Development of Training Design with NGEC as Platform Responsive to SDG

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Abstract

The Higher Education Institutions, through their curricula offerings, extend opportunities to attain the targets of the Sustainable Development Goals. The paper anchored on Implementation Theory in Education analyzed the goals and expected outcomes of the New General Education Curriculum against the targets of Sustainable Development Goal 4-Quality Education. The examined results served as basis for developing Training Designs for faculty teaching General Education Courses. The validated Training Design using a one-group pretest-posttest design analyzed through a paired-sample t-test affirmed the role of the New General Education Curriculum as a platform responsive to the achievement of the specific targets of the Sustainable Development Goals.

Introduction

Varied ways to achieve the targets of the Sustainable Development Goals (SDGs) are explored. The Sustainable Development Goals (SDGs) progressed from series of conferences as a response to the pressing issues in the 21st century directly or indirectly affecting humankind (Paul, 2008). In 2015, the member states of the United Nations agreed to work together to meet the 2030 Agenda for Sustainable Development targets. These are SDG 1- No poverty, SDG 2- Zero hunger, SDG 3-Good health and well-being, SDG 4-Quality education, SDG 5-Gender equality, SDG 6-Clean water and sanitation, SDG 7-Affordable and clean energy, SDG 8- Decent work and economic growth, SDG 9- Industry, innovation and infrastructure, SDG 10- Reduced inequalities, SDG 11- Sustainable cities and communities, SDG 12- Responsible consumption and protection, SDG 13- Climate action, SDG 14- Life below water, SDG 15- Life on land, SDG 16- Peace, justice and strong institutions, and SDG 17- Partnership for the goals (Fritz et al., 2019; Robert et al., 2005).

Diverse mechanisms, approaches, and strategies, including institutions and agencies, were identified to attain the targets set. This includes identifying the role of the Higher Education Institutions (HEIs). As components of the HEIs, the Universities perform varied roles and set innovative standards responsive to unrelenting global issues (Chankseliani & McCowan, 2021). The inclusion of HEIs as one of the partners in the achievement of the targets of the SDGs is a welcome improvement responding to the challenges of the 21st century (Mochizuki, 2019).

The role of HEIs concerning SDGs is viewed as a latent provision to global, national, and local development (Chankseliani et al., 2021). Taking part in this development also means performing a role in the progress of human capital and the transformation of societies which responds to some of the targets of SDGs (Chankseliani, 2022).

Of the 17 Sustainable Development Goals, SDG 4- Quality Education is the most appropriate for Higher Education Institutions to respond to (Ferguson & Rooke, 2020). Active involvement on the part of the HEIs through formative and meaningful actions is essential.
Among the Higher Education Institutions, the Commission on Higher Education (CHED) oversees the policies, guidelines, programs, and activities in the Philippines. Its functions include the regulation of curricula to be relevant and responsive. Among the innovations to maintain the significance of the curricula offering is the issuance of CHED Memorandum, No. 20, series 2013- General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies (Hermosa, 2022).

The study anchored on the Implementation Theory in Education recognized the importance of educational approaches in improving the performance of the students (Mitchell, 2011). The NGEC, as currently implemented curriculum, provides evidence-based practices congruent to real-world settings that aptly capture the targets of Sustainable Development Goals.

This paper acknowledges the importance of an interdisciplinary approach in the achievement of the SDG targets; more comprehensive cooperation between and among stakeholders is recognized as very important (Boeren, 2019); thus, goals and expected outcomes of the New General Education Curriculum regarding the seven targets of SDG 4- Quality Education were analyzed. Based on the analysis’ results, a Training Design for faculty teaching NGEC was developed as a proposed intervention, recognizing NGEC as a platform responsive to SDG.

