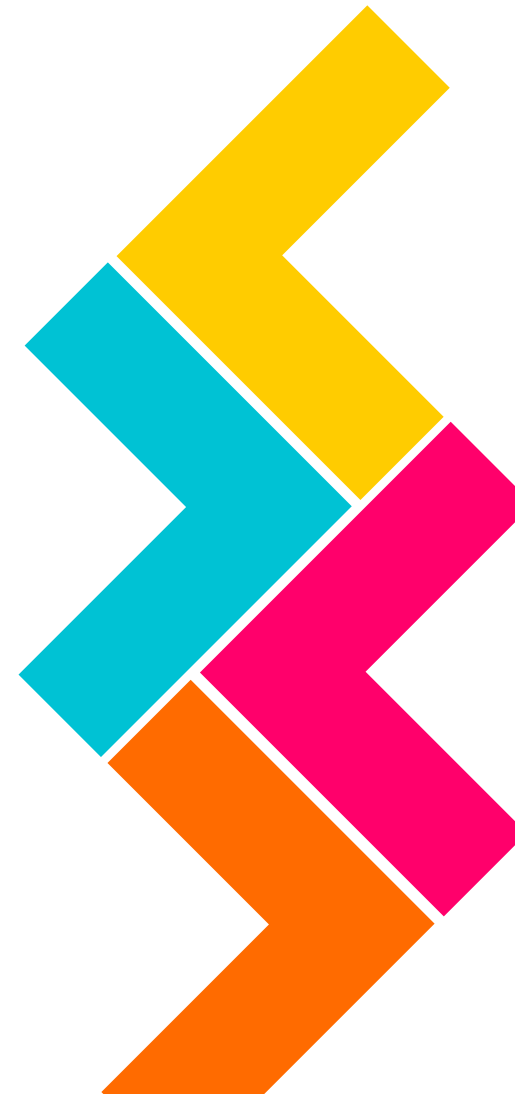


 HOW TO BE...

A Sustainable Citizen

This workbook belongs to:



DAY 1

What does it mean to be sustainable?

What do you think?

Do you agree with these definitions, would you change or add anything?

Broadcast



Sustainability is a broad subject that can be woven through all human activities and ventures. This course will start with a focus on our local environment with self-reflection, a look at sustainability on campus and the local community and ending with a view towards a global picture.

First let's think about what it means to be sustainable. In 1987, the United Nations (UN) Brundtland Commission defined sustainability as:

"Meeting the needs of the present without compromising future generations ability to meet their own needs"

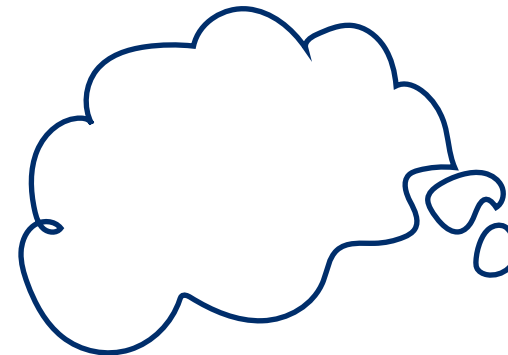
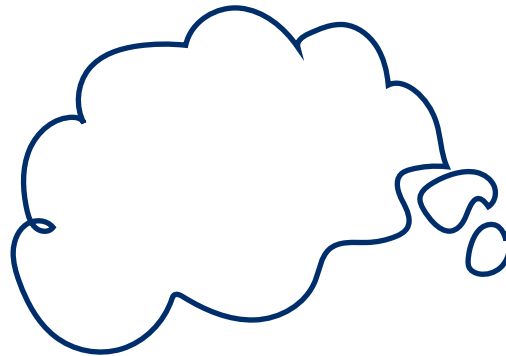
Sustainable development is defined by the UN Sustainable Development Agenda as:

For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection. These elements are interconnected and all are crucial for the well-being of individuals and societies.

TASK

Now reflect on your own ideas of sustainability. Fill in the word cloud below with themes, concepts, actions, organisations or anything else you associate with sustainability.

Remember that sustainability covers all aspects of society and goes beyond the idea of reuse, reduce, recycle we are often presented with. These are important concepts but aren't the whole picture, we should also consider ideas including health and well-being, fair and inclusive work and quality education.



For inspiration take a look at the UN Sustainable Development Goals (SDGs):
<https://sdgs.un.org/goals>

What do you think?

Reflect critically on the United Nation SDGS?
Are they comprehensive enough?
Are they achievable?
Will they build a sustainable future?

SHARE

Remember to share a picture or screenshot of any activity you worked on today.

Sustainability on Campus

When reflecting on the definitions of sustainability explored above they can seem very broad and ambitious! How can we bring about global change? Where can we start?!

The good news is that sustainability can start small. Our day to day actions and choices can have big impacts that ripple outwards, no matter how small!

Find out more...

about Sustainable Development Goals targets and actions.

Each UN Sustainable Development Goal is broken down into a series of targets, actions and indicators. Explore some of these by clicking into each goal. You should start to see how breaking goals down in this way makes them much more tangible and achievable!

So let's bring the challenge of sustainability right down to our local space and examine the great sustainability initiatives taking place at Manchester Metropolitan. MMU is a great place to do this as the university has been ranked as one of the UK's most sustainable universities by the People and Planet University League. You can find out exactly what this means by following the link to the left!

Explore some of the links overleaf to discover what sustainability in action looks like at MMU.

Think about how these impact the spaces we use on campus, how decision making is conducted at the university, and how research at the university contributes to sustainability. Also consider how your subject might fit into these and how you might get involved!

Find out more...

about the criteria used to rank sustainability at universities:

<https://peopleandplanet.org/university-league/>

**Manchester
Fuel Cell**



MET Munch



**Carbon Literacy
Project**



Print City



Jot down any ideas you have while exploring here!

Think about:

How do these initiatives fit into the UN SDGS? How do these align with your subject? How could you get involved? Any other thoughts or discoveries?

**Man Met
sustainability
homepage**



**Reducing emissions
of aviation**



**Man Met
Sustainable Food
Policy**



**Green Mapping
project**



**Designing Sustainable
Wipes at Manchester
Fashion Institute**



Everyday Sustainability

Now we've explored sustainability at the local level now it's over to you!

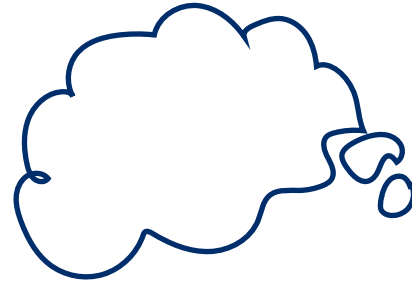
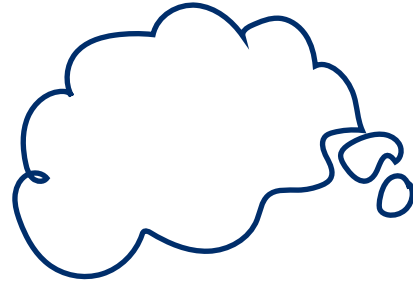
Returning to your ideas and themes of sustainability in the first exercise of this workbook outline goals or ambitions that could help you bring change in these areas!

TASK

To do this pick three ideas of concepts from your word cloud.

