Integrating SDG in the Developed Sample Teaching Guides in NGEC

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Abstract

The Sustainable Development Goals set for accomplishment in 2030 offer diverse opportunities in various sectors including the academe. The academe performing multiple functions may serve as channel for attaining its targets. The paper analyzed the content topics among the core Social Science New General Education subjects as prospects for achieving applicable SDG. The results of the analysis became the basis for the development of sample teaching guides integrating SDGs. The results revealed SDG 4- Quality Education, SDG 5- Gender Equality, SDG 10- Reduced Inequalities, SDG 12- Responsible Consumption and Production, SDG 13- Climate Change, and SDG 16- Peace, Justice, and Strong Institutions are feasible for integration into the core Social Science New General Education Curriculum subjects such as Contemporary World, Ethics, Readings in Philippine History and Understanding the Self. Teaching Guides integrating SDGs characterized by the essential elements for the meaningful development of the learners are available and ready for use.

Introduction

Sustainable Development Goals (SDGs) based on the widened and deepened Millenium Development Goals are deemed achievable by 2030 (Owens, 2013). The focus is more on lifelong learning and equal opportunities for all (Adhikari & Shrestha, 2023), where Higher Education Institutions play a crucial role (Zhou et al., 2020).

The S.D.G., also tagged as Global Goals (Sachs, 2012), agreed upon and adopted by the United Nations member states, is designed to be multidisciplinary and interdisciplinary (Franco et al., 2019). Quality education and sustainable development are partners towards improving the quality of life among people regardless of their status.

Higher Education Institutions (HEIs) start with carefully crafted curriculum are partners in implementing policies, programs, and activities promoting the achievement of a quality life. In the Philippines, the Commission on Higher Education is ably supervising the Higher Education Institutions. In 2013, CHED issued the Commission on Higher Education Memorandum No 20, series of 2013- General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies.

Sustainable development is possible through quality education. Thus, recognizing the academe’s delicate role in achieving Sustainable Development Goals come 2030. With this premise, this paper analyzed the content topics of the core Social Science New General Education Curriculum subjects. The results of the analysis served as basis for the development of sample Teaching Guides in the Contemporary World, Ethics, Readings in Philippine History, and Understanding the Self. The paper is a humble contribution of Bicol University as a Higher Education Institution to attaining Sustainable Development Goals.

Materials and Methods
Content Analysis as a research design guides the analysis of the core Social Science New General Education Curriculum content topics: the Contemporary World, Readings in Philippine History, and Understanding the Self (CMO No. 20, series 2013). Content Analysis (Fraenkel et al., 2012) as design helps obtain descriptive information on the relevance of the content topics of the core Social Science N.G.E.C. in the attainment of targets of the applicable Sustainable Development Goals, which served as the basis for the preparation of sample teaching guides integrating S.D.G.s and using a CHED-issued syllabus in the review for the identification of entry points for integration. Afterward, the preparation of sample Teaching Guides integrating relevant SDG targets followed.

Results and Discussion

Analysis of relevant content topics among the core Social Science New General Education Curriculum


The following SDGs identified are feasible to be responded to in the academe (Chaleta et al., 2021): SDG 4- Quality Education, SDG 5- Gender Equality, SDG 10- Reduced Inequalities, SDG 12- Responsible Consumption and Production, SDG 13- Climate Change and SDG 16- Peace, Justice, and Strong Institutions. Relating these SDGs to the Social Science core subjects of the General Education Curriculum necessitates the identification of specific topics to the specific targets of the relevant SDGs Table 1.0 captures the analysis in detail.

Table 1.0 Relevant core Social Science GEC specific topics for integration of specific SDG targets

<table>
<thead>
<tr>
<th>G.E.C. Core Subjects</th>
<th>Specific Topics</th>
<th>Relevant S.D.G.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics</td>
<td>Part II. The Act C. Moral courage 1. Why is the will as important as the reason 2. Developing the will</td>
<td>SDG 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all SDG 12.2 Sustainable Management and Use of natural resources SDG 12.5 Substantially reduce waste generation</td>
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<tr>
<td>Readings in Philippine History</td>
<td>Content and Contextual Analysis Customs of the Tagalogs</td>
<td>SDG 10.2 Empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, economic or other status</td>
</tr>
<tr>
<td></td>
<td>Content and Contextual Analysis Kartilya ng Katipunan</td>
<td>SDG 5.1 End discrimination against women and children; SDG 5.2 End all violence against and exploitation of women and girls</td>
</tr>
<tr>
<td></td>
<td>Content and Contextual Analysis Alfred McCoy’s Political Caricature</td>
<td>SDG 5.5 Ensure full participation in leadership and decision-making skills; SDG 16.5 Substantially reduce corruption and bribery in all forms</td>
</tr>
<tr>
<td></td>
<td>Controversial and Conflicting Views Cavite Mutiny</td>
<td>SDG 16.1 Reduce all forms of violence and related death rates everywhere</td>
</tr>
<tr>
<td></td>
<td>Social, political, economic, and cultural issues in Philippine history Agrarian Reform Policies</td>
<td>SDG 12.2 Sustainable Management and Use of natural resources SDG 13.3 Build knowledge and capacity to meet climate change</td>
</tr>
<tr>
<td></td>
<td>Social, political, economic, and cultural issues in Philippine history Taxation</td>
<td>SDG 4.4 Increase the number of people with relevant skills for financial success</td>
</tr>
<tr>
<td>Understanding the Self</td>
<td>Unpacking the Self a. The Physical Self</td>
<td>SDG 5.6 Universal access to reproductive rights and health; SDG 5.1 End discrimination against women and children; SDG 5.2 End all violence against and exploitation of women and girls</td>
</tr>
<tr>
<td></td>
<td>Unpacking the Self b. Sexual Self</td>
<td>SDG 5.6 Universal access to reproductive rights and health; SDG 5.1 End discrimination against women and children; SDG 5.2 End all violence against and exploitation of women and girls</td>
</tr>
<tr>
<td></td>
<td>Unpacking the Self c. The Material/Economic Self</td>
<td>SDG 12.8 Promote universal understanding of sustainable lifestyles</td>
</tr>
<tr>
<td></td>
<td>Unpacking the Self f. The Digital Self</td>
<td>SDG 5.1 End discrimination against women and children; SDG 5.2 End all violence against and exploitation of women and girls</td>
</tr>
</tbody>
</table>

