

Sustainable Happiness
Professor Atasi Mohanty
Department of Humanities and Social Sciences
Indian Institute of Technology, Kharagpur
Lecture - 37
ESD for Social Transformation

Hello viewers, welcome back to this NPTEL course on Sustainable Happiness. In the last class we were discussing about ESD role of ESD in organizational sustainability and to continue with that today we will discuss about role of ESD for social transformation. So, ESD for social transformation and we have as because we have already discussed about triple bottom line, triple bottom line people planet and prosperity or profit. So, and in this way in this context how UNESCO has advocated that 4 SDG 4.7 that is education for sustainable development how it. plays a very vital role in enabling the countries, enabling the people to achieve all 17 SDGs.

So, in that context another pillar is also society, how to bring social transformation through education or through ESD. So, this social transformation thus the ESD has been interchangeably used as EST also often ESD sustainable education etcetera like ESD is education for social transformation that is EST it is also similar synonym to ESD. ESD that is and it has emerged as the new global discourse of social change. So, ESD has become not just an enabling factor for achieving sustainable development goals, but it is also an agency, it is also a global discourse for the social change and it is assumed to be the panacea for the world's most of the intractable problems.

including our climate change and energy resource energy and resource natural resource depletion. So, EST that is education for social transformation, it promises to engage with the pursue of with and pursue justice. So, you know we have already discussed about inclusiveness, social justice, equality, gender equality, equal access to quality education, all these targets comes under the SDG 4 that is quality education and inclusive education. Similarly, EST also make EST also makes effort to engage the people to pursue for that social justice achieve the equality and equal opportunity etcetera. So, the practice of EST that is are built in inspirationally on the challenging structure and the choices that endanger this the marginalized people and why this EST has come up as a come a indispensable kind of indispensable practice because nowadays with the in this present current scenario in 21st century as the people across the countries across the globe they

are facing a number of challenges due to you know may be due to many many social conflict may be population overgrowth may be resource depletion may be disasters may be war like situations for many disturbances for many challenging structures.

Now, this EST has come up as a you can say panacea as a resource you know as a solution for all these kinds of social challenges or mitigating all the social challenges. So, and EST consists of primarily two strands one is social justice agenda another is more of environmental agenda. focuses on environmental sustainability also. So, it primarily is based on social justice that is equality, inclusiveness, equal opportunity, gender equality everything for the society, for the community and at the same time environmental sustainability is also in its agenda. So, social justice stands for the education it is much more established and familiar and it is it has been embedded in the education.

It is one of the goal and purpose and objectives of the education that is to spread social justice to develop this develop the positive attitude trait and you know for and making effort through policy implication for not just knowing about learning and understanding about the social justice, but how to practice. is it and how the social justice would prevail in our society because that can only bring in equality gender equality that can only bring down the conflict that can only bring down all kinds of dilemmas and chaos that is happening in and around the society. So, social justice and it has been embedded for education and how education and it can ensure social justice because justice to prevail in the community and it has been embedded it has been included as a basic purpose of goal of education. So, social justice is about what constitutes the fairness in a good society. That means, when we talk about the sustainable society, when we talk about the just society where we automatically the fairness and the good fairness in practices all kinds of practices equal opportunity, diversity, then you can say diversity brotherhood, then honesty, integrity all these things component positive virtues and values automatically comes in.

So, social justice agenda of education also highlights again it how this we can restore we can we can restore social justice in our community how we can ensure social justice prevail yes for that matter yes governance politics power dynamics is also important. Nowadays you might have observed that many countries they are the people are striking they are they are you know they are engaging in the they are engaging the riots they are again the government they are also demanding. So, many kind of changes in the in the governance and the policy etcetera. So, that is because that they feel that the citizens they feel that there is no justice or they are deprived of equality and equal justice. So, that is a social justice must be not just in an education agenda, but it should also be in an governance or a political agenda.

So, power it also highlights the issues of the power and politics. It is also embedded in the governance or in the policy implication platform also. So, the central focus here is to analyze the underpinnings of inequality, if at all inequality prevails. Like we may be because of race, community, caste, creed, religion, differences all kinds of thing or resource you know resource depletion or insufficient access. So, whatever may be the reasons.

So, we have to when we talk about the social justice. So, it has to analyze, it has to take into consideration the underpinnings, the reasons, the cause and effect relationship and why the inequality prevails, what are the causal factors, why it is rooted in the particular society, how it is socially destructive in nature and how it is damaging the social society and cohesiveness etcetera. So, we have to go into the deep root in depth about the deep root cause of that inequality. So, the principles of human rights and participatory democracy, nowadays you must be observing that many that human rights, then right to information, so many rights, so many rights and responsibilities, besides the responsibilities human civil rights, civil civic rights are also coming up in the in terms of policy reform. right to information, right to food, right to safe drinking water, right to education, right to information.

