

Education for Sustainable Development
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Lecture – 12
ESD and Global Citizenship (Contd.)

Welcome viewers. Let us come to the class again that is the first session that is the we have already discussed about Global Citizenship and ESD. So, let us come to the next part of this like we have already discussed about the learning the concept the key domains of global citizenship education that is the cognitive domain, cognitive socio emotional domain and the behavioral domain.

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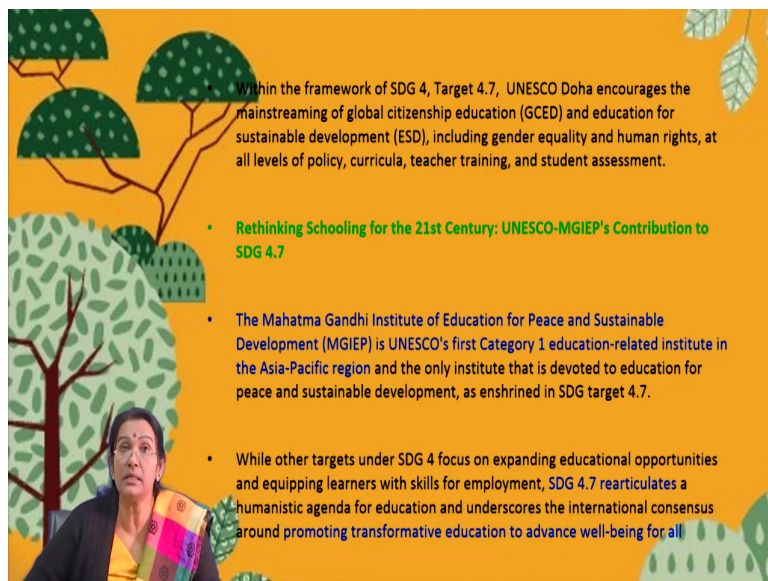


So, just to recapitulate that is cognitive domain it primarily leads relates to our cognition, understanding, thought process, thinking skills these kind of things.

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And the socio emotional part actually relates to our values, our ethics or the morals etcetera and the behavioral part behavioral that is our attitude behavior and actions that is that we are taking up. So, now, how to implement this GESD, the how to implement this GESD, that is Global the Global Citizenship Education in our school platform in our schooling, in our education system? So, that is the main issue here.

So, within the framework of SDG 4 and the target 4.7, UNESCO has already declared that this should be incorporated in the education system through ESD. And UNESCO Doha conference also it has also encourages main streaming this global citizenship education as a part of the ESD programs including the issues like generic quality, human rights, then policy or curricula teacher training everything.

So, how to incorporate it in the school framework in education frameworks? So, in India all of us you must have must be aware of now we have this we have a center that is Mahatma Gandhi Institute of Education for Peace and Sustainable Development briefly known as the MGIEP which is actually organize the UNESCOs first category education center education related institute and that represents the Asia Pacific region.

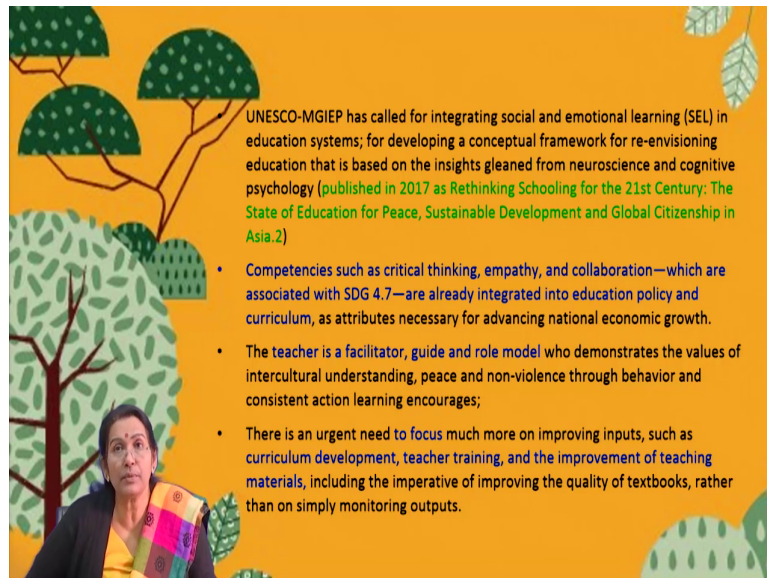
And this is the only institute that is devoted completely to the education for peace, sustainable development, youth empowerment, so whatever it has been enshrined in the SDG and SDG 4.7. So, the in India that is in South Asian region as well as in India. So, UNESCO-MGIEP that is the Mahatma Gandhi Institute of Education and Peace for youth programs and etcetera.

So, it exclusively focuses on these that is GSED; that means, Global Citizenship Education System. So, SDG 4.7 it actually it rearticulates all kinds of humanistic agenda for education and underscores all kinds of international consensus around promoting this promoting this transformative education and to advance the well being advance.

That means how to bring; how to bring the transformation in our not only in our education system in our society through this kind of education that is the g including the global citizenship education in our ESD framework in the school educations. So, this with other targets this 4 points 4.7 exclusively rearticulates on promoting the transformative education, the education patterns which should be transformative in nature in bringing that 300 degree 360 degree changes in our culture in our behavior in our thought in your attitude.

