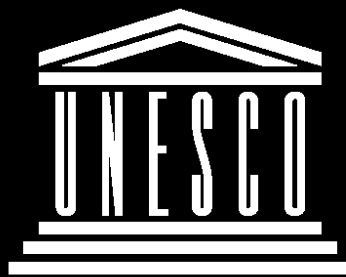


Unpacking SDG 4.7

*Challenges to meaningful implementation
of education for global citizenship*

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and Sustainable Development**

“Earth provides enough to satisfy every man's needs, but not every man's greed”



**“Be the change
you want to see in the world”**

-Mahatma Gandhi

4 QUALITY
EDUCATION



SDG 4.7

By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

Why Educate?

Job less

Voice less

Root less

Future less

Ruthless

(1996 Human Development Report)

This is not inclusive
This is not equitable
This is not sustainable

...We need transformative education

Global challenges

Profound solutions/Addressing root causes

II

I **Transformative**

*Prescriptive/
Transmissive*

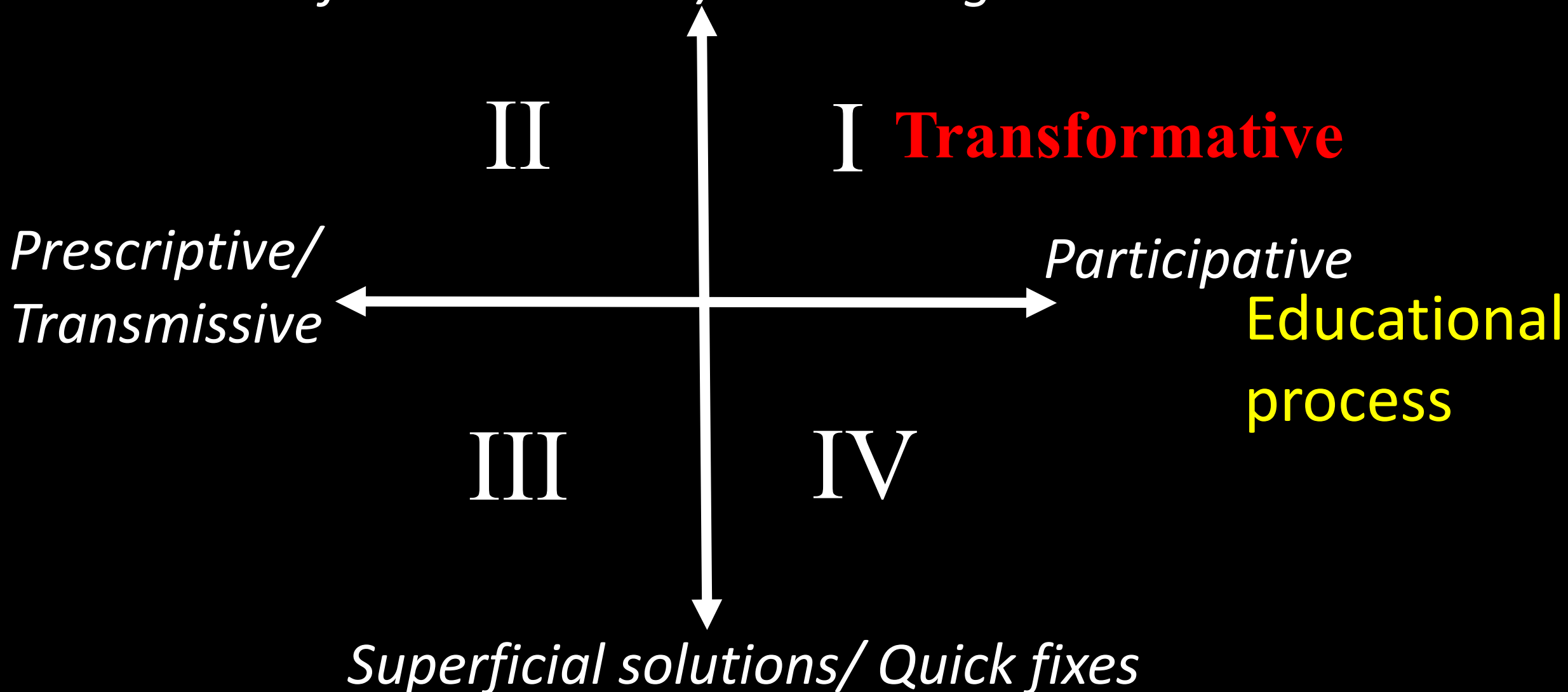
Participative

**Educational
process**

III

IV

Superficial solutions/ Quick fixes



4 QUALITY
EDUCATION



SDG 4.7

By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

Fully capturing the intent of 4.7 is a daunting task

- ❑ **Concepts embedded in 4.7** have contested definitions and many are waiting to get comfortably expressed in major languages.
- ❑ **Aspirations of 4.7** could contradict with national curriculum objectives.

Fully capturing the intent of 4.7 is a daunting task

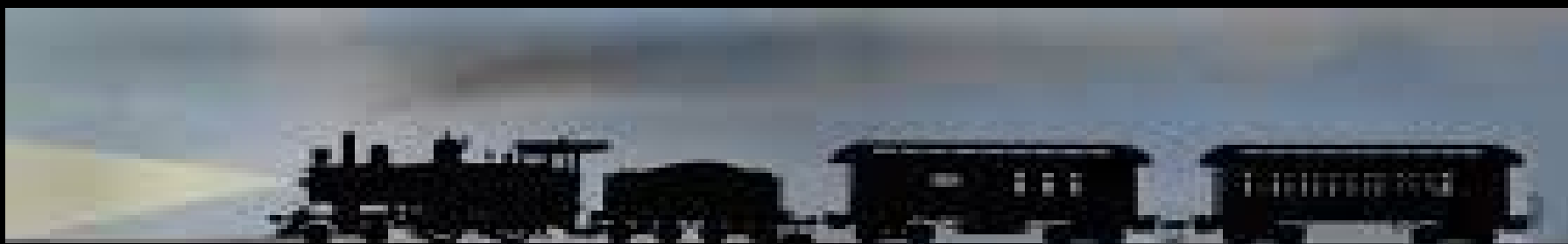
- ❑ **Concepts embedded in 4.7** have contested definitions and many are waiting to get comfortably expressed in major languages.
- ❑ **Aspirations of 4.7** could contradict with national curriculum objectives.

The challenges of 4.7 are twofold:

1. To **mainstream 'good practice'** in ESD/GCED etc.
2. To **change mainstream educational policy and practice** to make it an enabler for sustainable development, rather than a hindrance to its realization

Challenges to Implementing SDG 4.7

To **mainstream 'good practice'** in ESD/GCED can be like
"walking north on a southbound train" (David Orr)



- A -
SOUTHBOUND
- TRAIN -

1. Challenges of instrumentalism and ethics
2. Challenges of nationalism and identities
3. Challenges of regimentation and competitiveness

Results of Peace

1. In a peace loving society, people live a prosperous life.
2. A peace loving nation is respected in the world.
3. Foreign investors like to invest in a peaceful society that increases job opportunities.
4. Justice and democracy prevail in a peaceful society.
5. A peaceful society achieves educational, social and economic development.

We have to acquire a deeper understanding of the total cost of modern life in the context of a finite planet. Every benefit and convenience has hidden effects that we inflict on the environment. Children need to learn their lessons from first hand experience at slaughter-houses, farms, factories, water sources, hydroelectric and nuclear power plants, sewage treatment facilities, garbage dumps, pulp mills, logging and reforestation areas, mining sites, et cetera. Even in the largest urban centres, we are still interconnected and dependent on our surroundings far beyond city limits.

Despite cries from farmers to increase protection from cheap imported food in their market, some politicians are even considering joining the World Trade Organisation (WTO).

If they do not remove all barriers to outside investment and trade, the WTO will lock them into binding trade liberalization rules and impose sanctions on their edging industries.

Bhutan is at a cross road. Either it signs up to the WTO rules that will give foreign multi-nationals and investors rights over their laws in trade, resources and services or it continues to protect small local producers and rural economies from the vagaries of the global economy

TEXTBOOKS FOR SUSTAINABLE DEVELOPMENT

A GUIDE TO EMBEDDING

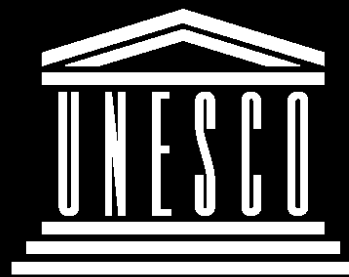


rethinking schooling

FOR THE 21ST CENTURY

The State of Education for Peace,
Sustainable Development and
Global Citizenship in Asia

Thank you very much
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Appendix


The Methodology and Quantitative Results of the
State of Education for Peace, Sustainable
Development and Global Citizenship (EPSG)
Review across 22 Countries in Asia

The aim of the EPSG Review is to analyse the extent to which concepts embedded in 4.7 are present in:

- ❑ key national education legislation and policies, and
- ❑ primary and lower secondary school curricula, with a particular focus on core subjects (i.e. mathematics, science, languages, and social studies).

Civic/citizenship education curriculum (or the equivalent in the national context) has also been examined, where it is separate from social studies.

Coding scheme: Categories 1-14

	ESD & GCED Themes		ESD & GCED Competencies
	1. Economic sustainability		11. Critical & systemic thinking
	2. Environmental sustainability		12. Attitudes, values, dispositions
	3. Good health and well-being		13i. Transversal competencies
	4. Human rights		13ii. Responsible lifestyles
	5. Gender equality		13iii. Activism
	6. A culture of peace, non-violence, & human security		14. ESD, GCED & other educations
Global Citizenship	7. Justification & general orientation about global citizenship		
	8. Global systems, structures & processes		
	9. Global issues		
	10. Interconnectedness		

- **Documents analysed:** This review focused on coding the contents of education laws, strategic plans/education policies, national curriculum frameworks (NCFs), and curricula of core subjects.
- **Data sources:** The documents were sourced from the national researchers themselves, who obtained them either online or through the Ministries of Education. National Commissions and UNESCO Field Offices had also assisted with the collection of documents, as and when necessary.
- **Sample:** In total, **166 documents from 22 countries** were analysed for data visualization for today's presentation. In total, **19,197 excerpts** were coded as relevant to concepts embedded in SDG 4.7 (on average, 872 excerpts per country). Additionally, 49 textbooks were coded from Bhutan, India (national and state), Sri Lanka, Lao PDR, and Mongolia; 31 secondary school economics curricula, syllabi and textbooks were coded from Hong Kong, Bangladesh, Bhutan, India, Sri Lanka and Singapore; and 7 state-level curricula and curriculum frameworks were also coded for India.

