Editorial

Clare Bentall* – *UCL Institute of Education, UK*

The 2030 Sustainable Development Goals (SDGs) increasingly feature in debates about education, whether in terms of Goal 4 on quality education or as a means for achieving other goals, such as good health and well-being. From a development education perspective, education is itself also crucial in helping learners to engage critically with debates about sustainable development. The contributions in this issue focus on the role of education in promoting the SDG agenda, whether through educational initiatives, or through the presentation of relevant concepts and approaches in policy and curriculum documents.

The first three articles focus on education approaches for different constituencies, and their links to the SDGs. In the first, Laura Scheinert, Kerstin Guffler, Jan Tobias Polak and Martin Bruder assess how well the German international volunteering service *weltwärts* programme contributes to the SDG agenda. In the conceptualization of the programme, they see alignment with SDG 4, particularly 4.5 and 4.7. There is an aim for inclusivity and a focus on learning outcomes designed to equip volunteers with the ability to participate in actively contributing to a sustainable society. They conclude that the programme could be more inclusive, in line with the intentions of SDG 4.5, as various groups are not well represented in the selection of volunteers. In relation to SDG 4.7, they argue that the programme does develop volunteers as 'active agents of change' by working as a multiplier and widening their existing motivation for civic engagement towards development issues and development education work. They conclude that the programme achieves much in developing relevant knowledge and skills – as far as these can be identified, given the lack of definition within the wording of SDG 4.7 – and changes in behaviour among volunteers. They also suggest that there are areas that the programme could still address, such as knowledge about structures and interdependence.

Ruth Amos and Ralph Levinson discuss the outcomes of a project called Promoting Attainment in Responsible Research and Innovation (PARRISE), which aims to build pre-service and experienced primary and secondary science teachers' confidence, skills and knowledge for teaching through socio-scientific inquiry-based learning (SSIBL). SSIBL comprises three elements – learning through socio-scientific issues (SSI), incorporating citizenship education and inquiry-based science education (IBSE) – and three stages – generating a research-focused question on a socio-scientific issue, conducting research-based inquiry and finding a solution. The types of questions envisaged are those raised by scientific or technological advances related to global concerns, such as climate change and global health. Focusing on the training of pre-service teachers for lower secondary schools in London, UK, they demonstrate that, despite pressures on time and curriculum demands, teachers are able to provide opportunities for learners to engage with global issues through this approach. Although there are challenges in helping students develop inquiry-based questions, and take a critical approach to their findings, they conclude that SSIBL can

help students engage meaningfully with the SDGs, and, importantly, prepare them for being effective future decision-makers on global issues.

Heather Kertyzia and Katerina Standish use a mixed methods approach to assess the Mexican national curriculum statement in relation to three components of peace education, which link directly to various SDGs: recognizing violence; addressing conflict nonviolently; and creating the conditions of positive peace. The article draws on the experience of the Peace Education Curriculum Analysis (PECA) Project. They find some evidence in the curriculum document of recognition of different types of violence, and evidence of different tools, such as dialogue, for transforming conflict nonviolently, but limited reference to the development of resilience. They conclude that there are opportunities within the curriculum statement to make better links to SDGs, particularly in relation to 'quality education (SDG 4); gender equality (SDG 5); reduced inequalities (SDG 10); responsible consumption and production (SDG 12); and peace, justice and strong institutions (SDG 16)'.

The next three articles also use various approaches to documentary analysis. In the first, Victoria Vaccari and Meg Gardinier examine policy documents from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organisation for Economic Co-operation and Development (OECD) to understand how the two organizations conceptualize education and its purpose, and how these are reflected in two different concepts of global citizenship (UNESCO) and global competency (OECD). They are interested in the implications of the differences between the approaches for the 2030 SDG agenda. They argue that the differing approaches of the two organizations, Education for a Common Humanity (UNESCO) and Education for a Global Knowledge Economy (OECD), could lead to different outcomes. In discussing the implications of their findings, they consider the potential issues arising from these two overlapping, but diverging, approaches to the 2030 agenda. They also offer a critique of both conceptualizations, questioning whether the OECD approach is sufficient to address concerns within the SDGs around inclusion and marginalization of certain communities, and questioning whether UNESCO's approach is sufficiently critical in its conceptualization of global citizenship to truly address issues of inequity in the Global South.

Jenny Hatley then also examines UNESCO's approach to global citizenship education, but with a focus on universal values. Using a multimodal critical discourse analysis of key UNESCO documents, she argues that these universal values are counterproductive, and potentially serve to reinforce a Western view of what constitutes global citizenship. Far from them contributing to mutual human well-being, she points to a danger of these values being an instrument for 'social regulation of action' of others who do not yet fit UNESCO's definition and vision. She also argues that the use of these universal values is unconnected to the complexity of different social realities, rendering them potentially ineffectual.

Ruth Reynolds, Suzanne MacQueen and Kate Ferguson-Patrick follow the theme of examining interpretations of global citizenship, a key aspect of SDG 4.7, and apply documentary analysis to selected Australian primary school curricula: humanities and social studies, English and science. They are particularly concerned with how the curriculum documents support the development of 'critical citizens', in both a local and a global sense. Their overall conclusion is that opportunities for greater support and implementation of an approach to educating for global citizenship are missed, although the intention is there. They point to the importance of interdisciplinary approaches within global citizenship education, which could be more widely incorporated, particularly as global issues increasingly cannot be solved without

such an approach. They also note that advocacy is missing, thereby offering schools a limited perspective on how change can be achieved.

Finally, Nomisha Kurian offers a critical discussion on the role of empathy within UK approaches to development education. In examining the use of empathy in teaching about poverty within an African context, her article highlights a common topic within schools in the UK that relates to the SDGs. She is critical of assumptions about the benefit of children being taught to empathize with people facing challenges, such as natural disasters, particularly where the 'Others' are portrayed as only victims. Nomisha therefore argues for a re-conceptualization of empathy, to something that is nuanced, contextual and self-reflexive. She provides examples of how this can be done within classrooms, but also emphasizes the dangers of all forms of empathy, as potentially placing both parties in fixed, unequal relational positions, and encouraging learners to feel that they fully understand experiences that are far removed from their own lives.

Articles in this issue of the *International Journal of Development Education and Global Learning*

Amos, R. and Levinson, R. (2019) 'Socio-scientific inquiry-based learning: An approach for engaging with the 2030 Sustainable Development Goals through school science'. *International Journal of Development Education and Global Learning*, 11 (1), 29–49.

Hatley, J. (2019) 'Universal values as a barrier to the effectiveness of global citizenship education: A multimodal critical discourse analysis'. *International Journal of Development Education and Global Learning*, 11 (1), 87–102.

Kertyzia, H. and Standish, K. (2019) 'Looking for peace in the national curriculum of Mexico'. *International Journal of Development Education and Global Learning*, 11 (1), 50–67.

Kurian, N.C. (2019) 'Empathy: simple and inevitable? Development education and narratives of African poverty '. *International Journal of Development Education and Global Learning*, 11 (1), 120–37.

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Vaccari, V. and Gardinier, M.P. (2019) 'Toward one world or many? A comparative analysis of OECD and UNESCO global education policy documents'. *International Journal of Development Education and Global Learning*, 11 (1), 68–86.