



ESDELTE Project
for the Implementation of the
2030 SUSTAINABLE DEVELOPMENT GOALS

In collaboration with



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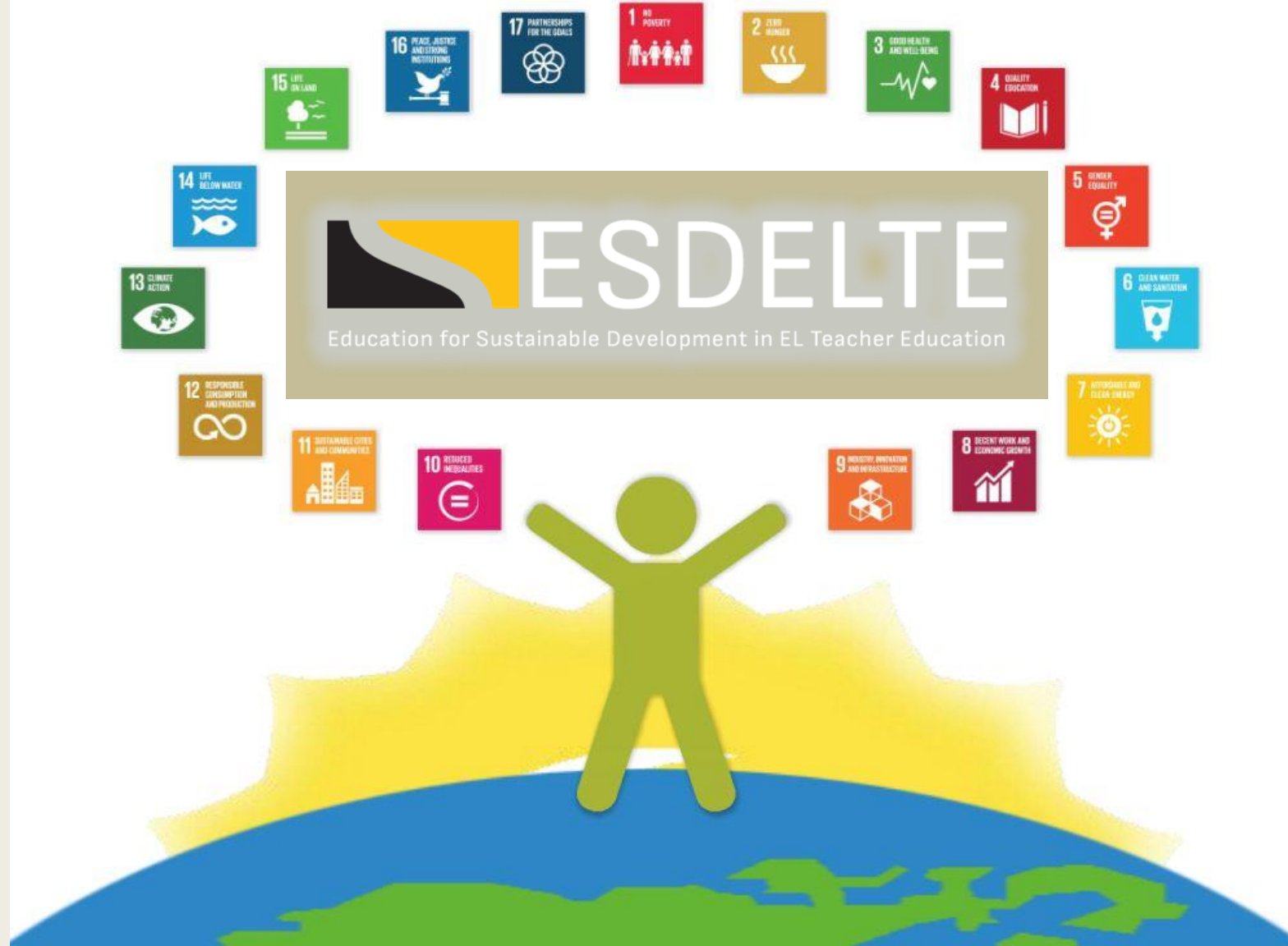


