Target 4.7 of SDG 4 on education specifically addresses ESD and related approaches. <http://en.unesco.org/gap> <http://unesdoc.unesco.org/images/0024/002462/246270e.pdf>



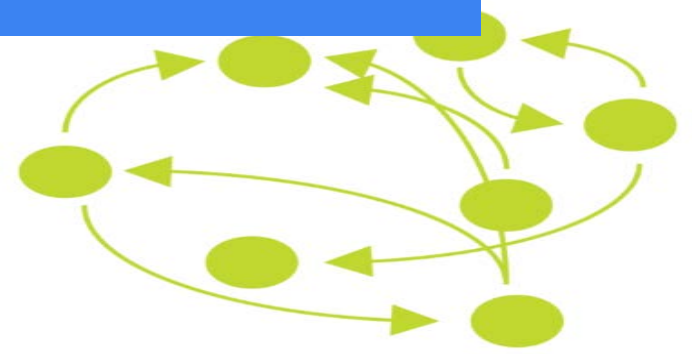


<https://asiasociety.org/education/teaching-global-competence-rapidly-changing-world>

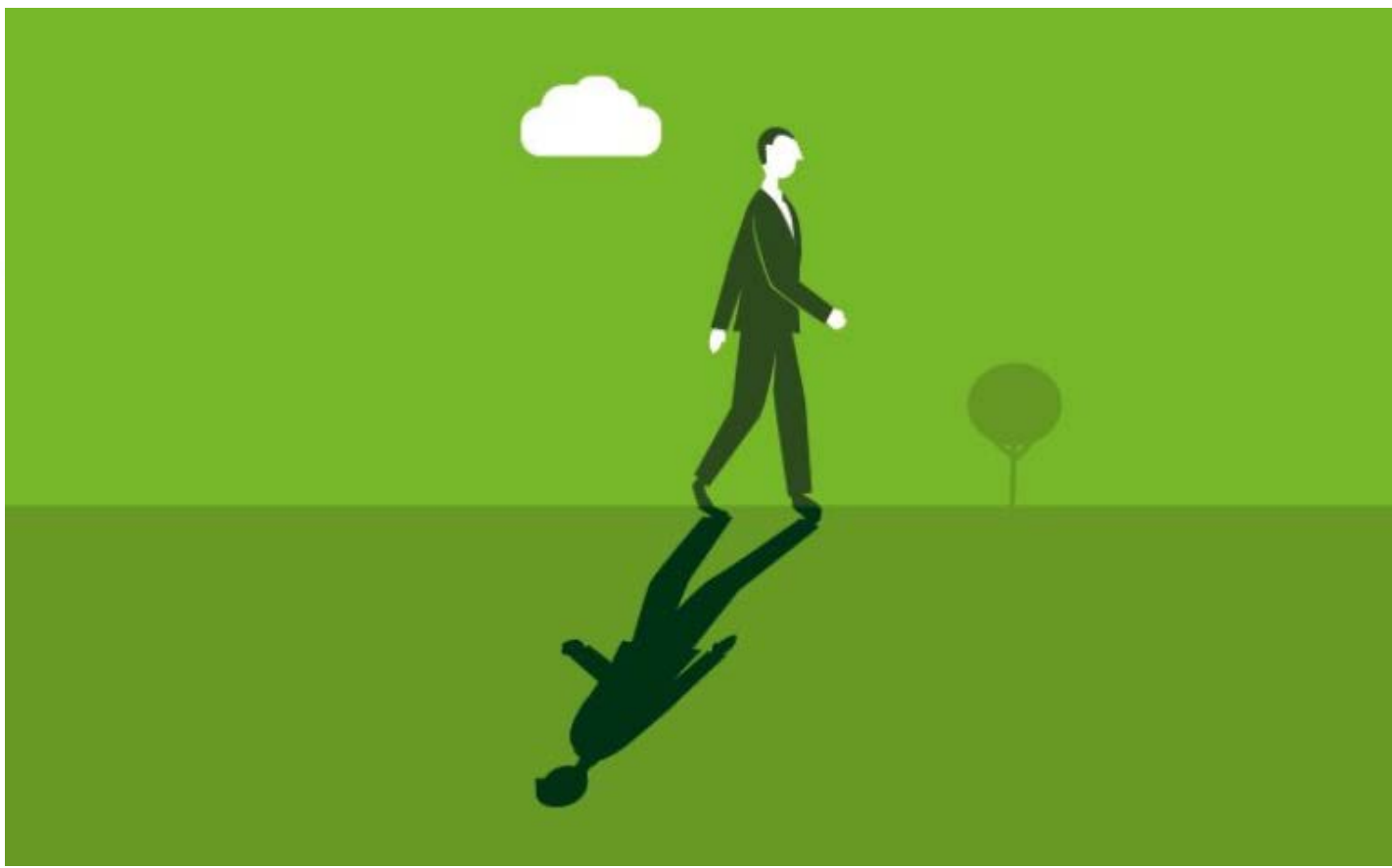




think



ACT



<https://gohighbrow.com/portfolio/brain-twisting-paradoxes/>  
<https://kindling.xyz/next-systems/systems-thinking-complex-world/>

Stijn Dhert, oktober 2018



## Global Citizen

- a sense of belonging (solidarity, collaboration)
- civic actions to address global challenges
- based on universality and diversity

### Common context

#### Global challenges affecting all

- climate change
- conflicts
- gender inequality
- environmental degradation
- management of equitable natural resources
- radicalization
- tension among populations
- terrorism

#### Common urgent need

- to build peaceful and sustainable societies
- to make fundamental changes in how we coexist with each other and with our planet