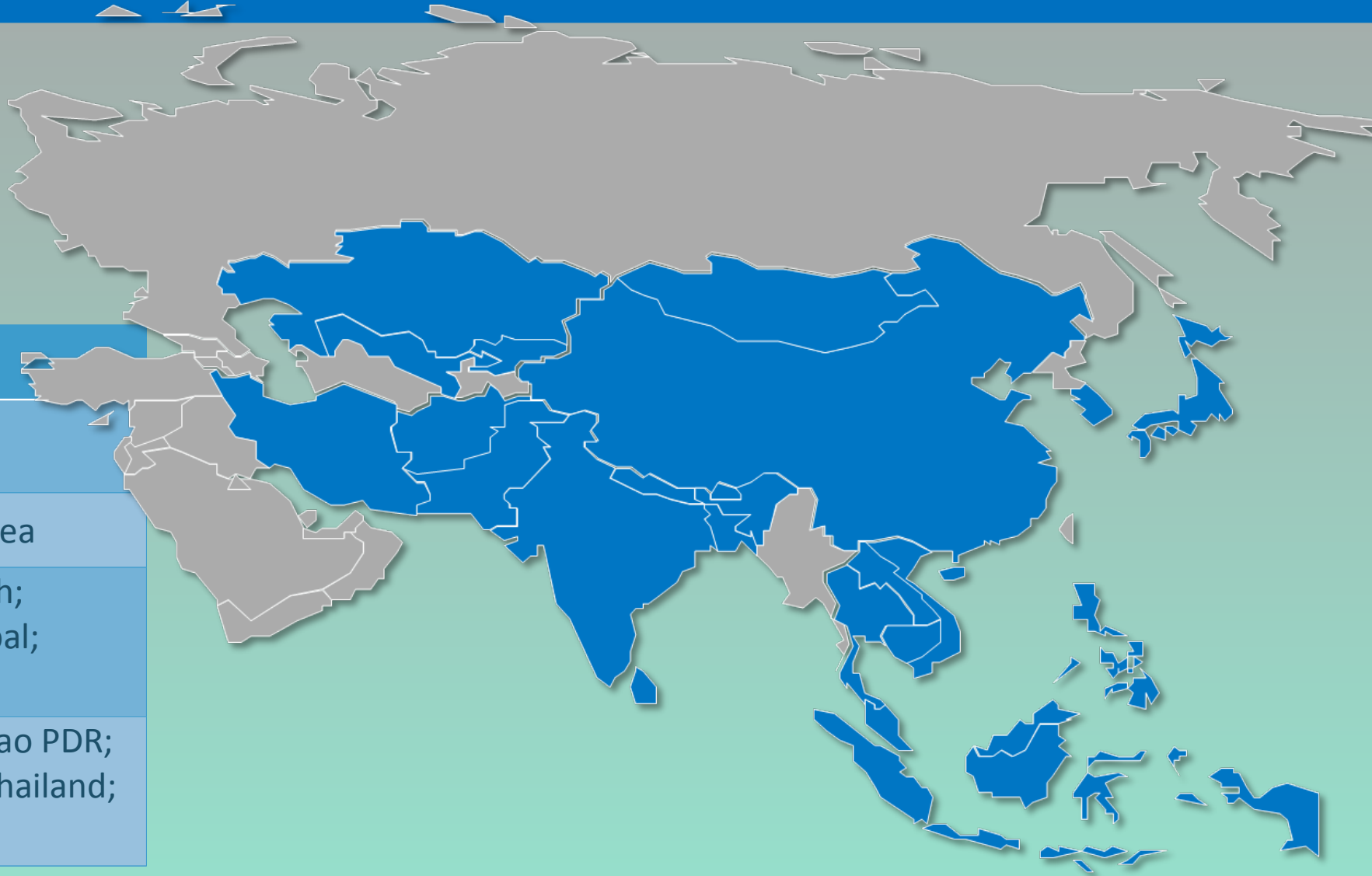
The coding scheme was on **Microsoft Excel**, and developed through the use of extensive formulae. The coding procedure involved searching for **meaning of the key concepts** rather than key words and terms, through which we were able to access more context-based examples.

- If an idea was present, relating to one (or more) of the 80+ sub-categories (e.g. climate change, social justice, critical thinking), in the document being coded, the concerned excerpt and '1' were inserted in the appropriate cells. There was also a separate column to insert page numbers and additional columns to indicate in which context the excerpt appeared in the document.
- Each category was given an 'Other' sub-category to code sentences that were not necessarily covered by the existing sub-categories but fit the overall category (this could also be country-specific; for example, 'Buddhist education' was Thailand's version of values education).
- At the end of each sub-category and category, there was an automatic 'total' count.

Coding procedure: Example

Basic Act of Education 2006, Japan

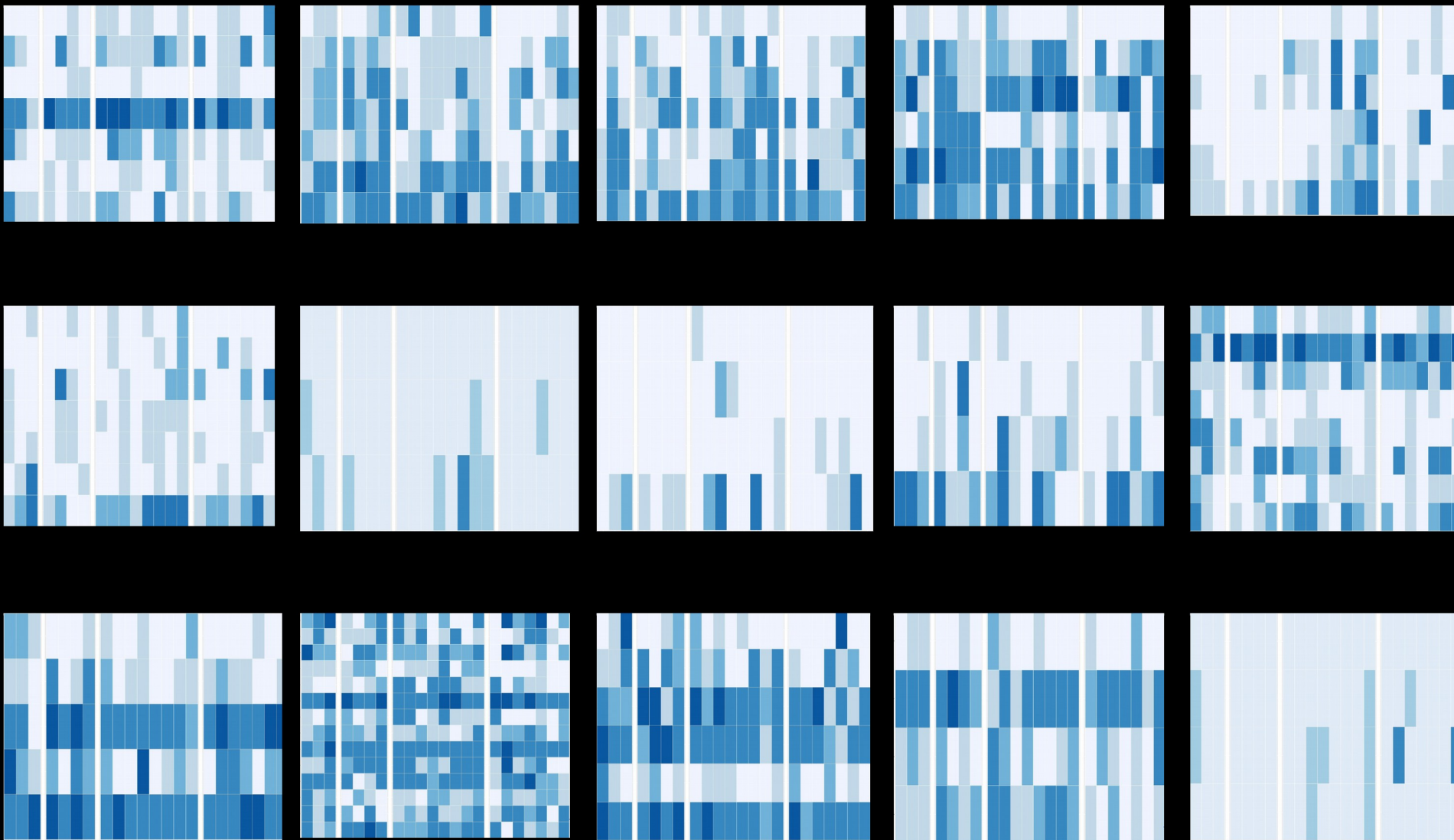
Categories	Sub-categories	Sentences/ Long Phrases	Page	Rationale / Context	Objective / Vision
3. Good health and well-being	b) physical health/activity/fitness	<p>第一条 教育は、人格の完成を目指し、平和で民主的な国家及び社会の形成者として必要な資質を備えた心身ともに健康な国民の育成を期して行われなければならない。 Article 1 Education must be provided with the aim of fully developing the individual character, as we endeavor to cultivate a people that is <u>sound in mind and body</u> and imbued with the qualities that are necessary in the people who make up a peaceful and democratic nation and society.</p>	1	0	1
4. Human rights	c) freedom (of expression, of speech, of press, of association/org anisation); civil liberties	<p>第二条 教育は、その目的を実現するため、<u>学問の自由を尊重</u>しつつ、次に掲げる目標を達成するよう行われるものとする。 Article 2 To realize the aforementioned aims, education is to be provided in such a way as to achieve the following objectives, while <u>respecting academic freedom</u></p>	2	0	1
12. Attitudes, values, and dispositions	h) humanity as privileged referent of identity	<p>我々日本国民は、たゆまぬ努力によって築いてきた民主的で文化的な国家を更に発展させるとともに、世界の平和と<u>人類の福祉の向上</u>に貢献することを願うものである。 We, the Japanese people, wishing to further develop the democratic and cultural state we have built through tireless efforts, also hope to contribute to world peace and to <u>improving the welfare of humanity</u>.</p>	1	0	1



Region	Countries
Central Asia	Kazakhstan; Kyrgyzstan; Uzbekistan; Mongolia
East Asia	China; Japan; South Korea
Southern Asia	Afghanistan; Bangladesh; Bhutan; India; Iran; Nepal; Pakistan; Sri Lanka
Southeast Asia	Cambodia; Indonesia; Lao PDR; Malaysia; Philippines; Thailand; Vietnam

