



# SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

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



William Scott

# Can the sustainable development goals be a radical curriculum alternative?

The UN Secretary-General's Synthesis Report ...

The road to dignity by 2030: ending poverty, transforming all lives and protecting the planet.

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## The UN Secretary-General's Synthesis Report ...

Transformation is our aim,

We must transform our economies, our environment and our societies.

We must change old mindsets, behaviours and destructive patterns.

We must build cohesive societies, in pursuit of international peace and stability. ....

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## The Sustainability Problématique ...

How can we all live well, without compromising the planet's continuing ability to enable us all to live well?

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The UN Secretary-General's Synthesis Report ...

It is important that ...

“young people receive relevant skills and high-quality education and life-long learning, from early childhood development to post-primary schooling, including life skills and vocational education and training.”

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## 4 Citizenly Responsibilities ...

1. understand that the Goals are important – and why
2. think about these in relation to people's lives and interests
3. weigh arguments and discuss possibilities and practicalities
4. get involved, whilst reflecting on the appropriateness of actions



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## 4 School Responsibilities ...

1. help learners understand why the Goals should be of concern to them
2. enable learners to gain perspectives from a range of viewpoints
3. provide opportunities for an active and critical exploration of issues
4. encourage learners to come to their own views and to get involved

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Jensen and Schnack ...

“... it is not and cannot be the task of the school to solve the political problems of society. Its task is not to improve the world with the help of pupils’ activities. ...

The crucial factor must be what students learn from participating in such activities ...”

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**William Scott**

University of Bath

<http://blogs.bath.ac.uk/edswahs>

[w.a.h.scott@bath.ac.uk](mailto:w.a.h.scott@bath.ac.uk)

@wahscott