SUSTAINABLE DEVELOPMENT GOALS

| | | | | | |
|--|--|--|--|--|--|
| 1 NO POVERTY | 2 ZERO HUNGER | 3 GOOD HEALTH AND WELL-BEING | 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 6 CLEAN WATER AND SANITATION |
| 7 AFFORDABLE AND CLEAN ENERGY | 8 DECENT WORK AND ECONOMIC GROWTH | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE | 10 REDUCED INEQUALITIES | 11 SUSTAINABLE CITIES AND COMMUNITIES | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION |
| 13 CLIMATE ACTION | 14 LIFE BELOW WATER | 15 LIFE ON LAND | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS | |

EDUCATION FOR SUSTAINABLE DEVELOPMENT





A. One-page summary of *ESD for 2030* framework

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Towards achieving the SDGs: *ESD for 2030*

**GLOBAL ACTION
PROGRAMME**
(2015-2019)

ESD for 2030
(2020-2030)

Vision

ESD for 2030 aims to build a more just and sustainable world through strengthening ESD and contributing to the achievement of all 17 Sustainable Development Goals

Priority action areas

- 2) Transforming learning environments
- 3) Building capacities of educators
- 4) Empowering and mobilizing youth
- 5) Accelerating local level actions

Strategic objective

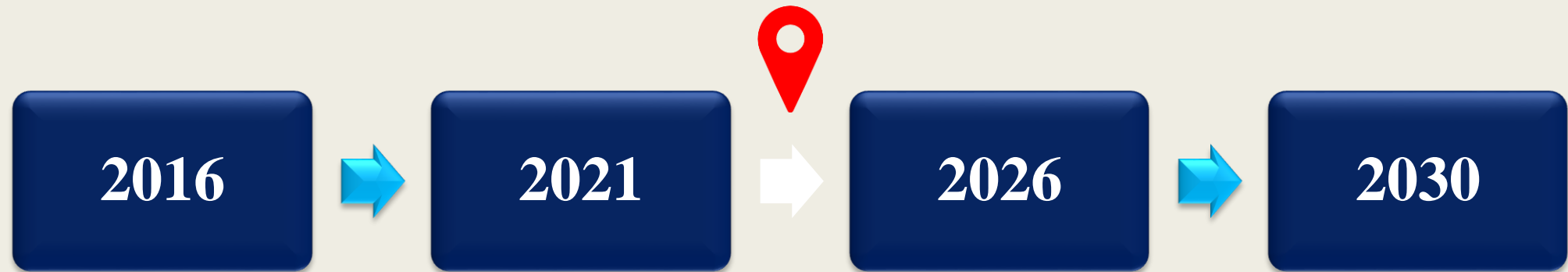
Promote ESD as a key element of quality education and a key enabler of all 17 Sustainable Development Goals with special attention to a) individual transformation, b) societal transformation & c) technological advances

Target groups

Policy-makers, institutional leaders, learners, parents, educators, youth & communities

Timeline

We are here



Chronologically, we are half way but in terms of achievement, we are lagging both Locally and Globally.

Task 1 - Think about the following questions from a personal perspective?

What would life be like without clean water?

What do you need, that you do not already have, to fulfil your human potential?

Why does an environmental disaster like an earthquake matter?

Task 1 – Explain why you feel ESD is important to ...

A student

A son or daughter

A parent

A friend

A teaching associate

A manager

A Governor

A stranger you meet on the train



People: Goals 1- 6

Goals relating to people, their dignity and their human rights.



Planet: Goals 11 -15

Sound management of the planet and natural resources while addressing climate change.



Prosperity: Goals 7-10

Promotion of economic and technological development for human prosperity.



Peace: Goal 16

Peaceful, just and inclusive societies that are free of conflict.



Partnerships: Goals 17

Global partnership and collaboration for the Goals.

