

Education for Sustainable Development
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Lecture - 08
Education for Sustainable Development (Contd.)

Hello friends, good morning. Welcome to this NPTEL course on Education for Sustainable Development. Till last session we have already discussed about the education's importance in sustain achieving sustainable development goals related to this ESD only we will be discussing other concepts.

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KEYWORDS

ESD for Peace & Non-Violence:

The overall goal of the DESD (Decade of Education for Sustainable Development) is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behavior that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations. (UNESCO-DESD 2005-14)

So, today we will discuss about how ESD is very relevant for establishing the peace and non-violence because in the earlier classes we have also already discussed that besides people planet and prosperity, the framework has also added that peace and partnership. So, today so, how relevant it is how relevant the concept of peace and non-violence is to is very is important for achieving their sustainable development goals and in this process learning process how ESD plays a very important role.

So, it is in UNESCO's declaration that the overall goal of ESD; that means, prior to 2015, 2005 to 2014 it was the era of Decade of Education for Sustainable Development that phase was called the DESD. During that stage itself; so, UNESCO has said that it is the overall goal of this DESD is to integrate the principles and the practices of sustainable development in all aspects of education and learning. So, previous two there prior to 2015 that is SDG 17 SDGs UNESCO.

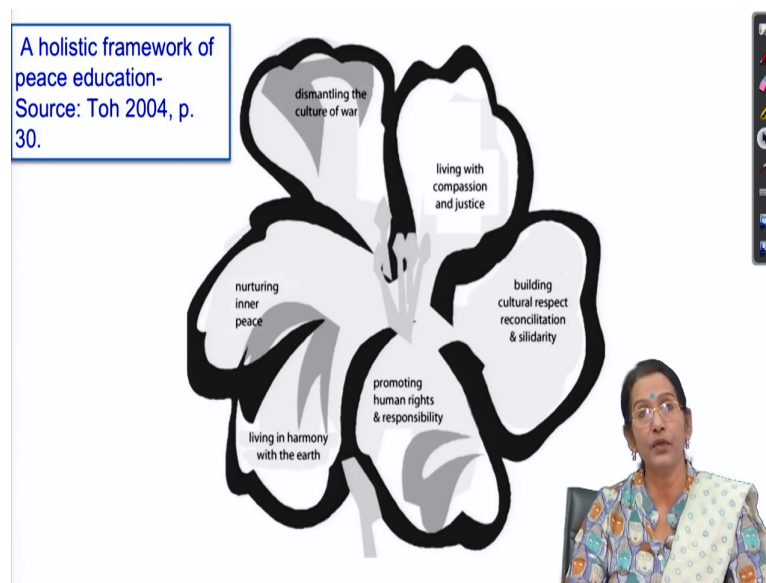
So, that the era was DESD that is Decade of Education for Sustainable Development there it was also emphasized that how important it is to integrate the principles values practices of sustainable development in all aspects of our education and learning. So, starting from the educational ecosystem, environmental factors to teacher training to curriculum to content.

So, these concepts have been I have already been highlighted, but now it is we are just reiterating it is to; that means, to apply it again and again. So, the educational effort will encourage the changes in behavior that will create a more sustainable future in terms of environmental integrity, economic viability and a just society for the present and the future.

So, it was already spelt out it was already emphasized in the previous era of DESD and UNESCO again reemphasized it like how important it is to practice these principles of peace and non-violence in the domain of education both in teacher training and the curriculum and content.

So, that it can help us in integrating the three domains like the environmental domain, economic viability and to establish a peaceful society just society for the both for the present and the future. So, this is the declaration already given by UNESCO and 2005 and 2014 era of DESD.

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Looking at the literature looking at the literature this is the you know we found; that means, this is the like how a holistic framework of the peace education was adopted by the different academic institutions and researchers also researchers they also promoted it and advocated it.

So, I am just putting one such example a holistic framework for the peace education. Here you can see there are 5 there are 6 petals ok petals. And each petal it is advocating some of the; some of the values and ethics and the moral principles which are based which are based on the you know based on the education ESD components, ESD principles.

So, that we can develop it we can integrate it in our curriculum and pedagogy. So, these are the 5 you can say these are the; these are the principles of peace education which has to be which have to be incorporated in our ESD learning process. So, living with compassion and justice that is one of they were the living with compassion and justice then building the cultural respect reconciliation.

