

Education for Sustainable Development

Week 2

Due Date : 04.02.2026



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1) Which of the following is a characteristic of ESD as described in the framework?

- A. It is not locally relevant
- B. It promotes learning only for children
- C. It is interdisciplinary
- D. It uses only two pedagogical techniques

Correct Answer: C. It is interdisciplinary

ESD integrates environmental science, social studies, economics, and ethics for holistic sustainability education. UNESCO frameworks emphasize cross-disciplinary approaches over siloed learning. It rejects limited techniques, serving all ages with locally relevant content using diverse pedagogies.

Correct Answer: C. economic, social, cultural and political development

2) The Declaration on the Right to Development (1986) established that everyone is entitled to participate in and enjoy:

- A. only economic and social development
- B. economic, political, psychological and communist development
- C. economic, social, cultural and political development
- D. only cultural development

Correct Answer: C. economic, social, cultural and political development

The 1986 UN Declaration guarantees everyone's right to participate in and benefit from all development dimensions. It places human rights at development's center, ensuring equity and participation. This comprehensive approach links directly to SDG principles of inclusive progress.

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3) Text based methods for assessing ESD programs can be improved by using ____.

- A. interpretive methodologies
- B. strict curriculum
- C. only quantitative techniques
- D. only qualitative methods

Correct Answer: A. interpretive methodologies

Text-based methods for assessing ESD programs can be improved by using interpretive methodologies, which capture nuanced learner perspectives, values transformation, and contextual understanding beyond rigid metrics. These qualitative approaches analyze narratives, reflections, and open-ended responses to reveal how ESD fosters critical thinking and sustainability competencies. Unlike strict curricula or single-method reliance, interpretive methods provide deeper insights into program impact and learner agency.

4) SDGS are for the following except ____.

- A. people
- B. practice
- C. planet
- D. partnership

Correct Answer: B. practice

The Sustainable Development Goals (SDGs) framework famously revolves around "People, Planet, Prosperity, Peace, and Partnership" (the 5Ps). "Practice" is not part of this core structure, while SDG 17 specifically addresses Partnerships for the Goals. This interconnected approach ensures holistic sustainable development across human, environmental, economic, and governance dimensions.

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5) Policies like employment and labor rights, care and family leaves, and financial regulation are often called the ___ policies.

- A. post-regulation
- B. self-care
- C. forceful
- D. pre-distributive

Correct Answer: D. pre-distributive

Policies like employment rights, labor protections, care/family leave, and financial regulations are called **pre-distributive policies** because they shape income and wealth distribution *before* taxes and transfers occur. Unlike post-tax redistribution, these interventions address inequality at its source through market structures, wage policies, and workplace regulations. This approach aims to reduce inequality upstream rather than relying solely on government redistribution afterward.

6) Which of the following is involved in the development of the HRE indicator framework to measure progress on national implementation of human rights education.

- A. Danish Institute of Human Rights
- B. The Office of the High Commissioner for Human Rights
- C. Both A and B
- D. Neither A nor B

Correct Answer: C. Both A and B

The Human Rights Education (HRE) indicator framework was developed collaboratively by the Danish Institute for Human Rights and the Office of the High Commissioner for Human Rights (OHCHR). This partnership created key indicators to monitor national implementation of human rights education across policy, formal education, and professional training sectors. The framework supports civil society, NHRIs, and UN mechanisms in assessing HRE progress and identifying implementation gaps.

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7) ___ plays a role in peace education.

- A. schools
- B. parents
- C. community
- D. all the given

Correct Answer: D. all the given

Peace education involves schools (formal curriculum), parents (family reinforcement), and community (social cohesion) working together to foster conflict resolution, tolerance, and non-violence. All stakeholders play complementary roles in creating a culture of peace across formal, informal, and non-formal learning environments.

8) The enterprise of education at its most profound level is ___.

- A. discriminatory
- B. selective
- C. restricted
- D. transformative

Correct Answer: D. transformative

The enterprise of education at its most profound level is transformative, fundamentally reshaping individuals' worldviews, values, and capacities for social change. Rather than being discriminatory, selective, or restricted, education's deepest purpose lies in empowering learners to challenge inequalities, foster critical consciousness, and drive sustainable societal progress. This aligns with ESD's core mission of creating agents of positive transformation.

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9) UNESCO's World in 2030 survey revealed that respondents see ___ as one of the top global challenges

- A. climate change
- B. hunger
- C. unemployment
- D. mental health

Correct Answer: A. climate change

UNESCO's "World in 2030" survey identified climate change (and biodiversity loss) as the top global challenge by respondents worldwide. Over 15,000 participants ranked it far above other issues like violence, inequality, and resource scarcity. The survey highlighted growing concern over extreme weather, natural disasters, and environmental degradation as the decade's most urgent threat requiring immediate global cooperation.

10) Education for sustainable development and peace develops people's skills to take actions that improve our quality of life

- A. only now
- B. only for the future
- C. for now and for the future
- D. only for the past

Correct Answer: C. for now and for the future

Education for Sustainable Development (ESD) and peace education equip people with skills to improve quality of life both immediately and for future generations. ESD addresses current challenges like climate change and inequality while building long-term capacities for sustainable decision-making. This dual focus ensures present actions support planetary boundaries and intergenerational equity.

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Week : 2 Introduction to ESD

b) SD Goal-4- Quality Education for all

c) Education for Sustainable Development (ESD)

1. ESD Framework Characteristic Answer: C. It is interdisciplinary
2. Right to Development Declaration Answer: C. economic, social, cultural and political development
3. ESD Text Assessment Methods Answer: A. interpretive methodologies
4. SDGs Framework Exception Answer: B. practice
5. Pre-distributive Policies Answer: D. pre-distributive
6. HRE Indicator Framework Developers Answer: C. Both A and B
7. Peace Education Stakeholders Answer: D. all the given
8. Education's Profound Purpose Answer: D. transformative
9. UNESCO World in 2030 Survey Answer: A. climate change
10. ESD Time Horizon Answer: C. for now and for the future