



MISSION 4.7 & Teacher Capacity Building in Malaysia

Karen Chand
UN SDSN Asia Headquarters

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Nurturing the Seeds of Wisdom

Mission 4.7

Mission 4.7 brings together leaders from across the world to develop and lead the implementation of Education for Sustainable Development (ESD).

Pope Francis, Ban Ki-moon and Audrey Azoulay (UNESCO Director-General) launched Mission 4.7 on 16 December 2020 to accelerate the achievement of [SDG Target 4.7](#).

The global initiative is co-chaired by Tan Sri Dr. Jeffrey Cheah, Professor Jeffrey Sachs, Monsignor Marcelo Sorondo (Chancellor, Pontifical Academy of Sciences), and Stefania Giannini (UNESCO Assistant Director-General for Education).

Objectives:

- Curate, create and disseminate resources for teaching and learning sustainable development
- Identify and develop pedagogical innovations that can be incorporated in national education systems
- Identify best practices and opportunities to be shared with educators, policymakers and experts around the world



Launch of Mission 4.7, 16 December 2020

The Pilot Project

1. To accelerate achievement of target 4.7 by identifying ways to embed Education in Sustainable Development (ESD) and Global Citizenship Education (GCED) into the national primary and secondary curriculums, starting with Malaysia
2. To advocate for governments to adopt of Target 4.7 based on lessons learnt; and with regional networks, through the exchange of good practices and mutual learning for enhanced collaboration and transfer of knowledge
3. To identify, develop and mobilize teaching and learning resources and promote its use through the engagement of champions and the establishment of constructive partnerships with diverse actors at the national and global level



The Malaysia Pilot Study – Major findings

CURRICULUM

- With the revision of the Curriculum in 2017, there are substantial ESD components in lesson plans, but limited in-context explanations, application opportunities and material to guide teachers
- Not leveraging on interdisciplinary learning opportunities

TEACHER PROFESSIONAL DEVELOPMENT

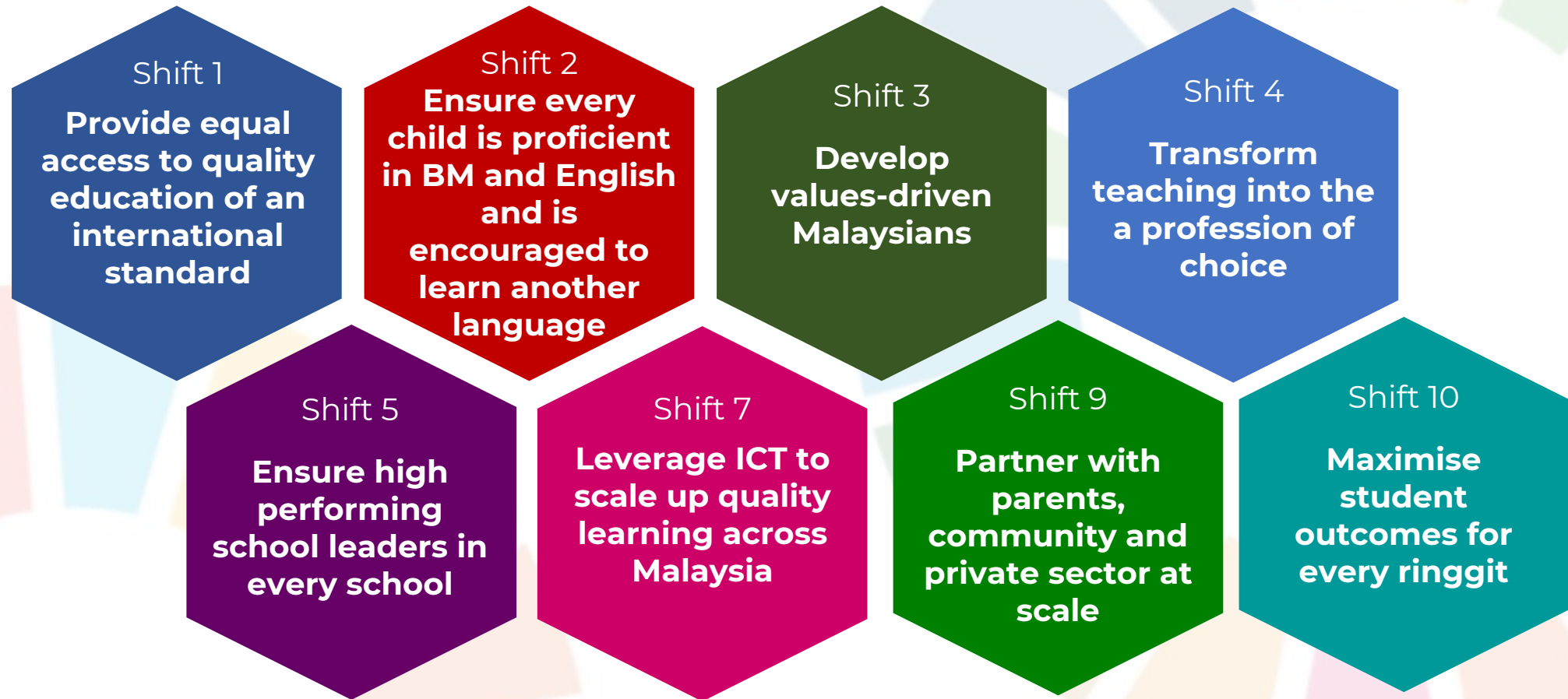
- Teachers do not get sufficient in-service training in ESD to be able to effectively incorporate its elements into existing subjects. The current system of in-service training is inaccessible to many