So, many kind of things of human on the basis of the human rights are coming up and it is also embedded in the democracy system. So, principles of human rights and participatory democracy actually advocates for equality equal opportunity and equality. and uniformity. So, the other components for education for social transformation at also it is also related to environmental sustainability focusing primarily how to address the imbalance that between social market and ecological needs. So, how to maintain a balance between the social market means what is being demanded in the society by the community.

and what is ecologically available and how the that means, there should not be any kind of resource depletion. If an environment or ecology is sufficient enough to provide it provide us those resources or where the imbalance is there that is the in the demand that is being demanded by the community in society and the ecological needs. May be that forestry or green or ecology or environment needs more many more things like many greenery many more you can say may be the rain water, may be some other resources, natural resources. So, that if there is any imbalance, now this nowadays know if this because of the climatic change, the seasonal changes that the weather condition, the seasonal changes and the seasons are also being changing erratically. That means, you know the seasonal sequence is being disturbed.

then the temperature in the in the summer the temperature is it exceeds exceeds like a

almost around 50 and scorching heat scorching heat and the heat highest its intolerable intolerable temperature. So, why because that is because of the imbalances all the ecological imbalances and because of this climate change because of the carbon footprint because of the green greenhouse gases all these imbalances are being created. So, we have to take into So, consideration that EST also aims to generate active support for environmental protection. Nowadays it is not just about the planting the trees, but beyond that that is waste management, you know e-waste management, then how resource consumption, optimal resource consumption, circular economy many through many ways and means. So, ESD focuses on how to generate active support for the environmental protection and conservation of resources, conservation of biodiversity and you know taking care of our water bodies and all kinds of thing and for the sustainable balance between the human activity and natural ecology.

much environment ecology can provide us, what is the maximum capacity of the ecology and environment and how much we are extracting, how much we are requiring it, how much we are extracting out of this. So, it should not be beyond the capacity of the ecology. So, that is why nowadays this critical pedagogy is a form of philosophy, is a pedagogy based on the philosophy of how to be critical about the irregular practices, abnormal practices, existing irrational practices in the society, how to observe it, how to protest it and how to comment it and how to change it. So, now, the critical pedagogy, critical educational pedagogy, critical pedagogy as I have highlighted they have a framework. So, critical pedagogy has been developed out of this imbalances out of this irregularities that is happening in and around in the society.

So, when there is a imbalance between human activity and natural ecology. So, then the disaster takes place, then the all kinds of threats to humanity society takes place, then there is imbalance in the all the ecological sectors ecological factors. So, that is and critical educational pedagogy has come up. to highlight all these thing and to prepare the learners to prepare the citizens to develop a mindset to not only to understand it, but to move forward to act accordingly to maintain that balance. So, to take care of our environment to take care of our society this beyond it should be beyond our individual interest.

So, environmental discourse of the ESD. So, how environment has been embedded in the education for sustainable social transformation. So, how to set right the people's engagement with the environment in a sustainable manner. So, there will be the ecological balance. So, ESD again also attempts to focus on the balancing the human instrumental needs that is the mundane needs day to regular activities and needs and limits the ecological expertise.

For our business, for our day to day activities, for our consumption, for our you know educational activities, for our all kinds of day to day activities educational business oriented information gathering related on for all kinds of activities we are exploring the we are exploiting the ecological resources, but that should not exceed. So, that should not be over exploitation that there should be a limit there should be a bounty there should be a limited with that should be a minimum as much as required optimum or you can see optimum and cost effective usage of ecological ecological resources. So, therefore, EST also insist that change must be must take place in at the multiple levels in order to transform to occur. From critical pedagogy to now it is coming up to the transformative education. How can we how can we cut shut our consumption rate, how can we adhere to stick to the sustainable consumption, how can we protect our environment, how can we consume our resources.

So, and it all these things it if you we really want to have a transformation social transformation then we have to stick to this guidelines. And how EST can bring that change and in order to bring that change. The change cannot happen overnight or change cannot happen drastically in one sequence or in at one time, but it has to take place slowly progressively and in different layer multiple layers. So, transformation again is a continuous process and again it is a lifelong process is a long term process. Similarly, transformation cannot take place overnight.

So, there are multiple levels and it and in each and every level the transformation to take place. So, education must facilitate. Both at the structural level and individual changes because individually we have to change our consumption rate, we have to change our lifestyle, we have to practice certain sustainable things. So, similarly and in society level, in group level, in team level, in community level also that needs to be needs to be needs to be changed. So, education must facilitate all the structural changes both at the individual level and the society level or the community level.

