

Cluster	Subject Title	Instructor	Credit	Semester
A-P	Reimagining Sustainability, Glocalization and Education in the Asia-Pacific Region	Jing LIU	2	Summer 2024
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 both global and local 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 a more balanced development of the world 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 futures of education in/for SDGs in the Asia-Pacific region 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 Asia-Pacific region. 				
Leaning Method				
<p>Participants are supposed to take part in the class through, lectures, group work, field visit (online), and presentations.</p>				
Content				
<p>Day 1 Session 1: Introduction to Sustainable Development Goals (SDGs) Session 2-3: Understanding Education & SDGs Session 4-5: Reimagining futures of education: Communication with students in Japan</p> <p>Day 2 Session 6: Education and SDGs in Asia-Pacific Region Session 7: Group discussion and presentation Session 8: Workshop at JICA Tohoku Center Session 9: Group discussion and presentation Session 10: Group work</p> <p>Day 3 Session 11: Education & Sustainability in Japan (Field work in Higashimatsushima City) Session 12-13: Education & Sustainability in Japan (Field work in Higashimatsushima City)</p>				

Day 3 Session 14: Group work Session 15: Final presentation: Framing a new social contract for futures of education in Asia-Pacific region.
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%); Group video making (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, 2024. 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? Filipina 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) 8. UNESCO. (2023) <i>Global Education Monitoring Report: Technology in education: A tool on whose terms?</i> Paris: UNESCO. (https://unesdoc.unesco.org/ark:/48223/pf0000385723)

