



## 1.2.12. SDG 12 | Responsible Consumption and Production |

### Ensure sustainable consumption and production patterns

Table 1.2.12. Learning objectives for SDG 12 “Responsible Consumption and Production”

<b>Cognitive learning objectives</b>	<ol style="list-style-type: none"> <li>1. The learner understands how individual lifestyle choices influence social, economic and environmental development.</li> <li>2. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions, poverty, etc. ).</li> <li>3. The learner knows roles, rights and duties of different actors in production and consumption (media and advertising, enterprises, municipalities, legislation, consumers, etc. ).</li> <li>4. The learner knows about strategies and practices of sustainable production and consumption.</li> <li>5. The learner understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production.</li> </ol>
<b>Socio-emotional learning objectives</b>	<ol style="list-style-type: none"> <li>1. The learner is able to communicate the need for sustainable practices in production and consumption.</li> <li>2. The learner is able to encourage others to engage in sustainable practices in consumption and production.</li> <li>3. The learner is able to differentiate between needs and wants and to reflect on their own individual consumer behaviour in light of the needs of the natural world, other people, cultures and countries, and future generations.</li> <li>4. The learner is able to envision sustainable lifestyles.</li> <li>5. The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer.</li> </ol>
<b>Behavioural learning objectives</b>	<ol style="list-style-type: none"> <li>1. The learner is able to plan, implement and evaluate consumption-related activities using existing sustainability criteria.</li> <li>2. The learner is able to evaluate, participate in and influence decision-making processes about acquisitions in the public sector.</li> <li>3. The learner is able to promote sustainable production patterns.</li> <li>4. The learner is able take on critically on their role as an active stakeholder in the market.</li> <li>5. The learner is able to challenge cultural and societal orientations in consumption and production.</li> </ol>



## Ensure sustainable consumption and production patterns

## Competencies in TVET

	Knowledge & Understanding	Skills & Applications	Values & Attitudes
TVET	<ul style="list-style-type: none"> <li>Understand 'decoupling' of economic growth from environmental impact, and production patterns.</li> <li>Food lifecycle – processing, engineering, energy use, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Research and identify opportunities within production and consumption for improved environmental impact.</li> <li>Identify influences on buying decisions, and how to influence sustainable choices.</li> </ul>	<ul style="list-style-type: none"> <li>Responsible consumerism.</li> <li>Awareness of links between consumer behaviour and environmental impacts.</li> <li>Proactive in fostering widespread shift towards sustainable production and consumption.</li> </ul>

### References

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

UNESCO (2017). *Education for Sustainable Development Goals: Learning Objectives*. Retrieved from <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>

UNODC (2017). Sustainable development goals. Retrieved from <https://www.unodc.org/southeastasiaandpacific/en/sustainable-development-goals.html>