

**PBL4SDGs Guide:  
Designing projects to develop  
the key competencies for sustainability**

---

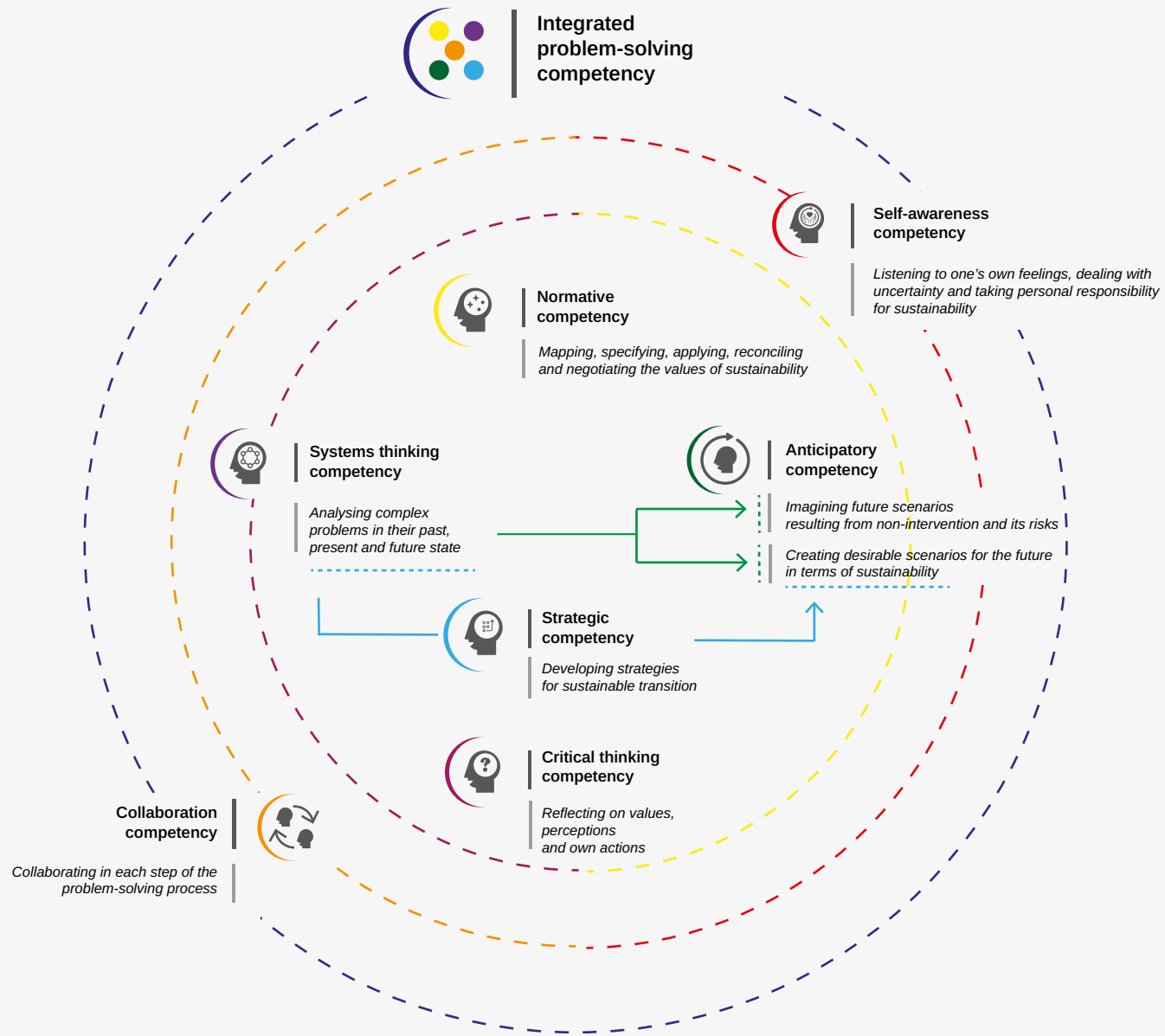


## **Printable documents**

---

- 1** Infographic: The key competencies for sustainability
- 2** Achievement indicators for sustainability competencies to help design assessment tools
- 3** Canvas for designing PBL4SDGs projects

# The key competencies for sustainability





Systems thinking

- Identify the elements of a problem, describe its characteristics and the connection between them.
- Relate the different elements of a problem and their interdependencies.
- Use different points of view and representations to analyse a problem: the historical context; the different perspectives to be taken into account according to the fields of knowledge, cultures, human rights, economic contexts, etc.; and the scales of local and global spaces.
- Identify the causes and consequences of environmental, social, cultural, political and economic *unsustainability*, and the short-, medium- and long-term emergency they represent.
- Know how to differentiate between linear and systemic approaches.