The 5 Ps

- SDGs have been grouped into 5 categories: **People; Planet; Prosperity; Peace and Partnerships**
- The categorization is largely linked to the interconnectedness of the Goals
- Recognition of the interconnectedness leads to a holistic view of the challenges and consequently, holistic interventions



The Sustainable Development Goals in Türkiye

UN Türkiye works together with its local partners to achieve 17 Goals by 2030 and has committed to implementing all of the goals. ESDELTE prioritise enabler goals as follows: (According to the results of the survey)

SDG 1:
No Poverty

**SDG 2: Zero
Hunger**

SDG 3:
Good Health and
Well-Being

SDG 4:
Quality Education

SDG 5:
Gender Equality

SDG 6:
Clean Water and
Sanitation

SDG 7:
Affordable and
Clean Energy

SDG 9:
Infrastructure &
Industrialisation

SDG 11:
Sustainable Cities
and Communities

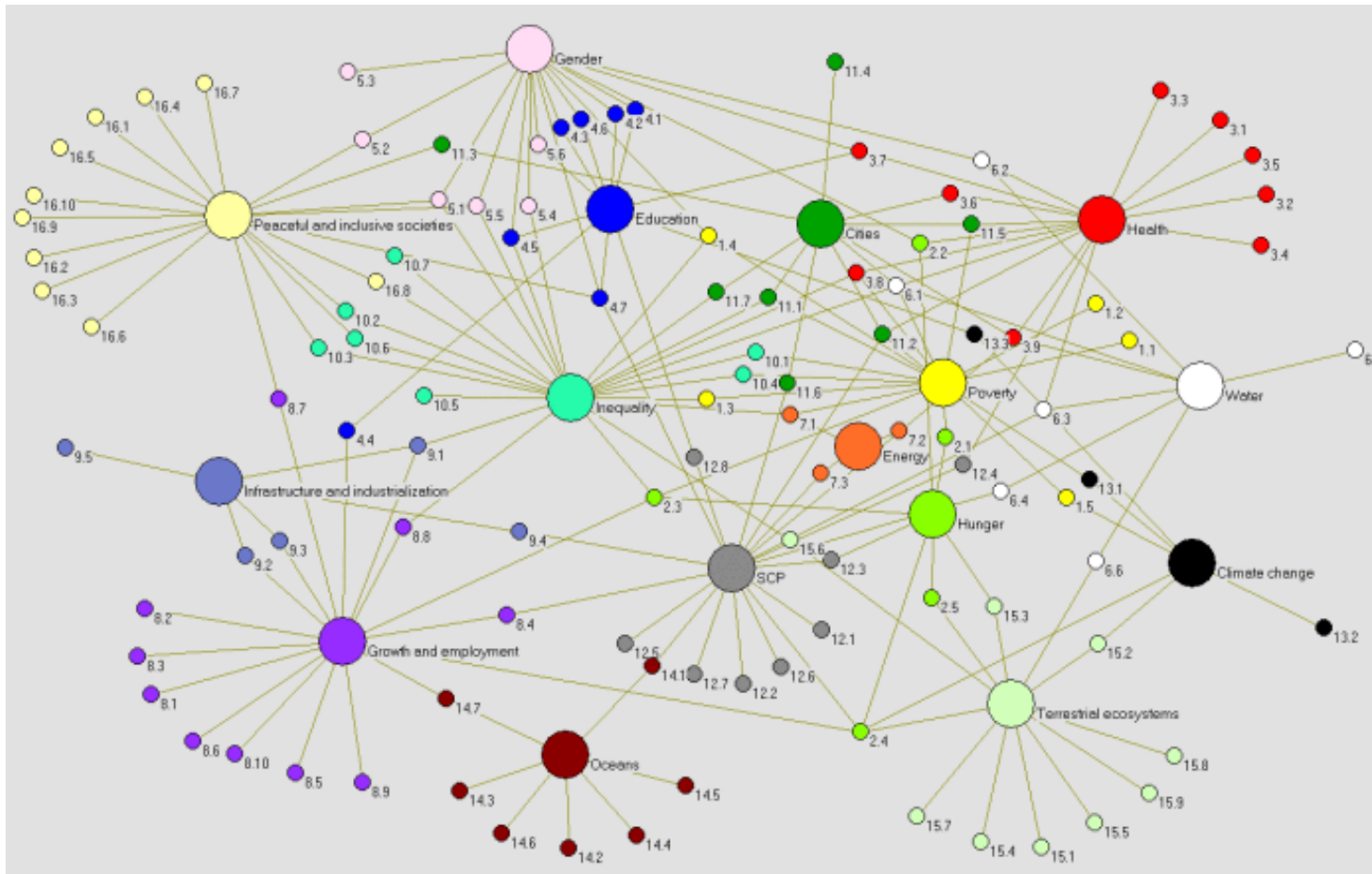
SDG 13:
Climate change

SDG 16:
Peace and justice

SDG 17:
Global Partnership

Interconnectedness of the Goals

Interconnectedness leads to complementarity and trade offs



Source: UNDESA, David LeBlanc

Questions to consider

- How will my work in one Goal affect another?
- Which Goals are the most catalytic Goals for my school?
- Are there adverse impacts from my SDG work and implementation?
- How can we best take a 360 view of interventions is key to minimise negative impact

Revisiting interconnectedness

Potential unforeseen impact

A 2017 study investigated the Sustainable Development Goals and identified various synergies and trade-offs between goals and targets, analysing its interrelated positive and negative correlations.

Researchers found the SDGs are highly interdependent on one another and the goals may result in conflicting interactions and diverging results

The study found that **SDG 1 (No poverty)** had the greatest synergy with the other SDGs

Reducing poverty is statistically linked to favouring the progress of SDGs 3 (Good health and well-being), 4 (Quality education), 5 (Gender equality), 6 (Clean water and sanitation), and 10 (Reduced inequalities).

Top 10 synergy pairs

| | |
|--|--|
| 11 SUSTAINABLE CITIES AND COMMUNITIES  | 13 CLIMATE ACTION  |
| 1 NO POVERTY  | 4 QUALITY EDUCATION  |
| 1 NO POVERTY  | 5 GENDER EQUALITY  |
| 1 NO POVERTY  | 10 REDUCED INEQUALITIES  |
| 1 NO POVERTY  | 6 CLEAN WATER AND SANITATION  |
| 4 QUALITY EDUCATION  | 10 REDUCED INEQUALITIES  |
| 3 GOOD HEALTH AND WELL-BEING  | 10 REDUCED INEQUALITIES  |