1. Identify an action you can take while studying at MMU. Remember this can be as big or as small as you like.
2. Identify an initiative, project, organisation, research group, or anything else that could help you take this action. An example is provided below.

Using the initiatives at MMU explored on the previous page is a great way to get involved and support your actions. Or feel free to discover your own!



I WILL...
Better understand
how my choices impact
carbon emissions

I WILL...

I WILL...

I WILL...



I can do this by...
Taking part in Carbon
Literacy Training

I can do this by...

I can do this by...

I can do this by...

Sustainability is at the forefront of the design of spaces at MMU, but what does this actually look like? The concept of a sustainable space is extremely broad and can seem a little vague or difficult to imagine without proper thought and planning. Let's explore this idea by reflecting on a space on campus and then evaluating and developing its sustainability credentials. Remember all the different areas and themes sustainability can incorporate when doing this!

TASK

Think of any space on campus that you use day to day. This could be a lecture theatre, a lab, a studio, a café, an outdoor space, a means of transport, your accommodation or anywhere else!

Feel free to use the space below to describe it. You can use whatever method you like to do so. Maybe try and do so using a skill or technique you've used or developed in your degree.

SHARE

Remember to share a picture or screenshot of any activity you worked on today.

MAP!

PLAN!

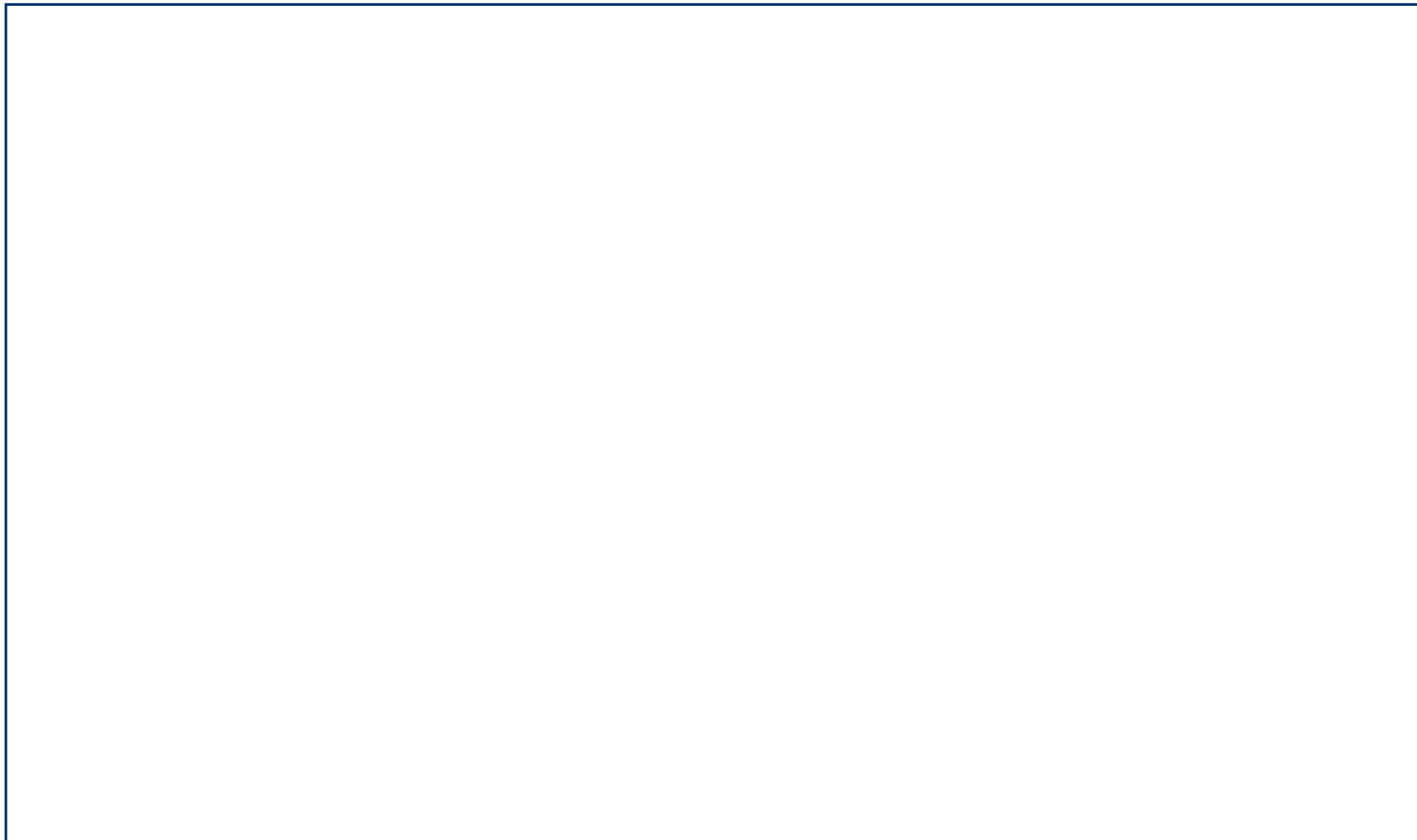
DRAW!

VIDEO !

TELL A STORY!

DESIGN!

ILLUSTRATE!



Is your space sustainable?

Review the UN Sustainable Development Goals (SDGs) to help with this (<https://sdgs.un.org/goals>).

Remember that a sustainable space should be developed to be both environmentally and human friendly!

- ★ Is the space inclusive?
- ★ Are the materials used sustainable?
- ★ Does the space promote good health and wellbeing?
- ★ Is there a space for biodiversity?
- ★ How is energy supplied and used within the space?
- ★ How is waste produced and removed?
- ★ Does the space contain or foster innovation?

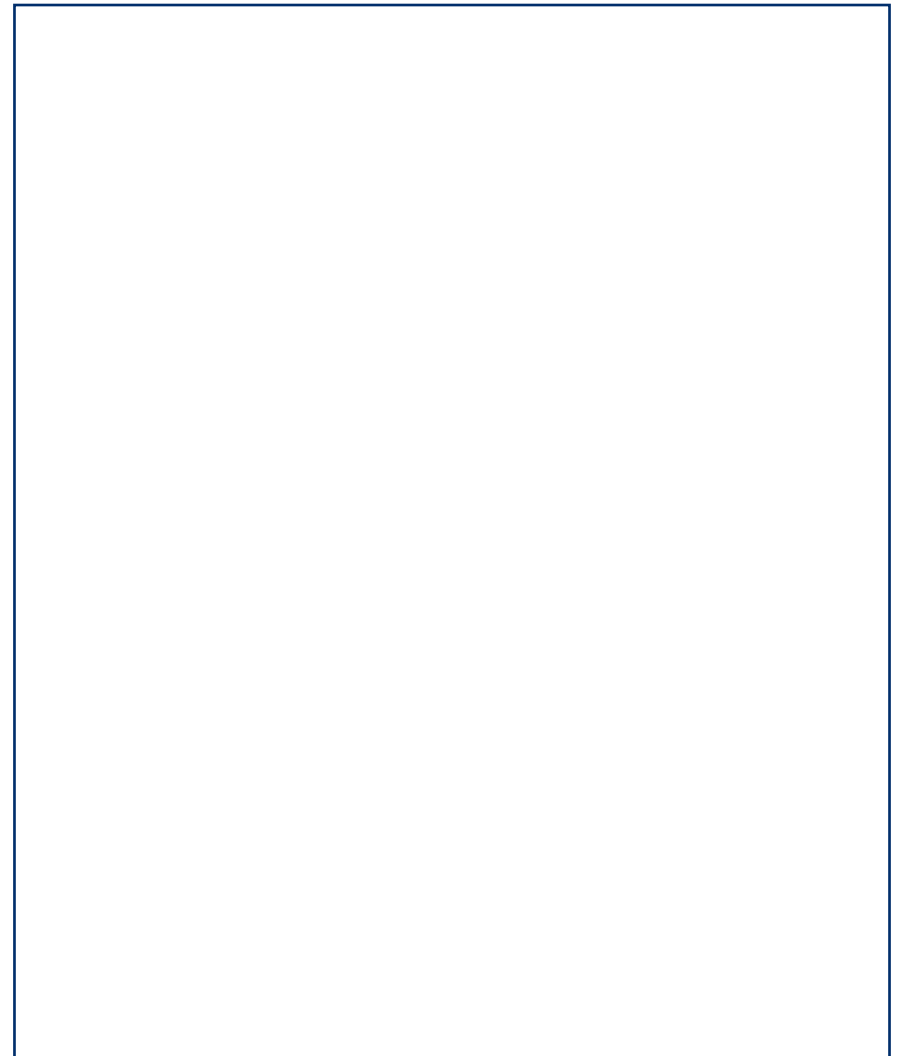
Again use any method you would like to describe these!

