2.1.1 — Nutrition

TASK BY Sulitest — **Subject Knowledge Navigational Chart**

TASK Framework: Human Welfare → **Domain:** Safety & Basic Needs → **Subject:** 2.1.1. – Nutrition	[Click here for User Guidelines](#)

Definition: "There are multiple forms of malnutrition, including undernutrition (wasting or stunting), inadequate vitamins or minerals, overweight, obesity, and resulting diet-related noncommunicable diseases." (WHO)
"Nutrition is a maker and marker of sustainable development, directly or indirectly linked to all the SDGs. The goal is that] all people at all times and at all stages of life have access to affordable, diversified, safe and healthy diets." (UN Nutrition)

Social Foundation Illustrative Indicator: The social foundation for nutrition is determined by the percentage of the population undernourished. (Raworth, 2017)

Social Foundation Status: Using data for 2016, it is estimated that about 11% of the global population is undernourished. (Raworth, FAO, 2017)

Key Ideas

1. Principles of nutrition
2. Food systems
3. Nutrition-related health issues
4. Persistent food insecurity in a self-sufficient world
5. Governance, regulations, and political Issues
6. Food market dominated by rich countries
7. Environmental impact of food production
8. Food diets and consumer behaviors
9. Food loss and waste
10. Strategies for sustainable nutrition

Key International Regulatory Initiatives

- Food and Agriculture Organization (FAO)
- World Health Organization (WHO)
- The Global Compact on Nutrition
- World Food Program (WFP)
- UN Nutrition

---

1. Principles of nutrition
- Nutrition: basic concepts and terms, importance in human health and well-being
- Nutrients: macronutrients, micronutrients, and trace elements
- Characteristics of a healthy diet

2. Food systems
- Traditional and industrial farming methods
- Global food commodity trade and speculation
- Global food supply chains
- Intensive vs extensive (animal) farming

3. Nutrition-related health issues
- Hunger: prevalence, distribution
- Undernutrition: impacts on health and development
- Malnutrition: different forms and worldwide trends
- Obesity: rise globally, associated health risks
- Child condition: stunting, wasting, overweight, obesity

4. Persistent food insecurity in a self-sufficient world
- Sufficient global production, but uneven distribution (food deserts)
- Food insecurity and famines, as social and political phenomena
- Food sovereignty
- Main causes: conflicts, climate change, prices

---

5. Governance, regulations, and political issues
- Land and property rights
- Land concentration
- Agrarian reforms
- International organizations (FAO…) and programs
- Embezzlement of international aid
- Food used as Green Weapon in a conflict

6. Food market dominated by rich countries
- Globalization and market competition: technical advances of rich countries outcompete local agriculture in southern countries
- Integration of agriculture in the agribusiness chain: multi-national companies playing influential roles
- Volatility and rising trends in food prices: Food riots
- Subsistence vs industrial agriculture, land grabbing
- Inequalities in public support: greater Western subsidies for export agriculture than for development aid

7. Environmental impact of food production
- Green revolution and the intensification of food production
- Footprint: ecological and carbon footprints
- Land-change use (deforestation, soil degradation…)
- Water pollution
- Impacts of intrants (novel entities)
- GHG emissions (animal farming in particular)
- Biodiversity and animal welfare
- Impact of climate change on food systems
- GMOs: controversy, biodiversity impact
- Palm oil: food, shampoo, cosmetics, deforestation

8. Food diets and consumer behaviors
- Meat: Health & environmental impacts, ethics
- Plant-based diets: misconceptions, benefits
- Food and culture: the role of food in identity and sense of place
- Strategies for promoting healthy and sustainable eating habits, food safety and hygiene
- Impact of global food markets on diets and consumer behaviors
- "Fast, slow, local" food movements
- Food justice movement

---

9. Food loss and waste
- Loss in production (≈ half of total waste)
- Loss and waste in retail
- Loss and waste in consumption
- Differences by type of food (vegetables, meat…)
- Environmental consequences: water/energy waste, pollution, useless land-change
- GHG emissions (3rd largest emitter as a country)
- Prevention and valorization: collection issues, composting

10. Strategies for sustainable nutrition
- Prospects: need for increase in sustainable food production (and decrease in unsustainable production)
- Organic farming, permaculture, agroforestry…
- Conversion of pasturelands: eating less meat
- Potential of technological innovations: vertical farming, lab-grown meat, insects
- Urban farming
- Seed biodiversity and ownership: its role in sustainable agriculture and food security
- Climate-resilient agriculture

Learning Objectives — Nutrition

Knowledge Type	The sustainability literate learner will be able to …
Definitions *Descriptive knowledge*	1. Define undernutrition, malnutrition, wasting and stunting and identify key corresponding characteristics 2. Identify the groups most vulnerable to undernutrition 3. Explain the principles of sustainable nutrition 4. Distinguish food loss from food waste 5. Identify and explain the sustainable development targets for global hunger
Current State & Trends *Contextualized knowledge*	1. Determine human's current location vis-à-vis the sustainable development targets for global hunger 2. Estimate past, recent, and current population, especially children, exposed to malnutrition, stunting and wasting 3. Estimate the prevalence and the repartition of obesity and related health issues 4. Identify current challenges to eradicate undernutrition and malnutrition 5. Determine the relation between diets and wealth 6. Identify the geographical and social disparities of hunger
Major Causes *Causal knowledge*	1. Identify the direct causes of undernutrition, malnutrition, stunting, and wasting 2. Identify the underlying drivers of undernutrition, malnutrition, stunting, and wasting 3. Articulate the concept of food sovereignty with global food trade 4. Estimate the percentage of food production lost and wasted 5. Identify current issues with food aid 6. Identify major actors contributing to—or resisting—undernutrition
Systemic Impacts *Integrated knowledge*	1. Identify health consequences of malnutrition and associated deaths 2. Estimate the carbon and the ecological footprints of diets and food loss 3. Identify systemic interactions between education, gender, and undernutrition

Key Resources — Nutrition

FAO. (2011). Global food losses and food waste – extent, causes and prevention. Retrieved from https://www.fao.org/3/mb060e/mb060e00.pdf

FAO. (2022). The State of Food Security and Nutrition in the World. Retrieved from https://www.fao.org/documents/card/en/c/cc0639en

FAO. (2022). The State of World Fisheries and Aquaculture. Retrieved from https://www.fao.org/state-of-fisheries-aquaculture

IPES-Food & ETC Group. (2021). A Long Food Movement: Transforming Food Systems by 2045. Retrieved from https://www.ipes-food.org/_img/upload/files/LongFoodMovementEN.pdf

Nestle, M. (2013). Food Politics: How the Food Industry Influences Nutrition and Health. University of California Press.

Raworth, K. (2017). A supplement to A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48–49. https://www.thelancet.com/cms/10.1016/S2542-5196(17)30028-1/attachment/2d58fdae-741c-4016-84cd-2fc0b1e94f49/mmc1.pdf

SDGs: The 17 Goals, 169 targets, overview, indicators, progress & info. Retrieved from https://sdgs.un.org/goals

The Sustainable Development Goals Report 2022. Retrieved from https://unstats.un.org/sdgs/report/2022/

UNESCO Learning Objectives & Discussion Topics (Full report). Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247444

World Health Organization. (n.d.). Nutrition. Retrieved from https://www.who.int/fr/health-topics/nutrition#tab=tab_1

2.1.2 — Health

TASK BY Sulitest **Subject Knowledge Navigational Chart**

TASK Framework: Human Welfare → **Domain:** Safety & basic needs → **Subject:** 2.1.2 – Health	*Click here for User Guidelines*

Definition: "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." (WHO, 2023)

Social Foundation Illustrative Indicators: The social foundation for health is determined by the two factors of: 1) the population living in countries with under-five mortality rate not exceeding 25 per 1,000 live births, and 2) the population living in countries with life expectancy at birth of not less than 70 years. (Raworth, 2017):	**Social Foundation Status:** Currently, 46% of the population are living in countries with under-five mortality rate exceeding 25 per 1,000 live births in 2015. Similarly, 39% of the population living in countries with life expectancy at birth of less than 70 years in 2013. (Raworth, 2017)

Key Ideas	**Key International Regulatory Initiatives**
1. Health: definitions and determinants 2. Mental health 3. Disability rights and care 4. Ageing population considerations 5. Pandemic and infectious diseases 6. Global health challenges 7. Health systems and access 8. Medical staffing and understaffing 9. Health access disparities 10. Pharmaceutical industry and research	• World Health Organization (WHO) • UNESCO Department of Economic and Social affairs

1. Health: definitions and determinants	**2. Mental health**	**3. Disability rights and care**	**4. Ageing population considerations**
• Biological: genetics, age, sex • Behavioral: hygiene, lifestyle, substance use, diet, sedentariness issues • Social: socioeconomic status, education, social support • Environmental: pollution, climate change, access to clean water and sanitation • Life expectancy, Healthy life years • Quality of life and well-being	• Risk factors: biological, socioeconomic, stress • Prevention, promotion, and quality of mental health services • Impacts of environmental degradation and climate change: eco-anxiety, solastalgia • Addressing misinformation about mental healthcare • Trauma-Informed Healthcare	• Ableism • Disability rights: from social attitudes to legal frameworks • Health care coverage for people with disabilities	• Demographic trends and implications • Elderly care: retirement/care/nursing home • Health and social systems adaptation • Socio-economic consequences • Silver economy

5. Pandemics and infectious diseases	**6. Global health challenges**	**7. Health systems and access**	**8. Medical staffing and understaffing**
• Origins: zoonotic diseases, changes in human-animal interactions • Infectious disease Transmission • Pandemic preparedness and response • Socio-economic impacts • Vaccination and immunity, equitable distribution • Climate change impacts: melting permafrost… • COVID-19: global impacts and lessons learned	• Global pandemics and infectious diseases (including emerging diseases): Malaria, AIDS, Ebola • Communicable and non-communicable diseases • Maternal and child health, including mortality issues • Birth control • Antimicrobien Resistance (AMR) • Vaccine controversies, health-related conspiracy theories • Global health governance	• Ensuring equitable health access and health care coverage • Quality and safety of healthcare services • Privatization of healthcare services • Misinformation about healthcare • Health policies and laws • Cultural approaches: traditional, indigenous, alternative, eastern, and western	• Global Shortage of Healthcare Workers • Impact of burnout and stress • Women's representation in healthcare • Medical missions • Humanitarian aid • Self-medication • Emerging trends: digital therapeutics, AI

