

AGENDA 2030: TRANSFORMING OUR WORLD

*“The people of the world have asked us to shine a light on a future of promise and opportunity. Member States have responded with the 2030 Agenda for Sustainable Development... It is an agenda for people, to end poverty in all its forms. **An agenda for the planet, our common home. An agenda for shared prosperity, peace and partnership.**” (UN Secretary General – Ban Ki Moon, 2015)*



The **United Nations Sustainable Development Goals** (UN SDGs or Global Goals) are part of a global agenda for sustainable development which was adopted by the General Assembly of the United Nations in 2015. The Agenda is outlined in the document “Transforming Our World: The 2030 Agenda for Sustainable Development” A/RES/70/1. The document includes 17 Sustainable Development Goals, each having its own set of specific targets. A complete list of the goals is included below.

The Sustainable Development Goals are **universal, integrated** and **indivisible**, balancing the three dimensions of sustainability:

- **People:** *the social dimension.*
- **Planet:** *the environmental dimension.*
- **Prosperity:** *the economic dimension.*

Two other important elements of the conception of sustainable development underpinning the Agenda are:

- **Peace**
- **Partnership**

Peace describes the ethical dimension of sustainable development which concerns ideals and values such as equity, respect, responsibility, freedom, human dignity and justice.

Partnership describes the collective and collaborative approach required to implement the goals and achieve the universal engagement that is essential for the success of the Agenda’s ultimate aim: to face global challenges and **transform the world**.

Some of the main focal points of the Agenda are

- overcoming poverty;
- addressing the needs of the poorest and most vulnerable;
- realising human rights and dignity and equality for all (with an emphasis on women and girls; disadvantaged or vulnerable groups);
- healing and securing the planet;
- taking urgent action of climate change;
- seeking technological/economic progress in harmony with nature; and
- promoting peaceful and inclusive societies.



UN SUSTAINABLE DEVELOPMENT GOALS

THE GLOBAL GOALS For Sustainable Development



SDG 1. End poverty in all its forms everywhere.

SDG 2. End hunger, achieve **food security** and improved **nutrition** and promote **sustainable agriculture**.

SDG 3. Ensure healthy lives and **promote well-being** for all at all ages.

SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 5. Achieve gender equality and empower all women and girls.

SDG 6. Ensure availability and sustainable management of water and sanitation for all.

SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all.

SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive **employment** and **decent work** for all.

SDG 9. Build resilient infrastructure, promote inclusive and sustainable **industrialization** and foster **innovation**.

SDG 10. Reduce inequality within and among countries.

SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable.

SDG 12. Ensure sustainable consumption and production patterns.

SDG 13. Take urgent action to combat climate change and its impacts.

SDG 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

SDG 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage **forests**, combat **desertification**, and halt and reverse **land degradation** and halt **biodiversity loss**.

SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

SDG 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

EDUCATION AND THE SDGS

The priorities and policies of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in the sphere of education are articulated in direct connection to **Sustainable Development Goal 4: Quality Education**. In its post-2015 Agenda, UNESCO has focused on two interrelated ‘types’ of education: **Global Citizenship Education** and **Education for Sustainable Development**. The integration of GCED and ESD, including gender equality and human rights, into national education policies, curricula, teacher education and student assessments is the focus of SDG4, target 4.7.



SDG 4, TARGET 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, **through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.**

GLOBAL CITIZENSHIP EDUCATION (GCED)*

Aims:

- create a sense of belonging to the global community and common humanity
- create respect for the universal values of human rights, democracy, non-discrimination and diversity
- empower learners to engage and assume active roles to shape a more peaceful, tolerant, inclusive world

THEMES

- Peace and Human Rights
- Intercultural Understanding
- Citizenship Education
- Respect for Diversity and Tolerance
- Inclusiveness
- Additions – Indigenous Knowledge and Perspectives

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)*

Aim: Empower learners to take informed decisions are responsible actions for:

- ENVIRONMENTAL INTEGRITY
- ECONOMIC VIABILITY
- A JUST SOCIETY, for present and future generations

ESD THEMES

- Climate Change
- Biodiversity
- Disaster Risk Reduction
- Sustainable Consumption
- Poverty Eradication
- Additions - Wellbeing and Liveability

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

SUSTAINABILITY CROSS CURRICULUM PRIORITY - ACARA

The Australian Curriculum has developed from its origins in the Melbourne Declaration in such a way as to encompass all the dimensions of Global Citizenship Education and Education for Sustainable Development. The common visions, aims and themes of GCED and ESD are evident in the Cross Curriculum Priorities and General Capabilities, in particular, as well as in learning area specific knowledge, understandings and skills.

The **Sustainability** cross curriculum priority of the Australian Curriculum places emphasis on the interdependence of social, economic and ecological systems, as well as the importance of worldviews, culture and values to individual and community action towards achieving sustainable futures for all. It thus includes the five P's of the UN vision of sustainable development: people, planet, prosperity, peace and partnership.

Organising ideas

Systems

- OI.1 The biosphere is a dynamic system providing conditions that sustain life on Earth.
- OI.2 **All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.**
- OI.3 Sustainable patterns of living rely on the **interdependence of healthy social, economic and ecological systems.**

World views

- OI.4 World views **that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.**
- OI.5 World views are formed by experiences at personal, local, national and global levels, and are **linked to individual and community actions for sustainability.**

Futures

- OI.6 The sustainability of ecological, social and economic systems is achieved through **informed individual and community action that values local and global equity** and fairness across generations into the future.
- OI.7 Actions for a more sustainable future reflect values of **care, respect and responsibility**, and require us to explore and understand environments.
- OI.8 Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.
- OI.9 Sustainable futures result from actions designed to **preserve and/or restore the quality and uniqueness of environments.**

* <http://www.australiancurriculum.edu.au/crosscurriculumpriorities/sustainability/overview>

SSI - Sustainable Schools Initiative – WA Action Learning Areas

Built Environment



SDG 9. Build resilient **infrastructure**, promote inclusive and sustainable **industrialization** and foster **innovation**.