And in our you know cognitive domain, so, for the advancement and well being for all of all the citizens across the globe. So, MGIEP has clearly elaborated on the what should be the course the curriculum, the teacher training, content, what should be the kind of curriculum and frameworks that we are going to briefly discuss about this.

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A woman with dark hair, wearing a black jacket over a yellow top, is speaking in front of a presentation slide. The slide has a yellow background with green trees and a woman's portrait in the bottom left corner. The text on the slide reads: "UNESCO-MGIEP has called for integrating social and emotional learning (SEL) in education systems; for developing a conceptual framework for re-envisioning education that is based on the insights gleaned from neuroscience and cognitive psychology (published in 2017 as Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia.2)". Below this is a bulleted list with three items.

UNESCO-MGIEP has called for integrating social and emotional learning (SEL) in education systems; for developing a conceptual framework for re-envisioning education that is based on the insights gleaned from neuroscience and cognitive psychology (published in 2017 as Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia.2)

- Competencies such as critical thinking, empathy, and collaboration—which are associated with SDG 4.7—are already integrated into education policy and curriculum, as attributes necessary for advancing national economic growth.
- The teacher is a facilitator, guide and role model who demonstrates the values of intercultural understanding, peace and non-violence through behavior and consistent action learning encourages;
- There is an urgent need to focus much more on improving inputs, such as curriculum development, teacher training, and the improvement of teaching materials, including the imperative of improving the quality of textbooks, rather than on simply monitoring outputs.

So, UNESCO-MGIEP actually is already it is called for integrating social emotional learning. So, they have developed a framework called as the SEL framework that is integrating social emotional learning framework education system for developing a conceptual framework for to as the to re envision or to revise to revisit our education system which is based on; which is based on insights that is the that we have got from the neuroscience and the cognitive psychology.

So, it is it has actually published that is in terms of in terms of manual and the booklet it has already been published in 2017 in the name of Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global citizenship it is available in the UNESCO portal I think. So, it is and it is it represents the Asian region, Asia Pacific countries.

So, the and they have categorically emphasize on that is in this framework SEL framework that is categorically emphasized on the competencies; that means, we have to develop certain competency sustainable competencies learning and competencies, primarily based on you know emphasizing on the critical thinking skill, empathy, collaboration, so, which are actually associated with this 4.7.

So, we are here we are also talking about the developing the universal values, developing ethics universal responsibilities, rights, attitude, behavior. So, which are already there incorporated in this SEL framework and the competencies like critical thinking, empathy, collaborations which are already mentioned in 4.7. They are already well integrated into this education policy curriculum.

And also incorporated in the teacher training development framework also for the necessary growth of national economic growth, social and social well being, community well being etcetera. Here in this frame or according to this frame the teacher is the facilitator. The teacher is the role model, teacher is the mentor, teacher is the guide.

This is all actually available. This is this is the new concept. This is the regular features of this 21st century learning model which is more of the you know based on constructive approach that is the learner is the pivot and we are in the support in the background that the teachers are in the background as a guide as a model role model as a facilitator as a mentor (Refer Time: 06:42).

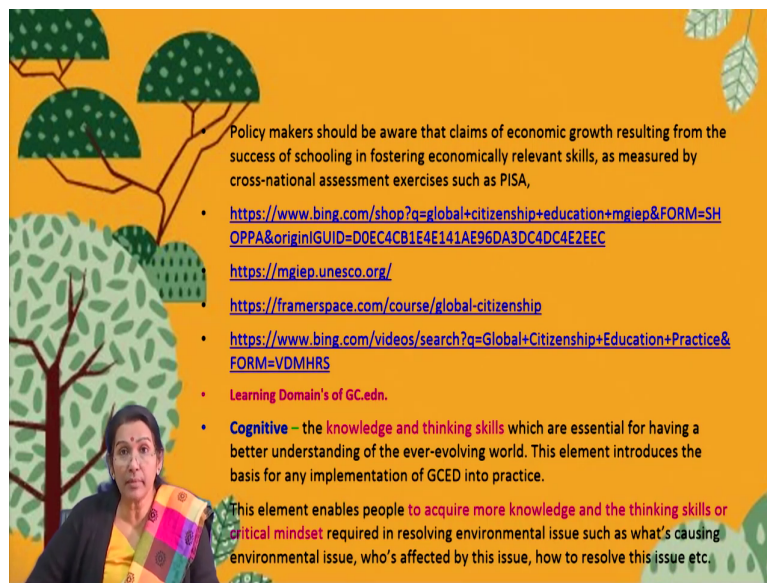
That means who demonstrates these values of intercultural understanding the teacher or the as a facilitator must himself demonstrate the intercultural understanding then values for the peace, nonviolence through his behavior through consistent action and the behavioral practices etcetera.

So, the teacher himself has to exhibit all kinds of things through in terms of the through the demonstration of his values in intercultural understanding etcetera. And there is also a urgent need for need to focus on improving these inputs like curriculum development, teacher training, improvement in the teaching materials, including the improving the quality of the text book and etcetera.