In partnership with UNESCO offices in Almaty, Bangkok, Beijing, Dhaka, Hanoi, Islamabad, Jakarta, Kabul, Kathmandu, New Delhi, Phnom Penh, Tashkent

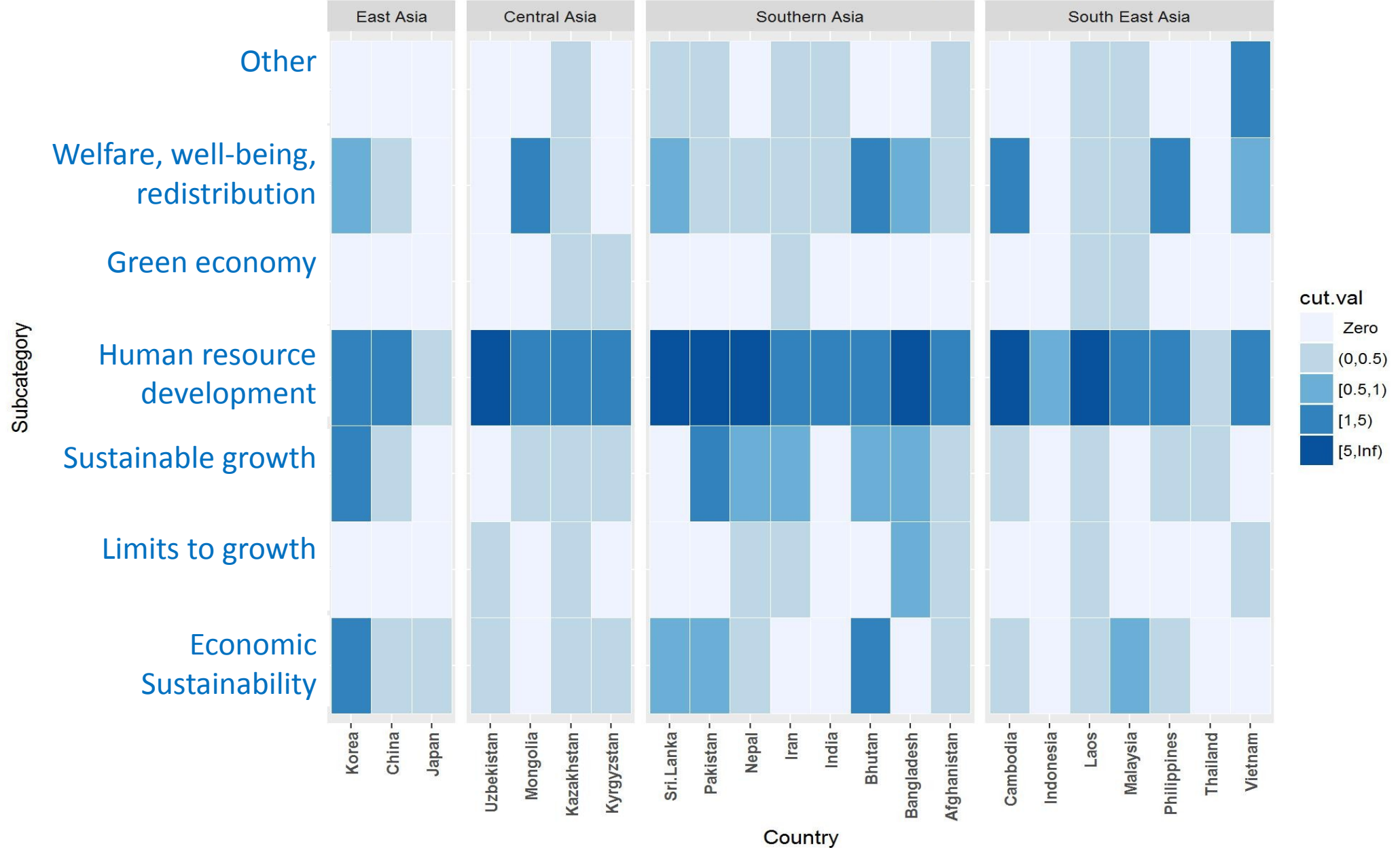
Heatmaps across 22 countries at a glance



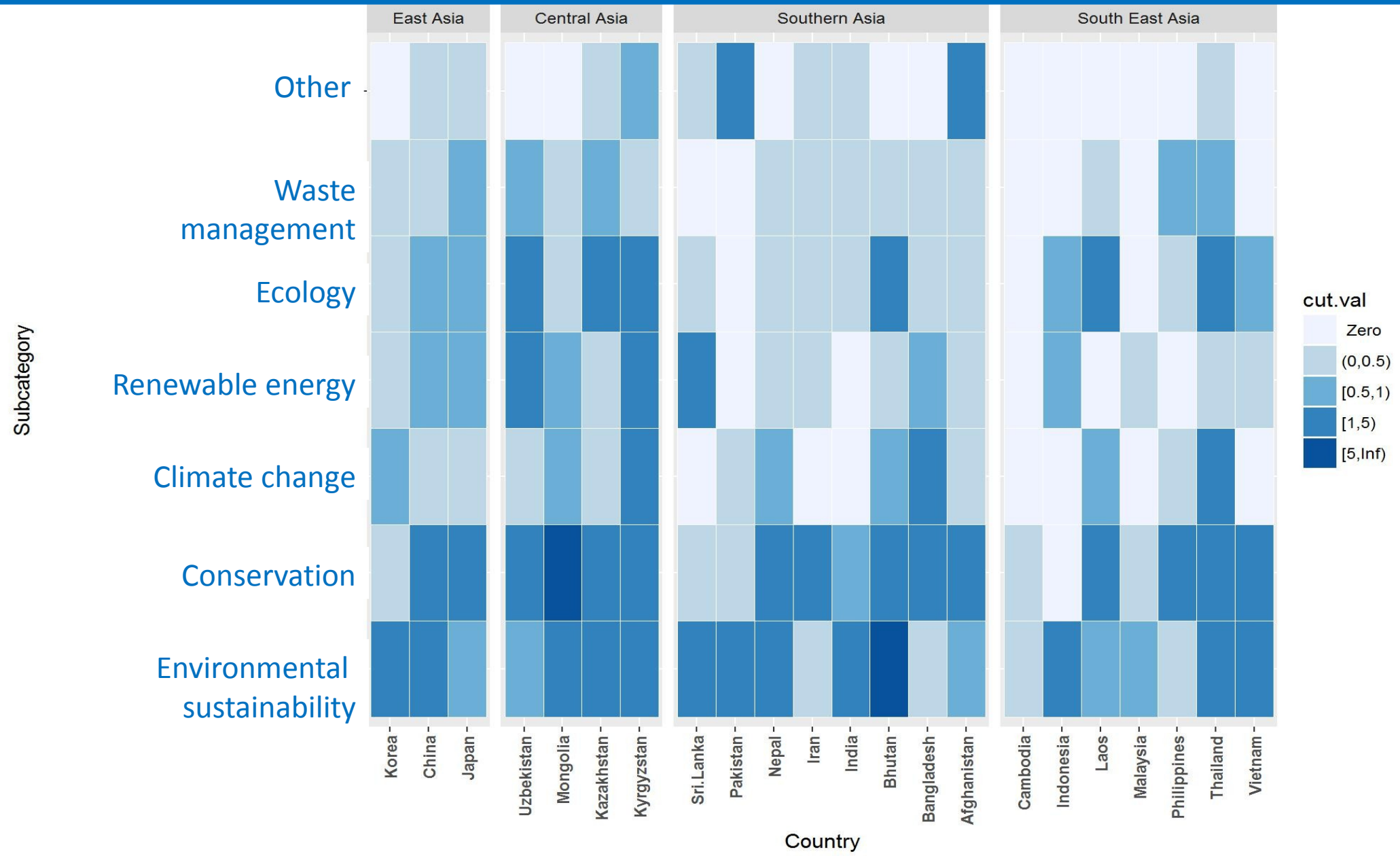
Inherent limitations to content analysis as a methodology for a cross-country comparison

- Time and resources constraints: The methodology required the in-depth reading of the documents (as opposed to a simple 'word search') and understanding 4.7 concepts thoroughly. The process of coding itself proved tedious as researchers had to manually insert sentences into the relevant sub-categories.
- Significant differences between documents: education laws, strategic plans/education policies, national curriculum frameworks (NCFs), and curricula of core subjects vary considerably in length, content, and focus from country to country.
- Coder variability and coding validity: Researchers were coding in their languages using a coding scheme in English, and they captured cases where a concept was implicitly present. Different coders may code sub-categories differently due to ambiguity in concepts embedded in 4.7, a lack of consensus translation of these concepts in different languages, and local variations of them.

