



# Report on the Potential of the Integration of a Digital Learning Platform for Education for Sustainable Development (ESD) for Elementary Schools into the National Curricula of Cyprus, Germany, Hungary and Norway

## Curriculum Analysis Framework

The "Digital Education for Sustainable Development across Europe" project is creating a digital European learning platform for ESD in Cyprus, Germany, Hungary and Norway, aimed at students aged nine to eleven to bring ESD into schools as a targeted learning format.

A joint framework to assess potential linking points allows for more targeted and efficient development of educational material as part of the digital learning platform. In addition to that, the framework shall provide guidance for other practitioners in examining the role of ESD and digital learning in their subject/ national curricula. Based on the results potentials for a stronger establishment of ESD and digital learning in curricula can be identified to enable a more effective implementation of ESD.

### Notes for completion:

Target group: Students aged nine to eleven years.

Please use the country-specific curriculum as well as the underlying subject related curricula.

The questions of the framework apply for each subject separately.

### *Education for Sustainable Development*

1. Are ESD, Sustainable Development and/ or Sustainability mentioned in the principles/ guiding ideas of the overall curriculum? If so, what are the main instructions for teaching?

For scanning the curriculum, there is a list at the end of this questionnaire with suggested terms. The terms need to be adjusted to the language used in the curriculum.

2. Are there any statements about the significance that is attributed to ESD? Which ones?
3. Which competencies related to ESD are stated as learning objectives in the respective subject curriculum? Please use the competencies compiled in [UNESCO \(2017\): Education for Sustainable Development Goals: Learning Objectives, p. 10](#) as a reference.
4. Which teaching methods for ESD are recommended in the curriculum?
5. Are the UN Sustainable Development Goals (SDGs) explicitly mentioned in the curriculum? How?
6. What learning objectives are described in the respective curriculum in relation to the SDGs?
7. How much leeway do teachers have in implementing the curriculum in terms of topics and methods taught?



8. Please identify and mark which content within the curriculum relates to the SDGs: Is the respective SDG and its main ideas not mentioned/ outlined/ covered?  
Choose one of the above and explain.

SDG	Answer
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 and Justice, Strong Institutions	
17 – Partnerships for the Goals	

### Digital Learning

1. What learning objectives are cited within the respective curriculum in terms of digital learning?
2. Which competencies for digital learning are targeted within the respective curriculum?
3. Which digital learning methods are recommended?
4. Are there any statements within the curricula about the significance of digital media? If so, which?
5. Are there any recommendations listed for the use of digital media? If so, which?
6. Are there any specific subjects for digital learning as part of the national curriculum?



### *Terms for scanning the curriculum for ESD*

The following provides a selection of terms that can be used to scan the curriculum in order to answer the questionnaire. No claim to completeness.

- 2030 Agenda
- Actions at school and local level
- Active citizen
- Circular economy
- Citizenship
- Climate change
- Climate justice
- Cooperation with stakeholders
- Critical thinking
- Cross thematic approach
- Democracy
- Development Education
- Eco literacy
- Ecological education
- Ecological footprint
- Education for Sustainable Development
- Emissions
- Empowerment
- Environmental education
- Environmental issues
- Ethical issues
- Experiential and collaborative learning
- Future generation
- Global Citizenship Education
- Global Development (Goal)
- Global Learning
- Greenhouse gas emissions
- Inclusiveness
- Intercultural competence
- Interdisciplinary approach
- Intergenerational
- Learning in global contexts
- Livelihoods
- Mental health
- Nature education
- Planetary Boundary
- Planetary Guardrail
- Planetary Health
- Resilience
- SDGs
- Social equity
- (Multi) Stakeholder
- Skills/competencies
- Sustainability
- Sustainability impact
- Sustainability indicators
- Sustainability policy
- Sustainability vision
- Sustainable / sustain
- Sustainable consumption
- System thinking
- Teaching methodology
- Transdisciplinary
- Transform Learning
- Well-being
- Whole Institution Approach
- Whole School Approach
- World Action Program (WAP)