That means we have to how to put it into the into the framework not only in the framework, but also in the content, within the content, within the curriculum, within the teacher training courses, within the teaching practices, within the classroom discussions, within the learning materials everywhere how it can be incorporated this.

That is the these skills and competencies, competencies for developing critical thinking, empathy, collaboration and you know and being a global citizen what should be our duties roles and responsibilities. It should be clearly explained how to put it. So, they MGIEP has taken it forward by not only introducing a conceptual framework for schooling, but also in building this building this textbook some of the textbook and learning materials, course material not only for the education school curriculum, but for the teacher training as well.

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Policy makers should be aware that claims of economic growth resulting from the success of schooling in fostering economically relevant skills, as measured by cross-national assessment exercises such as PISA,

- <https://www.bing.com/shop?q=global+citizenship+education+mgiep&FORM=5HOPPA&originIGUID=DOEC4CB1E4E141AE96DA3DC4DC4E2EEC>
- <https://mgiep.unesco.org/>
- <https://framerspace.com/course/global-citizenship>
- <https://www.bing.com/videos/search?q=Global+Citizenship+Education+Practice&FORM=VDMHRS>
- Learning Domain's of GC.edn.
- **Cognitive** – the knowledge and thinking skills which are essential for having a better understanding of the ever-evolving world. This element introduces the basis for any implementation of GCED into practice.

This element enables people to acquire more knowledge and the thinking skills or critical mindset required in resolving environmental issue such as what's causing environmental issue, who's affected by this issue, how to resolve this issue etc.

So, policy makers should also be; should also be aware of these kind of things because ultimately it also leads to the not only the not only in skill development and the 21st century skills, competencies. That then, but also the, but also it also helps us in mapping our existence, mapping our status present status across the culture, across the continent. So, to that means, to position our self in terms of ranking in term in some of the international competitions, international context.

You know like the you know rating in the international as assessment exercises like the PISA test and all kinds of TOEFL and GMAT all kinds of international test how what is our position. So, this will also help us in positioning our self in international context. Again this is a another link however you can also find it out that the details of the MGIEP and its

conceptual framework. So, these are the things about this global citizenship, MGIEP framework and the learning domains.

So, now let us discuss in detail these learning domains of global citizenship education that we are already we have just discussed little bit. That is cognitive domain that is the knowledge and thinking skills which are very much essential unless and until we actively think we actively that means, we actively engage our self in deep understanding we reflect upon these, we analyze it, we scrutinize it, we evaluate it.

So, we cannot identify our loop holes, we cannot identify our weaknesses. Hence, the right kind of knowledge and thinking skills are very much essential for having a better understanding of the whole world or this ever changing world, ever involving world. So, this kind of this element introduces actually the basis of the implementation of GCED into practice.

So, without understanding we cannot practice it. So, cognitive domain it emphasizes on acquisition of right kind of knowledge, thinking skills like especially critical thinking, creative thinking, analytical skills all kinds of higher order thinking skills. So, that it becomes very clear for us for all of us to understand it, learn it, apply it and that means, we can say imbibe these things and manifest it in our behavior.

Then the next is that here you know to occur more knowledge and thinking skills for the critical mindset that we have already discussed. For you know not only for knowledge acquisition, but also for resolving some of the critical issues, environmental issues ok environmental issues etcetera, so, and how to resolve these issues.

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The slide features a woman in the bottom left corner, speaking. The background is a bright orange color with a stylized green tree illustration. The text on the slide is as follows:

- **Socio-emotional** - the attitudes, values and social skills that enable learners to physically, psychosocially and affectively to live together with others in a peaceful manner.
- This element needs to be instilled in everyone to produce a human being who respect each other in protecting our environmental rights such as organizing a campaign related to environmental issue. A strong bond and connection can be forged in nurturing a better future and a better place to live in.
- **Behavioral** - the means of acting, conducting and engagement of the learning domains of GCED in a more effectively and responsibly on local and global issues for a more peaceful and sustainable world
- In order to achieve a safe and sustainable environment it is essential to act according the knowledge and theory acquired as knowledge that is acquired but not put to action can be ascribed as fruitless tree.
- Implementing the three key conceptual dimensions of GCED can help every citizen in contributing towards resolving environmental issue for a better future and a more sustainable environment.

So, socio emotionals like the right kind of attitude, values and social skills that enable the learners to effectively, psychosocially, physically belong to that means, this kind of global culture. So, and to believe into leaving together with others in a peaceful manner in the you know not in a sharing and carrying basis. Like it is not just about taking care of our self interest, but also sharing and caring for others, helping others that means, the humanity that means, serve humanity attitude service orientation.

So, that is very much thing important for them. And the elements that need to be instilled in this process that to produce the human being who are who respect each other, there who respect each other, who care for each other, who protect their environment, who protect the environmental rights, who protect the social rights of others. Then again how to build up a you know how to build up a cohesive group to protect our environment to face our environmental challenges into resolve our environmental problems.

So, a strong bonding; a strong bonding, strong connection should be should be established for you know for nurturing the better future, for nurturing a better place to live in whichever place, in whichever country, whichever location where we are living does not matter. But how to live together with a strong bonding, connection, rappo and you know group feeling

we feeling the sense of belongingness within us to not only save our planet, but protect our future generation protect our future planet from the future.