<http://www.un.org/sustainabledevelopment/infrastructure-industrialization/>



SDG 11. Make **cities** and **human settlements** inclusive, safe, resilient and sustainable.

<http://www.un.org/sustainabledevelopment/cities/>

Community Partnerships



SDG 11. Make **cities** and **human settlements inclusive**, safe, resilient and sustainable.

<http://www.un.org/sustainabledevelopment/cities/>



SDG 16. Promote **peaceful and inclusive societies** for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

<http://www.un.org/sustainabledevelopment/peace-justice/>

Economics



SDG 8. Promote sustained, inclusive and sustainable **economic growth**, full and productive **employment** and **decent work** for all.

<http://www.un.org/sustainabledevelopment/economic-growth/>



SDG 9. Build resilient **infrastructure**, promote inclusive and sustainable **industrialization** and foster **innovation**.

<http://www.un.org/sustainabledevelopment/infrastructure-industrialization/>



SDG 12. Ensure sustainable **consumption** and **production** patterns.
<http://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

Aboriginal and Torres Strait Islander Histories and Cultures

All SDGs, especially



SDG 10. Reduce **inequality** within and among countries.
www.un.org/sustainabledevelopment/inequality/



SDG 16. Promote **peaceful and inclusive societies** for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
<http://www.un.org/sustainabledevelopment/peace-justice/>

Student Wellbeing



SDG 3. Ensure **healthy lives** and **promote well-being** for all at all ages.
<http://www.un.org/sustainabledevelopment/health/>



SDG 4. Ensure inclusive and equitable quality **education** and promote lifelong learning opportunities for all.
<http://www.un.org/sustainabledevelopment/education/>

Waste



SDG 2. End hunger, achieve **food security** and improved **nutrition** and promote **sustainable agriculture**.

<http://www.un.org/sustainabledevelopment/hunger/>



SDG 12. Ensure sustainable consumption and production patterns.

<http://www.un.org/sustainabledevelopment/sustainable-consumption-production/>



SDG 11. Cities and settlements.

<http://www.un.org/sustainabledevelopment/cities/>

SDG 14. Marine ecosystems

<http://www.un.org/sustainabledevelopment/oceans/>

SDG 15. Terrestrial ecosystems

<http://www.un.org/sustainabledevelopment/biodiversity/>

Biodiversity



SDG 2. End hunger, achieve **food security** and improved **nutrition** and promote **sustainable agriculture**.

<http://www.un.org/sustainabledevelopment/hunger/>

SDG 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

<http://www.un.org/sustainabledevelopment/oceans>



SDG 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage **forests**, combat **desertification**, and halt and reverse **land degradation** and halt **biodiversity loss**.

<http://www.un.org/sustainabledevelopment/biodiversity/>

Cultural and Social Diversity



All SDGs, especially

SDG 10. Reduce **inequality** within and among countries.

www.un.org/sustainabledevelopment/inequality/



SDG 16. Promote **peaceful and inclusive societies** for sustainable development, provide access to justice for all and build effective, accountable and inclusive situations at all levels.

<http://www.un.org/sustainabledevelopment/peace-justice/>

Energy



SDG 7. Ensure access to **affordable, reliable,** sustainable and modern **energy** for all

www.un.org/sustainabledevelopment/energy/



SDG 9. Build resilient **infrastructure,** promote inclusive and sustainable **industrialization** and foster **innovation.**

<http://www.un.org/sustainabledevelopment/infrastructure-industrialization/>

Purchasing



SDG 9. Build resilient **infrastructure,** promote inclusive and sustainable **industrialization** and foster **innovation.**

<http://www.un.org/sustainabledevelopment/infrastructure-industrialization/>



SDG 12. Ensure sustainable **consumption** and **production** patterns.

<http://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

Transport and Air



SDG 9. Build resilient **infrastructure**, promote inclusive and sustainable **industrialization** and foster **innovation**.

<http://www.un.org/sustainabledevelopment/infrastructure-industrialization/>



SDG 11. Make **cities** and **human settlements** inclusive, safe, resilient and sustainable.

<http://www.un.org/sustainabledevelopment/cities/>

Water



SDG 6. Ensure availability and sustainable management of **water** and **sanitation** for all.

<http://www.un.org/sustainabledevelopment/water-and-sanitation/>

OVERARCHING CHALLENGE – CLIMATE CHANGE



All SDGs, especially

SDG 13. Take urgent action to combat **climate change** and its impacts.

<http://www.un.org/sustainabledevelopment/climate-change-2/>

FURTHER INFORMATION AND LINKS

For further information about Sustainability Education in WA, United Nations Sustainable Development Goals, Education for Sustainable Development and Global Citizenship Education:

SSI – WA - Sustainable Schools Initiative - WA

<http://det.wa.edu.au/curriculumsupport/sustainableschools/detcms/portal/>

One World Centre

<http://www.oneworldcentre.org.au>

UN Sustainable Development Goals

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Sustainable Development Knowledge Platform

<https://sustainabledevelopment.un.org/sdgs>

UNESCO – Education for Sustainable Development

<http://en.unesco.org/themes/education-sustainable-development>

UNESCO – Global Citizenship Education

<http://en.unesco.org/gced>

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