The significant roles of the HEIs in attaining SDGs, most especially SDG 4- Quality Education, necessitates reviewing the existing policies, including curricula offerings. The New General Education Curriculum, in its 5th year of implementation (rolled out in 2018), offers opportunities as an instrument for the attainment of some, if not all, of the targets of relevant Sustainable Development Goals. Hence, the significance of this paper.

Materials and Methods

The paper used a pre-experimental one-group, pretest, and posttest design (Knapp, 2016) to develop and validate the developed training design. Further, a paired-sample t-test was used in the analysis. A total of 15 participants joined in implementing the developed training design and took a 40-item parallel pretest and posttest. The participants were chosen according to the following criteria (1) teaching core Social Science General Education Course subject for five years, (2) attended trainings on teaching NGEC, (3) with Social Science as a field of specialization.

Results and Discussion

Analyzed goals, and expected outcomes of the New General Education Curriculum with SDG 4- Quality Education as basis

The New General Education Curriculum (NGEC) is designed to produce holistically developed individuals. These individuals are prepared for lifelong learning, eager to learn and grow eventually be equipped with 21st-century skills (CMO No. 20, s. 2013).

The well-rounded development (Mohammadkhani & Hahtami, 2011) achieved among the learners prepares them to navigate well in life. Furthermore, this is addressed by the goals and expected outcomes of NGEC. The overall goal of the General Education aims to improve the quality of life of the Filipinos. Thus, graduates must possess comprehensive and analytic skills (Hardina, 2002).

The goal of General Education captures the first mission of the Commission on Higher Education (Alcala, 1999), which is to produce thoughtful graduates who are imbued with (1) values reflective of humanist orientation (e.g., fundamental respect for others as human beings with intrinsic rights, cultural rootedness, an avocation to serve), (2) analytical and problem-solving skills, (3) the ability to think through the ethical and social implications of a given course of action, and (4) the competency to learn continuously throughout life.

The above-enumerated goals enable graduates to live meaningfully in a complex, rapidly changing, and globalized world while engaging in their community and the nation’s development issues and concerns.
Meanwhile, the Sustainable Development Goals (SDG) 4- Quality Education has the following targets: 4.1- Free primary and secondary education, 4.2- Equal access to quality free primary education, 4.3- Equal access to affordable technical, vocational, and higher education, 4.4- Increase the number of people with relevant skills for financial success, 4.5- Eliminate all forms of discrimination in education, 4.6- Universal literacy and numeracy, 4.7- Education for sustainable development and global citizenship, 4.8- Build and upgrade inclusive and safe schools, 4.9- Expand higher education scholarships for developing countries, 4. A- Increase the supply of qualified teachers in developing countries (Unterhalter, 2019).

Among the targets of SDG 4- Quality and Inclusive Education, targets 4.4, 4.5, 4.6, and 4.7 are directly responsive to the New General Education Curriculum. These are Target 4.4- Increase the number of people with relevant skills for financial success, Target 4.5- Eliminate all forms of discrimination in education, Target 4.6- Universal literacy and numeracy, and Target 4.7- Education for sustainable development and global citizenship. These are aligned with NGEC’s goal to develop competency to learn continuously throughout life.

The outcomes of General Education are categorized into (1) Intellectual competencies, (2) Personal and civic competencies, and (3) Practical responsibilities. Each competency has its specific competencies. The Intellectual competencies have the following competencies: (1.1) higher levels of comprehension (textual, visual, etcetera), (1.2) Proficient and effective communication (writing, speaking, and use of new technologies), (1.3) Understanding of basic concepts across the domains of knowledge, (1.4) Critical, analytical and creative thinking, and (1.5) Application of different analytical modes (quantitative and Target 4.4- Increase the number of people with relevant skills for financial success is captured (CMO No 20, series 2013).

Based on the review of the literature along with the analysis of the goals and expected outcomes of the New General Education Curriculum, it implies that NGEC offers opportunities for the attainment of the targets of SDG 4. This is justified by the three categories of NGEC competencies, such as intellectual, personal and civic, and practical responsibilities, which are responsive to the quest of achieving quality education.

