

Foreword

The Sustainable Development Goals (SDGs) represent a shared global ambition and intergovernmental commitment to meet a range of targets by 2030. The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) is UNESCO's first Category 1 education-related Institute in Asia and the only Institute focusing on education for peace and sustainable development, now enshrined in SDG Target 4.7. As a Governing Board Member of UNESCO MGIEP, I am pleased to see this publication released at a time when education for peace and sustainable development is needed more than ever.

SDG 4.7 re-articulates a humanistic agenda for education, building on UNESCO's normative instruments, including the 1960 Convention against Discrimination in Education; the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms; and the 1990 UN Convention on the Rights of the Child. The Report also supports advocacy for Education for Sustainable Development (ESD) as an integral element of quality education and key enabler for progress towards sustainable development (UNGA Resolution 70/209), as well as for Global Citizenship Education.

UNESCO MGIEP, in partnership with UNESCO's Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) and field offices in the region, in 2016 launched a project to review the extent to which concepts and competencies associated with SDG 4.7 are mainstreamed in education policies and curricula in 22 countries across Asia. This report builds on this project and reports on the state of education for peace, sustainable development and global citizenship in Asia, taking into consideration the larger political, economic and social contexts within which education discourses, policies and practices unfold.

I highly commend this report for boldly illuminating fundamental challenges confronting efforts to promote peace and sustainable development through education. I hope it inspires policymakers' and educators' own efforts to address these challenges in Asia and beyond.



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