Now, UNESCO that is United Nations Research Institute for Social Development, it has also categorically stated that transformation requires attacking the root causes that generate and reproduce economic, social, political and environmental problems in inequities not merely in the not merely their symptoms. So, because of this unsustainable irregular random practices the practices of and the and the side effect of this all these unsustainable interactions ended up in being the in being creating in creating all kinds of problems social problem may be social problem, economic problem, political problem, environmental problem, ecological problem all these problems are deeply rooted actually in this unsustainable practices over the years. And education and school system in particular they must be they become the very potential catalyst for transformation because you know from the half of our life again education is a continuous lifelong

learning, but start it begins very early from the very early at the primary level. So, it is a continuous process. So, if you want to bring the transformation then it should be embedded in the school education from the very beginning that is the nursery level or the creche level.

So, our citizens should be made aware of sustainability, environmental protection and how to nurture environment, how to take care of our people in the society. All these kind of practices should be embedded, should start, should begin from the school level itself. So, research also says that sustainable behavior will not materialize effectively unless and until it is supported by the community based social structure for which EST has the central role. So, this EST education for sustainable social transformation can only bring positive changes provided the community supports, the institution supports, the people supports, the individual. So, that should it should a it should a combined it should combined effort, it should a it should a group effort, it should a team effort, it is the common effort of all the people all the stakeholders then only it can possibly be possibly bring the transformation.

So, EST here in this context plays a very very vital role. So, EST is seen as the stimulus for thought and behavioral change. We have already discussed in we have to change to bring that paradigm shift in our mind set. So, how to bring that at initially at the cognitive level, at the understanding level, at the knowledge level, that finding out what finding out the causes, cause and effect relationship. So, at the thought level, then thereafter at the then after realization, realization in the sense effective level, emotional level, motivational level.

Now, then we get tempted to behave properly to act sustainably. So, then only it can bring the behavioral change. So, EST is seen as the stimulus for thought food for thought as well as the emotion and mobilizes energizes our affective domain our motivation and emotion then get translated in the behavioral manifestation. So, it is there is a heavy lifting towards transformations. Transformation again it is a whole complete process of 360 degree change.

It is not going to happen overnight. So, similarly and it has a philosophical and pedagogical approach also that how to bring transformation. So, transformative education, transformational pedagogy, transformational learning all these things are again they have are again based on the philosophical and pedagogical approach. That is which is aimed at reconstituting the knowledge and changing the people thinking and behavior. So, the basic philosophy of the transformation transformative education, transformative shift, transformation and bring the transformation society is based on it is definitely it is created initially at the philosophical at the on the basis of the philosophy that how to

bring change in the society. Then we follow the guidelines, then we follow the approaches, then similarly pedagogy is another approach which are it is a part of the education system that how to teach, how through how teaching, how to teach the stakeholder, how to teach the learner, how to teach the youngster to bring the transformation change in their mindset, in their feeling, in their emotion, in their motivation and in their behavior.

So, it needs reconstituting the knowledge and knowledge that means, restructuring the system, reconstituting, redesigning the curriculum, redesigning the pedagogical approach and being innovative then being innovative in implementing this philosophical and pedagogical approaches. So, that we can bring change in people's behavior thinking and behavior. So, fostering the critical engagement with all these again another concept of transformation is also fostering critical engagement with the governance. Like again in terms of policy implication also power that is the structure of the power policy governance these are also equally relevant equally important for transformation. Hence, another engagement is with fostering this critical engagement and having the dialogue with the governance with the political party with the governance with the our system political system.

So, the role of the education here is to bring that socio ecological change, change in the mindset of the people, change in the cultural practices, change in the consumption pattern, change in the behavior, change in the much in in caring and caring and sharing the resources among the among the people. So, it is a total then total behavioral shift, total mental shift towards this positivity towards the sustainability. So, learning environment should be democratic with both the teachers and students they should develop together that is with a shared vision with a shared meaning related to social and environmental issues. It is not dominated by it is not going to be dominated should not be dominated by only teacher or particular group who are in power it is not like that it is a shared vision it is a shared experience of relating to experience relating to both social and environmental issues. So, education to be an effective transformative agent.

So, it has to follow now this critical pedagogy is the approach is also being embedded in the education system that critical pedagogy that empower the learners to envision a moral economy of social justice, citizenship and sustainability. based on a philosophy of how to identify the inequalities in the in the society, how to identify all the irregularities, injustice that is happening to identify and to address all these things. So, that equality prevails. So, that their reason is to have a moral economy of social justice, citizenship and sustainability. So, equality, inclusiveness, equal access to resources opportunities and taking care of the ecology environment all these things should be balanced and well justified so esd therefore should also provide people with understanding and skills values

values in resolving most of the interconnected challenges of the so 21st century so what are the 21st century challenges that we are facing And ESD should play an active role in making the people understand it root cause of this factor, how to resolve get the how to resolve this, how to mitigate the challenges, how to come up with new solutions, skills, technology and above all these we must have a moral values and ethics and the global ethics, universal ethics to protect our humanity, protect our society, protect our planet earth.