So, how to restore these resources for our future for our future generation and how to carry forward this same kind of values, ethos and morals and feelings and empathy for the future generation as well. So that means, whatever in whichever way we will behave this will these will be the lessons for our future generations. Now, with this no you know all kinds of nowadays with kind of media exposure, technology advancement and you know cross cultural exposure also.

That is cross cultural acculturation is not bad, but when we just try to imitate the negative aspects of the culture cross cultural or the global culture cultural practices that is the bad thing. We you can everywhere there is some good things and there are some wrong things also, but we need to adopt we need to adopt all the better all the positive aspects from the that culture so that we can develop a very healthy global culture.

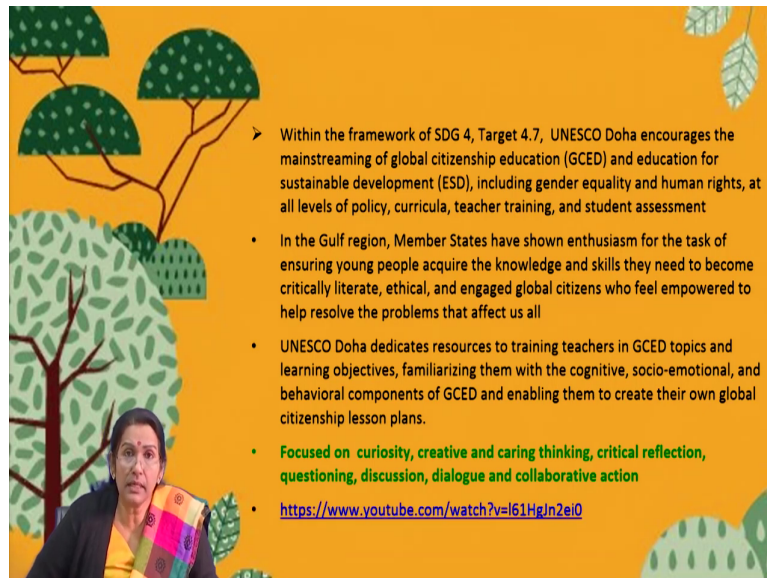
Healthy you know global culture we can say that the cosmopolitan culture and which includes the behavioral aspects like how to conduct our self, how to engage our self in the learning domains of GCSD, how to enhance it, how to spread it, how to disseminate it and how to you know how to with the help of GCED how can we responsibly address the local and global issues. And moreover that is how to built up a peaceful and sustainable world, sustainable world for not only for the present, but for the future generation as well.

So, here in order to achieve the safe and sustainable environment, so, therefore, it is very important to acknowledge the acknowledge the theory acquired and the knowledge that we have acquired through practice to put it into action to put into action for the you know for a to build up a sustainable society. So, implementing these kind these three conceptual dimensions of GCED, so it can help us in resolving many of the many of the environmental issues for a better future and for a more sustainable planet.

If you have if you have the will power, if you can think together, live together, if we can be we can boost our sense of you know belongingness or our you know unity in diversity then

definitely we can protect our planet. We can share our ethos and ethics and the resources and then we can definitely ensure a better planet for our future generation.

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➤ Within the framework of SDG 4, Target 4.7, UNESCO Doha encourages the mainstreaming of global citizenship education (GCED) and education for sustainable development (ESD), including gender equality and human rights, at all levels of policy, curricula, teacher training, and student assessment

- In the Gulf region, Member States have shown enthusiasm for the task of ensuring young people acquire the knowledge and skills they need to become critically literate, ethical, and engaged global citizens who feel empowered to help resolve the problems that affect us all
- UNESCO Doha dedicates resources to training teachers in GCED topics and learning objectives, familiarizing them with the cognitive, socio-emotional, and behavioral components of GCED and enabling them to create their own global citizenship lesson plans.
- Focused on curiosity, creative and caring thinking, critical reflection, questioning, discussion, dialogue and collaborative action
- <https://www.youtube.com/watch?v=l61HgJn2ei0>

So, now thing is that next step is that so, within this framework of SDG 4.7, similarly 4.7 other countries they have also taken the initiative. Like the in the Gulf region also some of the member states they have also taken the taken up this enthusiasm in that means, revising their course curriculum ensuring that their people also learn these kind of skills and acquire knowledge and they also need to become how this need to become the globally, critically, literate, ethical etcetera.

So, other countries different countries they have also taken the initiative in changing their curriculum practices etcetera and then mobilize their human resources and the people for you know for advocating for propagating and practicing the GCED; that means, Global Citizenship Education you know computations and the skills. And include it into in their course curriculum in the class room lesson plans also.

So, in the curriculum it primarily focuses on the curiosity, eager to know to keen to know and learn and understand the issues. Curiosity focus especially focused on curiosity creative and critic carrying critical thinking, caring thinking that is critical thinking, creative thinking, critical reflection, questioning, having the dialog, discussion, collaboration, corporation.

So, with the help of the technology also nowadays we can also activate. We can also activate and revise and speed up these kind of learning processes mechanism that is to achieve this kind of GCED and practice it and start it within our day to day practices in the educational framework very quickly and very smoothly.