You can recreate your space with these changes in the box to the right or modify your work from above with your aspects of sustainable development!

TASK

Now Sustainably develop your chosen space!

Identify and describe changes you could make to your chosen space that could bring about positive change. You may wish to tag these changes with the SDG they contribute to.



Day 1 SDG action!

We have now looked at what sustainability means and what it looks like in action!

You should have some ideas how you can start to take action and make changes that can bring positive change to your local community, don't worry about the global picture starting small can drive big impacts and this will be explored later in the course!

Try and put this into action! Each day throughout this course try and take one action or decision that contributes to the UN Sustainable Development Goals.

You should record this action at the start of the following day and link it to a UN Sustainable Development Goals. You go even attribute it to a specific target within a goal.

Need to find out more about these goals and targets? Explore the goals here:

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

My action or decision was:	The contributes to goal..
	And Target

SHARE

Remember to share a picture or screenshot of any activity you worked on today.

DAY 2

Every career can be a sustainable career!

Think!

Where do your current future plans fit into these two concepts

Broadcast



This section of the course examines how you can harness your motivation to build a sustainable future to find a career and make yourself more employable.

Two paths to this are explored here:

Social Enterprise



Corporate Social Responsibility and Business Sustainability

A Social Enterprise is a businesses with the primary purpose of having a positive social or environmental impact whilst also generating an income

Although not every business is a social enterprise every job can and should have sustainability as a core aim and output. This idea is the motivation behind the concepts of Corporate Social Responsibility and Business Sustainability

Think!

Why not both? Could every business be a social enterprise?

Day 2 SDG action!

Each day throughout this course you should aim to take one action or decision that contributes to the UN sustainable development goals. You should record this action at the start of the following day and link it to a UN Sustainable Development Goals. You go even attribute it to a specific target within a goal. If you need to find out more about these goals and target explore the goals here: <https://sdgs.un.org/goals>

My action or decision was:	The contributes to goal.. And Target
----------------------------	---

Social Enterprise

Social Enterprises come in all kinds of organisations spanning across all areas of sustainability.

Traditional businesses judge their success and impact with a single bottom line – Profit! The health of people and the planet is a secondary concern, if it is considered at all!

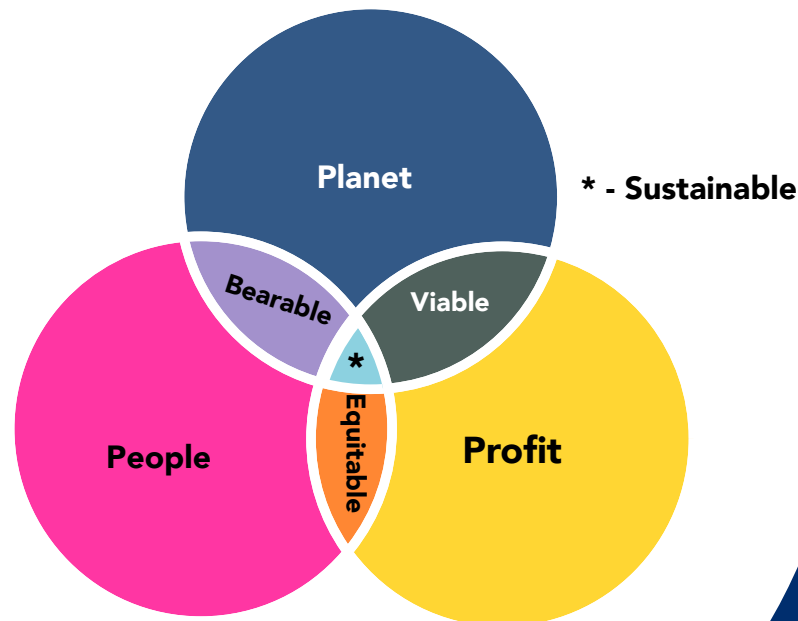
Unlike other businesses profit isn't the only targeted outcome of a social enterprise. The impact and success of a social enterprise is judged with a triple bottom line of people, planet and profit.

They are still businesses and need to generate income, this separates them from non-profit ventures like charities or government bodies, but this cannot come at the cost of the health of people and planet.

Think!

What do these terms mean to you? Jot down some thoughts on what comes to mind when you think about these words.

How do you think these factors interact, can you always have a positive impact on all of them without negatively impacting the others?



Social Enterprise 101



Find out more about Triple Bottom Line thinking



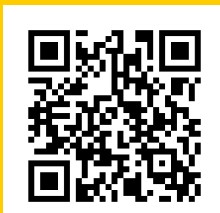
That was a very brief description of the concept of a social enterprise!

The best way to get an idea of what makes a social enterprise is to explore some examples! The links below provide resources to examples of social enterprises. Make a note of how an individual social enterprise can be extremely targeted to a societal or environmental issue but can exist in any area of sustainability. Think how they might relate to the United Nation Sustainable development goals

**GMSSEN
Directory of social
enterprises**



**GMSSEN Finance
& Funding**



**Watch: Assets 2021
Great Social Enterprise
Pitch:**



**And find out how
to take part in this
pitch here:**



**NatWest SE100
Index**



**Explore examples of
recent award winning
social enterprises**



**Watch Power to
Change Community**



This space gives you a chance to pitch your own social enterprise idea!

1. Start by thinking of an environmental or societal issue that you are motivated to tackle.

3. Outline how your own skills, knowledge, and experience could aid you in this!

2. Think about how you could bring positive change to your chosen issue. Try to be specific your target needs to be achievable! Use some of the examples provided previously for inspiration.

4. Briefly outline the impacts you would hope to have. Also consider the potential negative impacts and how you might mitigate them. Consider the UN SDGS!

Target Idea:

Show your vision!

Outline our plan!

My social enterprise will

by

I can bring about change with my:

Skills in:

Knowledge of

Experience with

How will this impact:

People:

Planet:

Profit:

Use the space on the left to help image your vision. Sketch out your idea, use existing images, or any other medium to demonstrate your idea!