9. Health access disparities	**10. Pharmaceutical industry and research**		
• Medical desert: lack of healthcare providers, geographic isolation, limited transportation • Economic Factors: low income, lack of insurance, high healthcare costs • Educational Disparities: health literacy, awareness of resources • Environmental Injustice: housing conditions, exposure to pollutants, neighborhood safety • Systemic Bias and discrimination • Gender disparities: reproductive health access, preventive care, mental health stigma	• Structure, key players, global reach of the pharmaceutical industry • Role of Research & Development (R&D) • Ethical Issues in Research: clinical trials, animal testing, use of genetic information • Pharmaceutical lobbying, impact on health policy and patient care • Access to medicines: drug pricing, patents, generic drugs		

Learning Objectives — Health

Knowledge Type	The sustainability literate learner will be able to …
Definitions *Descriptive knowledge*	1. Define and differentiate health, hygiene, and well-being 2. Identify the diversity of philosophical conceptions of life quality, including the right to health, and discriminatory attitudes against illness like ableism 3. Define and distinguish different types of health and diseases such as communicable disease or mental health 4. Identify health quality variables such as maternal mortality, child mortality, or life expectancy 5. identify the sustainable development targets for health
Current State & Trends *Contextualized knowledge*	1. Determine human's location vis-à-vis the related sustainable development targets 2. Describe past, current, and predictable trends of major global health issues 3. Identify current challenge to address major health issues such as obesity, mental health, or emergent diseases 4. Determine gender, social and geographical health disparities
Major Causes *Causal knowledge*	7. List the main direct causes of health issues by types of illness 8. List the underlying drivers of health issues such as sedentariness 9. Explain the relation between clean water and health, especially in health care facilities 10. Identify major actors and main strategies to address –or aggravate– health issues
Systemic Impacts *Integrated knowledge*	4. Identify (and estimate) major consequences of health issues, such as the cost of mental health issues 5. Identify the leading causes of Years Lived with Disability 6. Describe the systemic interactions between health and education, especially in the case of global health crises 7. Describe and estimate the relations between global pandemics and mental health

Key Resources — Health

Bell, J. A., & Nuzzo, J. B. (2021). Global Health Security Index: Advancing Collective Action and Accountability Amid Global Crisis. Retrieved from https://www.ghsindex.org/report-model/

Raworth, K. (2017). A supplement to A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48–49. https://www.thelancet.com/cms/10.1016/S2542-5196(17)30028-1/attachment/2d58fdae-741c-4016-84cd-2fc0b1e94f49/mmc1.pdf

SDGs: The 17 Goals, 169 targets, overview, indicators, progress & info. (n.d.). Retrieved from https://sdgs.un.org/goals

The Sustainable Development Goals Report 2022. (n.d.). Retrieved from https://unstats.un.org/sdgs/report/2022/

UNESCO Learning Objectives & Discussion Topics (Full report). (n.d.). Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247444

WHO. (2021). Mental health atlas 2020. Retrieved from https://www.who.int/publications/i/item/9789240036703

WHO. (2023). World health statistics 2023: monitoring health for the SDGs, Sustainable Development Goals. Retrieved from https://www.who.int/data/gho/publications/world-health-statistics

WHO & International Bank for Reconstruction and Development (IBRD)/The World Bank. (2021). Tracking Universal Health Coverage: 2021 global monitoring report. Retrieved from https://www.who.int/publications/i/item/9789240040618

2.1.3 — Access to Water and Sanitation

TASK by Sulitest — Subject Knowledge Navigational Chart

TASK Framework: Human Welfare → **Domain:** Safety and Basic Needs → **Subject:** 2.1.3 – Access to Water and Sanitation	

Definition: The right to water entitles everyone to have access to sufficient, safe, acceptable, physically accessible, and affordable water for personal and domestic use. The right to sanitation entitles everyone to have physical and affordable access to sanitation, in all spheres of life, that is safe, hygienic, secure, and socially and culturally acceptable and that provides privacy and ensures dignity. Physical presence is not the same as access. (UN Water)

Social Foundation Illustrative Indicators: The social foundation for access to water and sanitation is determined by two control variables: 1) the percent of population without access to improved drinking water, and 2) percent of population without access to improved sanitation. (Raworth, 2017)

Social Foundation Status: Stocks of freshwater remain in the safe zone at the global level, but numerous water basin areas are operating beyond the zone of uncertainty and high risk. (Steffen, 2015) However, billions of people live without safely managed water and sanitation. (Raworth, 2017)

Key Ideas

1. Global water cycles and freshwater
2. Access to water
3. Drinking water
4. Sanitation and hygiene
5. Water use efficiency
6. Freshwater use and misuse
7. Water recycling
8. Wastewater management
9. Water resource management
10. Water and sustainable development

Key International Regulatory Initiatives

- Convention on the Protection and Use of Transboundary Watercourses & International Lakes (1996)
- General Comment No. 15 (2002) The right to water (arts. 11 and 12 of the ICESCR)
- Human Rights Council Decision 2/104 - Human Rights and Access to Water
- Intergovernmental Panel on Climate Change (IPCC) 1988
- UN Framework Convention on Climate Change-UNFCCC (1994)
- IPCC Sixth Assessment Report (AR6) 2021-2023

1. Global water cycle and freshwater
- Hydrological cycle, systems, and processes
- Freshwater resources and supply
- Surface water / groundwater
- Scarcity: drought, shortages, restrictions, rationing
- Abundance: floods, flash floods, soil erosion, landslides
- Freshwater stress (water stress, water crisis)
- Proportion of freshwater to salt water
- Proportion of accessible freshwater to freshwater stock

2. Access to water
- Water as a basic need, human right, and common good
- Principles of access: available, accessible, equitable, affordable, safe, gender equality, adequate, universal
- Unequal access to safe drinking water
- Disparities between rich and poor
- Water distribution
- Transboundary water (access, regulation, conflict, etc.)
- Water exports

3. Drinking water
- Ambient water quality
- Basic drinking water
- Potable and non-potable water
- Safely managed drinking water services
- Improved water source
- Water quality standards
- Pollution types, sources, causes, impacts, etc.
- Pesticide and herbicide contamination
- Water pollution impact on health (fauna and flora)

4. Sanitation and hygiene
- Basic sanitation
- Safely managed sanitation services
- Sanitation facilities management
- Improved sanitation facilities
- Principles of sanitation and hygiene: available, accessible, equitable, affordable, safe, gender equality, adequate, universal
- Open defecation
- Handwashing facilities and hand hygiene
- Unequal access to sanitation facilities

5. Water use efficiency
- Water exports (virtual water)
- Water harvesting
- Water leakage
- Agricultural water productivity
- Water sprinkling and evaporation
- Water storage
- Irrigation and micro-irrigation

6. Freshwater use and misuse
- Conflict between human use and ecosystem health
- Irrigation
- Excessive extraction for agricultural use (Overdrafting)
- Water use by sector
- Degradation and/or depletion of aquifers, groundwater, lakes, rivers, wetlands, reservoirs
- Water rights (patents, regulations, treaties, boundary water, etc.)

7. Water recycling
- Water reuse technologies
- Desalination
- Safe water reuse
- Water programs
  - Water harvesting
  - Water desalination
  - Water farming

8. Wastewater management
- Safely treated wastewater
- Wastewater treatment
- Untreated wastewater
- Wastewater generation
- Wastewater collection
- Household wastewater
- Wastewater monitoring
- Centralized plants
- Septic tanks

9. Water resource management
- Water management programs (multiple types)
- Sustainable water resource management
- Integrated Water Resource Management (IWRM)
- Transboundary water cooperation (river / lakes)
- Water assistance programs (for developing countries)
- Community engagement and participation in water management
- Role in global, systemic interrelationships

10. Water and sustainable development
- Key role water plays in achieving other SDGs
- Water and gender
- Water and inequality
- Water and health
- Water and cities
- Water and energy
- Water and food security
- Water and the economy and jobs

Learning Objectives — Access to Water and Sanitation

Knowledge Type	The sustainability literate learner will be able to …
Definitions *Descriptive knowledge*	1. Explain the meaning of freshwater use and describe the key characteristics of the phenomenon 2. Describe the multiple types and characteristics of freshwater use and freshwater poverty 3. Characterize the importance of access to freshwater to life, human welfare, and Earth systems 4. Describe the natural cycles, processes, distribution, sources, and proportion to total water on Earth of freshwater resources 5. Identify multiple types of health-related services and ecosystem services provided to humans by freshwater resources 6. Identify and explain the control variable used to establish the Planetary Boundary for freshwater use
Current State & Trends *Contextualized knowledge*	1. Determine humanity's current location vis-à-vis the Planetary Boundary for freshwater use 2. Explain the role that freshwater plays in supporting ecosystems, habitats, and biodiversity 3. Estimate past, current, and projected freshwater needs, and corresponding available resources 4. Identify countries and/or regions that are particularly rich in freshwater resources and/or vulnerable to water poverty or water quality 5. Identify and describe impediments to respecting the Planetary Boundary on freshwater use as well as the stakes of transgressing it
Major Causes *Causal knowledge*	1. Identify and rank the main causes of freshwater use, misuse, and water quality deterioration 2. Identify and rank the underlying structural drivers of freshwater deterioration by economic sector 3. Explain the factors and processes leading to increased demand for freshwater 4. List the major causes of water stress, declining water quality, and the deterioration of water-related ecosystems 5. Identify major local, state, and non-state actors and the role each plays in contributing to preserving or depleting freshwater resources
Systemic Impacts *Integrated knowledge*	1. Identify and evaluate the major consequences of respecting or transgressing the Planetary Boundary for freshwater use 2. Identify and evaluate the consequences of disrupting natural water cycles and freshwater resources 3. Identify the multiple hazards and consequences of freshwater loss for both Earth's regulating systems and human welfare systems 4. Categorize the hazards of freshwater loss into immediate, mid-term, and long-term threats to human well-being and ecosystem stability 5. Imagine and describe the risks and worst-case scenarios stemming from the decline of freshwater resources

Key Resources — Access to Water and Sanitation

IPCC. (2021). Climate Change 2021: The Physical Science Basis. Contribution of WG1 to the Sixth Assessment Report of the IPCC. Retrieved from https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf

IPCC. (2022). Climate Change 2022: Impacts, Adaptation, and Vulnerability. Contribution of WG2 to the Sixth Assessment Report of the IPCC. Retrieved from https://www.ipcc.ch/report/ar6/wg2/downloads/report/IPCC_AR6_WGII_SummaryForPolicymakers.pdf

IPCC. (2022). Climate Change 2022: Mitigation of Climate Change. Contribution of WG3 to the Sixth Assessment Report of the IPCC. Retrieved from https://www.ipcc.ch/report/ar6/wg3/downloads/report/IPCC_AR6_WGIII_SummaryForPolicymakers.pdf