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For Oxfam, global citizenship is all about encouraging young people to develop the knowledge, skills and values they need to engage with the world. And it's about the belief that we can all make a difference.

- Education for global citizenship is a framework for learning, reaching beyond school to the wider community. It can be promoted in class through the existing curriculum or through new initiatives and activities.

ABOUT OXFAM EDUCATION
At Oxfam, we believe young people are critical to building a just and sustainable world without poverty.

GLOBAL CITIZENSHIP GUIDES
These guides outline the key principles of taking a global approach to teaching and learning, as well as guidance for embedding it into your lessons.

So, again this is also a link you can go through it later on. So, now, here in this regard Oxfam its a its society it is a community, it is an unit, it is a global unit which extensively works on these global citizen ship. And it is all about encouraging how to encourage young people to develop the knowledge, skills and values and how they should be engaged in the world activities.

So, Oxfam has also created extensively on these thing how to make a difference with the with this GCED framework. So, education for global citizenship is therefore, it is a framework of learning, reaching beyond the school and reaching to the wider community, reaching to the all stakeholders of all age groups. So, then it can be promoted not only through class, but also not only through only existing class, curriculum etcetera, but through also new initial and new activities.

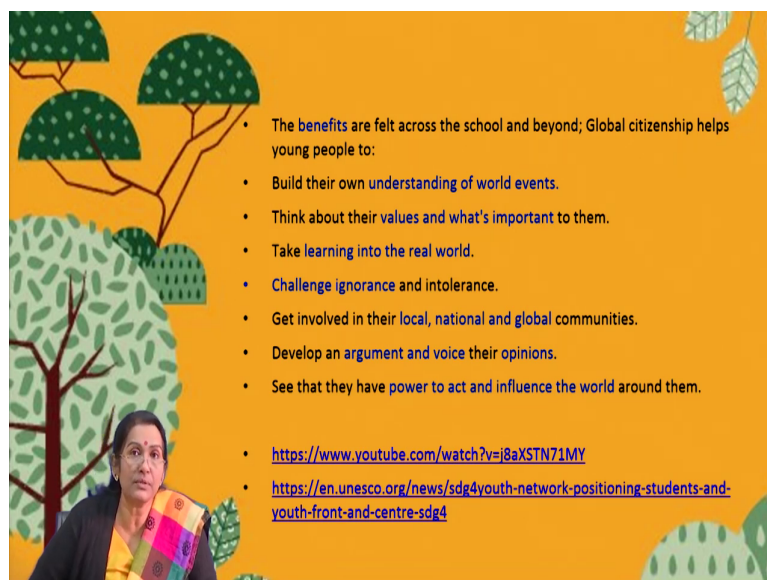
So, MGPI also MGIEP also usually works on these in terms of various organizing various youth programs, youth exchange programs, then eco-friendly problem eco-friendly materials,

resources are for spreading this awareness then active youth engagement engaging in the youth engagement various youth engagement skill training activities, competencies competency training workshops etcetera. So, to how to better engage our youths and promote the peace and well being and happiness in the society.

So, this is about this Oxfam, Oxfam education it is a; it is a society, it is a community that which has extensively worked on these things and it has Oxfam actually advocated for this kind of thing. Like the it has actually it has prepared the different kinds of guides that means, how young people are you know how young people they can be very critical to building a just and sustainable society without any poverty, without any poverty, without any you know constraints without you know any in inequality.

Similarly, so they have also prepared this global citizenship guides global citizenship guides which advocates actually which outlined some of the key principles to take into to take forward this global approach in teaching learning process as well as how to embed these into the class room lessons.

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- The benefits are felt across the school and beyond; Global citizenship helps young people to:
- Build their own understanding of world events.
- Think about their values and what's important to them.
- Take learning into the real world.
- Challenge ignorance and intolerance.
- Get involved in their local, national and global communities.
- Develop an argument and voice their opinions.
- See that they have power to act and influence the world around them.

• <https://www.youtube.com/watch?v=i8aXSTN71MY>

• <https://en.unesco.org/news/sdg4youth-network-positioning-students-and-youth-front-and-centre-sdg4>

So, yes definitely it has an immense benefit and this how what are these how to specify what are these benefits that we felt across this schools and beyond through this GCED is primarily first is that build their own understanding of the world event. So, GCED by formalize

formalizing this GCED education global citizenship education, we straight away we get these benefits.

For example, all the stakeholders they build they can build their own understanding of the world events. They can better understand the world issues, challenges and you know geographical positions, geographical and economical issues etcetera. They can better understand the whole world events even the all kinds of the wars political you know political chaos, riots everything.

So, they can think about the values and what is important to them and how these universal values are very important to them. So, they can think about it think about this importance of these values. So, they can also take the learning into the real world; that means whatever book is theoretical learning we are actually acquiring and we are going through how to bring it down into the real practice and resolving the social issues.

So, these are very important how to that means how to address the challenges. So, challenge how to address the intolerance how to address the social chaos. So, these are the benefits; how to get involved in the local national and the global community level in different kinds of community welfare activities. Similarly develop an argument and voice to their opinions.