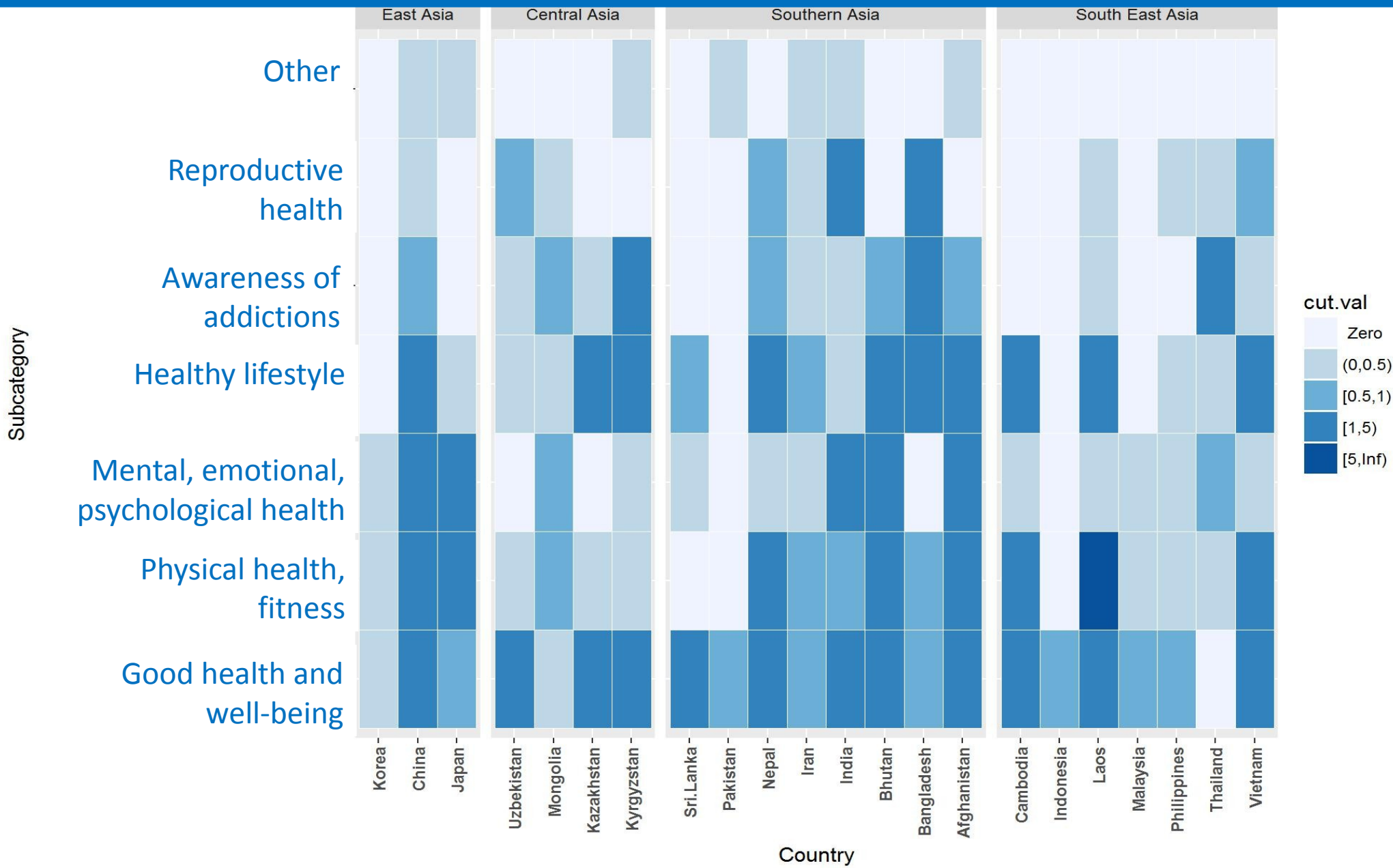
Category 1: Economic dimension of SD



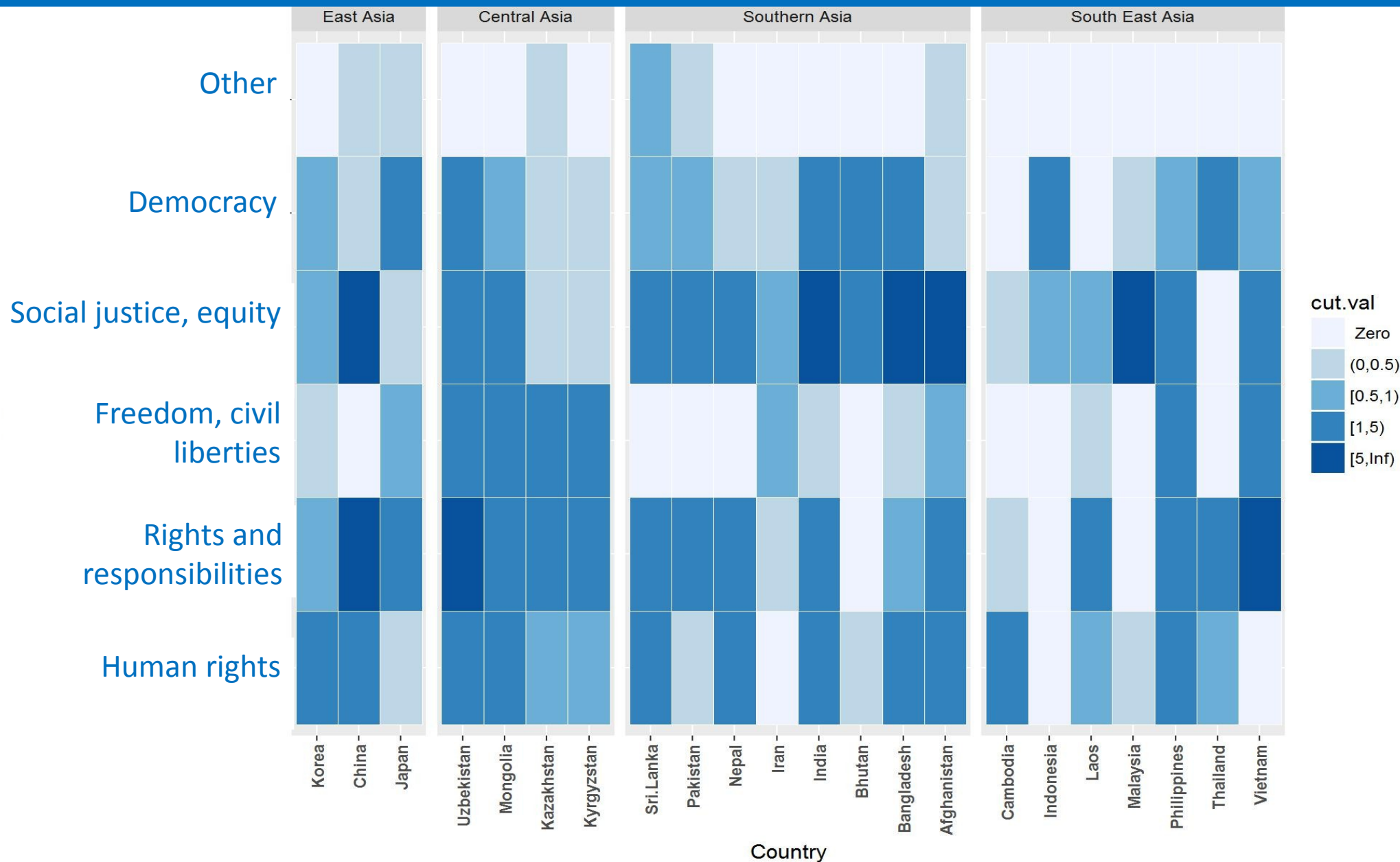
Category 2: Environmental Dimension of SD