And solidarity that is we are also at the saying that for ESD to through ESD we have to we have to disseminate the information and generate the awareness about how to be you know how to be very open minded, how to be intelligent how to be called. That means, to develop the cultural intelligence, emotional intelligence to be very responsive to consider the diversities that cultural diversities ethnic diversities and how to in irrespective of all these

differences and etcetera background and set up how to reconcile and how to establish our solidarity.

So, that is the again that is the basic characteristics of you can say global citizenship. So, similarly promoting human rights and responsibility that we have already discussed how human rights gender equality are very important. Then, living in harmony with earth; that means, we have to take care of our ecosystem especially with regard to you know climate change, then pollution air pollution, then the noise pollution and the water; that means, take care of the water life or marine life.

Then nurturing the inner peace; nurturing the inner peace both within the; that means, intra inner peace and as well as the inter. That means, within the community also there should be inter group or intergroup peace in inter group peace; that means, dissolving the conflict resolution negotiation then better communication interpersonal communication, interpersonal communications.

So, both inner peace both in case of the individual human being as well as in the society and among within the group. So, nurturing the inner peace within the society within the group as well as within the individual citizen. So, in disseminating the culture of work dismantling the culture of war. So, that is the dismantling now nowadays you know cross border terrorism and all kinds of ethnic violence and political violence all kinds of things are going on.

How to dismantle this culture of war; that means, aggression how to remove how to reduce the this kind of you know aggression and you know retaliation kind of attitude, negative attitude, pessimistic attitude being a scenic attitude how to dissolve all these things.

Because you know it primarily depends on our interpersonal relationships, social relationships social intelligence etcetera. So, how to develop a kind of culture of peace prosperity and happiness and you can say; that means, harmonious in the sense that understanding others perspective service orientation and brotherhood universal brotherhood. So, these kind of things how to remove this kind of war and chaos and conflict and all kinds of aggression etcetera from the society.

How to motivate the people how to motivate our citizens our public our community to towards the positivity, towards serving service orientation, towards you know higher values towards self-actualization to a higher goals and global citizenship role to achieve for the for our own country as well as for the in the global context.

So, these are some of the petals; that means, these are the basis of pillars of peace education and how we can incorporate these principles of peace education in ESD framework in ESD frameworks. So, though all the educational institutions they can develop a kind of holistic framework.

So, it is not just about curriculum, it is not just about content, it is not just about teacher training or administration, but it is the overall the whole institution that is called the whole institution approach, holistic approach, whole school approach that is more important.

So, that all these things will be blended in the practices, blended in the curriculum, blended in the pedagogy of everywhere. So, that is the whole school holistic framework. So, these are the components of the peace education which have to be incorporated in our education system, in our education system, education practices and teacher teaching learning process.

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The slide features a light green background with a dark green sidebar on the right. The title 'Culture of Peace and Non-violence' is written in bold red and black text. Two text boxes are present: a red one at the top right and a green one at the bottom right. A video inset in the bottom right corner shows a woman speaking. Logos for a tree and NPTEL are at the bottom.

- **Culture of Peace and Non-violence**

UNESCO, since 1945, has promoted the right to quality education and the advancement of science and its applications to develop knowledge and capacity for economic and social progress, the basis of peace and sustainable development.

International cooperation is promoted through programs on the management of trans-boundary sites such as World Heritage sites, biosphere reserves and geo-parks, and of transboundary water resources, as well as Water for Peace programs such as From Potential Conflict to Cooperation Potential (PCCP).

So, the now so, that therefore, that is why we are now UNESCO again and again it is advocating for the culture of peace and non-violence how we can establish built in this kind

of culture of peace and non-violence. So, since 1945 UNESCO has actually prompted the right to equality to education and the advancement of science and its application to develop the knowledge and capacity of economic social progress.

So, these are the basis of the peace and sustainable development. Like in India also we have this Mahatma Gandhi MGIEP that will be discussing later on MGIEP; that is Mahatma Gandhi Institute of Peace and youth development education peace and education.