Like so, we can here we can not only listen to others, but we can also develop a kind of platform to have a detail discussion, dialog, argument and we can position our self by you know by be vocal and by putting forward; putting forward our own perspectives, our own opinions, our own you know objectives and our own perspectives and can discuss on these through arguments.

Similarly, we can see how this power; how this power can help us in influencing the world around us, how this can help us in bringing an impact on the society positive impact on the society. So, these things when we specify it through GCED, it formalize it and put it in the curriculum, in the lesson plan and practice it in the classroom discussion, definitely is going to have some impact some influence positive impact on our society.

But, here again the our goal is not just for our society impact on our society, but the global society. So, these are some of the UNESCO guidelines you can see here in the YouTube links.

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Now, then next issue is that leveraging the cultural diversity for SDGs. Yes, all of us we know it is an inevitable issue that the cultural diversity not only in terms of race, ethnic language, etcetera, but in terms of n number of factors. This how this cultural diversity can be leveraged, can be benefited, can be used, can be utilized for achieving SDG and for the benefit of our global citizenship.

So, the cultural heritage as you know it is a; it is a every culture every country have their own culture and this cultural heritage that is its history, its heritage actually its strengthen these countries history, geography and the their you can say their culture. So, cultural heritage you can say it depends any countries or any citizens shared identity that makes that land unique that makes that people different and attractive then different and unique in their own place.

So, the diversity of the heritage allows actually regional identities to thrive supporting the human dignity, peace and security and well being. Even though cultural heritage it takes forward or shares the own identity in individual identity of the citizens particular countries citizens etcetera, but again cultural diversity also it allows others. It allows others other people, people from other background etcetera with to and allow them to thrive because of the some of the universal values like human dignity, peace, security, well being.

These are some of the universal value, so, which are embedded in this in the particular culture and their particular in different culture. And so, that is why irrespective of diversity in our cultural heritage etcetera, how can we survive, how can we thrive, how can we progress, how can we move forward taking into account this human dignity, universal peace, security and well being which have been clearly mentioned in all the SDGs like the SDG 4, 5, 8, 10, 11, 12, 16 etcetera.

So, culture has so therefore, it is very much very much clear that culture has a very significant role to play crucial role to play in almost all the; almost all the SDGs and especially. And especially SDG 17, which clearly advocates for the global partnership for achieving all the 16 SDGs. So, for making our cities and human settlements more inclusive, save, resilient, sustainable, resourceful, so this culture and cultural heritage and how to manage diversity how to leverage this cultural diversity for the benefit of SDGs that we are going to learn and assess it is very important.

So, in target 11.4 it is already mentioned that safeguard the worlds culture and natural heritage. Now, UNESCO has already addressed this goal even before the formal introduction 2000. Even before this SDG have been declared in 2015, but even before 2015 UNESCO has already acted up on this by declaring some of the heritage sites almost every country in across the globe like world heritage site.

Similarly, in India also UNESCO has identified some of the world heritage site and a similarly in other places across the global also UNESCO has already declared these are the world heritage sites. So, how to leverage this heritage world heritage sites, how to leverage these places this you know world heritage places and the places for the benefit of developing this kind of global citizenship education ok?

So, here we can say that heritage it can be become one of the driver of sustainability. This cultural heritage can also diversity and heritage can also act as a driver or mobilizer for achieving sustainability in the in our planet. So, cultural heritage you know as you know it is under actually till now it has been under recognized as a resource for the sustainable development which must be fully utilize which must be fully acknowledged and leveraged.

And as you know heritage also supports the environmental quality, heritage means how to protect. Like in our country we have the heritage of cultural heritage of you know Ayurveda, some medicine, some you know yoga. Again yoga is a part of or heritage cultural yoga, yogic practices. Then our you know mindfulness activities spiritual practices our you know from the Bagavath Geetha to all kinds of epics also we are also learning so many new things regarding human behavior, thought processes etcetera.

So, these are our legacy. These are our heritage and it has and it has a immense potential. So, that is where nowadays you know when the government announces about these Atmanirbhar Bharat, means, Atmanirbhar means whatever heritage cultural heritage resources that we are already having we are already carrying for the last 300-400 years.

So, how to protect these, how to save these, how to utilize these and how to save it for the future generation? So, that is why our government has also you know has also announced for a platform called Indian Knowledge System. Indian Knowledge System, it is a platform where all these kind of our heritage, heritage traditional knowledge, heritage and the our Ayurvedic medicine to our language.

Different languages and including all kinds of you know including Sanskrit, Urdu, Hindi and other all the languages then medicines different kinds of medicines then you know our epics, our cultural practices, our spiritual things, our yoga. So, many n number of things are going to be saved are going to be protected are going to be stored and disseminated that is in the platform of the Indian knowledge system.

So, here how we are going to protect our heritage which also supports how to protect our environment, quality, how to enhance our quality of education, how to you know update, upgrade our inclusive economic development, how to ensure social equity, how to ensure the community well being and happiness how to make our citizen more resilient tolerant, resilient, patient; that means, to not only to survive, but to sustain and succeed in the future also.

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Advocating the Role of Cultural Heritage in the SDGs- This includes communicating and advocating the role of heritage at global, national, and local levels of policy and practice, as well as within academia.

