Education for Sustainable Development Goals: 32 learning objectives

Cognitive learning objectives	
Affordable and Clean Energy (pg. 29)	
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.	
2. The learner understands how policies can influence the development of energy production, supply, demand and usage.	
3. 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.	
Sustainable Cities and Communities (pg. 37)	
4. 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.	
5. 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.	
6. The learner knows the basic principles of sustainable planning and building, and can identify opportunities for making their own area more sustainable and inclusive.	
7. 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.	
Responsible Consumption and Production (pg. 39)	
8. The learner understands how individual lifestyle choices influence social, economic and environmental development.	
9. The learner knows about strategies and practices of sustainable production and consumption.	
Climate Action (pg. 41)	
10. The learner understands the current climate change as an anthropogenic phenomenon resulting from increased greenhouse gas emissions.	
11. The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change.	
12. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing, reinforcing factors for climate change.	
13. 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.	

Socio-emotional learning objectives	
Affordable and Clean Energy (pg. 29)	
14. The learner is able to assess and understand the need for affordable, reliable, sustainable and clean energy of other people/other countries or regions.	
15. 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.	
Sustainable Cities and Communities (pg. 37)	
16. 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.	
17. The learner is able to feel responsible for the environmental and social impacts of their own individual lifestyle.	
Responsible Consumption and Production (pg. 39)	
18. The learner is able to communicate the need for sustainable practices in production and consumption.	
19. The learner is able to envision sustainable lifestyles.	
20. The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer.	
Climate Action (pg. 41)	
21. The learner is able to explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change.	
22. The learner is able to understand their personal impact on the world's climate, from a local to a global perspective.	
23. 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.	

Behavioural learning objectives	
Affordable and Clean Energy (pg. 29)	
24. The learner is able to apply basic principles to determine the most appropriate renewable energy strategy in a given situation.	
25. The learner is able to compare and assess different business models and their suitability for different energy solutions and to influence energy suppliers to produce safe, reliable and sustainable energy.	
Sustainable Cities and Communities (pg. 37)	
26. The learner is able to speak against/for and to organize their voice against/for decisions made for their community.	
27. The learner is able to promote low carbon approaches at the local level.	
Responsible Consumption and Production (pg. 39)	
28. The learner is able to plan, implement and evaluate consumption-related activities using existing sustainability criteria.	
29. The learner is able to challenge cultural and societal orientations in consumption and production.	
Climate Action (pg. 41)	
30. The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them.	
31. The learner is able to promote climate-protecting public policies.	
32. The learner is able to support climate-friendly economic activities.	

Source: Education for Sustainable Development Goals: learning objectives (UNESCO, 2017). (https://unesdoc.unesco.org/ark:/48223/pf0000247444). Page numbers above refer to PDF available at this URL.