Next steps!

This exercise can just be a fun exercise to reflect on your own motivations and skills or if you are really passionate and motivated by this it could be the next step into a career in social enterprise!

When exploring social enterprises you may have noticed lots of competitions, pitches, and funding opportunities. Several were including in the resources above. This demonstrates how launching your own social enterprise is achievable and something absolutely anyone can do! It's a great way to launch your career, pursue your passions, and all while aiding in delivering a sustainable future.



As well as the opportunities outlined above Manchester Metropolitan offers support if you want to launch an idea! Find out more here



Or guidance on launching a Social Enterprise can be found in a self-study kit here

Social enterprises are a great way to create a business and bring about positive change, but they aren't the only way! Any business can be run with sustainability as a core value!

Many institutes and corporations are adopting this principle and recognising that to be successful a business must be sustainable.

These businesses are also acknowledging that expertise in sustainability is currently lacking in their current workforce. That is fantastic news for graduates with skills in sustainability like you! Many sectors and industries are very motivated to hire graduates with skills in sustainability giving you the opportunity to become an industry expert from the beginning of your career!

You can explore this yourself. Think of a career or industry you would like to work in. Then search for that job or sector with "sustainability career" included and see what you find.

Around the page are some examples of applying the concepts of sustainability to different careers and sectors. You may also encounter sustainability consultancies that work to fill the gap in expertise.

Two concepts that are important to sustainable business practices are Corporate Sustainability and Corporate Social Responsibility.

Ecospheric



Manchester based sustainability consultancies

Qsustain



Find out more about these terms from the Green Business Bureau here.

an initiative to make the future of the TV and film industry more sustainable

Albert



Institute of Chartered Accountants in England and Wales: Sustainable Accountants Change the World

CIPD



The Net Zero Skills Challenge

The gap in skills needed to bring about a sustainable future has been recognised by industry in the North West UK. This led several businesses to work with MMU to create the Net Zero Skills Charter outlining the skills needed in the future. Explore this report to find out more, and make a note of how your own skills fit into this action plan!

"The North West is already leading the UK's net zero future, slashing carbon emissions and carving a new path by creating a green industrial economy with a workforce of over 660,000. But, the availability of the right skills will be a significant risk to reaching our climate goals if we don't act now."

Carl Ennis, Chair of Net Zero North West and CEO,
Siemens GB&I

Net Zero Skills Challenge



After doing some exploring you should start to notice the kind of sustainability skills and knowledge that are in high demand with employers.

Now draw these skills together by creating your own job advert for a sustainability champion! Think of an industry or career path you are aiming for after you graduate, and imagine you have been tasked to write a job advert for a new sustainability advocate within your company.

What skills, knowledge, motivation, and personality traits would you need a sustainability champion to have? You can use the North West Net Zero Skills charter for inspiration too. What would the key duties in this role be?

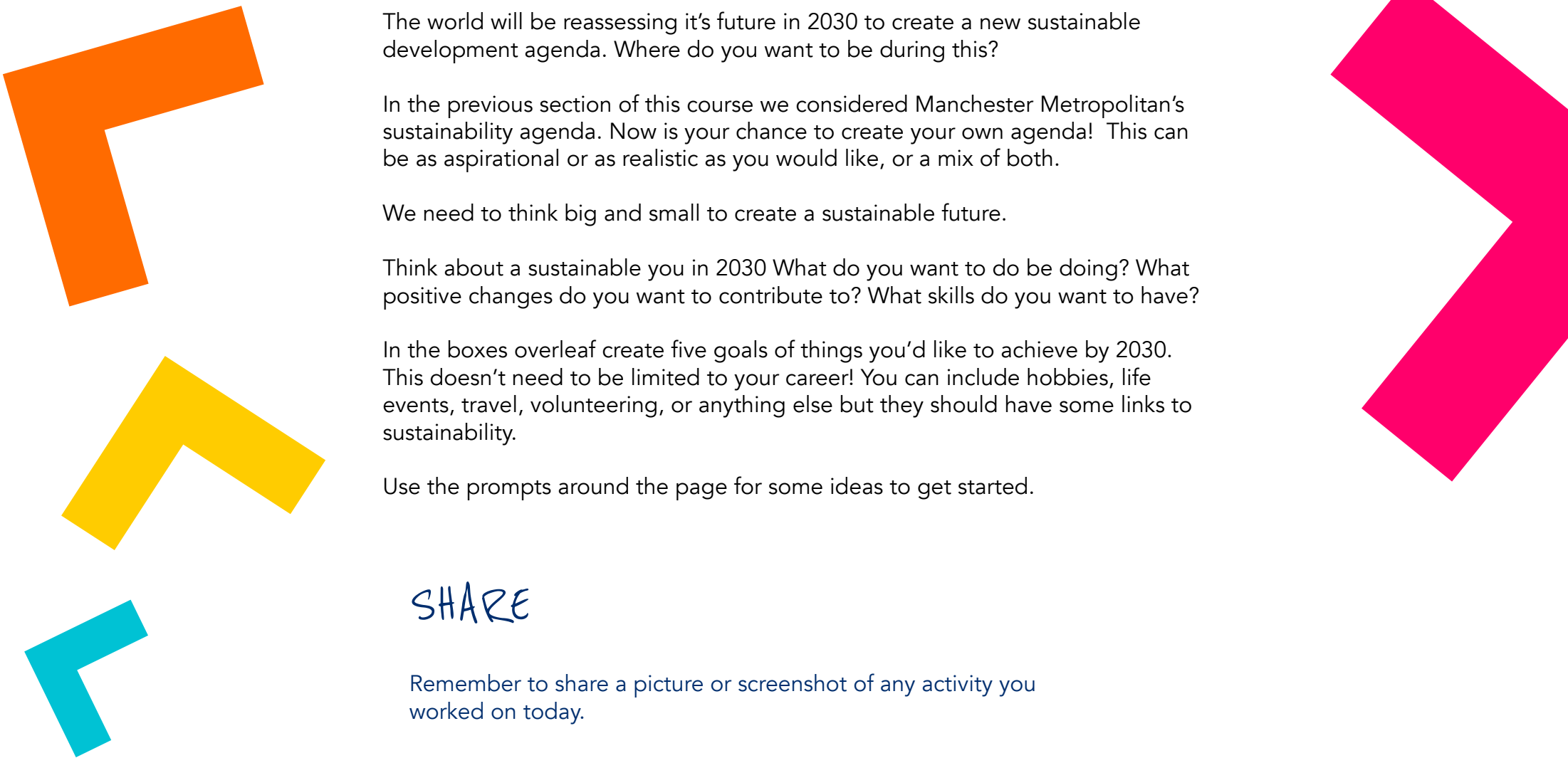
Remember you still need skills within that sector or industry to drive sustainable change in that area!

After reflecting on this and exploring sustainability job listing fill in the job advert template below! After doing so compare your advert to your own CV or portfolio. What expertise do you have already? Which would you like to develop? How can you do this?

Add your Field here



Job Title	_____ Sustainability Expert
Key Duties	<ul style="list-style-type: none">•••
Required Skills	<ul style="list-style-type: none">•••
Desired Experience	<ul style="list-style-type: none">•••
Personality traits	<ul style="list-style-type: none">•••



The world will be reassessing its future in 2030 to create a new sustainable development agenda. Where do you want to be during this?