| 1 NO POVERTY  | 3 GOOD HEALTH AND WELL-BEING  |
| 3 GOOD HEALTH AND WELL-BEING  | 5 GENDER EQUALITY  |
| 3 GOOD HEALTH AND WELL-BEING  | 6 CLEAN WATER AND SANITATION  |

Ranks

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Top 10 trade-off pairs

| | |
|---|--|
| 10 REDUCED INEQUALITIES  | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION  |
| 1 NO POVERTY  | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION  |
| 6 CLEAN WATER AND SANITATION  | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION  |
| 3 GOOD HEALTH AND WELL-BEING  | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION  |
| 4 QUALITY EDUCATION  | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION  |
| 10 REDUCED INEQUALITIES  | 15 LIFE ON LAND  |
| 5 GENDER EQUALITY  | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION  |
| 1 NO POVERTY  | 15 LIFE ON LAND  |
| 2 ZERO HUNGER  | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION  |
| 4 QUALITY EDUCATION  | 15 LIFE ON LAND  |

Your role as a pre-service teacher

How to get involved:

Integration of the SDGs into
English Language Teaching

Engage with colleagues and
improve practice for the SDG
implementation

Awareness-raising within your
content area

Mobilise resources for the
professional development in the
context of the SDGs

Our Homes for SDGs



I have a family member who engages in substance abuse



Experience of taking care of an elderly or ill relative



My tap water is dirty



My child has finished school/ university and cannot find a job



I have installed solar power in my home



Education and societal challenges

- University programs contribute to society in different ways
- Not all directly address current societal challenges/problems
- But it is legitimate to ask if and how a program/course contributes to addressing societal challenges
- SDGs are one framework to identify societal challenges
 - Internationally accepted, employed by many of the countries
 - It is not unquestionable
- It is part of the EL Teacher education vision to invite pre-service teachers to think
 - ***If/how their course contributes to addressing societal challenges (whether or not within the SDGs framework)***
 - ***And if it does, how to make this clear to students***

“We the teachers...” need to organize to ensure that the priorities and policies of MoNE become aligned with the 2030 SDGs – for the future of the Turkiye and of the world.

There is no time to lose.