So, all these things are interconnected and how to and how to deal with all these things by developing and understanding skills attitude and values. So, now education should also equip the individuals to critically reflect on all the underlying challenges reasons of the global challenges to challenges and how to convert it towards the global equality justice and sustainability. So, you can say education is transformative and it can enable the structural shift to bring that paradigm shift to bring the structural shift to bring that shift in the society level in the community level it is very time consuming it is effortful. So, it is to bring that structural shift in the basic assumption thoughts feelings and action and to equip the learners for that matter we need to change our pedagogy change our curriculum to update our curriculum based on the technology based on the latest research findings. So, that we can provide the right kind of knowledge, skills and positive attitudes, we can teach, we can provide all these things to our learners to promote the sustainable development.

And it cannot happen, it cannot take place overnight. So, every individual, every single citizen has to make smaller or bigger effort, individual effort. So, it is everybody's responsibility, it is not the government responsibility, it is not the governing body's responsibility, no. It is every individual, every citizen's responsibility. So, transformative education enables the learners to develop how to critically reflect, how to analyze, how to find out, how to evaluate and how to assess the root cause.

For that matter we have to also develop our critical thinking ability, creative thinking ability, how we have to develop our value standard, ethical standard. sense of appreciation, sense of appreciation for diversity, how to manage diversity, how to leverage diversity, how to practice diversity management in the in workplace, being empathetic and again positive developing the positive character strengths like empathy, gratitude, gratefulness, gratitude, compassion, resilience all these things qualities also we need to develop. So, SDG target 4.7 now offers the understanding that the education can potentially lead to the social transformation and education for sustainable development also it focus in the SDG 4.

7. SDG 4 and 4.7 is a global citizenship and the education for sustainable development,

but in other targets of SDG 4 these things are there because human rights education is there, gender equality is there. Peaceful education is there, peace education is there, global citizenship education is there, all these components are already embedded in SDG 4. So, but the thing is that how to achieve it, how to achieve. So, then researchers they are also working on different pedagogical framework, on innovation, on classroom and the that means, the social emotional learning environment, developing the tools, developing the booklets. They are already doing it for enabling the people, enabling the people, the citizens and the learners to understand it quickly and practice it.

So, in order to reach to the full transformative potential of the SDG target that is 4.7, So, all of us we have to work together to work together and to take it seriously as of the highest importance. So, transformation to a more just inclusive sustainable future cannot happen if these relevant factors are not being considered are not being thought over seriously within the now that means, internationally that means, we have to come out of our own horizon and of our own domain and comfort zone and to think it globally then only it can possible. So, improvements in the areas of coordination, cooperation, awareness raising, capability developing, training, capacity building skills. It is multi-directional, it is multi-stakeholder, it is not one organizations or the governments responsibility, but it is multi-stakeholders responsibility.

Here everybody is included, yes government plays a vital role important role that does not mean that others they will not take charge of their own responsibility. So, it is multi-stakeholder responsibility, it is multi-stakeholder effort and engagement. So, policies and strategies both at the national regional global level should also be should also adopt the overarching vision of vision for transformative education that governance government should facilitate all these processes. The government government plays a role of a leader and with this multi-stakeholder framework and initiative the government can facilitate this process this transformation.

by implementing by introducing by new policies. So, that the SDG 4.7 target can have the access can have the privilege to bring the transformation in the society. So, mechanism for coordinating, collaborating, collaboration between the SDG 4.7 should also be established at all level, at the village level, panchayat level, national level, regional level, global level, everywhere. So, awareness for the role of transformative education and all the SDG targets, SDG 4.

7 targets should be communicated, should be informed, should be disseminated extensively among every stakeholder. So, opportunity for the capacity building and upskilling the practitioners, enabling the and creating the national, regional, global levels, the skill development program, a transformative education program that should also be

increased, improved, enhanced. Now, as per the UNESCO 15 declaration SDG 4.7 must work for. So, it has explicitly describes narrates what the ESD should do.

So, it covers n number of activities. So, exclusively says that by 2030 ensure that all the learners acquire the knowledge and skills needed to promote sustainable development including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of cultures contribution towards the sustainable development. So, it has been explicitly narrated in SDG 4.7. So, there is no issue, there is no question, there is no ambiguity at all. The thing is that now all of us we have to move forward to act upon it and to achieve it at the earliest.

So, it cannot I mean all of us know you know it cannot happen overnight or over the few years, but it has it may takes long term. with our combined effort with our group effort with our cohesive effort then definitely we can realize it at the earliest. Now, I am just closing it right now in the next class we will continue something else something related to that. Thank you.