IPCC. (2023). Climate Change 2022: AR6 Synthesis Report: Climate Change. Retrieved from https://ipcc.ch/report/ar6/syr/

SDGs: The 17 Goals, 169 targets, overview, indicators, progress & info. Retrieved from https://sdgs.un.org/goals The Sustainable Development Goals Report 2022. Retrieved from https://unstats.un.org/sdgs/report/2022/

UNESCO. (Full report). Learning Objectives & Discussion Topics. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247444

United Nations. (2021). The United Nations World Water Development Report 2023: Partnerships and Cooperation for Water. UNESCO, Paris. Retrieved from https://www.unwater.org/publications/un-world-water-development-report-2023

United Nations. (2022). The United Nations World Water Development Report 2022: Groundwater: Making the invisible visible. UNESCO, Paris. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000380721

United Nations. (2021). The United Nations World Water Development Report 2021: Valuing Water. UNESCO, Paris. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000375724

UNESCO. (2020). United Nations World Water Development Report 2020: Water and Climate Change, Paris, UNESCO. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000372985.locale=en

WWAP (UNESCO World Water Assessment Program). (2019). The United Nations World Water Development Report 2019: Leaving No One Behind. Paris, UNESCO. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000367306

WHO, UNICEF, World Bank. (2022). State of the world's drinking water: an urgent call to action to accelerate progress on ensuring safe drinking water for all. Retrieved from https://www.who.int/publications/i/item/9789240060807

2.1.4 — Housing and Human Settlements

TASK BY Sulitest — **Subject Knowledge Navigational Chart**

TASK Framework: Human Welfare → **Domain:** Safety and Basic Needs → **Subject:** 2.1.4. – Housing and Human Settlements	*Click here for User Guidelines*

Definition: "The right to adequate housing (…) should be seen as the right to live somewhere in security, peace and dignity" (UN Habitat, 2009, p3). For key aspects of the right to adequate housing, including freedoms, entitlements, conditions of adequate housing, protection, see UN Habitat Factsheet 21 on the Right to Adequate Housing.

Social Foundation Illustrative Indicator: The social foundation for housing and human settlements is determined by the proportion of global urban population living in slum housing in developing countries. (Raworth, 2017A)

Social Foundation Status: In 2012, 24% of global urban population was living in slum housing in developing countries. This shortfall continues today. This constitutes a shortfall. (Raworth, 2017A)

Key Ideas

1. Physical, social, & psychological human needs
2. Urbanization
3. Settlement patterns
4. Waste generation and management
5. (Forced) Displacement and migration
6. Informal settlements
7. Disaster preparedness and resilience
8. Sustainable communities
9. Sustainable construction and planning
10. Sustainable transportation
11. Sustainable housing

Key International Regulatory Initiatives

- UN - Habitat
- UNHCR –UN Refugee Agency 1951 Refugee Convention
- Human Rights Watch
- Amnesty International

1. Physical, social, & psychological human needs
- Varying definitions of human needs
- Physical human needs (shelter, food, etc.)
- Social needs (community, etc.)
- Psychological (safety, etc.)
- Housing as the basis for the fulfillment of human needs

2. Urbanization
- Population growth following green revolution
- Rural exodus
- Labor migration
- Artificialization of soils
- Residential segregation

3. Settlement patterns
- Urban, rural, peri-urban, diversity of patterns
- Land occupation rate
- Population density
- Growing inequalities in urban-rural
- Regional development / Rural development

4. Waste generation and management
- Sustainable waste management
- Sanitation and health care (sewage, water)
- Recycling, reusing, composting infrastructure
- Waste pollution in marine, water, river, coastal ecosystems

5. (Forced) Displacement and migration
- Forced evictions
- Conflict, wars
- Land grabbing, land planning
- Asylum (rights), refugees, climate refugees
- Stateless people

6. Informal settlements
- Conditions of adequate housing UN-Habitat
- Barriers to access to physical, social, psychological human needs
- Healthcare: disease, lack of sanitation, hygiene
- Refugee camps
- Social exclusion risks, crime, criminalization of poverty

7. Disaster preparedness and resilience
- Natural disaster preparedness and resilience
- Resilient buildings
- Climate catastrophes
- Vulnerabilities: coastlines, slums, etc.

8. Sustainable communities
- Community dynamics
- Social needs, social exclusion, loneliness
- Democratic processes, participative methods
- Multi-stakeholder processes, cooperation
- Food sovereignty/security
- Access to culture, education

9. Sustainable construction and planning
- SDG11 Targets and indicators
- Bio-based construction, circular building, material reuse
- Integral planning
- Retrofitting urban spaces
- Democratic, inclusive (city) planning processes

10. Sustainable transportation
- Integrated, affordable transportation systems
- Carbon neutral transportation systems
- Air pollution and air quality
- Mobility
- Freight transportation systems

11. Sustainable housing
- Alternative housing structures: co-living
- 15-minute cities
- Eco-villages, eco-neighborhoods
- Tiny houses, natural housing
- Urban agriculture

Learning Objectives — Housing and Human Settlements

Knowledge Type	The sustainability literate learner will be able to …
Definitions *Descriptive knowledge*	1. Define basic human needs, particularly needs related to the issues of Housing and Human Settlement, and how shelter (structures) is a gateway to the fulfilment of other needs 2. Define and distinguish between distinct groups deprived of housing and human settlement and in what way their deprivation leads to unmet needs 3. Define resilient human settlement and describe what processes contribute to their resilience 4. Describe major processes influencing the sustainability of human settlements: food, energy, transportation, construction, water, safety, waste treatment, inclusion and accessibility, education, integration of green spaces, disaster risk reduction, political decision-making and participation, community dynamics 5. Identify and argue for sustainable and inclusive planning of human settlements across the major processes
Current State & Trends *Contextualized knowledge*	1. Estimate & describe the historical and current trends for settlements patterns (urbanisation, rural exodus, large movements of populations) and their impact on the settlements' sustainability 2. Estimate the current and predictable trends in demographics deprived of their human settlement-related needs 3. Estimate the role and impact of urban settlements worldwide on the major processes influencing the sustainability of human settlements 4. Identify current good practices of sustainable human settlements
Major Causes *Causal knowledge*	1. List the major causes behind unsustainable human settlement patterns (war, natural disasters, inequality, …) 2. Argue the main drivers of unsustainable human settlements across the major processes at play 3. Identify key actors to address the unsustainability of human settlements
Systemic Impacts *Integrated knowledge*	1. Explain the role of local decision-makers, of public governance and the importance of inclusive participation 2. Identify key characteristics of communities and their dynamics that participate in furthering the sustainability of human settlements and give examples of local initiatives

Key Resources — Housing and Human Settlements

Raworth, K. (2017). A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48–49. Retrieved from https://www.thelancet.com/journals/lanplh/article/PIIS2542-51961730028-1/fulltext#sec1

Raworth, K. (2017A). A supplement to A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48–49. Retrieved from https://www.thelancet.com/cms/10.1016/S2542-5196(17)30028-1/attachment/2d58fdae-741c-4016-84cd-2fc0b1e94f49/mmc1.pdf

SDGs: The 17 Goals, 169 targets, overview, indicators, progress & info. (n.d.). Retrieved from https://sdgs.un.org/goals

The Sustainable Development Goals Report 2022. (n.d.). Retrieved from https://unstats.un.org/sdgs/report/2022/

UNESCO Learning Objectives & Discussion Topics (Full report). (n.d.). Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247444

UN-Habitat. (2022). World Cities Report. Retrieved from https://unhabitat.org/sites/default/files/2022/06/wcr_2022.pdf

UNHCR. (2021). Global Report 2021. Retrieved from https://reporting.unhcr.org/globalreport2021/pdf

UNHCR. (2022). Global Trends on forced displacement in 2021. Retrieved from https://www.unhcr.org/publications/brochures/62a9d1494/global-trends-report-2021.html

UNHCR. (2022). Mid year trends 2022. Retrieved from https://www.unhcr.org/statistics/unhcrstats/635a578f4/mid-year-trends-2022.html

UN-Habitat. (2009). The Right to Adequate Housing. Human Rights Factsheet 21. Retrieved from https://unhabitat.org/sites/default/files/download-manager-files/Right%20to%20adequate%20housing.pdf

2.1.5 — ACCESS TO ENERGY

TASK Framework: Human Welfare → **Domain:** Safety and Basic Needs → **Subject:** 2.1.5 – Access to Energy	*Click here for User Guidelines*

Definition: Access to energy is understood to mean "that all people have access to affordable, reliable, sustainable, and modern energy" for the basic human needs of home lighting, cooking, heating, cooling, and access to network. (UN, SDG 7)

Social Foundation Illustrative Indicator: The social foundation for access to energy is determined by the proportion of population lacking access to electricity and to clean cooking facilities. (Raworth, 2017)	**Social Foundation Status:** Today, 675 million people are not yet connected to the grid and 2.3 billion still cook with unsafe and polluting fuels. This constitutes a shortfall.