Here is what you can do, for starters:

Competencies

- To achieve the SDGs, we need both subject competencies and non-subject competencies
- Education can contribute to both types of competencies
- VALUE provides 16 general competencies usable for any courses
- UNESCO formulated 8 key competencies “to advance sustainable development”
 - These competencies are related to sustainable development, and thus can be useful in courses with strong link to sustainable development
 - Yet the competencies are still cross-cutting (non-subject)

Box 1.1. Key competencies for sustainability

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.

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.

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.

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

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.

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.

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.

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.



LESSON TITLE: THE NATURAL ENVIRONMENT: FOCUS ON DISASTERS

Learning Objectives

- The learner will be able to understand natural environmental disasters, specifically, floods, landslides, tsunamis, and earthquakes
- The learners will be able to know the impacts of these disasters on human lives, livelihood, and physical environment
- The learners will be able to recognize the human activities that contribute to such disasters as floods and landslides
- The learners will be able to anticipate, estimate and assess the concrete actions for disaster preparedness and post-disaster rehabilitation.
- The learner is able to become a change agent to realize the SDGs and to take on their role as an active, critical and global and sustainability citizen.

(Note: This lesson can be stretched out to more than one or two classes.)

Starter Activity (No more than 10 minutes)

- Show pictures of disasters in your country within the last five years.
- Ask them where they were at the time, if they knew anyone affected by the disasters, and what they remember about the situations.
- Take note of their responses and their moods while answering.
- Use these as probing questions to keep the class expressing their thoughts about the disasters in the pictures, in particular, and about natural disasters, in general.



Lesson Content (30 minutes +)

- Leave the pictures posted on the classroom wall for occasional reference as you discuss the main lesson.
- The important points to highlight are that natural disasters are making life more difficult for many people.
- Emphasize that some disasters are in great part the fault of human activities, and hence, humans should take the responsibility to make up for their fault in whatever way they can.

Table 1. Impact of recent natural disasters on education

| Location | Year | Natural Disaster | Affected |
|---------------|------|----------------------------------|-------------|
| Turkiye | 1999 | Gölcük Earthquake | 2 million |
| India | 2001 | Gujarat Earthquake | 3 million |
| United States | 2005 | Katrina Hurricane | 370.000 |
| China | 2008 | Yangtze River Floods | 15 million |
| Haiti | 2010 | Haiti Earthquake | 1.5 million |
| Japan | 2011 | Tohoku Earthquake | 320.000 |
| Philippines | 2012 | Bopha Typhoon | 100.000 |
| Philippines | 2013 | Haiyan Typhoon | 2.5 million |
| Bangladesh | 2013 | Tropikal Fırtına | 500.00 |
| India | 2015 | South Indian Floods | 1.4 million |
| Nepal | 2015 | Gorkha Earthquake | 1.8 million |
| South Asia | 2017 | Floods | 1.8 million |
| United States | 2017 | Harvey and Irma Hurricane | 1.7 million |
| Porto Rico | 2017 | Maria Hurricane | 350.000 |
| Turkiye | 2023 | Kahramanmaraş - Hatay Earthquake | 4.1 million |

Adaptable Activities

Disastrous picture.

- Divide the class into small groups and assign each one new pictures of disasters that occurred recently.
- Don't give them any additional information about the Picture aside from the date and place of occurrence.
- Provide them with broad paper sheets (or allot part of the blackboard) and markers and instruct them to create a mind maps “tells a story” about the disaster in the picture.
- The sub-headings should include: Type of disaster, Causes of disaster; Impacts of disaster on society, economy environment and education.
- Once finished, ask each group to present their story.
- After all the groups had presented, reveal the real stories behind the pictures.
- Discuss with the class how close (or far) their stories were to what really happened. What do they think this means? What generalizations can be made?



