

Cluster	Subject Title	Instructor	Credit	Semester
A-P	Education and Sustainable Development Goals (SDGs) in East Asia	Jing LIU	2	Summer 2022
Subject Description				
<p><i>The 2030 Agenda for Sustainable Development</i>, which was adopted by the United Nations in 2015, has become a shared blueprint for peace and well-being of all human beings and the planet. Education, either as a goal and a means for achieving the global goal for sustainable development, has been given special attention by the global society.</p> <p>This subject provides a platform for participants to understand and reconsider the relationship between education and sustainable development goals in East Asia. It starts with an introduction to the basic knowledge of sustainable development goals (SDGs) for the development of the global village by 2030. Then, it moves to discuss about the educational perspectives of the SDGs in the context of East Asia. In the third part of the subject, it gives focus on achievement and challenges of education and SDGs in Japan's context. It closes by making group presentations on how to frame a new social contract for educational development in/for SDGs in East Asia by participants.</p>				
Objective				
<p>Objectives of this subject are to enable students to:</p> <ol style="list-style-type: none"> 1. obtain knowledge of sustainable development goals for the global society by 2030. 2. have a more comprehensive and more in-depth understanding of the relationship between education and sustainable development in the global community and the context of East Asia. 3. reconsider critically about the current policies and practices of education in/for sustainable development in East Asia. 4. raise a blueprint to frame a new social contract for education and development in/for SDGs in East Asia. 				
Learning Method				
Participants are supposed to take part in the class through, lectures, group work, field visit (online), and presentations.				
Content				
<p>Day 1 Session 1: Introduction to Sustainable Development Goals (SDGs)</p> <p>Session 2-3: Understanding Education & SDGs</p> <p>Session 4: Reimagining future of education: Communication with high school students in Japan</p> <p>Day 2 Session 5: Education and SDGs in East Asia</p> <p>Session 6: Group discussion and presentation</p> <p>Session 7: Workshop at JICA Tohoku Center</p> <p>Session 8: Group discussion and presentation</p> <p>Session 9: Group work</p> <p>Day 3 Session 10-11: Education in Japan (Field work in Higashimatsushima City)</p> <p>Session 12-13: Education in Japan (Field work in Higashimatsushima City)</p> <p>Day 3.5 Session 14: Group work</p>				

Session 15: Final presentation: Framing a new social contract for education in East Asia
Requirement
<ul style="list-style-type: none"> • Please read the references below in advance. • Please consider progress and challenges relevant to education and sustainable development goals in your country and East Asia before the class. These information and knowledge will be used for presentation(s) in the class. • Please bring your laptop to the class for both individual and group work.
Evaluation
Active participation (50%); Group works (30%); One A4 page reflection report (20%)
Textbook and reference (please indicate which are to be provided by instructor and which students need to find by themselves)
No textbook is required. References for pre-course reading can be downloaded from the links below.
Pre-course reading and preparation (if any)
<p>Please read the following references before your departure. PDF files of Reference 1-4 will be provided to participants by the mid of June, 2022. Please download Reference 5-7 from the links below.</p> <ol style="list-style-type: none"> 1. Wulff, A. (Ed.). (2020). <i>Grading Goal Four: Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education</i>. Leiden: Brill Sense. 2. Tokunaga, T. (2018). Breaking in or dropping out? Filippina immigrant girls envisioning alternative lives in a globalized world. In R. Tsuneyoshi (Ed.), <i>Globalization and Japanese "Exceptionalism" in Education: Insiders' Views into A Changing System</i> (pp. 95-111). Abingdon: Routledge. 3. Tsuneyoshi, R. (2018). "Exceptionalism" in Japanese education and its implications. In R. Tsuneyoshi (Ed.), <i>Globalization and Japanese "Exceptionalism" in Education: Insiders' Views into A Changing System</i> (pp. 19-42). Abingdon: Routledge. 4. JICA (2004). <i>The History of Japan's Educational Development</i>. Tokyo: Institute of International Cooperation, JICA 5. United Nations (2015) <i>Transforming our World: The 2030 Agenda for Sustainable Development</i>. New York: United Nations. (https://sustainabledevelopment.un.org/post2015/transformingourworld/publication) 6. UNESCO (2021) <i>Global Education Monitoring Report: Inclusion and education: All Means All</i>. Paris: UNESCO. (https://unesdoc.unesco.org/ark:/48223/pf0000373718) 7. UNESCO. (2021). <i>Reimagining Our Futures Together: A new social contract for education</i>. Paris: UNESCO. (https://unesdoc.unesco.org/ark:/48223/pf0000379381)