- **Heritage for Climate Action, Human Rights and Sustainability**- Emerging Professionals, Culture-Nature Journey, and Indigenous Heritage foster our diverse, inclusive approach.
- **Cultural Heritage Defines Our Identity**- The diversity of heritage allows regional identities to thrive, supporting human dignity, peace, security and well-being. (SDG 4, 5, 8, 10, 11, 12, 16)
- **Heritage buildings can be adaptively reused**, conserving their embodied energy and heritage values, which in turn reduces the carbon footprint of the building sector. They can also be upgraded through the addition of renewables. (SDG 7, 8, 11, 13, 17)
- **Leveraging Cultural Heritage as a Policy Tool**- policy, analysis and outreach documents to inform stakeholders and educate people on heritage issues and solutions.

Cultural Heritage Promotes Creativity and Productivity

So, here so, there here being the heritage being the driver of you know this global citizenship education for sustainability. So, it also advocates advocating the role of cultural heritage in the SDGs. So, this includes; that means, this includes communicating and advocating the role of heritage at the global, national, local levels of the policy and practice as well as within academia.

So, all these things cultural heritage and that means, which includes our heritage and cultural practices at the national level at the global level at the local level also in terms of policy and practice. This would be you know acknowledged, advocated, practiced and it should be also included in the academia platform of academia for practices. So, heritage also heritage for climate action, human rights and sustainability; heritage can also help us in monitoring regulating; that means, climate changes, climate change actions and the human rights also responsibility.

Because traditionally when we go back how our people traditional people how they were storing how they are monitoring how they are identifying the how they are predicting the climate change how they are protecting the human rights and sustainability. So, emerging professionals and the culture nature kind of practitioner journey practitioners, culture and nature those who the professional work on the culture and nature interface.

And those people who are the indigenous how to protect the indigenous culture heritage like you know our tribal people our regional people like in the Northeast region and Northeast region that is hill hilly hills indigenous heritage, how to foster them, how to foster our diversity as well as how to you know how to bring them into the main stream.

So, irrespective of having the diversity in across the culture and practice etcetera, but how to bring them into the or make them part of this inclusive society. So, also cultural heritage also defines our identity. Definitely, if you are having particular kind of cultural heritage it allows us the regional identities to thrive it also shows our supports or human dignity, peace, security etcetera, but how to so, it also defines our identity.

So, therefore, we also we need to protect it all the indigenous identity of a particular groups ethnic groups even we also need to protect our heritage buildings. So, how which can be like you know you must have seen that all of the all the most of the; most of the old palaces in Rajasthan in Madhya Pradesh they have been converted into the hotels. Like Taj Hotel and the in the Jaipur also Rajasthan, Jaipur so many palace palaces palatial things have been converted into the international hotels.

Not just to not just to acknowledge not just to restore the heritage our heritage aspect, but to disseminate it to flourish it to nurture it and use it for the not only for the tourism purpose, but showing off our cultural heritage and background. So, leveraging the cultural heritages are definitely should be incorporated as a part of the policy. So, in so, it is a policy tool. If the policy allows, if it can be implemented through policy, then the policy analysis outreach documents etc.

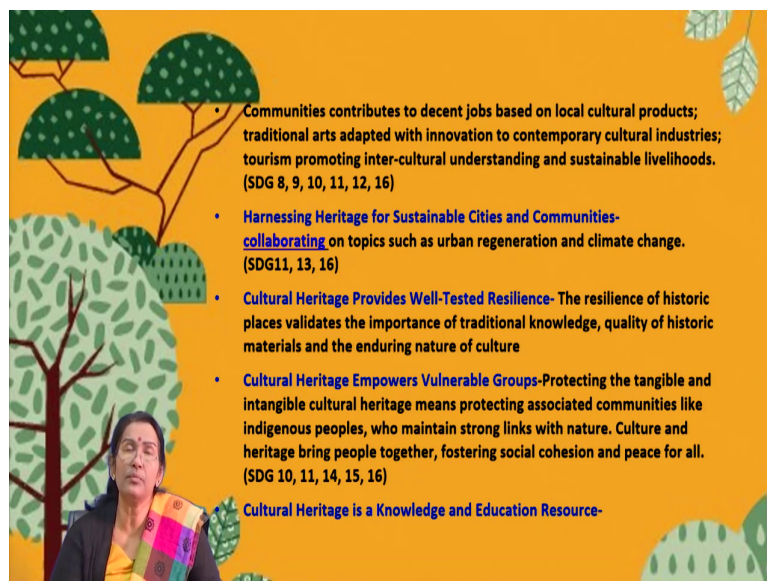
It also requires to inform the stakeholder and educate the people that how the heritage issues can be can also be heritage issues can be resolved and how and how can we get the solution from the solutions of different problem social problems can also be properly sorted out. So, cultural heritage also promotes the creativity and production. So, you know; that means, being a part of India.

So, in every state has its own cultural background, cultural journey, practices, create some creative products heritage. That means, some folk arts some folk words some creative products even in terms of clothing, fashion, pottery, handicraft all kinds of things. Every state

they are having their own this cultural practices. So, it also gives a some kind of you know some kind of innovative ideas, creative thinking, art artistry all kinds of thing.