So, similarly so, it primarily emphasizes on how to you know how to built up a peaceful society, how to adopt, how to apply, how to develop this kind of and peaceful habits in the sense that all the positive characteristics you know like compassion empathy compassion then the you can say devotion, justice being, non-judgmental, then being, then develop enhancing our moral principles being culture free; that means, open minded culture friendly being you can say all kinds of; that means, open minded and the democratic in our approach, then to behave like a global citizen.

So, these are already been mentioned in UNESCO and UNESCO is again and again its repeating the same thing. Now, similarly international cooperation is also promoted through programs in the management of transboundary sites such as the world heritage sites, biosphere reserves and geo parks and the transboundary water resources as well as the water for the peace program such as the such from the potential conflict of cooperation potential like.

For example, in within the in within India also there are therefore, due to the resources natural resources like a water or you can say special water and energy; water and energy there are some kind of conflicts interstate conflicts are also happening. So; that means, hope; that means, which are trans boundary issues.

So, how to resolve this kind of thing like the water can be the water and electricity and energy and other kinds of the natural resources how it can be mutually used mutually that mean we can how we can share it we can use it mutually in a very cooperative manner in a very compassionate manner we can use this. Because it is not limited to its does not matter that it is it comes under our state or under our territory means we have the only right to use it.

It is not like that, but how to share and care for others even sharing the natural resources saving distributing the resources and even sharing the services also. So, these are the things; that means, it requires a kind of you know attitudinal change. So, attitudinal change; that means, the attitudinal change then again that can only bring that behavioral change in our lives. So, how to develop how to build a culture of peace and non-violence? That is within the state within the country and across the globe.

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• **Culture of Peace and Non-violence**

UNESCO is leading the [United Nations International Year of Water Cooperation 2013\(link is external\)](#), to promote deeper cooperation to tackle the rising demand for water access, allocation and services.

While opportunities for sustainable development in Africa are growing, the continent still faces many challenges including the risk of major instability and conflict. UNESCO advocates for the promotion of a culture of peace and non-violence in Africa based on African shared values.

So, again UNESCO is also leading the United Nations international year of the water cooperation that is 2013 that is the meeting that is to promote the deeper cooperation to tackle the rising demand for the water access allocation and services etcetera. As we know the 70 percent of the water walls global water is from the prime primarily it is a salted water that is ocean water and hardly 30 percent we are having this kind of sweet water.

So, how to distribute among our self among the countries etcetera that is and how to share it and how to care how to get me again water detention water you know it is also reducing. Water reservoir also its also using even though we are having the heavy rains, but how to harvest rain water for storing the for-storage purpose that is also different techno technical things the technology is there to save water to; that means, to invest; that means, invest water resources very wisely without wasting it.

So, these are the some of the things strategies we have to adopt in our day-to-day lifestyle as well as share and allocate the things and services with other states also with other reasons other community other states as well. So, while the opportunities for sustainable development in Africa are growing. So, the continent still faces many challenges including the risk of major instability and conflicts.

So, actually all these because as because of Africa has been the backward country as under developed countries since long. So, most of the UNESCO you know UNESCO guidelines, UNESCO projects, UNESCO things are actually started with African countries only because they are actually the poorest of the poor, so it all started.

So, now the opportunities are opening off and in Africa and then they can overcome their; that means, they are reduced they can reduce many of the challenges sorry especially related to risk and major instability chaos and conflicts though. And so, UNESCO advocates for the promotion of culture of peace and non-violence in Africa in Africa based on the African shared values the thing is that all of us across the globe we are facing one or other challenges.

Be it pandemic be it climate change be it; that means, over population be it unemployment be it you know poor economy or downfall of the economic or all kinds of thing challenges was all of us we are experiencing were facing. But in spite of that if you can at least maintain the peace atmosphere peaceful atmosphere peaceful culture. So, even in the work in the work space in the in within the country. So, at least we can at least mitigate some of the problems we can resolve some of the issues we can think of the solutions.

So, think of the solutions which will be sustainable and we can think of the think of a better plan for a better world. So, that is why you can say peace education peace and non-violence should be the you know platforms should be the platform over which over which we have to develop other you know other plans action plans we have to develop we have to think of other strategies and implications.

Because all our higher strategies approach or you know issues and all the things or all the achievements and the aspirations and the goals can be achieved with the in a condition

environment with the flexible mindset with the democratic mind set. But the platform should be peaceful the platform should be non-violence.