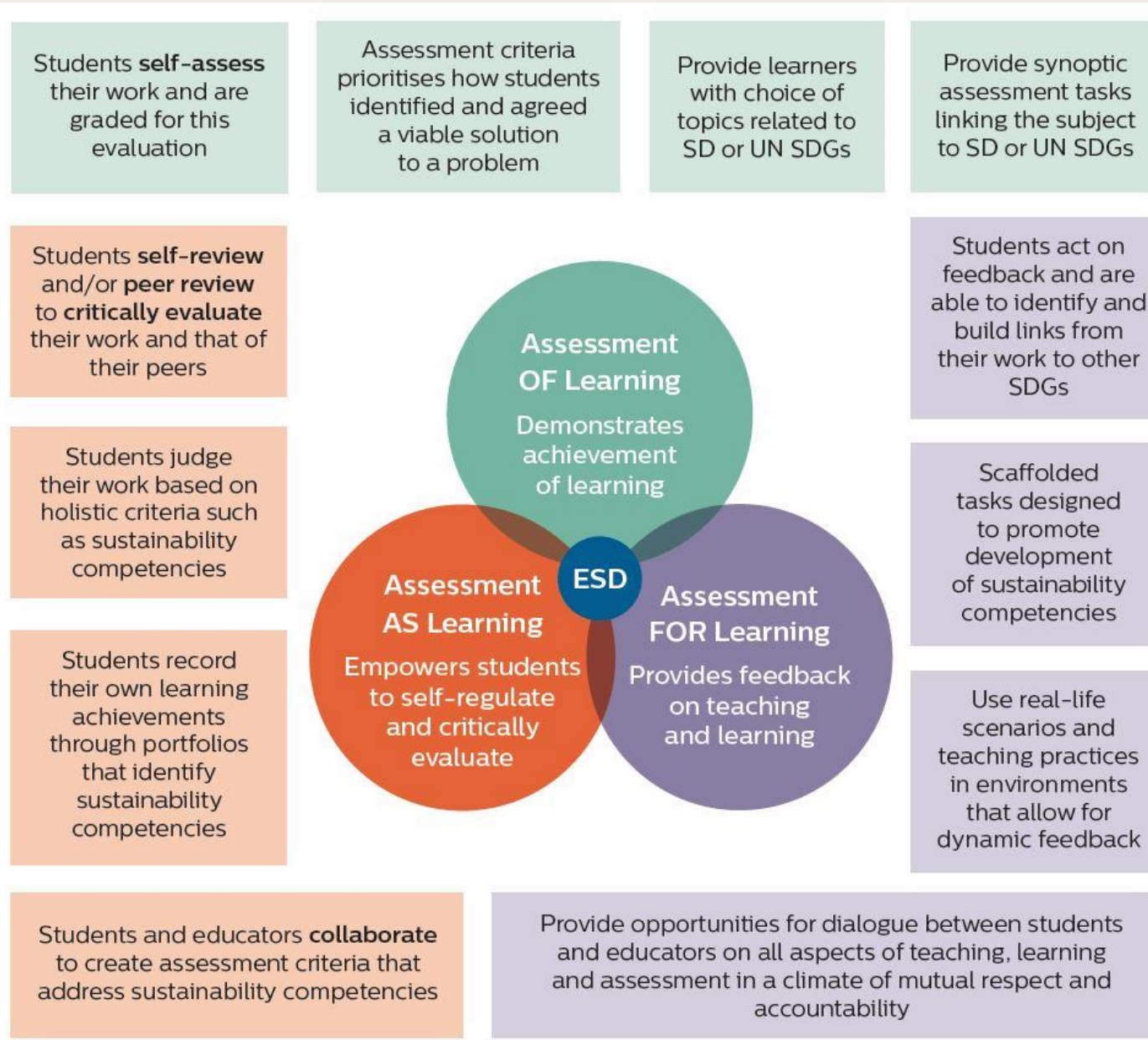
Watch a disaster movie

- Ask your students to watch the movie together at some assigned venue.
- Ask them to write a reflection report on the movie.
- Design the questions based on the information in the movie.
- Alternatively, the movie can also be used as an in-class discussion material.