Anticipatory

- Communicate and clearly set out possible imagined future scenarios.
- Know how to construct arguments on the sustainability of the possible scenarios in the imagined future.
- Assess the risks and benefits of possible future scenarios.
- Define the desired future scenarios in terms of sustainability.
- Propose measures to arrive at possible and desirable future scenarios by contemplating individual and collective actions.
- Recognise relationships and possible developments between the past, present, near and distant future.



Normative

- Identify and express the norms and values involved in a problem, and know how to relate them to human dignity, global justice, the environment, transparency and democratic participation.
- Identify, analyse and express one's own norms and values on sustainability and recognise how they underpin commitment and action.
- Be able to show empathy for the environment and be responsible in using and conserving environmental resources.
- Recognise and respect diversity: individual differences, ethnic and religious diversity, socio-economic differences, diversity of political options, and regional and global diversity.
- Identify, listen to and reflect on the norms and values of others in the area of sustainability.
- Recognise the values of a group, an educational community, or a neighbourhood.
- Be able to participate in constructing collective norms.
- Participate in and promote group decision-making, accepting diversity.



Strategic

- Develop ideas and innovations based on the SDGs to respond to real problems.
- Suggest creative answers to questions related to sustainability, based on previous knowledge and experience.
- Participate in actions for change to carry out sustainable practices.
- Make decisions on any issue in accordance with the values of sustainability.
- Analyse the information and various options for flexible resolution, while remaining open to other alternatives.



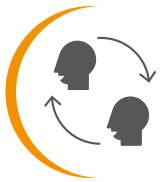
Critical thinking

- ⌋ Differentiate facts from assumptions and opinions, including one's own.
- ⌋ Make decisions using a process of reasoning based on evidence and analysis of different options.
- ⌋ Be able to assess the quality and reliability of different sources of knowledge.
- ⌋ Recognise that knowledge is limited, temporary and contextualised.
- ⌋ Be capable of identifying and questioning the interests of power structures or other collective interests.



Self-awareness

- ⌋ Be able to identify and express one's own values, as well as one's strengths and limitations in a given context.
- ⌋ Express one's own opinions in a reasoned way.
- ⌋ Freely express one's own opinions and be open to enriching them by actively listening to others' opinions.
- ⌋ Recognise that one's own needs depend on other people and the environment.
- ⌋ Apply strategies to deal with fear, conflict or discouragement.
- ⌋ Develop one's own response and resilience mechanisms when faced with potentially worrying issues linked to sustainability.
- ⌋ Take personal responsibility for one's own actions and decisions, and reflect to seek opportunities for improvement and personal development.
- ⌋ Recognise one's own possible contribution to social transformations.
- ⌋ Recognise and accept one's own vulnerability, limits and contradictions.



Collaboration

- ⌋ Cooperate to build new knowledge and new ideas in multidisciplinary, interdisciplinary and transdisciplinary contexts.
- ⌋ Participate in building new knowledge and new ideas in intercultural and intergenerational contexts.
- ⌋ Openly share ideas and experiences in a group.
- ⌋ Participate in collective decision-making and suggest ways for the group to overcome disagreements.
- ⌋ Recognise and value the ideas of the group members and use them to help the group move forward.
- ⌋ Ask for other perspectives and views from the group members.
- ⌋ Contribute relevant ideas to the group project.
- ⌋ Propose ways to improve the project's quality and the group's functioning.
- ⌋ Help others and give feedback to others.



Integrated problem-solving

- ⌋ Make explicit potential decisions to be taken in relation to the problem posed, even in a context of uncertainties, contradictions and complex problems.
- ⌋ Remain open to other possible alternatives.
- ⌋ Identify and know how to communicate the learning outcomes attained during the process.
- ⌋ Identify areas for improvement and propose actions.

Project name: \_\_\_\_\_

What will we learn?