So, it that is the India is the best example of this because on the platform of this piece and non-violence only we could get the freedom. So, that is it should be the like it should be the platform on which it should be the like the sea water it should be the like the planet it should can be the earth the platform too; that means, on the base on the on which we can think of the our higher achievements higher goals and expeditions etcetera.

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Objectives	
Strengthening	<ul style="list-style-type: none">Strengthening peace and non-violence through education, advocacy and media including ICTs and social networks
Developing	<ul style="list-style-type: none">Developing the use of heritage and contemporary creativity as tools for building peace through dialogue
Strengthening	<ul style="list-style-type: none">Strengthening social cohesion and contributing to the African Renaissance through the introduction of the General History of Africa into formal and non-formal education settings
Promoting	<ul style="list-style-type: none">Promoting scientific and cultural cooperation for the management of natural trans boundary resources
Empowering and engaging	<ul style="list-style-type: none">Empowering and engaging young people, women and men

So, these are the some of the objectives of this peace and nonviolence how to build up how to strengthen the peace and non-violence through education that is our through advocacy, through media, through ICT, through social networks etcetera. So, to strengthen so that is the strengthening the peace and non-violence in our culture you know in us in our work culture, in our environment, in our education, in our governance, in our administration, in our organizations our industry everywhere.

So, developing the use of the heritage and the contemporary creativity as the tools for building the peace through dialogue again. So, dialogue will be the convents you can say it is a communication tool through dialogue only you can resolve our issues. And you know the UNESCO has also declared you know across the world, across the globe.

So, many heritage buildings, heritage monuments, heritage sites heritage things that is to preserve our culture to preserve our history to preserve our you know archaeologically excellent things. So, that is the UNESCO heritage sites that is also that is also one effort for all know for growing the for not only protecting preserving also, but also nurturing our creativity nurturing our creativity and preserving it for our future generation.

Similarly, strengthening the social cohesion that is the social relationship. So, help group the team building that group feeling we feeling then group dynamics contributing to the this is the case study given on the African country based on the African country, but contributing to the frequent renaissance; that means, through the induction of general history of Africa into the formal and non-formal education.

So, the project we started in the Africa. So, they how to aware how to enhance the awareness of the African people regarding their general history background their you know their old value systems everything. So, history you can say ancestry there all kinds of. Similarly, in general we can also apply this in our context like we have the long term 5000 year history having the you know background of taking background of our civilization a great civilization.

So, UNESCO has also made the effort to preserve this heritage sites trying to protect the cultural heritage of every country across the globe. Then the promoting the promoting this promoting scientific and the cultural co-operations at the same time we have to promote the technological and scientific innovations and the same time we have to protect our cultural heritage also.

So, that is nowadays also the government is also making effort now through Indian knowledge system and other kind digital library and museums promoting the museums making and the all the libraries getting connected to digital in the digital platform. And saving them saving the you know all our old heritage and the knowledge the traditional knowledge and our you know precious scripts and the precious knowledge literatures etcetera even medicine ayurvedic medicine.

So, in our so, in our knowledge Indian knowledge system how it can be we can preserve it how we can protect it and so, that not only it will be beneficial for us in the present, but also

it will be useful for our future generations. So, they will be apprised of what is the history of India what is the history of our culture and how we are protecting it.

Similarly, empowering and encouraging. So, now, through this by not only through this cultural heritage protection and preservation not only where protecting it for the future we are also using it for our for our living purpose also. So, empowering and engaging youth for youth people women and men; that means, it also gives kind of protecting and preserving the cultural things our in ethnic some kind of ethnic jobs ethnic and then agricultural products ayurvedic products medicinal products.

So, not only it we; that means, it gives a kind of employment and the job opportunity and there is a kind of living the means for the living so, day to day living. So, it also gives us a healthy life it also encourages to empower this these are the you know these are you can say some of the through this vocation through these occupations it can become also become a economic path of earning also living maintaining the living standards.

So, empowering and engaging. So, not only that we are engaging the young people, women men everywhere in preserving and protecting it and creating the things, but also through this through this also we are trying to empower the people. So, that they can earn their livelihood through this. So, these are the strengthening developing then promoting and empowering and engaging these are some of the you know functions of this peace in education and the non-violence.

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So, this is also a flagship program that is to promote the culture of peace and non-violence is an example like.