without compromising  
(Brundtland Report,





**Systems thinking competency:** the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.

**Normative competency:** the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

**Collaboration competency:** the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

**Self-awareness competency:** the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.

**Anticipatory competency:** the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.

**Strategic competency:** the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.

**Critical thinking competency:** the ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.

**Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above-mentioned competences.



# Top 10 skills

## in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

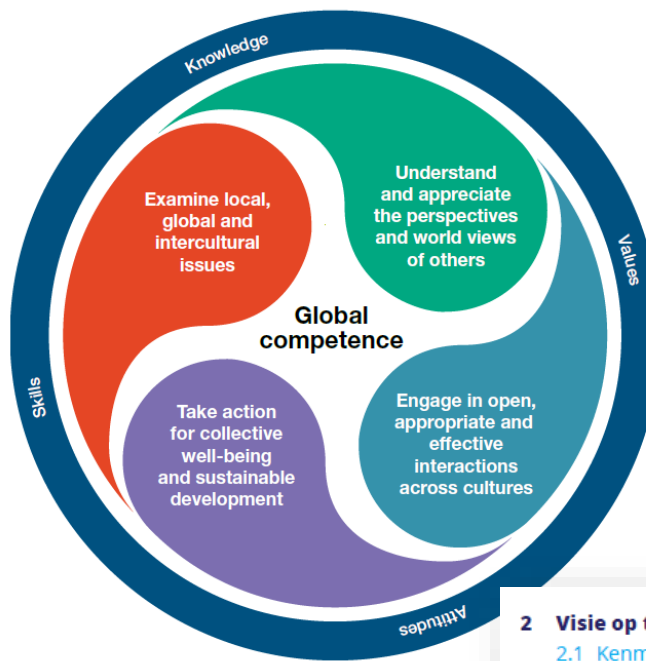
## in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

Figure 1. The dimensions of global competence



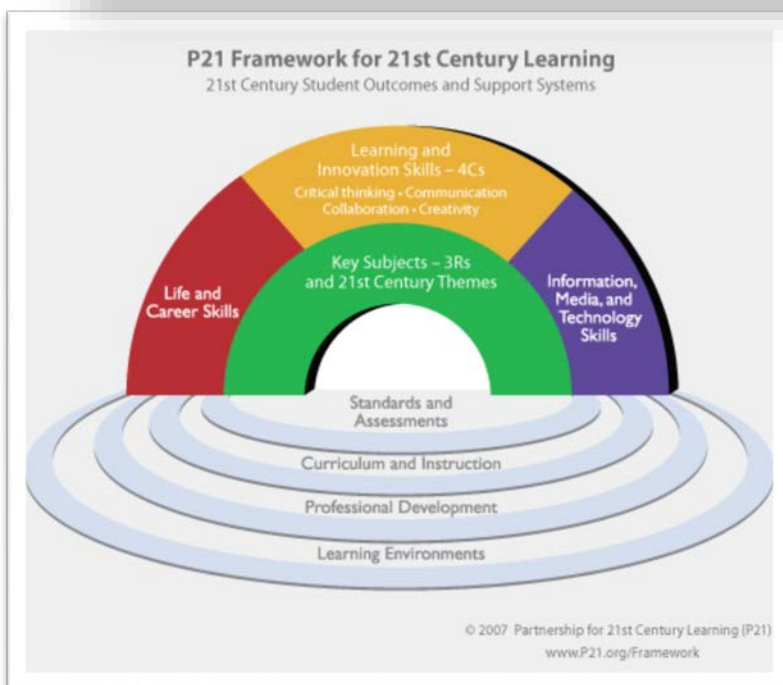
**2 Visie op toekomstgericht onderwijs ..... 20**