Key Ideas

1. Global carbon cycle
2. Non-renewable fossil fuel energy
3. Fossil fuel impacts: Earth systems
4. Fossil fuel impacts: Human welfare
5. Energy access
6. Energy use and consumption
7. Renewable energy
8. Energy efficiency
9. Energy policy
10. Energy transition
11. Energy politics
12. Energy and the SDGs

Key International Regulatory Initiatives

- IAEA—International Atomic Energy Agency (UN, 1957)
- IEA—International Energy Agency (OECD-1974)
- ECT—Energy Charter Treaty (1994)
- Intergovernmental Panel on Climate Change (IPCC) 1988
- UN Framework Convention on Climate Change-UNFCCC (1994)
- IPCC Sixth Assessment Report (AR6) 2021-2023

1. Global carbon cycle
- Foundation of life on Earth
- Main gases: Carbon dioxide (CO_2), Methane (CH_4)
- Main solids/liquids: coal, oil, shale (i.e., fossil carbon)
- Earth carbon cycles: atmospheric, terrestrial, oceanic
- Fast and slow carbon cycles
- Carbon sinks / stocks / pools / reservoirs
- Photosynthesis / Greenhouse effect
- Carbonic acid / Ocean acidification

2. Non-renewable fossil fuel energy
- Fossil fuel energy sources: coal, oil, natural gas
- Energy extraction: principles, practices, impacts, techniques, and technologies
- Coal mining, strip-mining
- Petroleum and gas extraction (fracking)
- Hydrocarbons / Derivatives
- Kerosene, ethanol, methanol, etc.
- Liquified petroleum / natural gas
- Tar and oil sands
- Fossil fuel reserves / Peak oil

3. Fossil fuel impacts: Earth systems
- Climate change via CO_2 emissions
- Ocean acidification via carbon absorption
- Air pollution via extraction, refining, distribution, use
- Acid rain (sulfuric and nitric acids)
- Oil spills from shipping and offshore drilling
- Methane leakage
- Fugitive gas emissions
Fracking (Hydraulic fracturing)

4. Fossil fuel impacts: Human welfare
- Respective environmental impacts
- Respiratory diseases
- Danger of unsustainable energy
- Health impacts of dirty energy
- Indoor air pollution (via coal, charcoal, wood, crop waste, dung)
- Particulate matter (PM)

5. Energy access
- Principles: clean, safe, affordable, reliable, sustainable, modern, universal
- Domestic energy needs: lighting / cooking / heating / cooling
- Access to safe, clean cooking fuels, facilities, and technologies
- Energy security
- Energy poverty vs. fuel poverty

6. Energy use and consumption
- Primary energy type used by region
- Energy security / insecurity
- Global energy mix
- Total final energy consumption
- Total renewable energy consumption
- The "Energy Ladder"
- Type of energy used by level of income
- Energy supply and demand (cost, price)
- Electricity production by source

7. Renewable energy
- Sustainable energies
- Waterpower: Hydropower, wave, tidal, marine
- Geothermal
- Nuclear
- Solar
- Wind
- Bioenergy via biomass and biofuels
- Hydrogen energy and fuels

8. Energy efficiency
- Electrification
- Energy intensity / Carbon intensity
- Global primary energy intensity (defined as global total energy supply per unit of GDP)
- Energy sufficiency / Energy conservation
- Rebound effect (Jevon's Paradox)
- Innovative energy technologies
- Energy supply, demand, and use: by type & country
- Low-emissions energy (fuels, gases, electricity, etc.)

9. Energy policy
- Role of policy in energy access and use
- Cross-border partnerships and conflicts
- Energy production strategies: Centralized vs. LESCOs local energy supply companies
- Importance of technology transfers
- Energy mix -local, national, & global level
- Improved energy sources
- Energy Development Index (EDI)

10. Energy transition
- Role of states & governments in energy structures / policies
- Bridge energies / "*Just transition*"
- Eco-impacts of zero- and low-carbon energy
- Low-carbon energy (nuclear, hydroelectricity)
- Emerging energy technologies
- Critical minerals and metals
- ICE (internal combustion engine) and battery powered cars
- Fossil fuel phase-out

11. Energy politics
- Energy and GDP
- Energy linkages to political power / Fossil fuel lobby
- Fossil fuel subsidies
- Petrochemical industry / Big oil
- Energy markets
- Fossil fuel divestment
- Energy activism (e.g., *Just Stop Oil, Extinction Rebellion*)
- Stranded assets

12. Energy and the SDGs
- Energy poverty and gender
- Energy poverty and inequality
- Role of sustainable energy for sustainable development
- Impact of energy extraction on indigenous peoples

Learning Objectives — Access to Energy

Knowledge Type	The sustainability literate learner will be able to …
Definitions *Descriptive knowledge*	1. Describe the multiple types, origins, and mix of energy resources—both renewable and non-renewable—used by humans from past to present, and in various regions 2. List the advantages and disadvantages of each category of energy (i.e., impacts on human health, local ecosystems, and global climate) 3. Define key concepts in human energy use such as energy security, energy efficiency, bridge energy, local energy (LESCOs), peak oil, low carbon energy, renewable energy, etc. 4. Identify the principal types, benefits, and drawbacks of innovative and emerging technologies 5. Describe the principal international and regulatory efforts to manage energy needs and reserves and to provide equitable and sustainable access for all
Current State & Trends *Contextualized knowledge*	1. Identify and describe the principal opportunities for, and impediments to energy security for both human and commercial activity 2. Categorize the many types, sources, and impacts of energy technologies and mismanagement 3. Describe structural barriers and inequalities vis-à-vis access to clean and sustainable energy 4. Assess the effectiveness of local, state, and international authorities in managing energy security for all 5. Identify the principal strategies for conserving and managing energy under incrementally intense levels of climate change
Major Causes *Causal knowledge*	1. Identify structural and practical impediments to accessing to clean and renewable energy by individuals, businesses, and states 2. Identify the multiple forms and sources of human-generated pollution due to energy exploration, extraction, distribution, and use 3. Describe the nature and challenges of energy use efficiency, energy regulation and management, transboundary energy cooperation, and access by developing countries 4. Discuss to what extent humans engage in responsible production, consumption, and waste management to minimize fossil fuel use and to favor renewable energies 5. Assess the role of corporate, state, and intergovernmental actors in regulating and monitoring current energy structures, policies, and processes
Systemic Impacts *Integrated knowledge*	1. Identify the role energy and energy markets (both renewable and non-renewable) play in framing global interrelationships and responding to the challenges of climate change 2. Assess the impact energy sufficiency and energy scarcity have on human health, food security, and socioeconomic processes 3. Describe the short-term and long-term effects current energy use patterns have on human health, ecosystem sustainability, and global climate change 4. Imagine and describe the risks and worst-case scenarios stemming from continued use of carbon-based fossil fuel energies compared to zero and low-carbon energies 5. Describe the impact on biodiversity from excessive use and misuse by humans of Earth's energy resources

Key Resources — Access to Energy

Global Sustainable Development Report 2019: The Future is Now – Science for Achieving Sustainable Development. (2019). United Nations. Retrieved from https://sdgs.un.org/publications/future-now-science-achieving-sustainable-development-gsdr-2019-24576

International Energy Agency. (2022). World Energy Outlook-2022 (Revised version, November 2022). Retrieved from https://www.iea.org/reports/world-energy-outlook-2022

IPCC. (2023). Climate Change 2022: AR6 Synthesis Report: Climate Change. Retrieved from https://ipcc.ch/report/ar6/syr/

Raworth, K. (2017). Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist. Chelsea Green Publishing.

Raworth, K. (2017). A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48−e49. https://www.thelancet.com/cms/10.1016/S2542-5196(17)30028-1/attachment/2d58fdae-741c-4016-84cd-2fc0b1e94f49/mmc1.pdf

Ritchie, H., Roser, M., & Rosado, P. (2022). Energy. Our World in Data. Retrieved from https://ourworldindata.org/energy

The Sustainable Development Goals Report 2021 – Extended Report-Goal 7 (Ensure access to affordable, reliable, sustainable, and modern energy for all). (n.d.). United Nations. Retrieved from https://unstats.un.org/sdgs/report/2021/extended-report/Goal%20(7)_final.pdf

The Sustainable Development Goals Report 2022. (n.d.). United Nations. Retrieved from https://unstats.un.org/sdgs/report/2022/

SDGs: The 17 Goals, 169 targets, overview, indicators, progress & info. (n.d.). United Nations. Retrieved from https://sdgs.un.org/goals

UNESCO Learning Objectives & Discussion Topics (Full report). (n.d.). United Nations Educational, Scientific and Cultural Organization. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247444

2.2.1 — Basic Income and Decent Work

TASK Subject Knowledge Navigational Chart

TASK Framework: Human Welfare → **Domain:** Social Welfare → **Subject:** 2.2.1 — Basic Income & Decent Work	*Click here for User Guidelines*

Definitions: **Basic Income:** "An income support mechanism typically intended to reach all (or a very large portion of the population) with no (or minimal) conditions." (IMF, 2018). **Decent Work:** "The opportunity of women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity' (ILO, 1999, in Raworth, 2017a)

Social Foundation Illustrative Indicator:
1 - Population living on less than the international poverty line of $3.10 a day (Raworth, 2017)
2 - Proportion of young people (aged 15-24) seeking but not able to find work (Raworth, 2017)

Social Foundation Status:
1) In 2012, 29% of the global population lived below the international poverty line of $3.10 a day (World Bank, in Raworth 2017); 2)In 2014, 13% of young people (aged 15-24) were seeking but unable to find work (ILO, in Raworth, 2017). This constitutes a shortfall.

Key Ideas
1. Structure of poverty
2. Work and employment
3. Labor market trends and challenges
4. Social protection: systems, limitations, and reforms
5. Universal Basic Income
5. Financing the welfare state
6. Economic impacts of redistributive policies
7. Social and psychological impacts of basic income
8. Basic income and inclusion
9. Productivity and automation: impacts on work and income
10. Basic income and decent work: complementary or contradictory?

Key International Regulatory Initiatives
- International Labor Organization: Standards, Conventions, and Decent Work Agenda
- World Bank, IMF: Economic Policies, Conditionalities, Impact on Social Protection

1. Structure of poverty
- Absolute, relative, and multidimensional poverty
- Poverty measures: income-based, consumption-based, human development index
- Poverty alleviation strategies: conditional cash transfers, microcredit, social pensions
- Poverty and employment: informal labor, low wages, job insecurity
- Poverty traps: lack of education, health issues, debt cycles
- Poverty and discrimination: gender, race, caste, disability

2. Work and employment
- Employment opportunities: job creation, unemployment, underemployment
- Precarious work: informal economy, gig economy, and working poor
- Non-remunerated work: care work, volunteer work, reproductive labor
- Social dialogue and tripartism: employee rights, collective bargaining, unionism
- Decent work policies: minimum wage laws, labor rights protections, workplace safety regulations

3. Labor market trends and challenges
- Job market: demand and supply of labor, wage levels, employment types
- Globalization and work: offshoring, outsourcing, labor migration
- Income inequality & wage stagnation (causes, impacts)
- job quality: working conditions and rights, job stability
- Skill mismatch: overeducation, undereducation, re-skilling, and up-skilling
- Meaningful jobs vs bullshit jobs: perception of work, job satisfaction, employee morale, work culture, green jobs, great resignation

4. Social protection: systems, limitations, and reforms
- Social insurance programs: unemployment, pensions, health insurance
- Social assistance and welfare services: cash transfers, housing assistance, food stamps
- Strength-based vs. Deficit-based methods against poverty
- Effectiveness and limitations of traditional social protection: coverage gaps, welfare traps
- The future of social protection systems: universal vs. Targeted approaches

5. Universal Basic Income
- Key principles: universality, unconditionality, individuality, periodicity
- Types of basic income: universal, negative income tax, etc.
- Basic Income and Human Rights: Right to a decent life
- Philosophical debates: conditionality, deservedness, freedom, and social justice
- Case studies: Alaska permanent fund, Finland, Namibia…