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And primarily and primarily the project was there in the African in Africa. So, that is this kind of flagship program they would address the root cause of the conflict in the African entities in African countries. And strengthen the capacity to prevent and resolve the conflict

peacefully in particular using the African local values and in indigenous practices of a culture of peace.

Thing is that like for example, every culture every country every civilization they are having their past in the past they have the having some social values more group values and the cultural values. So, looking at the cultural values and the moral values of the particular society the community the people etcetera how we can resolve the conflicts.

So, the overall objective is to understand the root cause of the conflict may be because of the inequalities maybe because of lack of distribution of resources or maybe that insufficiency or maybe that you know gap between rich and poor, maybe due to poor governance, maybe due to bad health services, may be due to lack of educations.

So, we have to find out the root cause of all these kind all kinds of the conflicts and we have to find out the solutions for this in a very strategic manner. So, that our efforts would be like by reminding them the their African values their local values their cultural values their background etcetera how we can establish a culture of peace. So, that is by bringing the positivity in their thought process by bringing the positivity in their attitude behavior and the emotional or in the effective domain.

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• Main actions

- **Scale up education for a culture of peace** by mainstreaming peace, human rights and global citizenship education in particular in the following areas: **curriculum, teacher education, teaching materials and learning environments**
- **Promote knowledge and capacity for protecting and sustainably managing the ocean** and coasts through the development of appropriate management tools for cross-border cooperation frameworks with a particular **focus on the main hydrological basins** in Africa and for the sustainable use of ecosystems shared by states

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So, the main actions were like so, how ESD can help in that establishing that peace and education peace and non-violence like the scale of the education for a culture of peace by mainstreaming the peace human rights global citizens education in particular. So, like for example, we can introduce it as a subject.

Subject to bring it to the mainstream through a by introducing it as a subject was in the school curriculum in the higher education curriculum and mainstreaming the peace and human rights and practice it and demonstrate it and organized different kinds of workshops and training programs for the teachers and develop the teaching learning materials.

Then the learning creating that learning environment then promoting the knowledge and promoting the knowledge and capacity for protecting the sustainability sustainably managing the oceans then the focus on the main hydrological basins all kinds of; that means, how to protect the resources, the resources available the natural resources available.

And how to again in order to enhance the human resource capacity how to educate them how to take care of their health survey health services, how to advocate the you know justice and legals how to advocate the justice and you know justice and law and justice and the rules and regulations of the society.

So, these kind of things; that means, it is the overall; that means, overall developing development of the ecosystem of the states. So, both from the peoples perspective enhancing the human resources their potential is their potentialities their abilities their aptitudes and their mind set their things and the natural table planet taking care of the planet or the environment of the ecosystem.

And ecosystem by deserving the resources and at the same time how can we can engage the citizens in different kinds of economic activities in the occupational activities. So, that they can earn their livelihood they can earn money. So, that the financial growth or the prosperity can also happen.

So, with this and we have to build up all these things that the in the platform peace. Because on the basis if unless and until we establish a culture of peace we cannot you can we cannot we can say motivate people, we cannot invest our resources in this in the in industries in the

organizations in the sect, in the financial sector in the agriculture sector. So, we have to for we have to we can mobilize our resources only when we have a peace or we have an environment of a culture of peace and non-violence.

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- Strengthen capacities of Member States to design and implement multi-stakeholder and inclusive public youth policies and engage young women and men in community building and democratic processes
 - Introduce the General History of Africa into the curriculum of formal and non-formal education systems
 - Promote elements of the African intangible heritage for reconciliation, social cohesion and peace
 - Facilitate pluralistic media institutions empower youth through enhanced media and information literacy competencies
 - Raise awareness of youth for peace and dialogue through social media

So, that is a strengthening the capacities of the member states to design and implement the multi stakeholder inclusive public youth policies. Here again comes the governance also. So, how to engage the citizens? So, how to engage the citizens because the enhance their capacities their abilities their skills their competencies.

So, capacity when developing that; that means, competency building and that developing the capacity of the members and by implement multi stakeholder and inclusive public youth policies. But; that means, for any activity they are not it is not just addressed to one target group, one audience one client group, but also multi stakeholder even in the industry also in any organization even organization there are a lot of stakeholders there are a lot of people who are the either directly or indirectly related to that business.

