

Agenda 2030 in education

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Agenda 2030



Sampling of teachers and students between 2016-2022 based on below questions and statements. Region: Scandinavia, India and Bangladesh.

- We all have a stake in, an interest in education. But what is the purpose of education as a whole, at a societal and global scale?
- Why should children and youth be interested in shaping a sustainable world? Which skills are vital?
- What could create an interest amongst youth and children to shape a sustainable world?
- Teachers as role models within sustainable living? Is it fair to expect this role from teachers?
- Information, delivery and awareness, an effective education strategy for behavioural change?
- How “to feel” noise/air pollution, how to see the effects of consumption, how to identify inequality around a students life, through education.
- Two-tier approach : feel, experience and understand the SDGs through science and value based reasoning. An ecological world view? EQ leadership, EQ based education?



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- How do we teach our way to change?
- Creativity higher up on the education agenda; innovation, problem solving? Possible?
- Creativity is a process of having a original idea that has value, it is a process not an event. Original thinking at least to the person thinking. “A drawing of a four year old child, well, this we have seen before”...
- Value, a purpose which is worthwhile.
- Traditional curriculum...?
- Traditional education systems?
- Disciplines interconnecting with each other?



Teachers' response

560 primary/elementary education teachers in Bangladesh and India on teaching towards sustainable development:

- 129 teachers: curriculum does not allow or have an ample scope to teach towards sustainable development
- 230 teachers: see themselves as role models and feel it is a fair expectation
- 149 teachers feel that curriculum must be changed and directed towards an ecological world view
- 350 teachers responded that school can only do so much, parents need to shape up as role models for sustainable living
- 220 teachers feel that lack of resources push traditional curriculums instead of the SDGs through science and value based reasoning
- 450 teachers underlined that EQ based learning is still treated as theory rather than practise in curricula. Acknowledged the importance of EQ for societal development.

Student's response

750 (up to age 18) students in Bangladesh and India on the importance of sustainable development is daily education:

- 440 children clearly stated that children from the “higher classes” had a more adapted curriculum, whereas “lower classes” just wants to clear exams for a livelihood.
- 250 children expressed that sustainable development is taught more as philosophy or morals rather than practical and innovative solutions.
- 180 children expressed that “these matters” are more for the elite to indulge in.
- BUT, 640 children expressed clearly that they wish to be part of a transformative process and a green transition as they are aware of the harsh climate change effects on their region (South Asia).



Scandinavian response

Three teachers' training schools of approximately 350 participants:

- 236 responded positively to being role models in sustainable living
- 228 worries about socio-economic differences between schools, lack of resources might not provide with innovative class-room culture, or interdisciplinary opportunities (majority reaction from Swedes)
- 150 underlined the importance of equity, provision of personalized resources needed for all individuals to reach common goals.

Teachers and students responses are still being assembled.



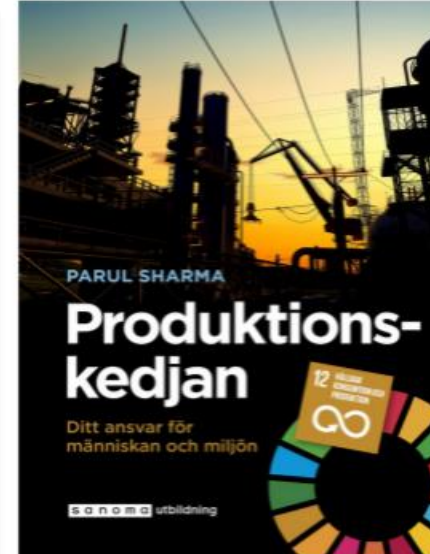
Education, is a lifesaving tool and effects several SDGs

- If all students left school with basic reading skills, 171 million people could be lifted out of poverty.
- If all mothers in low income countries had secondary education, 12 million children would be saved from stunting.
- If all women had secondary education, there would be 49% fewer child deaths.
- If all women completed primary education, maternal mortality would decrease by 66%.
- If all girls had secondary education there would be 64% fewer early marriages, and 69% fewer early pregnancies.
- One year of schooling is associated in a 10% increase in wage earnings.
- Sustainable development begins with education. Let's put global education first!

(Source: UN Global education first initiative)



Three handbooks



sanoma utbildning
Ledande läromedel



Thank you for listening!