6. Financing the welfare state
- Tax-based funding: progressive taxation, wealth taxes, financial transaction taxes
- Sovereign wealth funds: natural resources, public assets, state-owned enterprises
- Monetary policies, money creation

7. Economic impacts of redistributive policies
- Impact on labor supply: empirical evidence, theoretical predictions
- Macroeconomic effects: aggregate demand, inflation, economic stability
- Redistribution and inequality: Gini coefficient, income quintiles, gender gap
- Economic growth and development: human capital, entrepreneurship, innovation

8. Social and psychological impacts of basic income
- Poverty reduction: material deprivation, income poverty, relative poverty
- Health and well-being: mental health, life satisfaction, stress, and anxiety
- Social cohesion and civic participation: community engagement, trust, crime rates
- Empowerment and autonomy: bargaining power, freedom to refuse unwanted work, control over time

9. Basic income and inclusion
- Women in the labor market: wage gap, maternity leave, part-time work
- Recognizing unpaid care work: housework, childcare, elder care
- Women's empowerment: economic independence, decision-making, time use
- Racial and ethnic disparities: employment discrimination, wage differences
- People with disabilities: inclusive employment, disability benefits

10. Productivity and automation: impacts on work and income
- Defining productivity: labor productivity, total factor productivity
- Impact of technological change on labor market: job displacement, skill-biased technical change
- Automation and job loss: risk assessment, economic and social consequences
- Automation regulation,
- Basic income as a solution to job loss due to automation: potential benefits, critiques

11. Basic income and decent work: complementary or contradictory?
- Basic income as a right to be lazy: critiques, counterarguments
- Basic income as an enabler of decent work: reduced exploitation, increased bargaining power
- Decent work as a human right: intrinsic value, dignity of work, meaningful work
- Reimagining work and welfare: unconditional welfare, right to non-work

Learning Objectives — Basic Income and Decent Work

Knowledge Type	The sustainability literate learner will be able to …
Definitions *Descriptive knowledge*	1. Define and distinguish relative and extreme poverty and identify key corresponding bibliographical references 2. Define and distinguish deficit-based and strength-based approach 3. Identify characteristics and debates of the Universal Basic Income 4. Define and distinguish formal and informal employment 5. Determine the measures of basic income social foundation and the discussions related
Current State & Trends *Contextualized knowledge*	1. Determine human's current location vis-à-vis the basic income social foundation 2. Estimate past, recent, and current number of people exposed to extreme poverty 3. Estimate current relative poverty lines according to the World Bank classification 4. Describe the global distribution of poverty 5. Determine if a country has already implemented a Universal Basic Income 6. Describe the geographical and social determinants of unemployment
Major Causes *Causal knowledge*	1. List the main direct causes of poverty 2. List the underlying drivers of poverty 3. Identify the relations between inequality and poverty 4. Identify the reasons for recent interest in Universal Basic Income 5. Identify the causes of unemployment 6. Identify major actors contributing to—or resisting—the transgression of the basic income social foundation
Systemic Impacts *Integrated knowledge*	1. Identify the poverty consequences on human rights and needs 2. Enumerate the impacts of extreme wealth disparities 3. Identify the implications of poverty regarding climate change vulnerabilities 4. Describe the interactions between the Universal Basic Income and poverty 5. Explain why informal employment contributes to poverty

Key Resources — Basic Income and Decent Work

Graeber, D. (2018). Bullshit Jobs: A Theory. Simon and Schuster.

International Labour Office. (2023). The road to decent work for domestic workers. Geneva. Retrieved from https://www.ilo.org/global/topics/domestic-workers/publications/WCMS_883181/lang--en/index.htm

Messerli, P., et al. (2019). Global Sustainable Development Report 2019: The Future is Now – Science for Achieving Sustainable Development. Retrieved from https://sdgs.un.org/sites/default/files/2020-07/24797GSDR_report_2019.pdf

Oxfam International. (2020). Time to Care: Unpaid and underpaid care work and the global inequality crisis. Retrieved from https://www.oxfam.org/en/research/time-care

Raworth, K. (2017). A supplement to A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48–49. https://www.thelancet.com/cms/10.1016/S2542-5196(17)30028-1/attachment/2d58fdae-741c-4016-84cd-2fc0b1e94f49/mmc1.pdf

The Sustainable Development Goals Report 2022. (n.d.). Retrieved from https://unstats.un.org/sdgs/report/2022/

The Sustainable Development Goals Report 2022 – Extended Report — Goal 8 (Decent Work and Economic Growth). (n.d.). Retrieved from https://unstats.un.org/sdgs/report/2022/extended-report/Extended-Report_Goal-16.pdf

World Bank. (2019). World Development Report 2019: The Changing Nature of Work. Retrieved from https://www.worldbank.org/en/publication/wdr2019

Sulitest

2.2.2 — SOCIAL EQUITY

TASK Framework: Human Welfare →   **Domain:** Social Welfare →   **Subject:** 2.2.2 – Social Equity

Definition: Social Equity concerns itself with the fair treatment of people. There is a normative component—a sense of justice—that distinguishes it from equality. (McSherry, 2013) In practice, social equity as a social foundation is concerned with reducing inequalities such as income, wealth, and opportunity. (Raworth, 2017)

Social Foundation illustrative indicator: Population living in countries with a Palma ratio of 2 or more (the ratio of the income share of the top 10% of people to that of the bottom 40%) (Raworth, 2017a)

Social Foundation Status: 39% between 1995-2012, 39% of the world population lived in countries above the Palma ration. (World Bank, 2015, in Raworth, 2017a) This constitutes a shortfall.

Key Ideas
1. Dimensions of inequality
2. (Relative) Poverty and extreme poverty
3. Development aid
4. Discrimination
5. Right to land, property, and natural resources
6. Redistribution: taxes, policies, pensions.
7. Diversity, equity, and inclusion
8. Structural inequality

Key International Regulatory Initiatives
- Human Rights Declaration of 1948
- Refugee Rights Declaration of 1951World Inequality Lab and Database
- Oxfam Novib
- UN-Department of Social Affairs: World Social Reports (yearly)

---

1. Dimensions of inequality
- Economic, political, cultural, social, environmental, knowledge, spatial
- Access to sanitation, water, food, healthcare, education …
- Interaction between dimensions: intersectionality
- Indicators for economic inequality: Gini, Palma
- Climate vulnerability and inequality

2. (Relative) Poverty and extreme poverty
- Relative poverty, trends
- Extreme poverty, trends
- Income inequality
- SDG 1 targets for 2030
- Wealth, capital distribution between bottom and top 10%/50%

3. Development aid
- International development aid, history, and trends
- Global South / Global North divide
- (Neo-)colonialism
- Multi-stakeholder partnerships for equality

4. Discrimination
- Psychological origins of discrimination: biases, othering, prejudice
- Racial and Ethnic: Systemic racism, xenophobia, hate crimes
- Gender: sexism, gender pay gap, stereotypes
- Disability: ableism, accessibility issues, stigmatization
- Religious: intolerance, religious freedom, persecution
- Indigenous: land rights, cultural heritage, self-determination
- LGBTQ+: Homophobia and transphobia, equal rights, discrimination in healthcare
- Class (/caste) discrimination: income inequality, limited access to education, employment discrimination
- Intersectionality

5. Right to land, property, and natural resources
- Native and Indigenous rights
- Threats to Indigenous population's rights
- Food sovereignty
- Commons, Commoning
- Natural resources privatization (water, mining, etc.)
- Land grabbing, forced evictions
- Ecocide

6. Redistribution: taxes, policies, pensions
- Social welfare
- Labor practices and standards
- Tax regimes and systems and their effects on inequalities
- Universal Basic Income
- Intergenerational equity
- Technology and inequality

7. Diversity, equity, and inclusion efforts
- DEI company policies
- DEI public policies
- Migrant and refugee rights
- Youth and children Rights
- Anti-racism, anti-fascism efforts
  - Reconciliation
  - Affirmative action

8. Structural inequality
- DEI company policies
- Access to capital (economic, cultural, human, social), social reproduction and unequal opportunities (privilege)
- Global Trade Systems
- Colonization, Decolonization and Neo-colonialism
- Debt burdens
- Natural resources (Access)
- Regressive tax policies

Learning Objectives — Social Equity

Knowledge Type	The sustainability literate learner will be able to …
Definitions *Descriptive knowledge*	1. List, define and relate different dimensions of inequality (social, political, environmental, economic, spatial, cultural, knowledge) 2. Define rights to land, rights to property, access to natural resources 3. Define and express aspects of discrimination, diversity and inclusion, vulnerabilities
Current State & Trends *Contextualized knowledge*	1. Quantify (in orders of magnitude) current inequalities globally 2. List and argue different indicators for inequality and their relevance for decision-making 3. Estimate amount of international development aid and its historical and current trends
Major Causes *Causal knowledge*	1. Identify main drivers of inequality 2. List and relate what local, national, and global economic and policy processes promote and hinder diversity: labour laws, fiscal policies, wages, social protection, corporate activities, global trade systems and regulation, tax regimes 3. List and relate what local, national, and global social and political processes promote and hinder diversity: discriminations, diversity and inclusion efforts, reconciliation, rise of populism and neo-fascism 4. Relate historical inequalities to current state and trends (including multi-national companies)
Systemic Impacts *Integrated knowledge*	1. Identify and argue main leverage points for impact on social equity 2. Identify and argue vulnerabilities rising from inequalities 3. Describe systemic impact, effectiveness, and conditions of international development aid 4. Identify and relate inequality with issues around access to education, right to food, peace and institutions, political voice 5. Identify and argue the compounding effect of climate change on existing inequalities

Key Resources — Social Equity

Department of Economic and Social Affairs, UN. (2023). World Social Report 2023. Retrieved from https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2023/01/2023wsr-fullreport.pdf

McSherry, M. (2013). What is Social Equity? Melbourne Social Equity Institute, Stories. Retrieved from https://socialequity.unimelb.edu.au/stories/what-is-social-equity

Project Drawdown. (2022). Climate Poverty Connection Report. Retrieved from https://www.drawdown.org/publications/climatepoverty-connections-report?_ga=2.176715685.1273705501.1676368453-556305688.1674464263

Raworth, K. (2017). A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48−49. https://www.thelancet.com/journals/lanplh/article/PIIS2542-51961730028-1/fulltext#sec1

Raworth, K. (2017a). A supplement to A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48−49. http://bitly.ws/K3Uv

SDGs: The 17 Goals, 169 targets, overview, indicators, progress & info. (n.d.). Retrieved from https://sdgs.un.org/goals

Sustainable Development Solutions Network. (2022). The Sustainable Development Goals Report 2022. Retrieved from https://unstats.un.org/sdgs/report/2022/

World Bank. (2019). World Development Report 2019: The Changing Nature of Work. Retrieved from https://www.worldbank.org/en/publication/wdr2019

World Bank. (2022). Poverty and shared prosperity 2022: correcting course. Retrieved from https://openknowledge.worldbank.org/bitstream/handle/10986/37739/9781464818936.pdf

World Inequality Lab. (2022). World Inequality Report 2022. Retrieved from https://wir2022.wid.world/download/

2.2.3 — GENDER EQUALITY

TASK by Sulitest — Subject Knowledge Navigational Chart

TASK Framework: Human Welfare → **Domain:** Social Welfare → **Subject:** 2.2.3 – Gender Equality	

Definition: Gender equality means that women and men, girls and boys have equal conditions, treatment, and opportunities for realizing their full potential, human rights, and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in the home, community, and society. (Sources: UNICEF, UN Global Compact)

Social Foundation Illustrative Indicator: The social foundation for gender equality is determined by the proportion of seats held by women in national parliaments. For assessing inequalities in the economic realm, the gender pay gap is used, which is based on survey data from a diverse sample of 48 countries. (Raworth, 2017)

Social Foundation Status: The world is not on track to achieve gender equality by 2030. According to the WEF Global Gender Gap Report, women will achieve political and economic equality in 267 years at the current rate of progress.