Assessment for, as and of Learning for SD

(Adapted and available under CC BY licence from the [National Forum for the Enhancement of Teaching and Learning in Higher Education](#))



Use ESD «Can do» key competencies for sustainability

| Subject knowledge and knowledge of all SDGs | Competency | A student who displays this competency can: | Ways of thinking |
|---|---|---|------------------|
| | Systems thinking competency | <ul style="list-style-type: none"> recognise and understand relationships analyse complex systems consider how systems are embedded within different domains and scales deal with uncertainty | |
| | Anticipatory competency (Future thinking) | <ul style="list-style-type: none"> understand and evaluate multiple outcomes create their own visions for the future apply the precautionary principle assess the consequences of actions deal with risks and changes | |
| | Critical thinking competency | <ul style="list-style-type: none"> question norms, practices and opinions reflect on one's own values, perceptions and actions take a position in the sustainable development discourse | |
| | Strategic competency | <ul style="list-style-type: none"> develop and implement innovative actions that further sustainable development at the local level and further afield | |
| | Collaboration competency | <ul style="list-style-type: none"> learn from others (including peers, and others inside and outside of their institution) understand and respect the needs, perspectives and actions of others deal with conflicts in a group facilitate collaborative and participatory problem solving | |
| Integrated problem-solving competency | <ul style="list-style-type: none"> apply different problem-solving frameworks to complex sustainable development problems develop viable, inclusive and equitable solutions utilise appropriate competencies to solve problems | Ways of practicing | |



| Subject knowledge and knowledge of all SDGs | Competency | A student who displays this competency can: | Ways of being |
|---|--|--|---------------|
| | Self-awareness competency | <ul style="list-style-type: none"> reflect on their own values, perceptions and actions reflect on their own role in the local community and global society continually evaluate and further motivate their actions deal with their feelings and desires | |
| Normative competency | <ul style="list-style-type: none"> understand and reflect on the norms and values that underlie one's actions negotiate sustainable development values, principles, goals and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions | | |

Key competencies represent cross-cutting competencies that are necessary for all learners of all ages worldwide (developed at different age-appropriate levels).

Key competencies can be understood as transversal, multifunctional and context-independent.

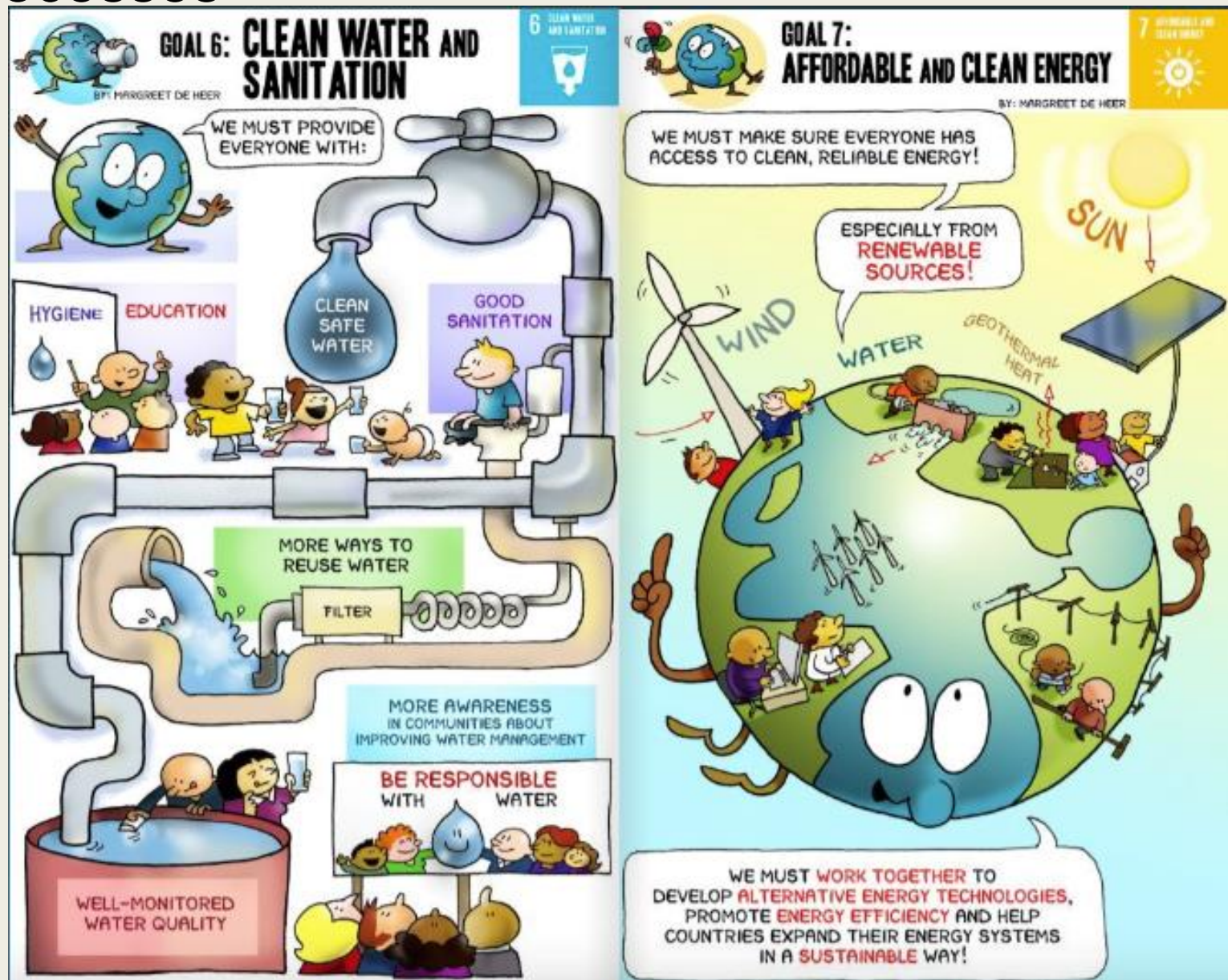
They do not replace specific competencies necessary for successful action in certain situations and contexts, but they encompass these and are more broadly focused (Rychen, 2003; Weinert, 2001)