In the previous section of this course we considered Manchester Metropolitan's sustainability agenda. Now is your chance to create your own agenda! This can be as aspirational or as realistic as you would like, or a mix of both.

We need to think big and small to create a sustainable future.

Think about a sustainable you in 2030. What do you want to be doing? What positive changes do you want to contribute to? What skills do you want to have?

In the boxes overleaf create five goals of things you'd like to achieve by 2030. This doesn't need to be limited to your career! You can include hobbies, life events, travel, volunteering, or anything else but they should have some links to sustainability.

Use the prompts around the page for some ideas to get started.

SHARE

Remember to share a picture or screenshot of any activity you worked on today.

What existing sustainable skills do you want to develop?

GOAL 1

What's your next step?

What impact do you want to have on the world?

GOAL 2

What abilities do you want to showcase?

What is your career path?

Which SDGs do you want to contribute to?

How can you change the industry you want work in?

GOAL 3

What new sustainability skills do you want to gain?

Who do you want to inspire?

How do you want to use your degree?

GOAL 4

Social enterprise or sustainable business?

GOAL 5

What positive change do you want to be part of?

What challenges do you want to embrace and overcome?

DAY 3

Circular Economy

Broadcast



WATCH



In this section of the course we will focus on one sustainability concept - Circular Economy

- ★ This concept is interesting to explore as transitioning to a circular economy is something we can all play a role in but also needs widespread application of new systems and technologies.
- ★ First discover what the term circular economy means by watching the video explaining the Circular Economy and How Society Can Re-think Progress to the left. While watching consider which aspects of a circular economy you can personally help bring about and which will need larger change from industries, governments, and international bodies

Day 3 SDG action!

Each day throughout this course you should aim to take one action or decision that contributes to the UN sustainable development goals. You should record this action at the start of the following day and link it to a UN Sustainable Development Goals. You go even attribute it to a specific target within a goal. If you need to find out more about these goals and target explore the goals here: <https://sdgs.un.org/goals>

My action or decision was:	The contributes to goal.. And Target
----------------------------	---

"The goods of today are the resources of tomorrow at yesterday's resource prices"

UN Conference on Trade and Development

The United Nations Conference on Trade and Development (UNCTAD) supports the development of a sustainable global trade system. A key aspect of this is creating a circular economy.



United Nations Conference on Trade and Development infographic outlining the application of a circular economy to metal production

Visit the UNCTAD website here:



Scroll through the page and explore the News, Projects, and Recent Publication areas of the page. These provide insights into the real world ongoing efforts of creating a global circular economy. Two examples are provided below but there are many more to explore!

Think about...

How can your degree subject contribute to a circular economy? Can you find a case study or challenge within the UNCTAD resources that is relevant to your subject?

Circular economy can help stem biodiversity loss:



Circular Economy: The New Normal?

- ★ Within a circular economy our resources are reused and recycled. This limits the extraction of resources from the natural world, reducing emissions and damage to ecosystems. This applies to everything we use, from metals, plastics, energy, and even the food we eat and the water we drink!
- ★ The schematic diagram overleaf demonstrates this idea applied to our use of water resources. As you review this plan you should notice that there are some things you can do, like using water efficiently in the home or reducing losses and leaks. Other areas may seem out of your control. You can't control water used by mining companies or for irrigation.... Or can you?
- ★ How might you make decisions that reduce water use by these industries? For example, we don't need to mine new metals if we recycle the ones we have and some foods require much more water than others!
- ★ Finally remember you have a career ahead of you that may put you in a position where you can influence these things directly!

TASK

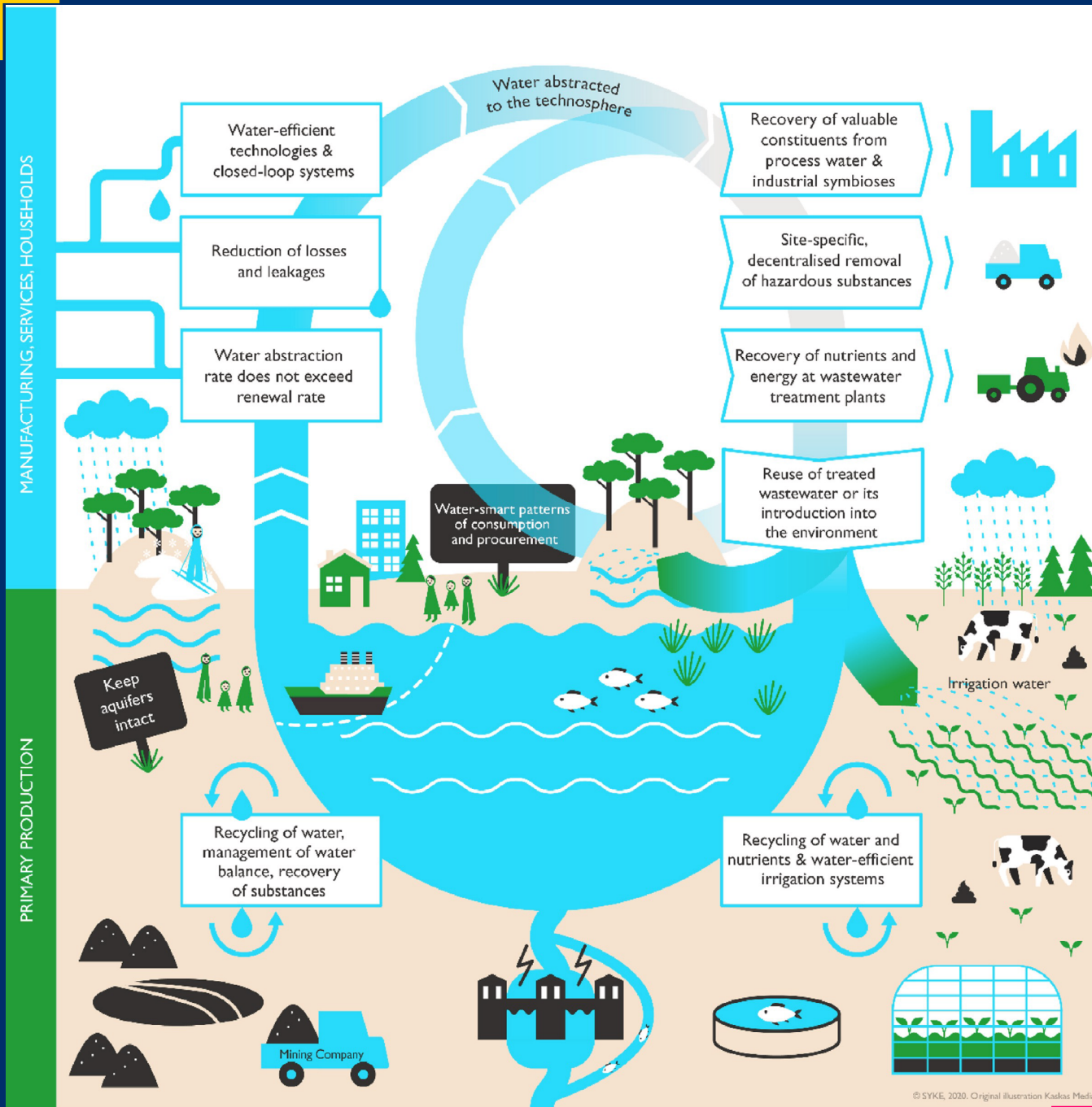
Considering all of this come up with three decisions, actions, or future plans that you can take to make a circular water economy a reality:

I can contribute to a circular water economy by:

- 1.
- 2.
- 3.