Key Ideas
1. Gender identity
2. Principles of gender equality
3. Forms of gender inequality
4. Patriarchy
5. Women, gender, and work
6. Women, gender, and poverty
7. Gender-based sexual violence
8. Women's reproductive rights
9. Women's empowerment
10. Women's rights standards
11. Leveraging women in the community

Key International Regulatory Initiatives
- Declaration of the Rights of Women and of the Female Citizen (1791)
- UN Commission on the Status of Women (ECOSOC), 1946
- UN Universal Declaration of Human Right (UNDHR), 1948
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1981
- UN Convention on the Rights of the Child (CRC), 1989/1990
- Beijing Declaration and Platform for Action (1995)

1. Gender identity
- Historical, social, & cultural origins (past / present)
- Social and cultural construct of gender
- Traditional gender roles
- Non-binary identities and issues (LGBTQQ etc.)
- Structural gender discrimination
- Intersectionality of gender (race, religion, identity)
- Forms of gender identity
- Root causes of gender inequality

2. Principles of gender equality
- Basic rights of women and girls
- Non-discrimination
- Political empowerment
- Participation in decision-making
- Equal opportunity
- Access to education
- Labor-force participation
- Women's property rights
- Freedom from exploitation and violence

3. Forms of gender inequality
- Gender gap
- Structural: embedded discrimination
- Political: under-representation, right to vote
- Economic: discrimination, exploitation, exclusion
- Cultural: language construction, stereotypes
- Social: marginalized voice
- Educational: access, lower return on investment
- Sexual: sexual rights, power
- Impacts on women of gender discrimination (multiple factors)

4. Patriarchy
- Patriarchy / matriarchy
- Masculinity / femineity
- Hegemonic masculinity and types of masculinity
- Toxic masculinity: concept, effects, controversies
- Virility and its values; masculinism
- Socialization through masculinity: emotional inhibition, aggressiveness and competitiveness, pressure for success, rewarding risk-taking...
- Traditional masculinity and its effects on men's identity, health, suicide rates, etc.

5. Women, gender, and work
- Labor-force participation
- Employment discrimination
- Lower representation in STEM
- Unpaid formal and informal work
- Unpaid domestic work
- Unpaid care work
- Gender pay-gap
- Salary, pay, and income disparity
- Economic exploitation
- Women and emotional labor

6. Women, gender, and poverty
- Poverty
- Impact of natural hazards
- Food insecurity
- Financial independence
- Property, tenure, and land-holding rights
- Access to education

7. Gender-based sexual violence
- Sexual and gender violence against women & girls
- FGM – Female genital mutilation (Right to sexuality)
- Trafficking in women
- Sexual exploitation
- Marriage: early, child, forced
- Partner violence
- Femicide
- Honor killings
- Rape and principle of consent
- The #MeToo movement

8. Women's reproductive rights
- Reproductive rights
- Reproductive healthcare
- Access to sexual and reproductive care
- Maternal health
- Maternal mortality
- Women's and girls' sexual rights
- Forced pregnancy

9. Women's empowerment
- Opportunities / benefits of gender equality
- Role and importance of education
- Role and importance of enabling ITC
- Role and importance of policy and legislation
- Participation in legislation and governance
- Private decision-making
- Equality vs. Equity (fair) vs inclusion (active)

10. Women's rights standards (National / international)
- National gender equality status
- National norm compared to global norm
- Sexual consent in law
- Gender-responsive public budgeting and spending
- Global and international norms and standards
- Special protections for rural women
- Status of core rights: employment, right to vote, property, freedom of movement, legal rights, discrimination, health, education, reproductive

11. Leveraging women in the community
- Gender & community dynamics (multiple factors)
- Women and local resource management: food, , water, energy, and energy security
- Women and health: nutrition, medical care
- Women and education: values, 3Rs, ITC,
- Women and politics: public decision-making, conflict resolution
- Women and climate change: disaster risk reduction, mitigation, adaptation
- Role in family law; household management, care of elderly

Learning Objectives — Gender Equality

Knowledge Type	The sustainability literate learner will be able to …
Definitions *Descriptive knowledge*	1. Explain the concepts of gender, gender equality/inequality, gender discrimination, gender violence, sexual and reproductive rights 2. Provide examples of the principal forms of gender violence (FMG, honor killings, trafficking, child marriage, forced marriage, exploitation, unequal employment, language, etc.) 3. Describe both the current and historical origins of traditional gender roles and responsibilities 4. Explain how gender roles are embedded into current social, economic, political, and mental structures 5. Describe the legal and cultural principles and practices required to ensure that gender equality is upheld in both private and public settings
Current State & Trends *Contextualized knowledge*	1. Identify and describe the principal historical, cultural, sociology-psychological, and structural barriers to gender equality 2. Categorize the many types, sources, and manifestations of gender discrimination and compare them state to state and region to region 3. Define the global standards for gender equality and assess the current state of local, state, and international compliance 4. Assess the effectiveness of local, state, and international authorities in defending and assuring gender equality 5. Articulate the benefits of gender equality as concerns individual well-being, social welfare, economic development, public & private decision-making, climate change resilience
Major Causes *Causal knowledge*	1. Describe the role education, technology, and legislation play in advancing or—in their absence—hindering gender equality 2. Identify traditional and cultural impediments to enacting gender equality as defended by individuals, businesses, and states 3. Identify the multiple active and permissive causes, forms, and sources of gender discrimination and violence to women and girls 4. Describe the origins, manifestations, distribution, and defenses of patriarchy from state to state and region to region 5. Assess the role of local, state, and intergovernmental actors in educating, legislating, monitoring, and repressing violations vis-à-vis gender equality
Systemic Impacts *Integrated knowledge*	1. Relate the impact of gender inequality to patterns of poverty, food insecurity, financial dependence, women's health, water scarcity, energy insecurity, etc. 2. Situate gender discrimination at the intersection of other social categories such as race, religion, ability, identity 3. Describe the impact of gender equality on community dynamics, political voice, democratic processes, and human flourishing 4. Relate the concept of masculinity and its corresponding outcome—gender inequality—to the decline of biosphere integrity, the pace of climate change, & lack of social equality 5. Estimate the impact on child health, early development, education, and social development of the marginalization and relative poverty of women in society 6. 6. Identify the multiple impacts that the empowerment of women has upon effective climate action—at local, regional, national, and global levels

Key Resources — Gender Equality

Progress on the Sustainable Development Goals: The Gender Snapshot 2022. (2022). UN Women and United Nations Department of Economic and Social Affairs, Statistics Division. Retrieved from https://bit.ly/gender-snapshot-2022

Raworth, K. (2017). A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48–e49. Retrieved from https://www.thelancet.com/cms/10.1016/S2542-5196(17)30028-1/attachment/2d58fdae-741c-4016-84cd-2fc0b1e94f49/mmc1.pdf

SDGs: The 17 Goals, 169 targets, overview, indicators, progress & info. (n.d.). United Nations. Retrieved from https://sdgs.un.org/goals

The Sustainable Development Goals Report 2021 – Extended Report-Goal 7 (Gender Equality). (2022). United Nations. Retrieved from https://unstats.un.org/sdgs/report/2022/extended-report/Extended-Report_Goal-6.pdf

The Sustainable Development Goals Report 2022. (n.d.). United Nations. Retrieved from https://unstats.un.org/sdgs/report/2022/

UNESCO Learning Objectives & Discussion Topics (Full report). (n.d.). United Nations Educational, Scientific and Cultural Organization. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247444

World Economic Forum. (2021). Global Gender Gap Report 2021: Insight Report. Retrieved from http://www3.weforum.org/docs/WEF_GGGR_2021.pdf

World Economic Forum. (2022). Global Gender Gap Report 2022: Insight Report, July 2022. Retrieved from https://www3.weforum.org/docs/WEF_GGGR_2022.pdf

2.3.1 — Education and Culture

TASK by Sulitest **Subject Knowledge Navigational Chart**

TASK Framework: Human Welfare → **Domain:** Human Flourishing → **Subject:** 2.3.1 – Education and Culture	*Click here for User Guidelines*

Definition: Education is not only an end in itself but also a means to achieving the broad global development agenda. It is a basic human right that is vital for development. Education enables individuals, especially women, to live and aspire to healthy, meaningful, creative, and resilient lives. It strengthens their voices in community, national and global affairs. It opens up new work opportunities and sources of social mobility. (UNESCO, 2014)

Social Foundation Illustrative Indicator: The social foundation for education and culture is determined by the percent of the adult population (aged 15+) who are illiterate as well as the percent of child population (aged 12-15) out of school. (Raworth, 2017)

Social Foundation Status: Based upon 2013 data, roughly 16% of the human population fall below the social foundation for education. (Raworth, 2017)

Key Ideas
1. The centrality of education
2. Principles of quality education
3. Forms of education
4. Factors enabling access to education
5. Factors hindering access to education
6. Learning outcomes (traditional)
7. Education for Sustainable Development
8. Ecopedagogy
9. Traditional Ecological Knowledge
10. Culture and sustainability

Key International Regulatory Initiatives
- UN Conference on the Human Environment, Stockholm, 1972
- First Intergovernmental Conference on Environmental Education in Tbilisi, Georgia, 1977
- PISA - OECD Program for International Student Assessment
- UNESCO—Education for Sustainable Development (ESD)
- UNICEF United Nations Children's Fund

