Education for Sustainable Development: From Global Agendas to Local Actions

United Nations University
Institute for the Advanced Study of Sustainability (UNU-IAS)
Spring 2023

Location: 6F Lecture Room, United Nations University, Tokyo

Time: Every Tuesday 15:50 – 17:30 (4 April 2023 till 11 July 2023)
Lecturers: Shengru Li (li@unu.edu) and Philip Vaughter (vaughter@unu.edu)
Office hours: by appointment

Course Description

This 2-credit course focuses on exploring the theories and practices of rural development and education for sustainable development (ESD). Students will learn about the challenges faced by rural communities and how education can play a crucial role in promoting sustainable development. The course will start with an introduction to ESD, including the 2030 Agenda for Sustainable Development and the role of lifelong learning. Students will then delve into the trends, main issues, and remaining challenges in ESD and learn about the five priority areas outlined in the ESD 2030 Roadmap.

Next, students will study the relationship between global agendas and local actions in ESD and explore the sustainability issues in local communities. The course will then introduce innovative ESD programs and policies, learning environments, teachers, youth, and community involvement through case studies. Students will analyse and reflect on documentaries "Why Poverty? Stealing Africa" and "Why Poverty? Education Education" as a group and present their findings.

The course will also cover stakeholder analysis for designing and implementing sustainable development policies and programs, with a focus on a case study of the sustainable use of ICT to develop teacher training materials in schools in Mongolia. Students will work in groups to develop an educational intervention proposal for either the case in Zambia or China, or any country's case of their interest focusing on sustainability issues, overall objectives, target beneficiaries, expected outputs and results, planned educational activities, implementation strategies, and monitoring and evaluation plans.

By the end of the course, students will have a thorough understanding of the importance of ESD in achieving the 17 SDGs by 2030 and will have the skills to analyse and address local sustainability issues through education and participatory development.

Course Objectives and Learning Goals

1. Understand the role of education for sustainable development (ESD) in achieving sustainable development goals (SDGs) from an inclusive and lifelong learning perspective.
2. Learn about the theories and practices of rural development and poverty reduction, with a focus on participatory approaches and the role of community involvement.
3. Analyse the social and economic implications of community-driven development approaches through the examination of documentary and case study.
4. Design an educational intervention proposal for a country case introduced in the course or any country case of your choice, including objectives, target beneficiaries, activities, implementation strategies, and monitoring and evaluation plan.

Requirements and Grading Policy

Assessment and group work structures:
- Attendance and class participation (20%)
- Paper assignment (20%, individual work by 2 May 2023)
    o A short paper on a global or local sustainability issue of your interest, potential benefits and challenges in addressing the issues with ESD, and potential learners and rationales (max 1,500 words)
- Group presentation #1 on documentary analysis "Why poverty? Stealing Africa." (20%, group presentation on 23 May)
    o Random groups will be formed to identify negative environmental and health impacts from mining practices in Zambia, explain transfer pricing, analyse the reasons for a country full of resources to remain poor, and examine issues in foreign aid programmes.
- Group presentation #2 on documentary analysis "Why poverty? Education Education." (20%, group presentation on 13 June)
    o Random groups will be formed to analyse how does privatisation of education increase inequality in rural part of China, question the role of university education to help people get out of poverty, examine how higher education prepare young people for the future, and define the meaning of quality education.
- Group presentation #3 on educational intervention proposal for a chosen sustainability issue introduced in the course (20%, group presentation on 11 July)
    o Students will be put into groups based on the individual interest and develop a presentation on the educational intervention that aims to address the sustainability development challenge.

Assessment Criteria:

1. Understanding and application of ESD concepts and principles
   Evaluate the student's ability to understand and apply the concepts and principles of ESD, as covered in the course material and lectures.

2. Analysis and reflection
   Evaluate the student's ability to critically analyse and reflect on the documentary films and case studies presented in the course, and to relate them to the ESD concepts and rural development theories discussed.