TECHNIQUES FOR EVALUATION

| Evaluation Technique | How to do it | What to do with it |
|--|---|--|
| <p data-bbox="425 325 662 365">Minute Paper</p>  <p>The graphic features a black stopwatch on a blue background with the text '1 Min Paper' in white. The stopwatch face is white with black markings and a red hand.</p> | <p data-bbox="988 325 1538 529">In the last few minutes of class, ask the students to answer on a half-sheet of paper the following questions:</p> <p data-bbox="988 596 1538 691">“What is your most important learning from today’s lesson?”</p> <p data-bbox="988 758 1538 852">“What is the part of the lesson that remains unclear to you?”</p> <p data-bbox="988 868 1538 962">“What else would you like to learn? “</p> <p data-bbox="988 1029 1538 1282">The anonymous responses will give the teachers a general picture of students’ comprehension for a particular lesson.</p> | <p data-bbox="1559 325 1888 525">Review the responses and take note of useful ones.</p> <p data-bbox="1559 596 1888 853">Respond to the issues in the next class prior to beginning the day’s lesson.</p>  <p>The graphic shows a purple stick figure sitting at a desk with a laptop. Surrounding the figure are four white boxes with black text: 'Why?' (top left), 'Who?' (top right), 'How?' (bottom left), and 'When?' (bottom right).</p> |

| Evaluation Technique | How to do it | What to do with it |
|---|---|---|
| <p data-bbox="397 211 800 248">One sentence Summary</p> | <p data-bbox="1034 211 1544 358">Ask the students to recall and summarize the day's topic by answering the question,</p> <p data-bbox="1034 429 1633 572">“Who does what to whom, when, where, how, and why?” in just one sentence.</p> <p data-bbox="1034 644 1633 843">The responses will show what students select to be the most prominent features/concepts of the day's lesson.</p> | <p data-bbox="1679 211 2168 301">Analyze the content and quality of the responses.</p> <p data-bbox="1679 372 2277 572">Determine if the essential features/concepts of the lesson, and their interrelationships, were understood.</p> <p data-bbox="1679 644 2265 733">Share your observations with the class. Clarify any misconceptions.</p> |

Using the comics students work in groups to write a paragraph on the processes



Conclusion

SDGs success will require:



Awareness Rasing



Integrating into content area




Mainstreaming into everyday work



Commitment to the development of integration



Involvement of all stakeholders



As the Japanese proverb goes: “Cross a shallow river as if it were deep.”

SDGs are a shallow river in Pre-service EL Teacher Education

Thank you for your attention

