



1.2.13. SDG 13 | Climate Action | Take urgent action to combat climate change and its impacts

Table 1.2.13. Learning objectives for SDG 13 “Climate Action”

Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands the greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases. 2. The learner understands the current climate change as an anthropogenic phenomenon resulting from the increased greenhouse gas emissions. 3. The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change. 4. 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. 5. 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	<ol style="list-style-type: none"> 1. The learner is able to explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change. 2. The learner is able to encourage others to protect the climate. 3. The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change. 4. The learner is able to understand their personal impact on the world’s climate, from a local to a global perspective. 5. 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	<ol style="list-style-type: none"> 1. The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them. 2. The learner is able to act in favour of people threatened by climate change. 3. The learner is able to anticipate, estimate and assess the impact of personal, local and national decisions or activities on other people and world regions. 4. The learner is able to promote climate-protecting public policies. 5. The learner is able to support climate-friendly economic activities.



Take urgent action to combat climate change and its impacts*

Competencies in TVET

	Knowledge & Understanding	Skills & Applications	Values & Attitudes
TVET	<ul style="list-style-type: none"> Understanding of climate and environment including human influence, environmental degradation, vulnerability, and interrelationship between human actions, climate change and secondary effects. Integrated assessment of the economic, environmental and social aspects of issues. Intergenerational and future dimensions. Green and blue economy. Understanding of climate change and agriculture/ food supply, marine resources, energy production/ consumption, etc. Mitigation and adaptation solutions. 	<ul style="list-style-type: none"> Workplace skills e.g. ocean management, green economy planning, energy and natural resources management, energy technology skills (e.g. installation of solar water heating systems). Develop possible adaptation and mitigation strategies for communities. Systems innovation skills. Holistic approaches to climate change and climate compatible development. Connect of local actions to global processes. Integrate current and future climate risks into planning and practice. 	<ul style="list-style-type: none"> Raising awareness and communication. Solutions-oriented. Corporate responsibility. Committed to sustainable production and consumption. Society, economy and environment are seen as interacting in an inter-related, nested system. Climate-compatible focus.

References

Commonwealth Secretariat (2017). *Curriculum Framework for Enabling the Sustainable Development Goals*. Retrieved from <https://www.thecommonwealth-educationhub.net/frameworkforsdgs/>

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