Think about...

Do these decisions or actions only contribute to a circular economy for water? Will they impact other resources?



Salminen et al 2022: Water-smart circular economy – Conceptualisation, transitional policy instruments and stakeholder perception, Journal of Cleaner Production.

Find out more by exploring the article here:



System Thinking

Considering how we might build a circular economy highlights the necessity of using systems thinking to create a more sustainable future.

System thinking is an approach that considers all the parts of a system, how they interact, and how small changes may lead to changes in the entire system over time.

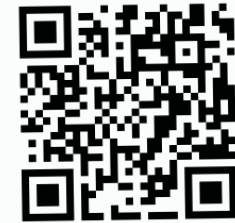
Thinking about sustainability this way means acknowledging that changing one part of our way of living will have knock-on effects. Both positive and negative!

Have a go at some systems thinking by considering the concept of a circular economy and the UN SDGs.

Start with the most direct link to the SDGs with Goal 12: Ensure sustainable consumption and production patterns.....

Explore goal 12 to get an idea of why responsible consumption is needed.

For more detail on Goal 12 explore the UN SDG Report here:



Think about....

What happens if we don't approach sustainability with systems thinking mindset?

This report highlights how e-waste recycling can negatively impact health and wellbeing:



Care must be taken that any solution considers all aspects of sustainability and doesn't focus on one goal to the detriment of others!

12

Ensure sustainable consumption and production patterns

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS

UNSUSTAINABLE PATTERNS

OF CONSUMPTION AND PRODUCTION ARE ROOT CAUSE OF

TRIPLE PLANETARY CRISES



CLIMATE CHANGE



BIODIVERSITY LOSS



POLLUTION

TOO MUCH FOOD IS BEING LOST OR WASTED

IN EVERY COUNTRY EVERY DAY



HARVESTING



TRANSPORT



STORAGE



PROCESSING

13.3% OF THE WORLD'S FOOD IS LOST AFTER HARVESTING AND BEFORE REACHING RETAIL MARKETS



HOUSE



GROCERY STORE



HOUSEHOLD



RESTAURANT

17% OF TOTAL FOOD IS WASTED AT THE CONSUMER LEVEL

OUR RELIANCE ON NATURAL RESOURCES IS INCREASING

RISING OVER **65% GLOBALLY** FROM 2020 TO 2019



VAST MAJORITY OF THE WORLD'S ELECTRONIC WASTE IS NOT BEING SAFELY MANAGED

E-WASTE COLLECTION RATES (2019)



SUSTAINABLE DEVELOPMENT GOALS



..... then think about all the systems that go into creating things we produce and consume. How could implementing a circular economy contribute to achieving the UN SDGs?

Fill in the network below with actions and goals that link the various UN SDGs to the concept of a circular economy.

Think of a positive impact of creating a circular economy and add it to a connector within the network. Identify an SDG this outcome will contribute to and add it to a circle. How will this outcome have a knock-on effect? Think about this and connect your goal to another goal with another outcome.

An example is provided to get you started - By creating a circular economy we will reduce plastic waste, contributing to SDG 12. This will reduce the plastic waste in the oceans and protect marine life from plastic pollution contributing to SDG 14.

Feel free to add more circles and connectors!

Example:

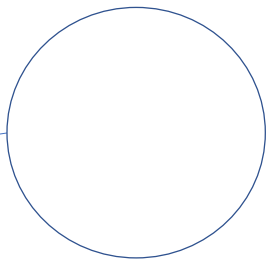
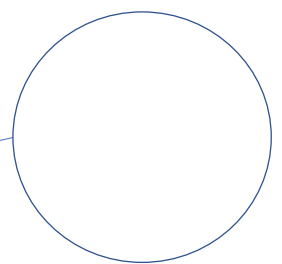
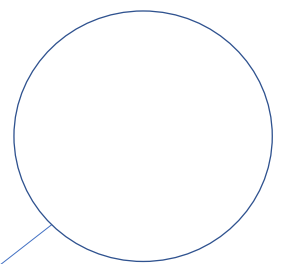
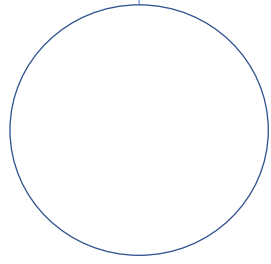
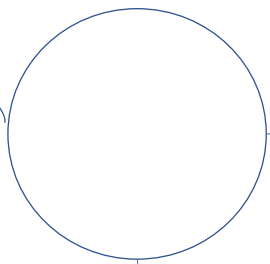
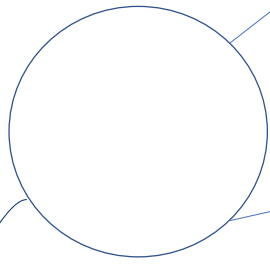
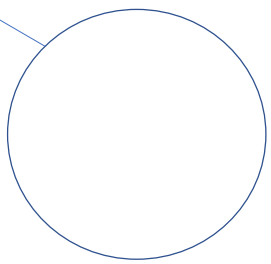
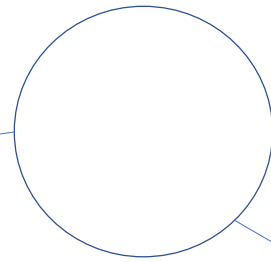
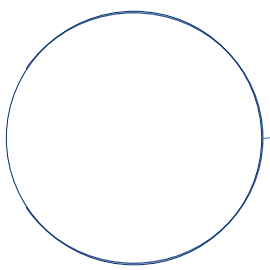
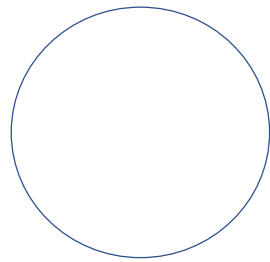


Protect marine life from plastic pollution



Reduce plastic waste

Creating a circular economy will.....



Now let's apply what we've learnt and our thinking to a particular product or resource

Many products or resources we use in our everyday lives take complex journeys to reach us and may only be used briefly before being discarded. Considering a product's full journey and lifespan provides opportunities and motivation to introduce circular economies. The space below allows you to reflect on such a journey related to a product or resource you have used recently. Follow the instructions on the page to complete the flow chart. Doing some quick research at each step might help you add more detail!

SHARE

Remember to share a picture or screenshot of any activity you worked on today.



If you've picked What happens to the food we eat?



To simplify the process pick one component or material your item is made of.

This could be the materials it is made of or used in its manufacture, or resources used to transport it to you, or even the packaging it came in!

Where did this material come from? Can you even find this out? Often it is very difficult to find out where our resources come from making sustainable choices more difficult.