1. The centrality of education
- A basic human right
- A global common public good
- Essential to human development
- Critical to early childhood development
- Role in identity formation
- Role in building basic skills globally
- A source of human emancipation and autonomy
- A lever for achieving the broad SDG agenda

2. Principles of quality education
- Principles: free, inclusive, equitable, lifelong, transformative, ICT-based
- Diversity, Equity, and Inclusion (DEI)
- Role of education in celebrating cultural diversity
- Empowerment of youth and marginalized groups
- Education of/for women and girls

3. Forms of education
- Formal, non-formal, informal
- Pre-primary education
- Primary, secondary, tertiary, adult, life-long
- TVET education
- Online, remote, distance education
- Placed-based education
- Experiential education
- Teacher training

4. Factors enabling access to education
- Universal
- Free and/or affordable
- Proximity
- Urban location
- Mothers' education
- Educational participation and completion rate
- Public funding vs. private funding
- Scholarships
- Free school meals

5. Factors hindering access to education
- Poverty
- Conflict
- Disaster
- Patriarchy, gender discrimination and inequality
- Rural isolation
- Learning disabilities
- Limited finance and investment
- Privatization
- Gender literacy gap

6. Learning outcomes (Traditional / Conventional))
- Functional literacy
- Reading proficiency
- Minimum proficiency level
- Functional numeracy
- ICT skills (info/com/tech)
- Critical thinking
- Integrated problem-solving
- Socialization / Social learning
- Prescribe and hidden curriculum

7. Education for Sustainable Development
- ESD / Environmental education
- Climate literacy / Systems thinking
- A catalyst & means to achieving other SDGs
- ESD integrated holistically into all programs (from K12 to Higher Ed)
- Role in promoting global citizenship
- Global learning / Global citizenship
- Intercultural competence

8. Ecopedagogy
- Critical Ecopedagogy
- Eco-literacy
- Emancipatory pedagogical practice
- Eco-competencies (Knowledge, attitudes, and skills)
- Eco-literate curriculum (formal, non-formal, informal)
- Place-based education
- Power dynamics and social inequalities in environmental education

9. Traditional Ecological Knowledge (TEK)
- Indigenous ecological knowledge (IK)
- Ecological consciousness
- Local knowledge
- Spiritual and cultural significance of ecosystems
- Indigenous approaches to sustainable resource use
- Adaptation and resilience strategies based on TEK
- Case studies highlighting successful integration of TEK into resource management

10. Culture and sustainability
- Role of culture in achieving sustainability
- Art & Culture: preservation, conservation, heritage
- Access to culture: Obstacles and solutions
- Threats to culture: globalization / anglicization,
- Cultural education for all: youth, adults
- Regional culture: arts & crafts, traditions, languages, food, music, dance, etc.
- Artistic expression for mental health

Learning Objectives — Education and Culture

Knowledge Type	The sustainability literate learner will be able to …
Definitions *Descriptive knowledge*	1. Describe the basic conditions and elements that are required for designing, delivering, and demonstrating (assessing) a quality education 2. Identify the principal attributes of a quality education (i.e., inclusive, equitable, lifelong, ICT-based, affordable, accessible, etc.) 3. Compare and contrast the multiple forms of providing education (formal, informal, non-formal) 4. Explain the important role education plays in supporting basic human needs, improving lives, driving social-economic development, and achieving sustainable development 5. Identify the minimal requirements of what constitutes access education 6. Describe the principal strategies and mechanisms for providing equitable and affordable access to education 7. Define the nature, purpose, and pedagogies of *Education for Sustainable Development*
Current State & Trends *Contextualized knowledge*	1. Describe the extent and effectiveness of education from state to state and region to region 2. Describe the principles, practices, and outcomes of environmental education and corresponding eco-pedagogy 3. Describe the structural barriers, principal impediments, and traditional inequalities vis-à-vis access to education 4. Assess the effectiveness of local and state, and international authorities in providing quality education for all 5. Identify the principal strategies for providing quality education to marginalized groups
Major Causes *Causal knowledge*	1. Identify the multiple forms and sources of discrimination in providing quality education 2. Identify actors, institutions, policies, and belief systems respectively supporting educational opportunity or hindering such access to quality education 3. Account for the lack of teaching training in *Education for Sustainable Development*
Systemic Impacts *Integrated knowledge*	1. Describe the role education plays in creating societies able to innovate for sustainability development and provide resilience in time of climate change 2. Identify the role education plays in fostering complex global interrelationships, ecosystem services, and Earth sustainability 3. Assess the impact gender inequality and poor education have on human health, food security, and socioeconomic processes 4. Imagine and describe the risks and worst-case scenarios stemming from low levels of education

Key Resources — Education and Culture

EUNIC. (2021). The Cultural Dimension of Sustainable Development: Opportunities for National Cultural Institutes. Retrieved from https://www.eunicglobal.eu/news/culture-sdgs-report

European Commission. (2022). GreenComp – The European sustainability competence framework. Retrieved from https://publications.jrc.ec.europa.eu/repository/handle/JRC128040

Raworth, K. (2017). A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48–e49. Retrieved from https://www.thelancet.com/cms/10.1016/S2542-5196(17)30028-1/attachment/2d58fdae-741c-4016-84cd-2fc0b1e94f49/mmc1.pdf

SDGs: The 17 Goals, 169 targets, overview, indicators, progress & info. (n.d.). United Nations. Retrieved from https://sdgs.un.org/goals

The Sustainable Development Goals Report 2021 – Extended Report-Goal 4 (Quality Education). (2022). United Nations. Retrieved from https://unstats.un.org/sdgs/report/2022/extended-report/Extended-Report_Goal-4.pdf

The Sustainable Development Goals Report 2022. (n.d.). United Nations. Retrieved from https://unstats.un.org/sdgs/report/2022/

UNESCO. (2014). Sustainable Development Begins with Education. Retrieved from https://en.unesco.org/gem-report/sustainable-development-begins-education

UNESCO. (2020). Education for Sustainable Development: A Roadmap. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en

UNESCO Learning Objectives & Discussion Topics (Full report). (n.d.). United Nations Educational, Scientific and Cultural Organization. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247444

World Economic Forum. (2021). Global Gender Gap Report 2021: Insight Report. Retrieved from http://www3.weforum.org/docs/WEF_GGGR_2021.pdf

2.3.2 — Peace, Justice, and Political Voice

TASK Framework: Human Welfare → **Domain:** Human Flourishing → **Subject:** 2.3.2 Peace, Justice, and Political Voice	*Click here for User Guidelines*

Definition: **Peace and Justice** — Promoting peaceful and inclusive societies and providing access to justice for all is both defined and achieved by the reduction of violence in all its forms, the rule of law, accountable and transparent institutions, and responsive, inclusive, participatory decision-making. (SDG-16) **Political Voice** is a composite measure of freedom of expression, freedom of association, and meaningful political and civic engagement. Democratic governance of society and the economy rests on the right and capacity of citizens to engage in public debate—the essential importance of political voice." [Raworth, DE-77] Moreover, ensuring 'responsive, inclusive, participatory, and representative decision-making at all levels' is the focus of SDG Target 16.7. To this end, the World Bank captures perceptions of the extent to which a country's citizens are able to participate in selecting their government, as well as freedom of expression, freedom of association, and a free media. (World Bank-Worldwide Governance Indicators).

Social Foundation Illustrative Indicator: The social foundation for peace, justice, and political voice is determined by the rate of intentional homicide (i.e., unlawful death purposefully inflicted on a person by another person), and how corrupt the public sector is perceived to be. The indicator used to assess a shortfall of political voice is the *Voice and Accountability Index*, which is a component of the World Bank's Worldwide Governance Indicators. The index includes measures of democracy, vested interests, accountability of public officials, human rights, and freedom of association. [Raworth, Lancet-2017, p.7-8]

Social Foundation Status: The UN reports that violent conflicts are derailing the pathway to achieving SDG-16. One quarter of humanity lives in conflict-affected areas and as of May 2022, a record 100 million people had been forcibly displaced worldwide--more than double the number a decade ago. Citizens also face challenges accessing justice, basic services/legal guarantees and are generally underrepresented due to ineffective institutions. Moreover, structural injustices, inequalities and emerging human rights challenges are putting peaceful and inclusive societies further out of reach. (SDG-16)

Key Ideas
1. Holistic approach to P-J-PV
2. Political systems
3. International human rights frameworks
4. Civil and political rights
5. Governance and lawmaking
6. The role of media in politics and justice
7. Impact of corruption on peace and justice
8. Inclusion and representation of minorities
9. Conflicts, refugees, and International Treaties
10. Criminal justice
11. Child labor and modern slavery

Key International Regulatory Initiatives
- The Universal Declaration of Human Rights
- International Humanitarian Law (e.g., Geneva Conventions)
- Rome Statute of the International Criminal Court

1. Holistic approach to P-J-PV
- Peace: definitions, dimensions, and theories
- Justice: procedural, retributive, distributive, and restorative approaches
- Political voice: expression, participation, and influence
- Understanding justice and inclusion in the context of peace

2. Political systems
- Democracy: direct, indirect (representative)
- Authoritarianism, dictatorship: control, power concentration
- Fascism: Anti-liberalism, nationalism, totalitarianism
- Sovereignty: autonomy, territoriality, non-interference
- Rule of law: equality, transparency, accountability
- Exploring states of exception and emergency: Legal definitions and political Implications

3. International human rights frameworks
- Key international human rights instruments: Universal Declaration of Human Rights, international covenants, conventions
- Importance of binding international treaties: enforceability, compliance, and accountability

4. Civil and political rights
- Free speech: definitions, limits, and controversies
- Right to assembly: Peaceful protests, strikes, and public gatherings
- Political participation: voting, representation, and accountability
- Access to information
- Privacy and surveillance

5. Governance and lawmaking
- Separation of powers: legislative, executive, judicial (+ press and economic as 4th and 5th power)
- Comparative overview of national legal systems: common law, civil law, and others
- Understanding legislative processes: bill creation, debate, voting, and implementation
- Public Participation in government: voting, petitioning, lobbying, and protest
- International law and relations

6. The role of media in politics and justice
- Press freedom
- Disinformation and fake news
- Media concentration
  - Ownership patterns, market dominance
  - Impacts on democratic processes: media pluralism, access to information, bias
  - Regulatory approaches: antitrust laws, public service broadcasting
- Media's role in peacebuilding, conflict escalation, and social justice movements