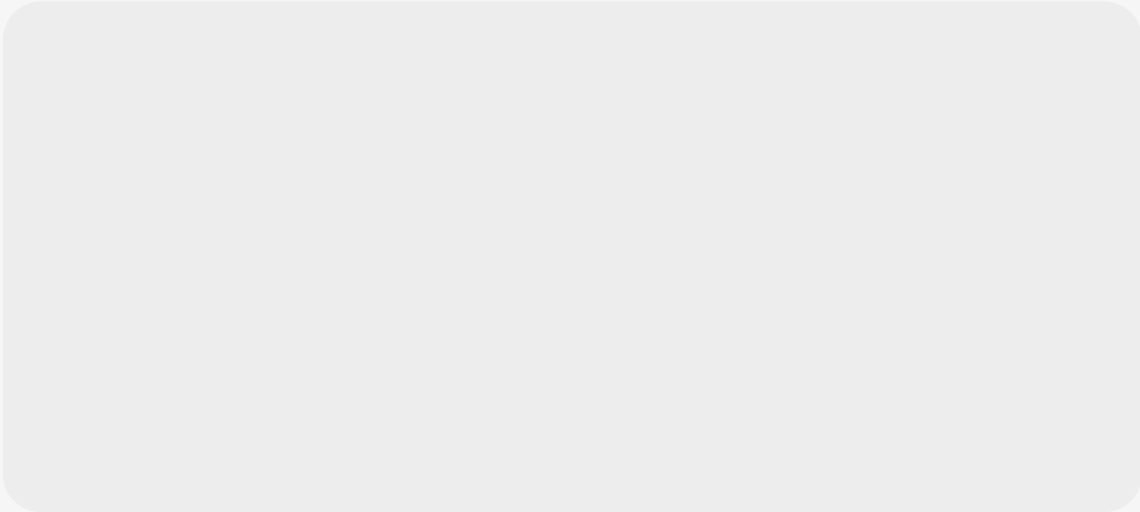
Competencies



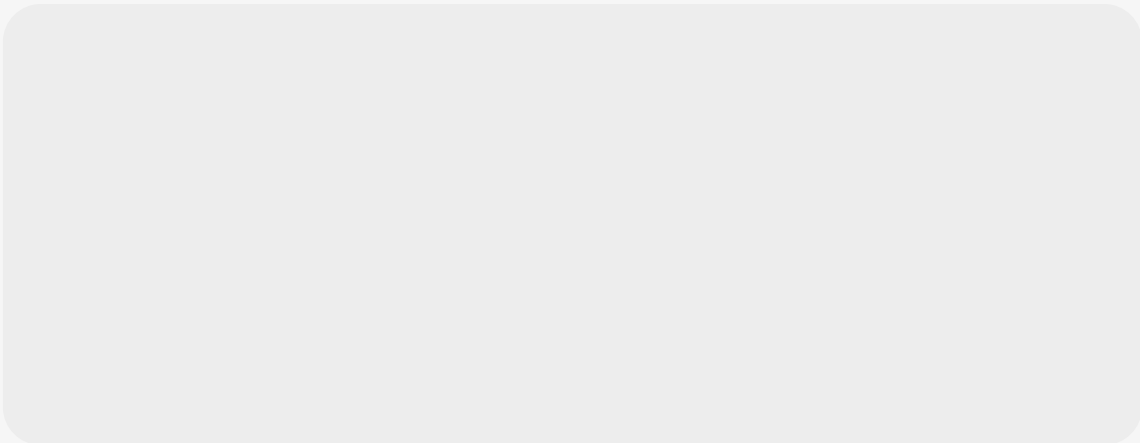
SDG

What is our challenge?

General approach



Guiding question



SUSTAINABLE DEVELOPMENT GOALS





# What will be our route?

Phase 1  
**Proposing the project**

Phase 2  
**Building knowledge and skills**

Phase 3  
**Developing responses and products**

Phase 4  
**Giving the public presentation**

Competencies

- Anticipatory
- Systems thinking

- Systems thinking
- Anticipatory
- Normative
- Critical thinking

- Strategic

- Integrated problem-solving

- Self-awareness

- Collaboration

Learning activities

Scaffolding

Large empty area for learning activities, divided into four columns corresponding to the phases.

Large empty area for scaffolding, divided into four columns corresponding to the phases.



What do we expect?

Learning outcomes

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

- 
- 
- 
- 
- 
-



What and how do we assess?

Means

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

Tools

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|