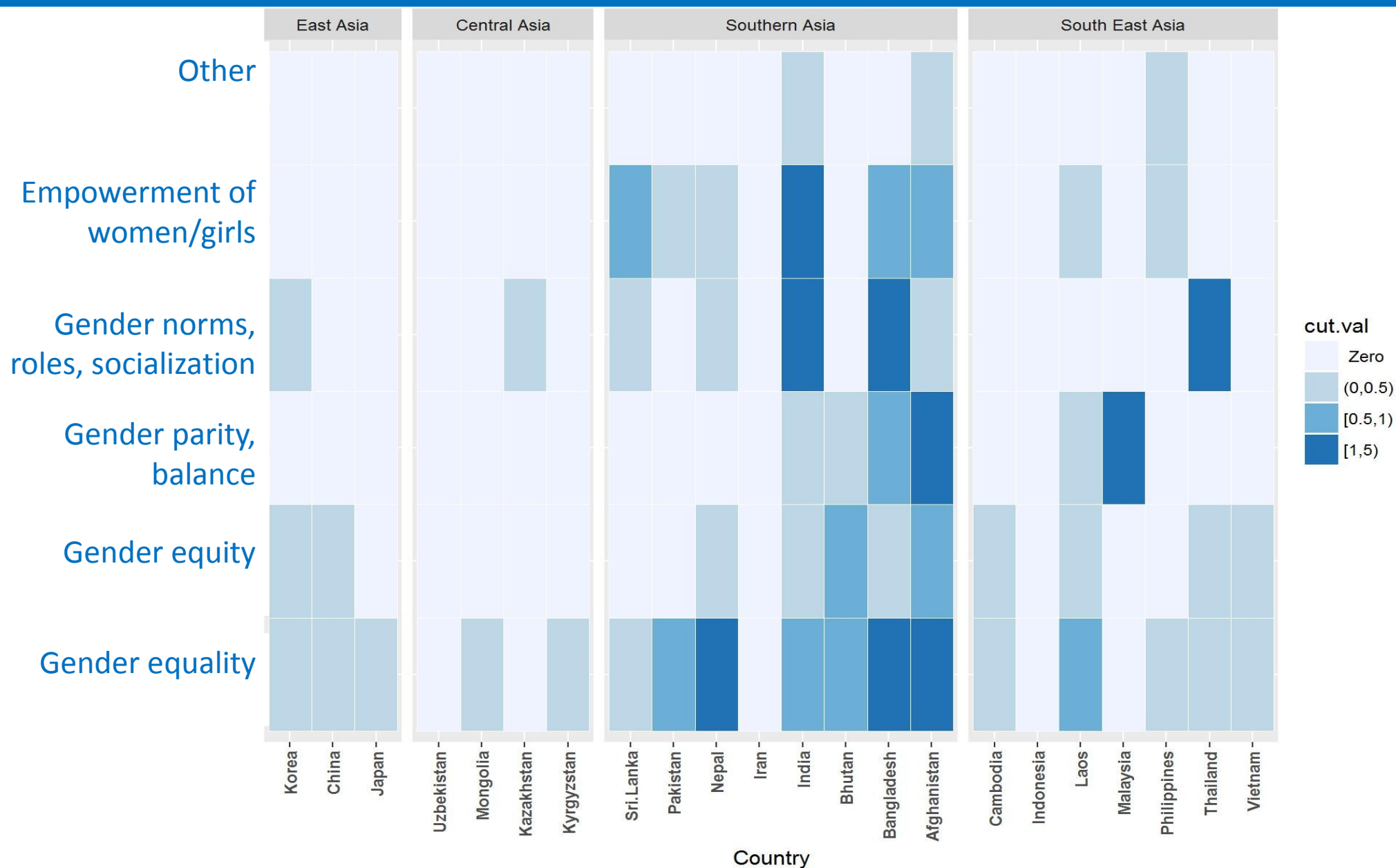
Category 3: Good health and well-being



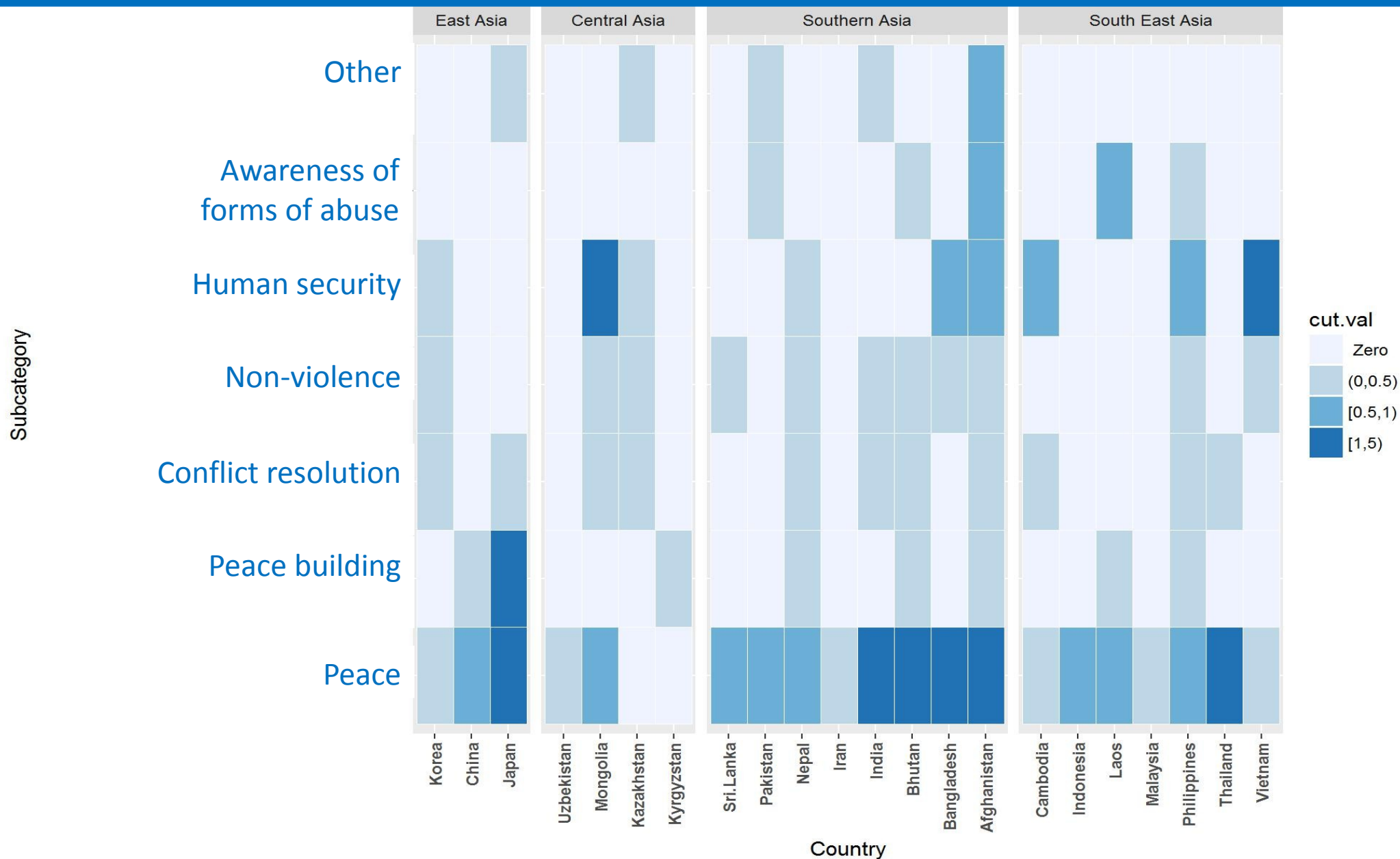
Category 4: Human rights



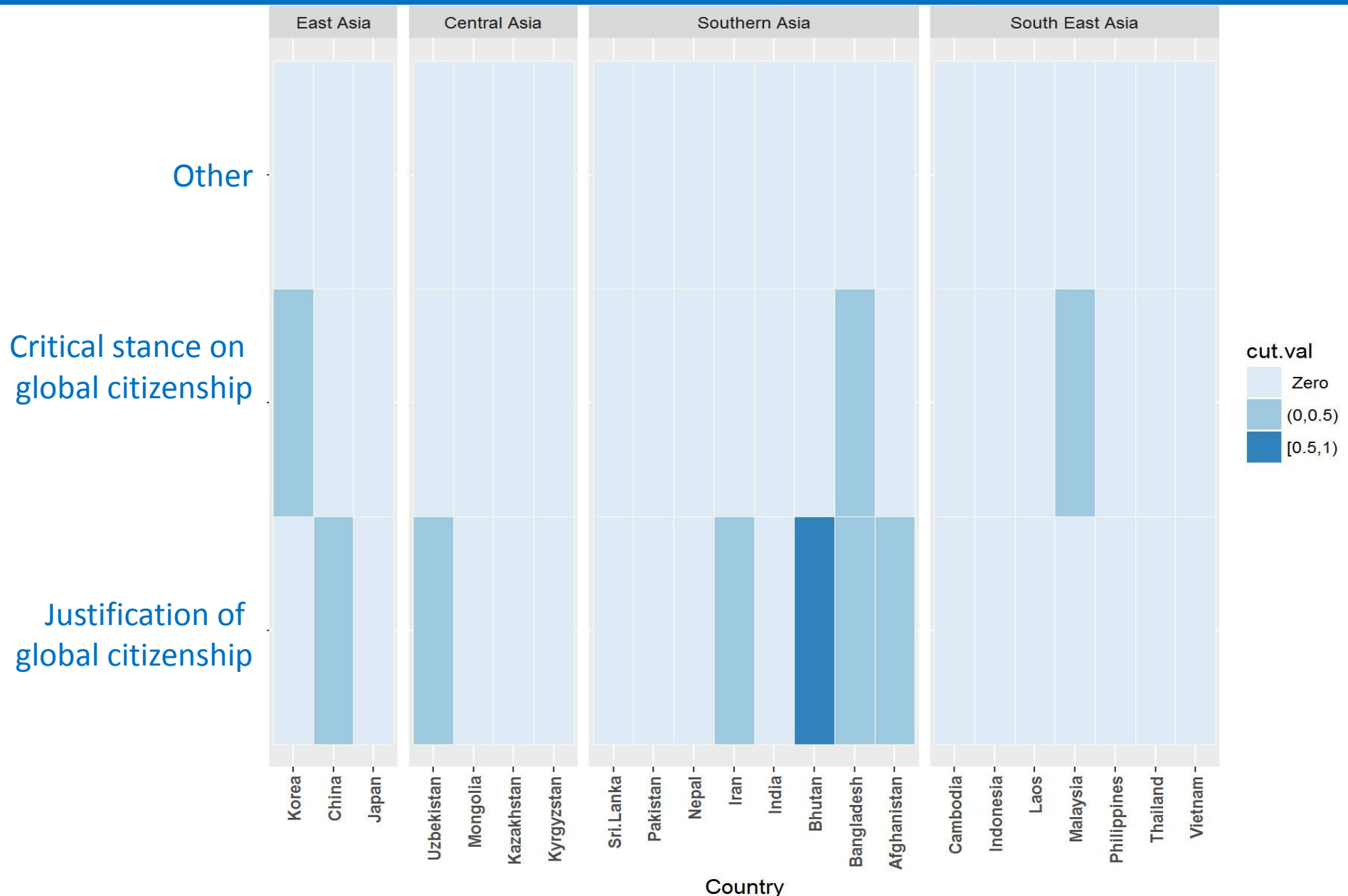
Category 5: Gender equality

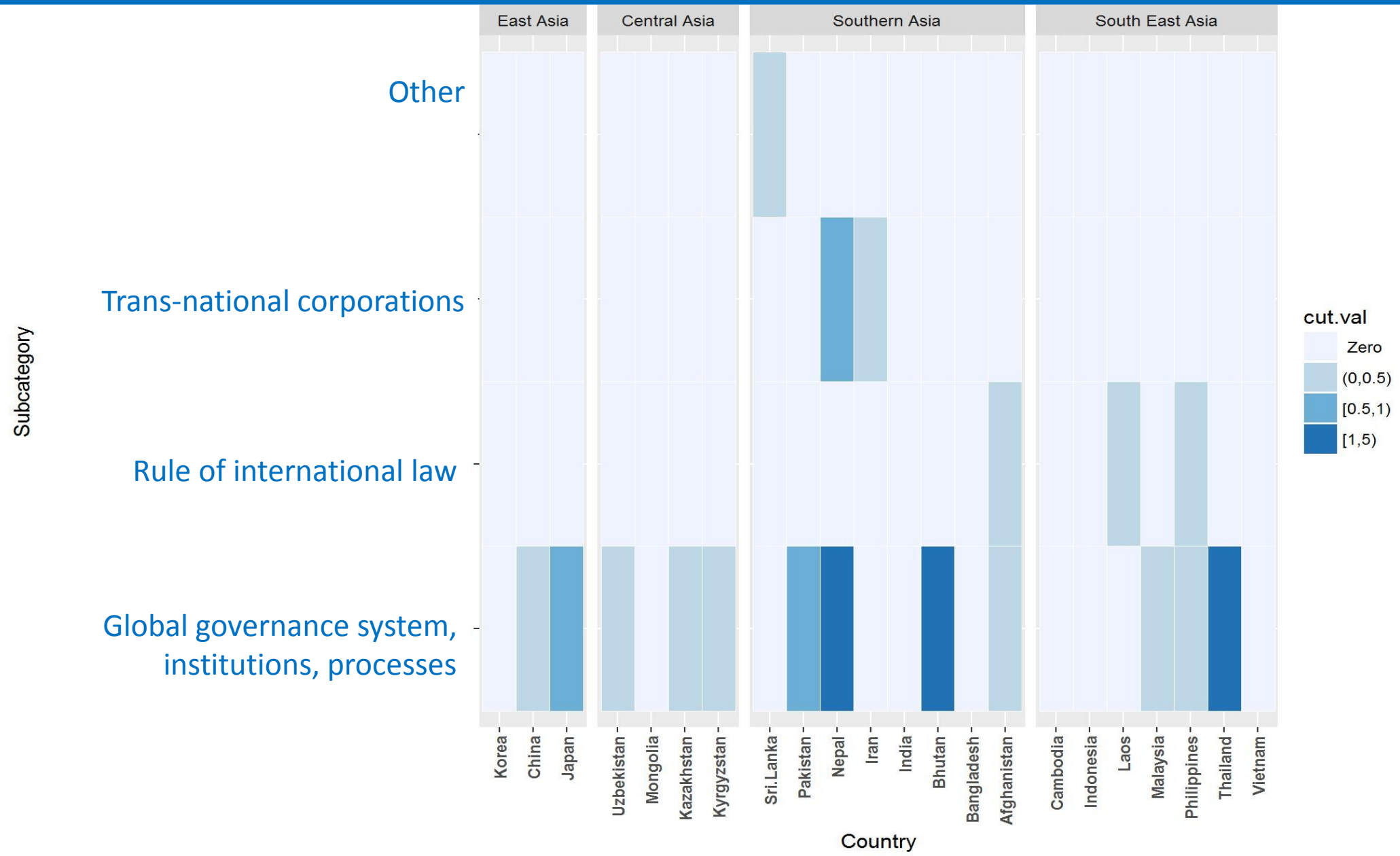


Category 6: Culture of peace and non-violence

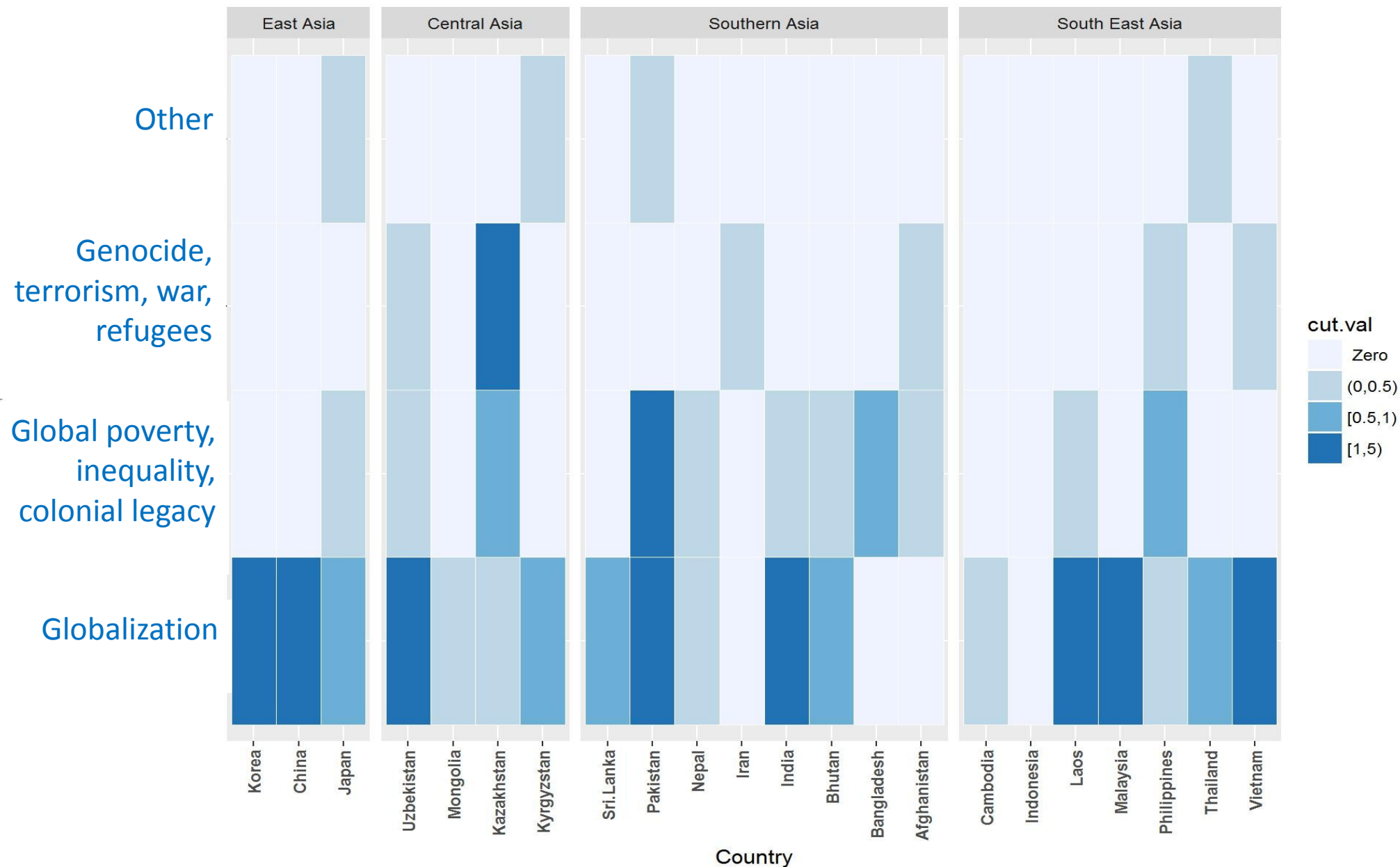


Category 7: Justification and general orientation about global citizenship