The alignment in the goals and expected outcomes of the New General Education Curriculum and the targets of SDG 4- Quality education upholds the relevance of the academe in responding to the challenges experienced by the present society (Harikrishnan, et. al, 2022). Moreover, the aligned NGEC goals and expected outcomes and the SDG targets supports the usefulness of the curriculum in the preparation of learners as demanded by the various societal issues (Ofuma & Obiefuna, 2017).

2.0 Developed and validated Training Design with NGEC as a platform responsive to SDG

The analyzed goals and expected outcomes of the New General Education Curriculum (NGEC) concerning the targets of Sustainable Development Goal 4- Quality Education served as the basis for developing a Training Design (TD). The TD highlights the significance of the NGEC as a platform responsive to the SDGs.

The TD has five modules, namely; Module No. 1: The New General Education Curriculum, Module No. 2: The Sustainable Development Goals, Module No. 3: Relevance of SDGs in the Academe, Module No. 4: A Walk Through on the content topics of (a) Contemporary World, (b) Ethics, (c) Readings in Philippine History, and (d) Understanding the Self and, Module No. 5: Plotting of content topics vis-à-vis relevant SDG targets.

Module 1 gives an overview and salient features of the New General Education Curriculum. Module 2 highlights the Sustainable Development Goals, its history, and progress in the implementation, including the challenges encountered in the advancement towards the achievement of targets and opportunities for improvement on the strategies implemented. Module 3 explores the role of the academe in the achievement of the targets of SDG. Module 4 analyzes the content topics of the core Social Science NGEC subjects, specifically the Contemporary World, Ethics, Readings in Philippine History, and the Understanding of the Self. Finally, Module 5 matches the content topics of the core Social Science NGEC subjects with the relevant Sustainable Development Goals targets.
Table 1 outlines the comparison of the pretest and posttest results of 15 faculty participants during the validation of the developed Training Design.

Table 1. Comparison of the pretest and posttest scores paired-samples t-test (dependent-samples t-test)

<table>
<thead>
<tr>
<th>t-values</th>
<th>df</th>
<th>p-value</th>
<th>95% confidence interval lower</th>
<th>95% confidence interval upper</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.450</td>
<td>14</td>
<td>0.98</td>
<td>3.916</td>
<td>7.817</td>
<td>5.867</td>
</tr>
</tbody>
</table>

The results show a significant difference (Ventura et al., 2021) in the mean of the pretest and the posttest scores of the 15 faculty participants. The knowledge test scores were found to increase to a significant and large extent from before to after the completion of the training. This suggests the effectiveness of the developed Training Design and an affirmation of the New General Education Curriculum as a platform for attaining relevant Sustainable Development Goals.

Further, the results of the validation support the important role of the academe (Jardali, et., al, 2018) in the attainment of the SDG targets through the academe’s instructional functions. This likewise suggests the need to continuously provide the necessary trainings for the faculty to effectively contribute in providing appropriate response to the contemporary issues.

The results of the validation similarly highlight the opportunity of developing research-based (Filho, et., al., 2018) interventions for Higher Education Institutions’ response to the pressing needs of the society as captured by the challenges of the 21st century.

Conclusions

The goals and expected outcomes of the New General Education Curriculum are aligned with the targets of Sustainable Development Goals 4-Quality Education. The competencies and the SDG targets are congruent with education for lifelong learning. The developed Training Design affirms that the New General Education Curriculum offers opportunities to realize the appropriate Sustainable Development Goals.

Recommendations

Based on the results of the study, the following recommendations are offered: To (1) implement the developed and validated Training Design, (2) consider replicating the study but not limited to matching the content topics of the NGEC core subjects to Social Sciences but include the four remaining core subjects—Art Appreciation, Mathematics in the Modern World, Purposive Sampling, and Science, Technology, and Society, (3) consider the results as basis for policy formulation.

References