3. Group work and presentation
   Evaluate the student's ability to work effectively in a group and to present their group's analysis and reflection on the documentary and educational intervention proposal.

Grading scale:

United Nations University Grades			
Grade Meanings	Letter Grade	Numerical Scale of Marks (For reference)	Grade Point Average (For reference)
Excellent	A	90-100%	4
		80%-89%	3
Good	B	70-79%	2
Adequate	C	60-69%	1
Inadequate	D	0-59%	0

General Criteria: Each written assignment should be in MS format and single-spaced, 12-point Times New Roman font. All written assignments must have a title, a proper introduction and conclusion section and all material that is used to support the student's argument must be clearly cited. For the in-text citations and the bibliography, we suggest that students use APA style citations. A reference or bibliography page should come after the end of each written assignment. Reference programs such as Endnote, Citavi, RefWorks or Mendeley are very useful for collecting, organising and formatting citations and students are strongly encouraged to make use of these. Assignments should be carefully edited for grammar and spelling before submission – British English will be used for spelling rules in this course.

Course Outline

No.	Description	Date	Assignment	Instructor
1	**_Introduction_** • Global challenges: How much do we know? • Learning goals • Overview of assignments	4 April		Li
2	**_Lecture:_** • Introduction to ESD: Why education? • SDG4: Education 2030 Agenda • ESD and lifelong learning	11 April		Li
3	**_Lecture:_** • Introduction to ESD: Trends, main issues and remaining challenges • ESD 2030 Roadmap: Five priority areas	18 April		Vaughter (Online)
4	**_Lecture_** • ESD: Global agenda to local actions • What are main sustainability issues in your local community?	25 April		Vaughter (Online)
5	**_Lecture:_** • Cases: Innovative ESD programmes (policies, learning environment, teachers, youth, and community involvement)	2 May	Due date for the short paper	Vaughter (Online)
6	**_Lecture and Documentary:_** • Putting the first last – outsider dilemma • Putting the last first – community-driven development approaches • Documentary: "Why poverty? Stealing Africa."	9 May		Li
7	**_Group work:_** Group will be formed randomly. Each group conducts the analysis and reflection on documentary and develop presentation.	16 May		Li
8	**_Presentation:_** Each group presents the analysis and reflection on documentary.	23 May	Group presentation #1	Li
9	**_Lecture and Documentary:_** • Participation for social development	30 May		Li

	• Beyond formulaic approaches for local community involvement • Documentary: "Why poverty? Education Education."			
10	***Group work:*** Group will be formed randomly. Each group conducts the analysis and reflection on documentary and develop presentation.	6 June		Li
11	***Presentation:*** Each group presents the analysis and reflection on documentary.	13 June	Group presentation #2	Li
12	***Lecture:*** • Stakeholder analysis for designing and implementing sustainable development policies and programs • Case study: "Sustainable use of ICT to develop teacher training materials in schools in Mongolia"	20 June		Li
13	***Group work:*** Formulate groups according to individual interest. Each group may focus on the case of Zambia or China introduced in the course, or any country case that the group is interested in. Each group develops an educational intervention proposal by investigating the following points and create presentation. • Sustainability issues • Overall objective, target beneficiaries, expected outputs and result, • Planned educational activities • Implementation strategies • Monitoring and evaluation plan	27 June		Li
14	***Group work:*** Continue the group work and presentation development.	4 July		Li
15	***Presentation:*** Each group deliver their presentation on educational intervention proposal.	11 July	Group presentation #3	Li

Course Readings by Lecture

Session 2
UNESCO. (2016). Unpacking Sustainable Development Goal 4 Education 2030. UNESCO.
https://unesdoc.unesco.org/ark:/48223/pf0000246300/PDF/246300eng.pdf.multi

Session 3
Wiek, A., Withycombe, L., & Redman, C. L. (2011). Key competencies in sustainability: a reference framework for academic program development. Sustainability Science, 6(2), 203-218.