For the Contemporary World, three essential topics were identified to be responsive to 2 Sustainable Develop-
ment Goals, specifically SDG 4- Quality and Inclusive Education and SDG 12- Responsible Production and Consumption. Dominant among the SDG targets relevant to the content topics in the Contemporary World are SDG 12- Responsible Production and Consumption. Most of the content topics are along globalization which is very relevant to managing the world’s resources and reducing waste.

Meanwhile, for Ethics as one of the core Social Science General Education Curriculum subjects, the most dominant S.D.G. is similar to the Contemporary World. This is S.D.G. 12- Responsible Production and Consumption. It suggests the connections among the core Social Science N.G.E.C. subjects. Also, the alignment suggests the connection to the day-to-day activities of ordinary people. It reflects the relevance and responsiveness of the NGEC.

For Readings in Philippine History as one of the NGEC core Social Science subjects, its relation to SDGs is varied, as shown in the summary table. Five SDGs are identified to be responsive to the topic contents. It shows that even though past events are discussed, they are connected to present-day situations.

Regarding Understanding the Self, the most dominant SDG is on Gender Equality. The topic contents similarly highlight this specific Social Science core NGEC’s responsiveness to the target learners. The analysis suggests that specific SDGs are attainable through the academe.

Identifying content topics feasible for integrating specific SDG targets affirms the role of Higher Education Institutions in improving awareness of the academe’s role in achieving the targets (Aleixo et al., 2020). Further, the analyzed data revealed the substantial efforts of the H.E.I.s in implementing S.D.G.s through improved curricula offerings (Leal et al. et al., 2022). The active involvement of the H.E.I.s in the implementation of SDGs, as shown by the revitalized curricula, indicates the readiness of the learners who, at the same time, are stakeholders in adopting a new mindset for world transformation (Zalenienne & Pereira, 2021). Moreover, this is the overall aim of the Sustainable Development Goals.

Development of sample Teaching Guides integrating relevant Sustainable Development Goals targets

The sample Teaching Guides (TGs) are reflective of the salient parts of an instructional material (IM), which are the Target Learners, Course Title, Content/Topic, Specific SDG Target, Learning Outcomes Procedure (Motivation, Presentation, Assessment), and Synthesis. The prepared T.G. as Instructional Material reflects the indispensable elements the International Institute of Educational Planning (IIEP) identified. These vital elements are (1) 1) explicitly communicating conceptual goals with direct links to proposed activities; 2) providing knowledge and support to help understand and implement teaching plans; 3) reinforcing pedagogical content knowledge; 4) offering practices and understandings of relevant pedagogical activities; 5) presenting alternatives and freedom of choice; and 6) engaging teachers in ongoing reflection (Guo, 2014).

The prepared TG.s consider the topics specific to the core Social Science subjects. A set of Learning Outcomes adopted from the CHED-designed curriculum is guided by SMART- Specific, Measurable, Achievable, Realistic, and Time-scaled. One of the crucial points to be considered is that there has to be an elaboration of a prior organization and progression related to each activity before it transitions to another subject matter.

These essential elements of an IM may come in handy for beginning or seasoned faculty. Any faculty can implement them since the step-by-step process is clearly outlined for easy implementation. These prepared TGs, however, are not prescriptive. Anyone who may use them is welcome to modify and innovate. They are prepared simply as guides. The modification may suit the nature of the learners, the learning environment, and even the challenges the faculty and the learners face.

These TGs are similarly aligned to the New General Education Curriculum designed by the Commission on Higher Education (CHED). The Learning Outcomes (LOs) were adopted from the curriculum prepared by CHED The aligned T.G.s with the CHED curriculum captures the reality which will holistically develop the learners.

The prepared TGs are similarly guided by the principle of teaching, which is to connect every step in the teaching and learning processes proficiently. Furthermore, consistently integrate relevant Sustainable
Development Goals (Ifegbesan et al., 2017; Ortega-Sanchez & Gomez-Trigueros, 2019).

Conclusions

The four core Social Science New General Education Curriculum subjects are platforms for attaining selected Sustainable Development Goals by integrating relevant Sustainable Development Goals. Teacher Guides are prepared and ready for use, including the essential parts on how the six identified SDGs can be structurally incorporated in specific content topics of the N.G.E.C. Social Science core subjects.

Recommendations

Based on the results, the following recommendations are offered: To (1) try out the prepared Teacher Guides as a form of validation, (2) use the results as basis for the preparation of proposals for Research and Extension projects, and (3) consider the results as a basis for curricula review.

References


Training tools for curriculum development: A resource pack for global citizenship education (G.C.E.D.) - UNESCO Digital Library