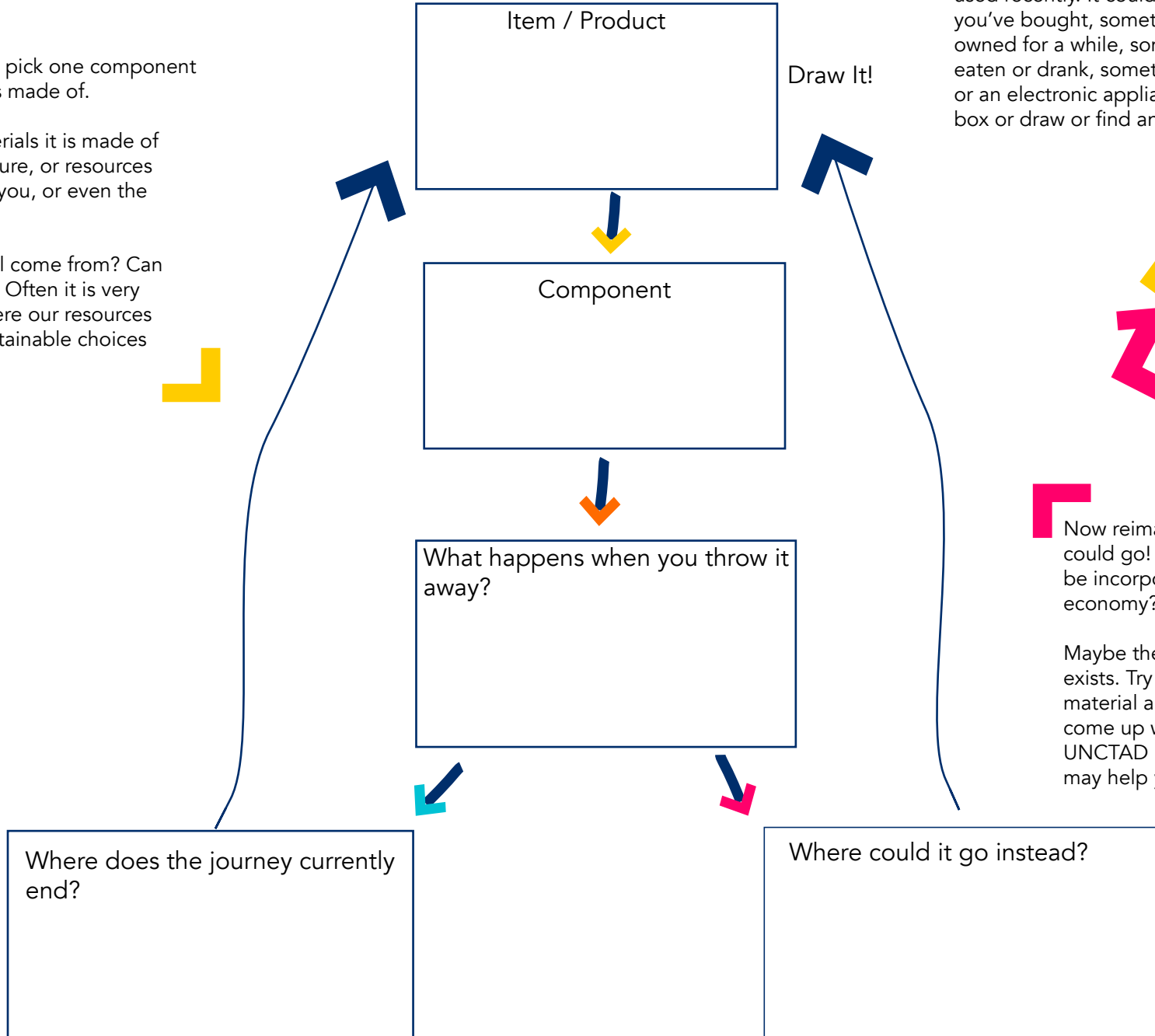
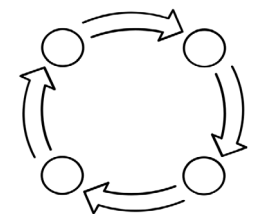


Pick a product or resource that you've used recently. It could be something you've bought, something you have owned for a while, something you've eaten or drunk, something you've worn, or an electronic appliance. Write it in the box or draw or find an image.



Now reimagine where this material could go! How could this material be incorporated into a circular economy?

Maybe the technology already exists. Try searching for your material and circular economy! Or come up with your own idea! The UNCTAD resources explored early may help you with this.



Where does the journey currently end?

Where could it go instead?

DAY 4

Global Citizenship and Education for Sustainable Development

Find out more...

About soft versus critical global citizenship with this article by Vanessa Andreotti.



What are your thoughts on this concept do you feel the same way or differently?

Throughout this course we have focused on specific concepts within sustainability, how they can bring a benefit to our local community, and how to seek a green career. Whilst all worthwhile goals we have to remember we are part of a global community and we have a responsibility to other members of this community. This is the thinking behind the idea of global citizenship and this concept is explored in the final part of this course.

We shouldn't pursue a sustainable future because it is something we want to do or because it makes us feel good, we must acknowledge it is something we have to do for the future of people and the planet. This concept is known as critical sustainability and critical global citizenship.

If we start thinking about ourselves as part of a global community it brings us closer to feeling inequality and injustices in the global system. It also encourages us to reflect on how we may be benefiting from unjust systems and structures. This can be a tricky and uncomfortable issue but think about it more positively! By attending a university in a country like the UK you have benefits that many people on the globe don't have access to and the power to drive change. It is up to you how you use these benefits!

Broadcast



Day 4 SDG action!

Each day throughout this course you should aim to take one action or decision that contributes to the UN sustainable development goals. You should record this action at the start of the following day and link it to a UN Sustainable Development Goals. You go even attribute it to a specific target within a goal. If you need to find out more about these goals and target explore the goals here: <https://sdgs.un.org/goals>

My action or decision was:	The contributes to goal..
	And Target

What is a citizen?

To explore the idea of a global citizen first let's think about what we mean by a citizen. We can break citizenship down into two categories, rights and responsibilities. Rights are things we should expect from our community like safety and security. Responsibilities are the things we should do as individuals to create a healthy society and reduce injustices.

Create your own list of rights and responsibilities in the boxes. What do you expect from your society and what do you think you should do for others in your community?

Review the Humans Rights Act to give you an idea of what rights every person should have



Rights

Responsibilities.

What is a global citizen?

- ★ We have considered what it means to be a citizen. To most people being a citizen applies to their local or national community. However, In the face of sustainability challenges, this thinking is out of date! We need to think globally.
- ★ For example we wouldn't drop litter in our local community so why do we accept our waste being dumped in other communities? Out of sight should not be out of mind!
- ★ This concept also links to the idea of system thinking we explored in the previous section of this course. This is important to remember as being a global citizen means taking action on the local and global scale. Even the smallest action has ripple effects that can drive global change.
- ★ To be a global citizen means acknowledging that we are connected to every person on the planet and we should share our rights and responsibilities equally.



Watch the video on global citizenship and what it means to be a citizen of the world.

Find out more about

linking system thinking and global citizenship. The article below combines two concept explored within this course in systems thinking and global citizenship .



While reading the article consider how the rights and responsibilities you outlined in the previous exercise fit within the thinking presented in this paper.

Think about....

.....whether considering being a citizen on a global scale change any of your rights and responsibilities you listed in the previous activity?

Global Citizenship Education

Becoming a global citizen requires a change of mindset when we make choices in our everyday lives. This means being educated and aware of how our actions and choices impact the global community. This requires being educated and educating others on how we move towards a global society.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) outlines three domains of learning necessary to empower learners to become global citizens:

- ★ Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.
- ★ Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.
- ★ Behavioural: conduct, performance, practical application and engagement.