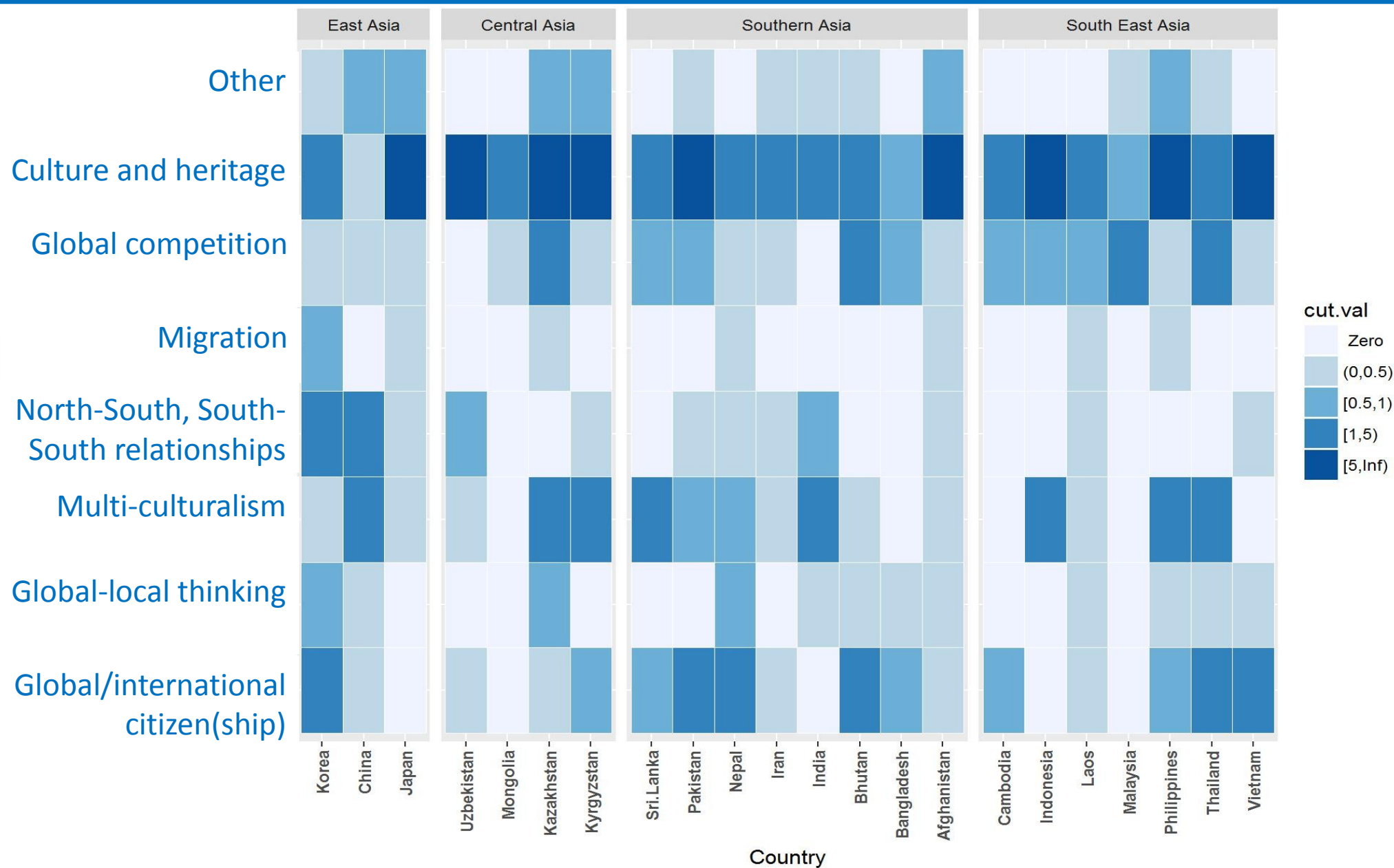




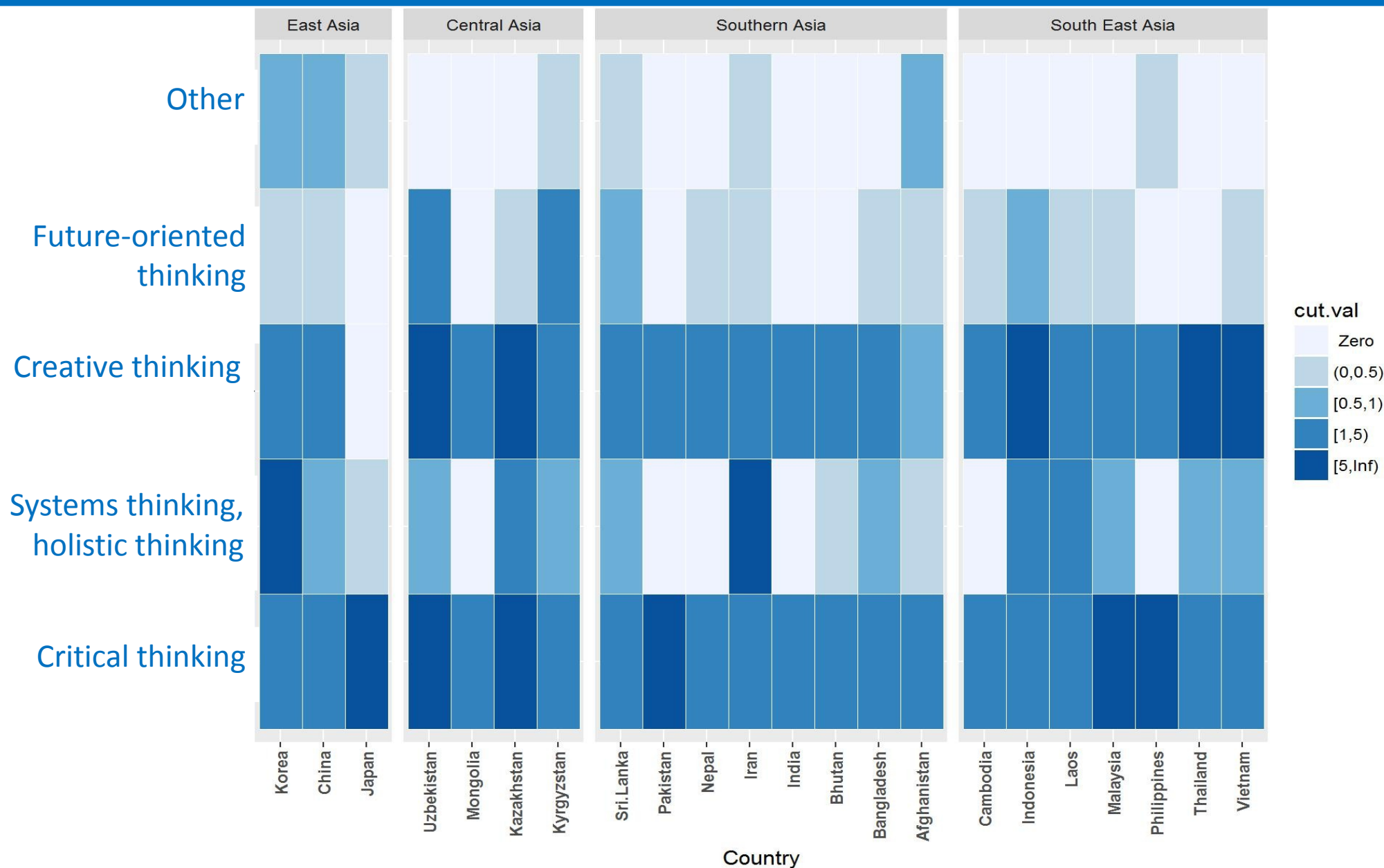
Category 9: Global issues



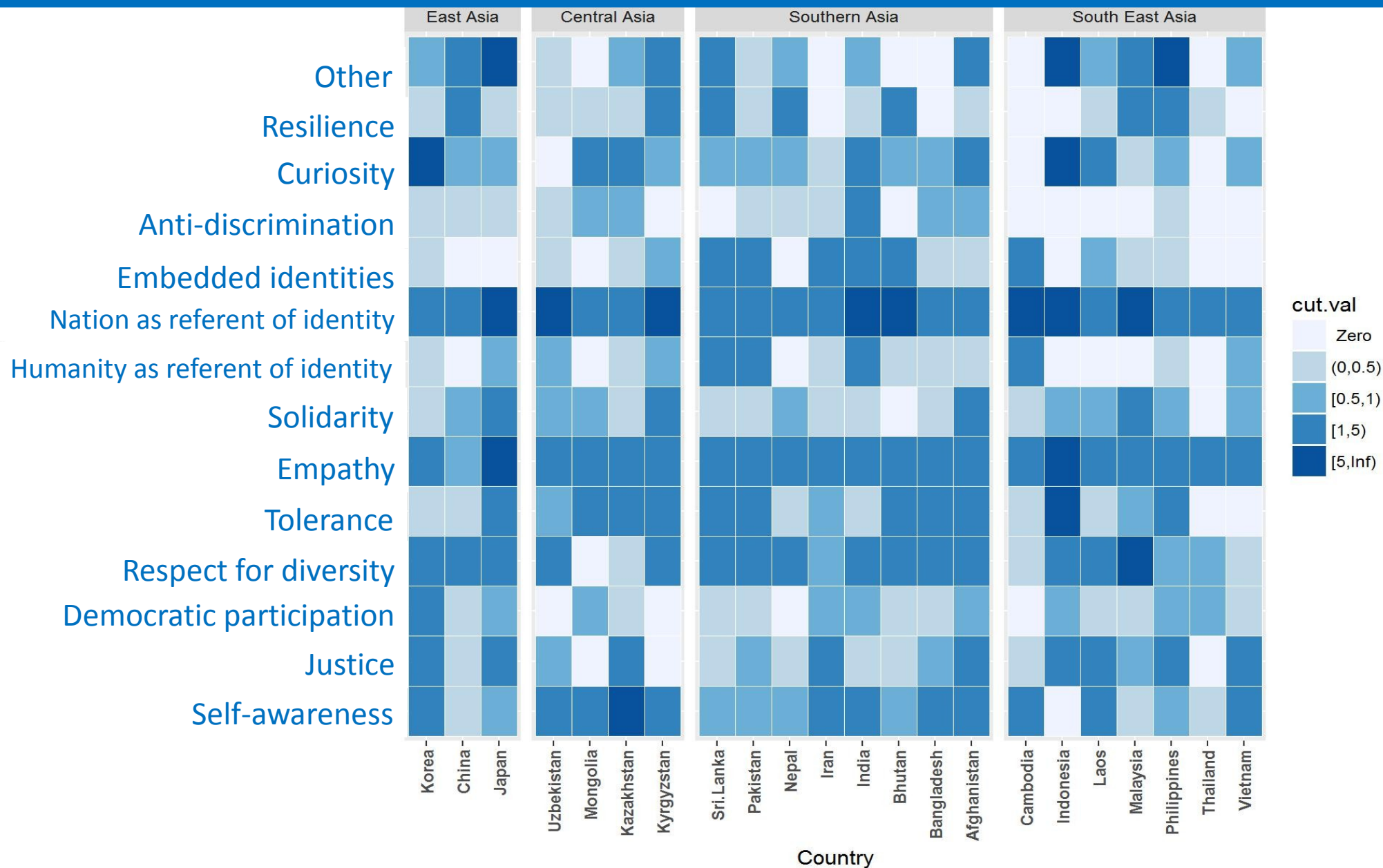
Category 10: Interconnectedness



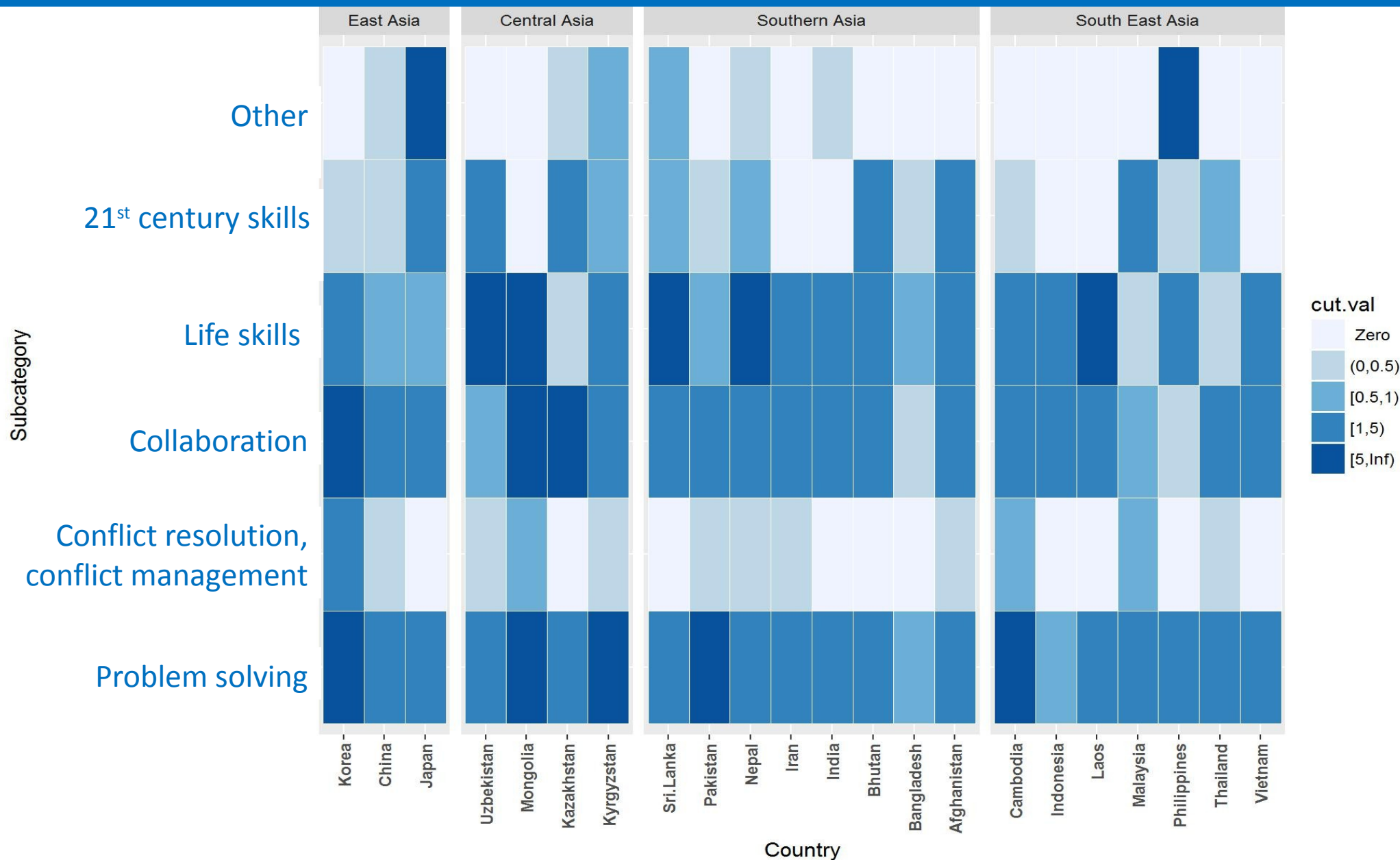
Category 11: Cognitive skills



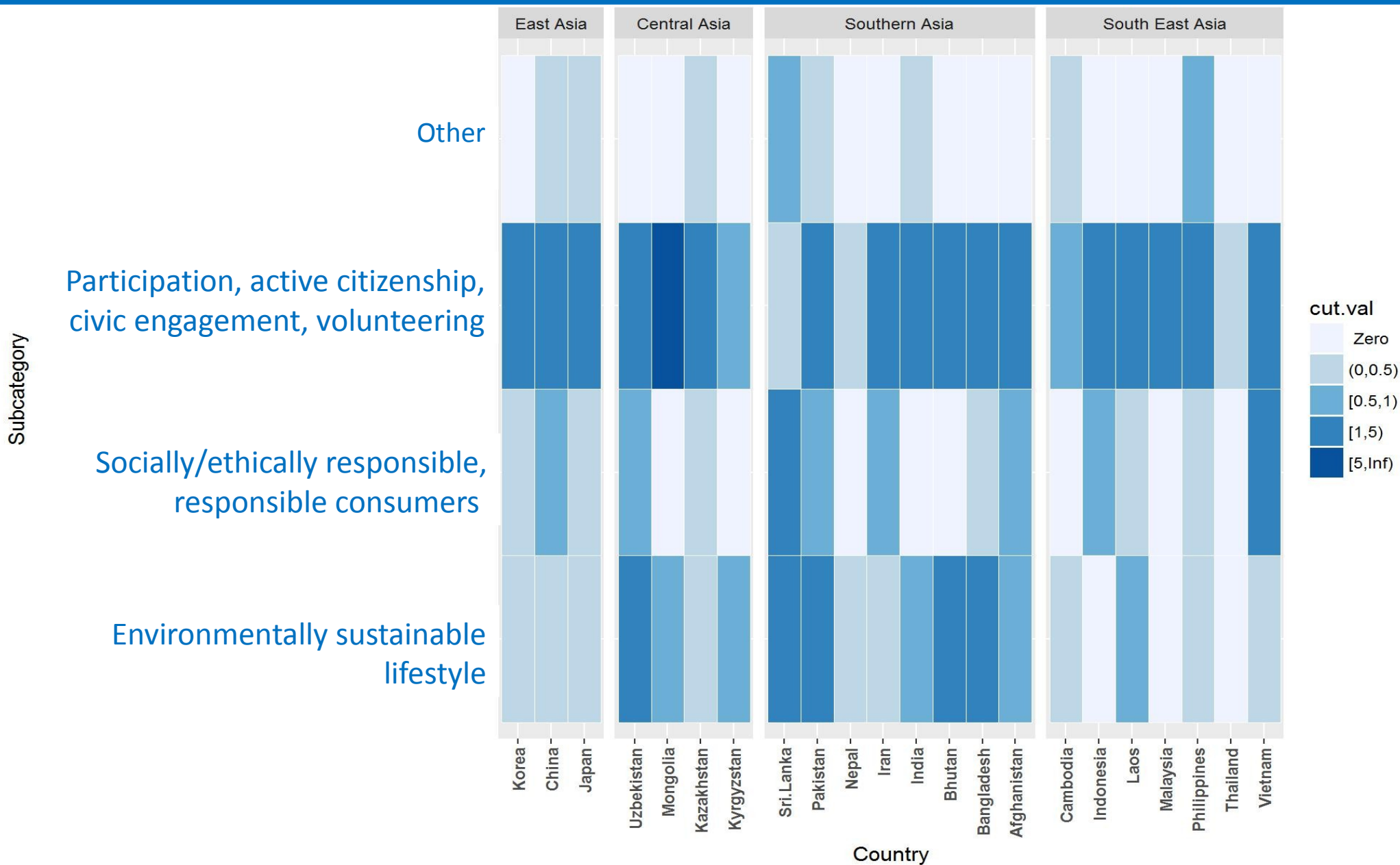
Category 12: Attitudes & values



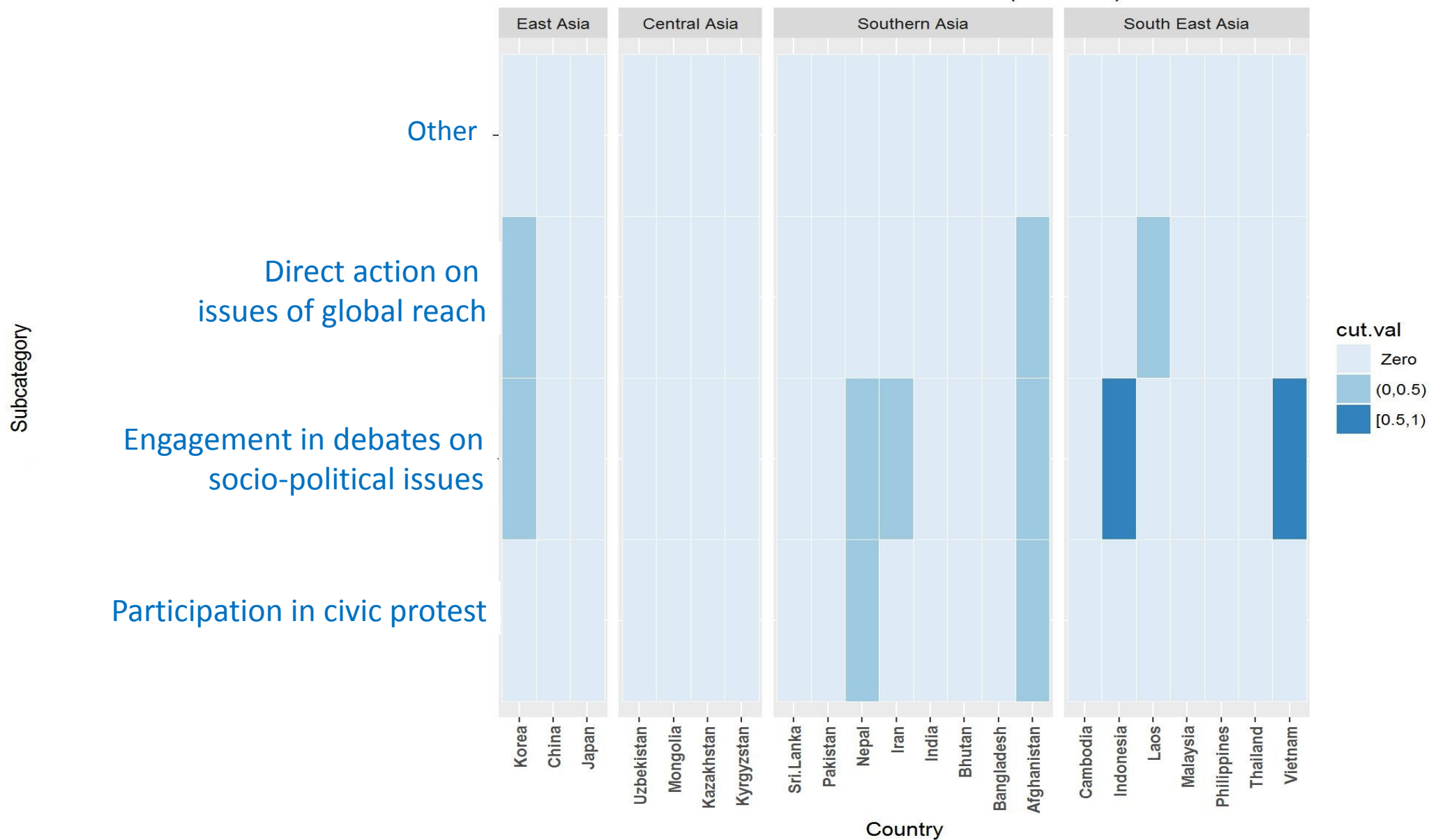
Category 13i: Transversal skills