So, multi stakeholder responsibility enhancing the multi stakeholder responsibility inclusive and public youth policies. So, this about the laws the regulations rules regulations public policies and engaging more women and men in community building and democratic process.

That means, how to engage all the citizens across their gender across their age group etcetera. So, in a framework of multi stakeholder partnerships.

So, here multi stakeholder; that means, different stakeholders maybe the consumer may be that producer maybe the industry people may be the administration. So, multi stakeholder frame on the multi stakeholder framework how can we engage them.

So, introduce the general history of any country especially it is a case study of Africa. So, into the curriculum framework either in the formal way and the nonformal education pattern promote the elements of intangible heritage for a consensus reconciliation social cohesion and peace.

That means we have to keep on reminding our public our people our citizens about the you know glorious history about our glorious past, about our glorious heritage and our culture, cultural background etcetera to just to remind to bring them to into a kind of you know stage of nostalgic being nostalgic about our about our past about our culture about our country.

So, to remind them that how peace is important and what was our past how what was what is our heritage and how we were in the in our old generation in the in our ancestral my ancestral history ancestral history. So, facilitated the pluralistic media institutions empower the youth through enhanced media and information literacy competency.

So, to enhance the media and information literacy through multi modal in the multi modal way multi modal pluralistic media like either not and; that means, all besides this basic communication skills like reading, writing, listening, talk and delivering the public speech public speaking etcetera.

But in you know by using the multiple medias using the multiple medias and the platforms how we can enhance not only the digital literacy, but information literacy and the. So, because there is multiple using the multiple channels and the media for informing information sharing dissemination and the critical evaluation etcetera. Actually, it also stimulates to stimulates the human cognition collective consciousness, collective awareness, collective consciousness connect, collective you can say consigns.

That is to be very managed to be very caring to be very careful to be very; that means, a kind say broad minded self-actualized person; that means, we can think beyond our own interest. So, by using the nowadays is the technology is there the digital platform is there, digital literacy is there and the social networking side how it has enhanced our this consciousness this empowerment then awareness. Because instantly with the; that means, in the digital platform social networking platform we can have a overview an idea of what is going on all around the world.

And who is that even this small events small happening some incidences also it also stimulates our thought process and make us you know aware that. This kind of awareness actually it is a purpose is to make it every citizen feel responsible then whatever it is happening in my society, in my immediate community, in my country I am also equally involved engaged and I am also; that means, responsible for this. Because it is my it is not only my human right also it is also my responsibility to serve my company.

So, not so, in that way the conscience the general conscience the awareness the collective consciousness conscience also is being improved increased. So, people are becoming more and more conscious about what is happening in and around them in inside the country in every state.

So, they are not just confined to their own community own state or own family, but now they are becoming because they are becoming more you know more conscious about the present, their past, they are not about just about their own interest, but also about the country and the country and the continents all as well. That means are they have become they have developed this kind of consciousness for the globe being a global citizen.

They think that we are all interconnected and we are being a global citizen it is our responsibility to take care of the planet to take care of the society and to inculcating to develop the good values, right values not only for our present youth and present generation, but for our children for our future generation.

So, raise the awareness of youth for the peace and the dialogue through the media. So, we can have the dialogue I mean multiple platforms through media, through TV, through social

networking, through Facebook now within them there are. So, many n number of social networking platforms are there.

So, these are the platforms through which we can engage ourselves motivate our youth to have a dialogue to resolve any kind of conflict, any kind of issues, any kind of challenges and move ahead go ahead collaborately be cooperatively. So, they have to develop a culture of collaboration, culture of trust, culture of peace, culture of cooperation and culture of you know culture of you know sharing and caring is not just about our country we and my family, but it is about the total planet.

So, raise the awareness of the and youth know you youth are the manpower and India is know it has the dividend of the youth population. So, how to raise the awareness of this youth towards the peace and having the dialogue having the dialogue and through the dialogue and a democratic approach how we can resolve all kinds of the social issues you know be it a farmers agriculture farmers issues be it you know legal issue, be it an economic issue, be it issue of climate change or be a issue of the unemployment all kinds of.

Any kind of the any kind of issue can be resolved through dialogue, conversation discussion and you know idea sharing. So, that should be the our prior thing. So, now, at this moment we are stopping here. I close this end, next class we will start the other things.

Thank you.