Find out more...


...about real world action and implementation of SDG 4 and the role of global citizenship education in this.

Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4



Developing and applying these concepts to your own learning will allow you to better appreciate the global implications of any subject, skill, or piece of learning!

This may sound challenging but the good news is that just by taking this course you are contributing to a sustainable future through SDG 4, specifically target 4.7. This target highlights the need for everyone to be educated on the concept of global citizenship so use the resources in this course to explore this concept further and encourage others to understand these ideas too. Become a global citizenship educator yourself!



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

Indicators ▾

4.7.1

Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment

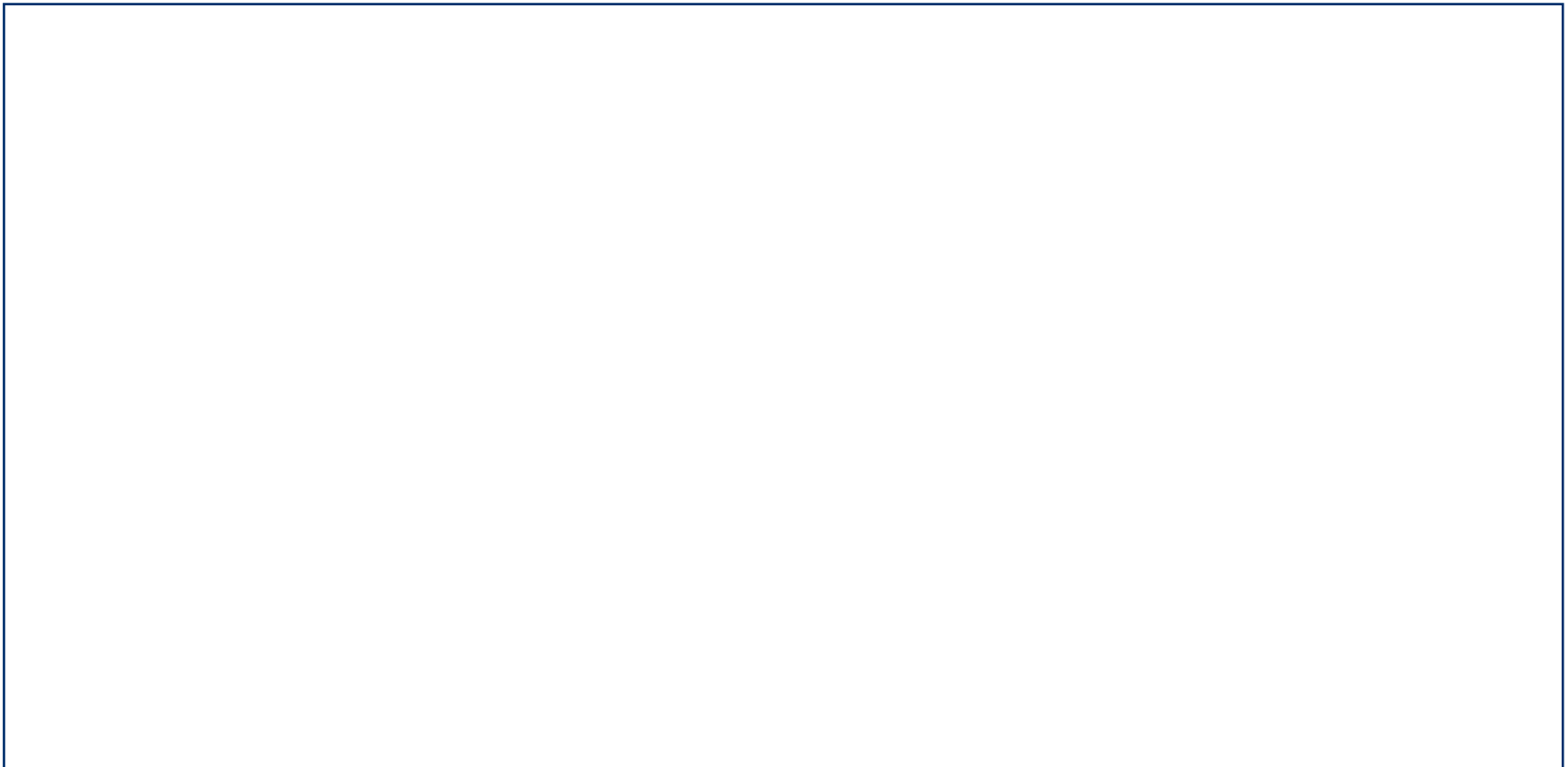
The points above encourage you think about global citizenship education both internally and externally. This means considering how you can educate yourself and how can you educate others?

Can you link your higher education to global citizenship education? By completing a degree you will become a global expert in that field – remember very few people in the global community have access to higher education. How can you use those skills and knowledge to benefit the global community and how can you share that education?

Have a go at this! In the book below create a very short lesson that you could give to anyone in the global community. This should impart a piece of knowledge or skill from your course that by sharing with the global community will help us reach a more sustainable future. Summarise this idea in a few sentences, or even better communicate it visually to overcome language barriers!

SHARE

Remember to share a picture or screenshot of any activity you worked on today.



Finally, we can think about where we fit into the global community. What do you bring to the global community and what can you gain from listening to others? What could make you a more effective citizen of the work?



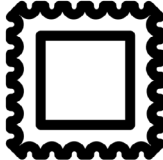










This final exercise asks you to think about these concepts and examine yourself through the lens of global citizenship and what it takes to be a citizen of the world. This exercise summarises this thinking by creating your own Global Citizen Passport. Think of the skills, knowledge, and awareness of issues as stamps in this passport. Consider your inspiration, your awareness, your actions, and your abilities.

Fill in the passport. Think about what "stamps" you have already and others you'd like to get to help you become a true global citizen.

By completing this course you have contributed to UN SDG 4, specifically target 4.7 by gaining knowledge and awareness of education for sustainable development and global citizenship. Find out more here:

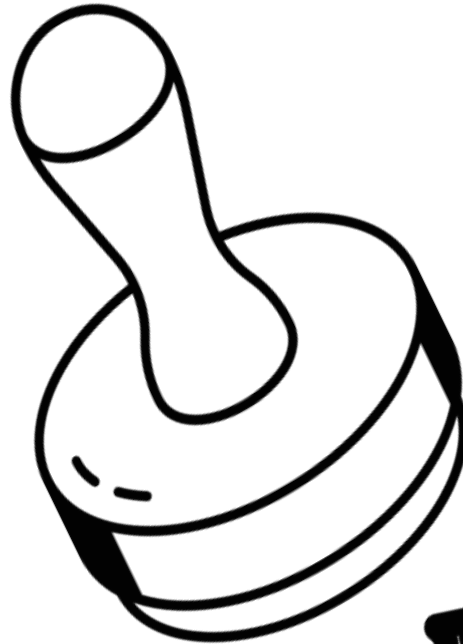


You can think about other knowledge you have gained from this course for your own stamps

Global Citizen Passport	Stamps I've Collected	Stamps To Collect
 <p>A global Citizen is..</p>	     	     

To finish up, what "stamp" can you give to others in the global community?

This could be your degree specific lesson from the previous exercise or a skill, knowledge, or awareness you have gained through your personal experience.



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