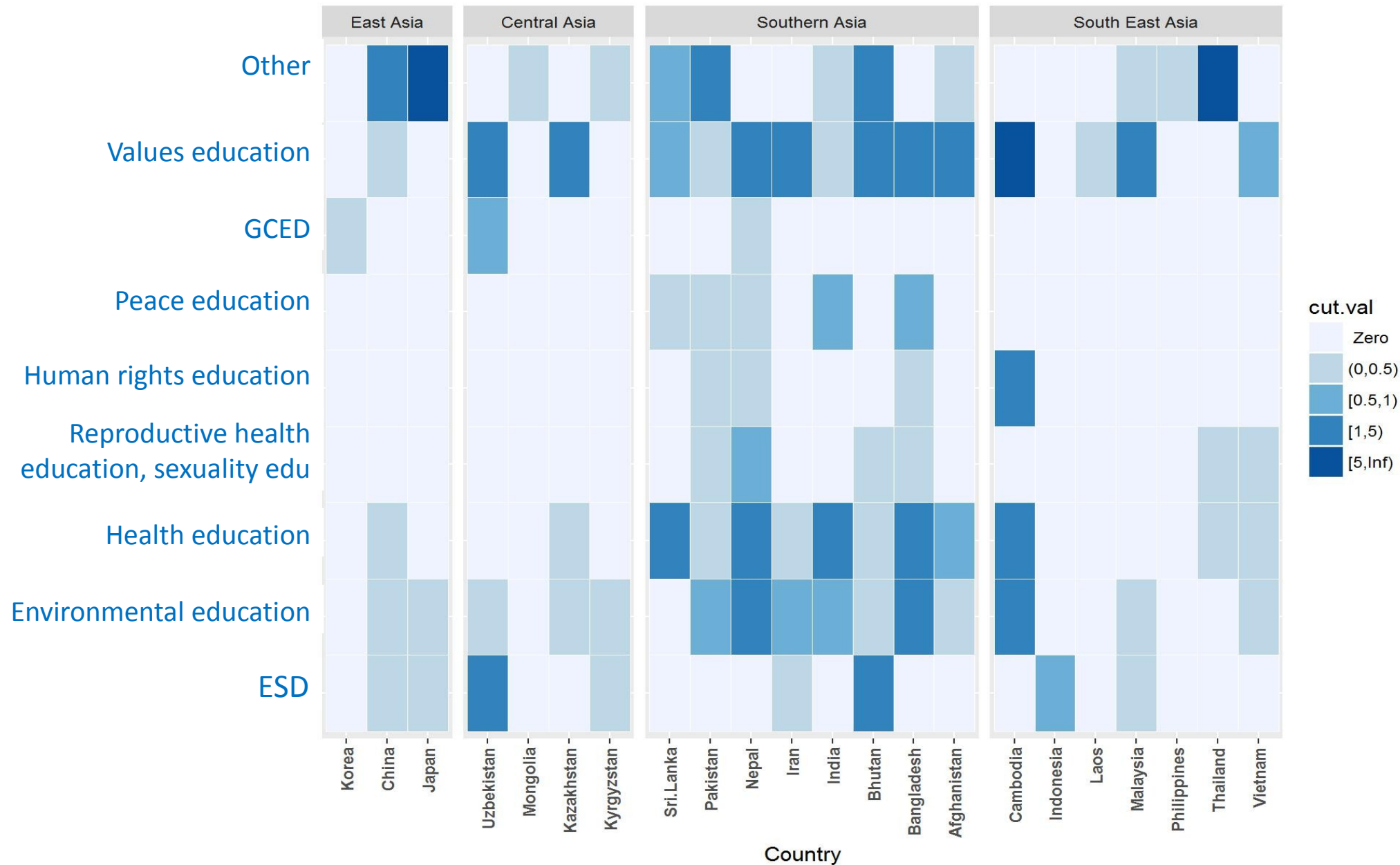
Category 13ii: Responsible lifestyles



13iii. Behaviour and action (Activism)



Category 14: ESD, GCED and other educations



Interpretation of data generated through the coding exercise

1. Official 'vision statements' for education policy or school curricula often serve a largely symbolic purpose.
2. We cannot assume alignment between the values expressed in such documents, and those espoused by teachers, parents and students.
3. We cannot necessarily interpret the prevalence of certain concepts/categories as indicating a more 'advanced' or 'ideal' state of national education policy and practice. What does a proliferation of references to 'gender equality', for example, indicate? Does it indicate strong official commitment to promoting this ideal, or does it mean that it requires urgent attention in the country?