So, cultural heritage also often very often not often, but a very often it promotes creativity and productivity the productivity then not only to restore it for the knowledge sake, but also to practice. It also sometimes give some kind of you know source of some kinds of living source of living.

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In terms of you know in terms of; in terms of employment in terms of in terms of leading the day today life or earning the bread also like the all the handicrafts all kinds of things. So, the communities also contribute for nowadays into global communities global context they are also where communities also contribute for the decent jobs, how to ensure the decent jobs for our stakeholders, for our citizens.

So, ensuring the decent jobs for our people and also and sometimes we can also promote these kind of local cultural products, traditional arts, handicrafts, e creative things not only for the issue of the not only for issue of the tourism, but also for but for the giving the employment and giving sustainable livelihood for many people especially, in the rural set up rural cities. So, harnessing the heritage of sustainable cities and communities also, again it

also comes under the SDG 11, 13, 16 like a how to nurture how to harness the sustainable cities and communities.

Nowadays, we have these all these smart cities. Some of the identified smart cities and their progress are being followed up, monitored regularly from time to time. So, how to ensure that with the increasing population with the increasing resource crunch with the increasing climate change and all kinds of the natural disaster etcetera, how can we promote this promote and ensure the sustainable cities and communities? This is also again another challenge. So, cultural heritage also provides well tested resilience.

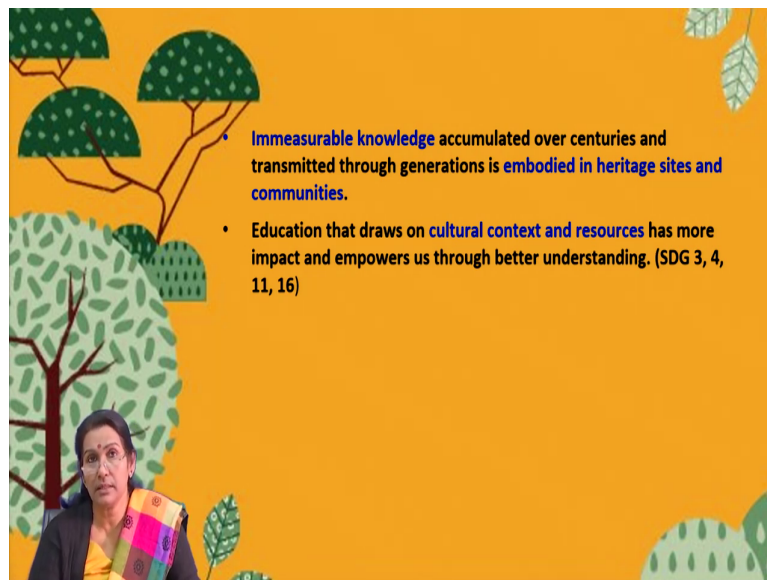
So, from it also it also examines it also we can it gives us some kinds of historic evidence historic stories also to validate that validate the important not only the importance of the traditional knowledge or quality of the historic materials, but also how enduring and how tolerant and how sustainable our culture was in the past. So, how to carry forward this kind of thing, how to carry forward these practices to future, that is the enduring nature of the culture.

So, cultural heritage also empowers the vulnerable groups those who are actually who are the, who are at risk who are at risk. So, how to protect this tangible and intangible current cultural heritage current heritage that protecting the communities you know like some indigenous people like the tribal culture. And the so many types of tribal then the tribal languages and who maintain the strong links with the nature, who actually stays in close association with the natures especially with the tribal people indigenous people and those people are actually residing in the rural areas.

So, culture and heritage also bring the people together. Culture and heritage bring the people together for an fostering for enhancing the social cohesion and peace for all and making the society a sustainable society. And also cultural heritage is also source of knowledge, source of knowledge and educational resource also. It is a repository of knowledge not only the traditional knowledge, but also so many variable, medical, Ayurvedic and logistic even Chanakya Niti.

For example, Chanakya. Chanakya Nitis are still relevant in the field of economics nowadays Chanakya Niti. Ayurveda in the health; Ayurveda in the health all kinds of things are the knowledge repository and educational resource for our country.

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So, immeasurable knowledge gets accumulated over this centuries and how to transmit this to from generation to generation, how to embodied it these embodied which are embodied in these heritage sites and communities how to; again tangible knowledge and intangible and how to capture it how to which are explicit which are they are recorded they are exhibited they are the which are implicit knowledge.

Implicit knowledge which are they are inherent within India in the civilization in the local people in the local culture. So, how to identify the it and capture it, tap it and keep it and store it for the future reference? So, that is the tangible knowledge, intangible knowledge, explicit knowledge and explicit knowledge and implicit knowledge, how to capture it and use it for the social benefit.

So, education it draws lot from this cultural context from the heritage from the resources and it has it has to take. So, therefore, ESD has to be take the take up the major role to not only to capture, but to disseminate it, to reorganize it, to protect it and preserve it for the benefit of the society. Not only for the present generation in designing, preparing or making a just

society, but also a sustainable society for our future generation as well. So, for right now the up this up to this we have discussed in this class. In the next class we will just follow up the other things other concepts related to GESD. Now, after this I end it here.

Thank you very much.