Session 4
Alsop, S., Dippo, D., & Zandvliet, D. B. (2007). Teacher education as or for social and ecological transformation: Place-based reflections on local and global participatory methods and collaborative practices. Journal of Education for Teaching, 33(2), 207-223.
Jacob Institute. (2019). Respecting our Relations: Dori Tunstall on Decolonizing Design.
https://jacobsdesigncal.medium.com/respecting-our-relations-dori-tunstall-on-decolonizing- design-d894df4c2ed2

Session 5
UNESCO. (2014). UNESCO roadmap for implementing the global action programme on education for sustainable development. https://unesdoc.unesco.org/ark:/48223/pf0000230514
UNU-IAS. (2021). Tackling Climate Action at the Local Level: Education for Sustainable Development Projects from the Global RCE Network.
https://rcenetwork.org/portal/sites/default/files/flipping_book/pdf/01_UNU_RCE_Climate_Contr ibutions_2021.pdf

Session 6
Chambers, R., "Rural poverty unperceived," in Rural Development: Putting the Last First. Pearson, 1983, ch. 1, pp. 1-27. https://core.ac.uk/download/pdf/19916368.pdf
Chambers, R., "Whose Knowledge?" in Rural Development: Putting the Last First, Pearson, 1983, ch.4, pp.75-102. http://opendocs.ids.ac.uk/opendocs/handle/123456789/178
Guldbrandsen, C. (Director). (2012). Stealing Africa: Why Poverty?
https://www.youtube.com/watch?v=WNYemuiAOfU

Session 9
Francis, P., "Participatory Development at the World Bank: The Primacy of Process," in Participation: the new tyranny? Cooke, B., and Kothari, U. eds, Zed Books, London, 2001, pp 73-87.
http://goo.gl/q1IUS
Hailey, J., "Beyond the Formulaic: Process and Practice in South Asian NGOs" in Participation: the new tyranny?, Cooke, B., and Kothari, U. eds, Zed Books, London, 2001, pp. 89-101.
http://goo.gl/QIu85

Weijun, C. (Director). Education Education: Why Poverty?
https://www.youtube.com/watch?v=BP61LwODTnY

Session 12

OECD-UNDP (2002), Sustainable Development Strategies: A Resource Book, Chapter 5, Earthscan Publications, Ltd. http://www.sd-network.eu/pdf/resources/Dalal-Clayton,%20Bass%20(2002)%20-%20Sustainable%20Development%20Strategies%20-%20A%20Resource%20Book.pdf

Important Information

Class Conduct & Etiquette

Students are expected to arrive on time and not to engage in disruptive behavior during class. This includes, among other things, private side conversations, the use of cell-phones and other electronic devices, or the reading of newspapers. Cell-phones should be switched off and stored in the bag. We wish to create an atmosphere of open and tolerant discussion in the classroom and request students to recognize every individual's right to have an opinion. The lecturer and other students should be treated with dignity and respect, in particular in discussions on contentious political issues where a diversity of opinion is likely to arise. However, we also recognize that there are limits to tolerance and the lecturer reserves the right to request disciplinary action against any student who violates this policy or repeatedly shows disruptive behavior in class.

Computer Use in Class

The use of computers (including tablets) in the classroom is restricted to taking notes, reading of the course material or searching for course related information in the internet. Any disruption of the class by cell phones, instant messaging programs or other communication devices will not be tolerated. The lecturer reserves the right to revoke this permission if a student is found using a computer for any non-course related activities.

Plagiarism & Academic Misconduct

Please be aware that the consequences of plagiarism are severe and students found guilty of academic misconduct will be punished in accordance with UNU's academic honesty policies. The lecturer reserves the right to run all assignments through an anti-plagiarism software provided by the UNU. If evidence of academic misconduct on the assigned presentations, the mid-term exam or the final essay should be found, the assignment will receive a failing grade. In case of repeated violations of academic conduct, the student may receive a failing grade for the entire course and will be reported to the appropriate authorities for disciplinary action.