7. Impact of corruption on peace and justice
- Petty corruption, grand corruption, systemic corruption
- Social: undermined trust in public institutions, erosion of social cohesion
- Political: instability, impaired governance
- Environmental: deforestation, waste management
- Economic: reduced development, increase inequalities, distorted market conditions, discourage investments
- Anti-corruption measures: transparency, whistleblowing, independent oversight

8. Inclusion and representation of minorities
- Inclusive education: accommodations, special education, universal design for learning
- Inclusive employment: diversity and inclusion initiatives, equal opportunity laws
- Inclusive public policy: anti-discrimination laws, social services, representation
- Minorities in media and culture: lack of representation, stereotyping, cultural appropriation

9. Conflicts, refugees, and international treaties
- Political, economic and climate migrants
- Refugee rights and challenges: asylum, statelessness, integration
- International peace treaties
- Post-conflict reconciliation and transitional justice
- Illegal weapons trade: small arms, landmines, chemical and biological weapons

10. Criminal justice
- Death penalty: ethics, deterrence, miscarriages of justice
- International Criminal Court: mandate, jurisdiction, and cases
- Combating impunity: transitional justice, war crimes tribunals, and truth commissions
- Prison system
- Rehabilitation and reform: theories of punishment; practices of rehabilitation; recidivism rates

11. Child labor and modern slavery
- Child labor: definitions, causes, and global prevalence
- Modern slavery: forced labor, human trafficking, and debt bondage
- Legal and regulatory frameworks: International Labor Organization Standards, UN conventions, national laws

Learning Objectives — Peace, Justice, and Political Voice

Knowledge Type	The sustainability literate learner will be able to …
Definitions *Descriptive knowledge*	1. Identify key institutions and treaties for peace 2. Identify the diversity of conceptions of justice 3. Identify public participation concerns in SDGs and the notion of inclusion 4. Define ableism and human-right approach to disability 5. Identify and explain control variables to measure peace, justice and political voice
Current State & Trends *Contextualized knowledge*	1. Describe recent trends of the number of violent conflicts, and people living in conflict-affected areas 2. Estimate the number and trends of child labor, especially the worst forms 3. List and estimate the economic weight of the main international illegal trades 4. Identify and estimate the number of countries still practicing death penalty 5. Estimate and localize recent trends related to forced migration
Major Causes *Causal knowledge*	1. Identify common practices that directly put human rights defenders at risk 2. List the underlying drivers of transgressing peace, justice and political voice 3. Describe the nature of international law in relation to sovereignty 4. Identify major actors contributing to –or resisting– the transgression of peace, justice and political voice 5. Identify the levers to stop child labor and modern slavery
Systemic Impacts *Integrated knowledge*	1. Identify internal and external consequences of war, for example in Ukraine 2. Identify climate adaptation measures contributing to peace and explain how 3. Explain the specificities of indigenous peoples relating to participation in the SDGs

Key Resources — Peace, Justice, and Political Voice

Reporters Without Borders. (2023). World Press Freedom Index 2023. Retrieved from https://rsf.org/en/2023-world-press-freedom-index-journalism-threatened-fake-content-industry

Raworth, K. (2017). A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48–49. https://www.thelancet.com/journals/lanplh/article/PIIS2542-51961730028-1/fulltext#sec1

Raworth, K. (2017a). A supplement to A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48–49. https://www.thelancet.com/cms/10.1016/S2542-5196(17)30028-1/attachment/2d58fdae-741c-4016-84cd-2fc0b1e94f49/mmc1.pdf

United Nations. (n.d.). SDGs: The 17 Goals, 169 targets, overview, indicators, progress & info. Retrieved from https://sdgs.un.org/goals

United Nations. (2022). The Sustainable Development Goals Report. Retrieved from https://unstats.un.org/sdgs/report/2022/

United Nations High Commissioner for Refugees. (2023). Global Report 2022. Retrieved from https://www.unhcr.org/what-we-do/reports-and-publications/global-report

UNESCO. (n.d.). UNESCO Learning Objectives & Discussion Topics (Full report). Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247444

2.3.3. — Access to Networks and Human Interaction

TASK BY Sulitest — **Subject Knowledge Navigational Chart**

TASK Framework: Human Welfare → **Domain:** Human Flourishing → **Subject:** Access to Networks and Human Interaction	*Click here for User Guidelines*

Definition: Humans depend partly on their social system to meet their needs such as, for example, participation, or affection. The social system, meaning the network of interpersonal connections between individuals and between individuals and institutions, can be seen as a complex adaptive system with essential aspects. These are: trust, diversity, self-organization, learning, and common meaning. These aspects can be degraded through structural obstacles in the social system (the network) to individuals' access to health, influence, competence, impartial treatment, and common meaning-making. When these structural obstacles degrade the essential components of a social system's adaptive capacity, it can limit people's possibilities to meet their needs through their networks and interactions. (Missimer et al, 2017, 2017a)

Social Foundation Illustrative indicator: (Raworth, 2017a)	**Social Foundation Status:** (Raworth, 2017a)
1 - Population stating that they are without someone to count on for help in times of trouble 2 - Population without access to Internet	1 - People with no social support network: 24% in 2015 2- People with not access to internet: 57% in 2015

Key Ideas

1. Network theory
2. Social sustainability
3. Theory of exclusion cycle, isolation, loneliness
4. Sustainable communities
5. Mobility, accessibility, and transportation networks
6. Internet and telecommunication access
7. Information exchange
8. Digital human rights
9. Global networks
10. Human/non-human interactions

Key International Regulatory Initiatives

- United Nations Internet Governance Forum (IGF)
- International Telecommunication Union (ITU)
- General Data Protection Regulation (GDPR)

---

1. Network theory
- Human Network theory, Cluster Theory, Dyads, Gladwell's network, and tipping points
- Human Needs (Maslow, Max-Neef)
- Support Networks (Raworth), Circle of Caring
- Ostrom, the Commons
- Social capital, strength of weak ties

2. Social sustainability, a systemic complex perspective
- Sustainability 3 pillars, one of them: social sustainability
- Raworth's Social Foundations
- Social systems as complex adaptive systems
- Essential elements of social systems' adaptive capacity: *trust, common meaning, diversity, capacity for learning* and *capacity for self-organization* (Missimer, 2017)
- Degradation of the social system's adaptive capacity through structural obstacles to (1) health, (2) influence, (3) competence, (4) impartiality and (5) meaning-making. (Missimer, 2017a)

3. Theory of exclusion cycles, Isolation, loneliness
- Bullying, harassment
- Stigmatization and Discrimination
- Vulnerabilities and compounding inequalities
- Mental health and health care
- Elderly isolation
- Traditional family units and dynamics contributing to isolation
- Addictions

4. Sustainable communities
- Community building, free accessible public spaces
- Collective decision making
- Crowdfunding, unions
- Disaster preparedness, resilience
- Access to sports facilities, access to arts facilities, access to green spaces

---

5. Mobility, accessibility, and transportation networks
- Sustainable, affordable public transportation
- Accessibility of public spaces for children, people with disabilities and/or reduced mobility
- Safety of public spaces

6. Internet and telecommunication access
- Means of telecommunication
- (Inequality of) Access to internet, cell phone coverage (infrastructure, geographical and technological limitations)
- Remote work and online education
- Digital skills gap and digital literacy education
- Screen time and screen addictions

7. Information exchange
- Polarization, Fake news, and misinformation (traditional and social media)
- Freedom of speech, hate speech
- Conspiracy theory, echo chambers and bubble
- Democratization and mainstreaming of information access
- Social media coordination: Arab Spring, Hong Kong demonstrations

8. Digital human rights
- (Mass) Surveillance, data tracking
- Right to Privacy
- Cyber bullying
- Activists, whistleblowers protection

---

9. Global networks
- Globalization
- Freedom of movement of people, goods, money (EU: Schengen)
- Borders and barriers to movement: VISA, closed borders
- Multi-national Companies (MNCs) and NGOs

10. Human/non-human interactions
- Animal – human interactions and interdependencies: agriculture, domestic, wild
- Animal Rights
- Human – Nature interactions for health, wellbeing
- Gaia Theory, biological networks
- Access to nature

Learning Objectives — Access to Networks and Human Interaction

Knowledge Type	The sustainability literate learner will be able to ...
Definitions *Descriptive knowledge*	1. Define access to network, social interactions, and digital inclusion 2. Determine the main components of access to networks 3. Distinguish digital social network from social networks 4. Define and Distinguish isolation from loneliness 5. Identify and explain the social foundation illustrative indicator used to determine the level of access to network and social interactions
Current State & Trends *Contextualized knowledge*	1. Quantify current state and trends of the control variables for access to network and social interactions 2. Describe past, current, and predictable trends of internet access and global public transportation 3. Identify current main mean to access internet in low-income countries 4. Determine geographical and social disparities of internet access
Major Causes *Causal knowledge*	1. List and rank the main direct causes and barriers of lack of internet access 2. List the underlying drivers that hinder access to networks and social interactions 3. List the main consequences of quarantine and social distancing policies 4. Identify the characteristics of people disproportionally affected by social distancing policies 5. Identify major actors that contribute to—or resist—the lack of internet access
Systemic Impacts *Integrated knowledge*	1. Identify and rank major consequences of lack of social interactions 2. Characterize a good public transportation network and its consequences 3. Describe the systemic loop of social exclusion

Key Resources — Access to Networks and Human Interaction

Missimer et al. (2017). A strategic approach to social sustainability – Part 1: exploring the social system. Journal of Cleaner Production, 140(Part 1), 32-41. https://doi.org/10.1016/j.jclepro.2016.03.170

Missimer et al. (2017a). A strategic approach to social sustainability – Part 2: a principle-based definition. Journal of Cleaner Production, 140(Part 1), 42-52. https://doi.org/10.1016/j.jclepro.2016.04.059.

Raworth, K. (2017). A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48−49. https://www.thelancet.com/journals/lanplh/article/PIIS2542-51961730028-1/fulltext#sec1

Raworth, K. (2017a). A supplement to A Doughnut for the Anthropocene: humanity's compass in the 21st century. Lancet Planet Health, 1, e48−49. https://www.thelancet.com/cms/10.1016/S2542-5196(17)30028-1/attachment/2d58fdae-741c-4016-84cd-2fc0b1e94f49/mmc1.pdf

United Nations. (n.d.). SDGs: The 17 Goals, 169 targets, overview, indicators, progress & info. Retrieved from https://sdgs.un.org/goals

United Nations. (2022). The Sustainable Development Goals Report. Retrieved from https://unstats.un.org/sdgs/report/2022/

UNESCO. (n.d.). UNESCO Learning Objectives & Discussion Topics (Full report). Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247444