**2.1 Kenmerken ..... 21**

- De leerling ontwikkelt kennis en vaardigheden door creativiteit en nieuwsgierigheid in te zetten ..... 21
- De leerling vormt zijn persoonlijkheid ..... 22
- De leerling leert omgaan met vrijheid en verantwoordelijkheid en over grenzen heen te kijken ..... 22
- De leerling leert de kansen van de digitale wereld te benutten ..... 23
- De leerling krijgt betekenisvol onderwijs op maat ..... 24

**2.2 Vaardig, waardig, aardig ..... 25**

- Persoonsvorming ..... 26
- Een relevant onderwijsaanbod ..... 27



© 2007 Partnership for 21st Century Learning (P21)  
www.p21.org/Framework

- <http://onsonderwijs2032.nl/>
- <https://asiasociety.org/education/teaching-global-competence-rapidly-changing-world>
- <https://www.kennisnet.nl/artikel/nieuw-model-21e-eeuwse-vaardigheden>
- <https://www.weforum.org>
- [www.p21.org](http://www.p21.org)



# Interessante links & bronnen voor (les)materialen

- <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- <http://www.unric.org/nl/>
- <http://localizingthesdgs.org/>
- [https://www.unicef.org/agenda2030/69525\\_69583.html](https://www.unicef.org/agenda2030/69525_69583.html)
- [https://www.unicef.org/agenda2030/69525\\_69583.html](https://www.unicef.org/agenda2030/69525_69583.html)<http://www.sd-network.eu/>
- <http://www.do.vlaanderen.be/sustainable-development-goals-sdgs-van-de-vn>
- <http://www.sdgs.be/nl>
- <http://en.unesco.org/sdgs>
- <http://www.globalpartnership.org/>
- <http://www.vofg.org/about-us>
- <http://en.unesco.org/gap>
- <http://en.unesco.org/sdgs>
- <https://aspnet.unesco.org/en-us>
- <http://worldslargestlesson.globalgoals.org/take-action-title/>
- <http://www.project-everyone.org/>
- <http://www.globalgoals.org/>
- <https://sdg.guide/>
- <https://www.pulsenetwerk.be/>
- ...





# Thanks and credits to...

- <https://sustainabledevelopment.un.org/post2015/transformingourworld>
- <http://www.un.org/sustainabledevelopment/>
- <https://sustainabledevelopment.un.org/>
- <http://do.vlaanderen.be/sustainable-development-goals-sdgs-van-de-vn>
- <http://www.globalgoals.org/>
- <https://www.project-everyone.org/>
- <https://www.facebook.com/hashtag/globalgoalsforsustainabledevelopment>
- <http://worldslargestlesson.globalgoals.org/#the-goals>
- <http://www.unesco.org/new/en/education/networks/global-networks/aspnet/>
- <http://en.unesco.org/education2030-sdg4>
- <http://www.immensbv.nl/over-ons//maatschappelijk-verantwoord-ondernemen>
- <http://unstats.un.org/sdgs/>
- <https://sustainabledevelopment.un.org/hlpf/follow-up>
- <http://unsdsn.org/>
- <http://www.oecd.org/std/measuring-distance-to-the-sdgs-targets.htm>
- <http://www.developmentprogress.org/sdgs-scorecard>
- <http://www.uis.unesco.org/Education/Documents/uis-indicators-for-sdg4-education2030-presentation-june2016.pdf>
- <http://tellmaps.com/sdg4/#!/topic/TARGETS>
- <http://www.globalpartnership.org/multimedia/infographic/education-and-global-goals>
- <http://www.globalpartnership.org/news-and-media/multimedia>
- Sabine DETZEL, Unesco Programme Specialist, ASPnet International Coordination