WHOLE SCHOOL APPROACH

- Teachers receive very limited support from school leaders and the school ecosystem to incorporate ESD in pedagogy. KPIs are focused mainly on official subject-based syllabus, with emphasis on assessments

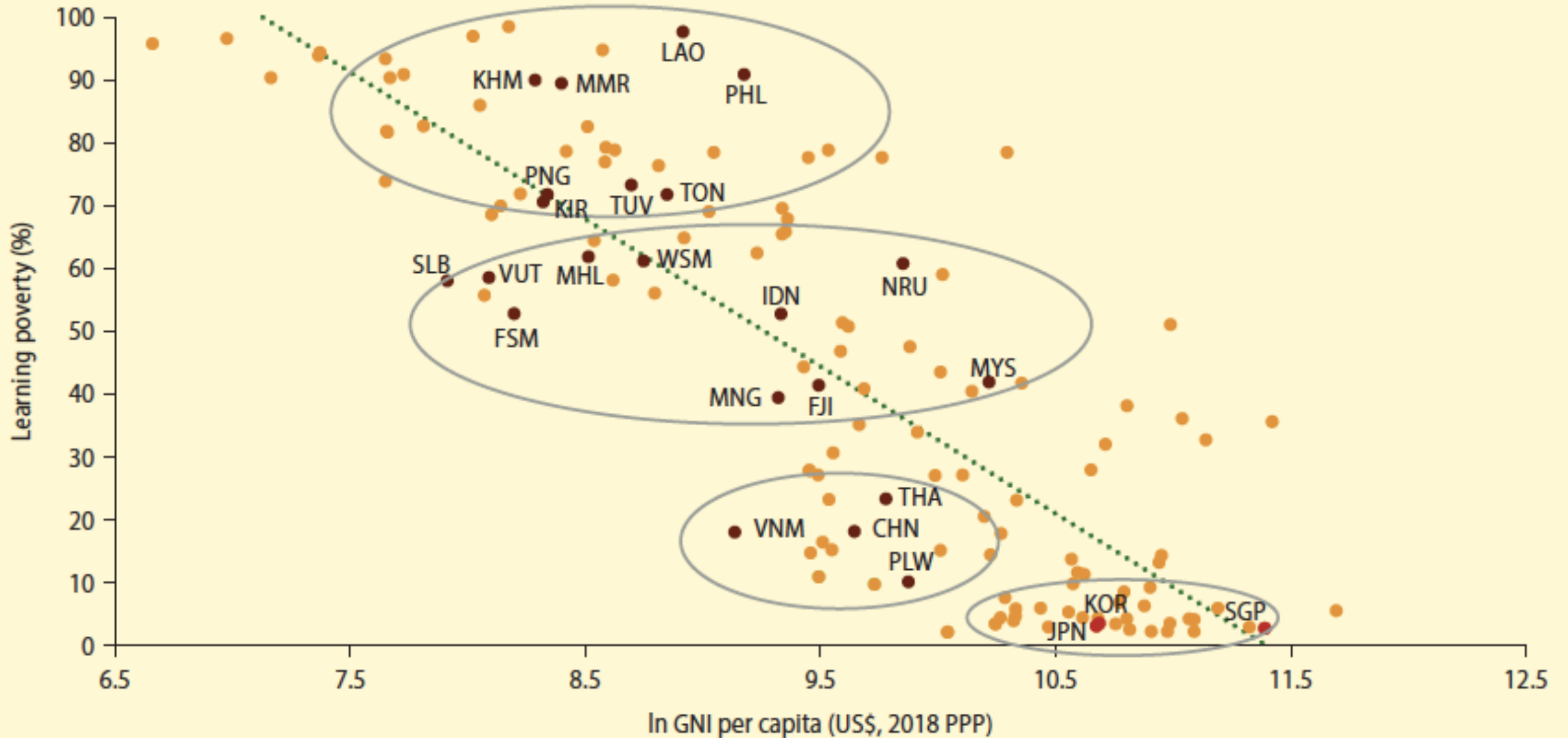


Mission 4.7 Aligns with existing policy

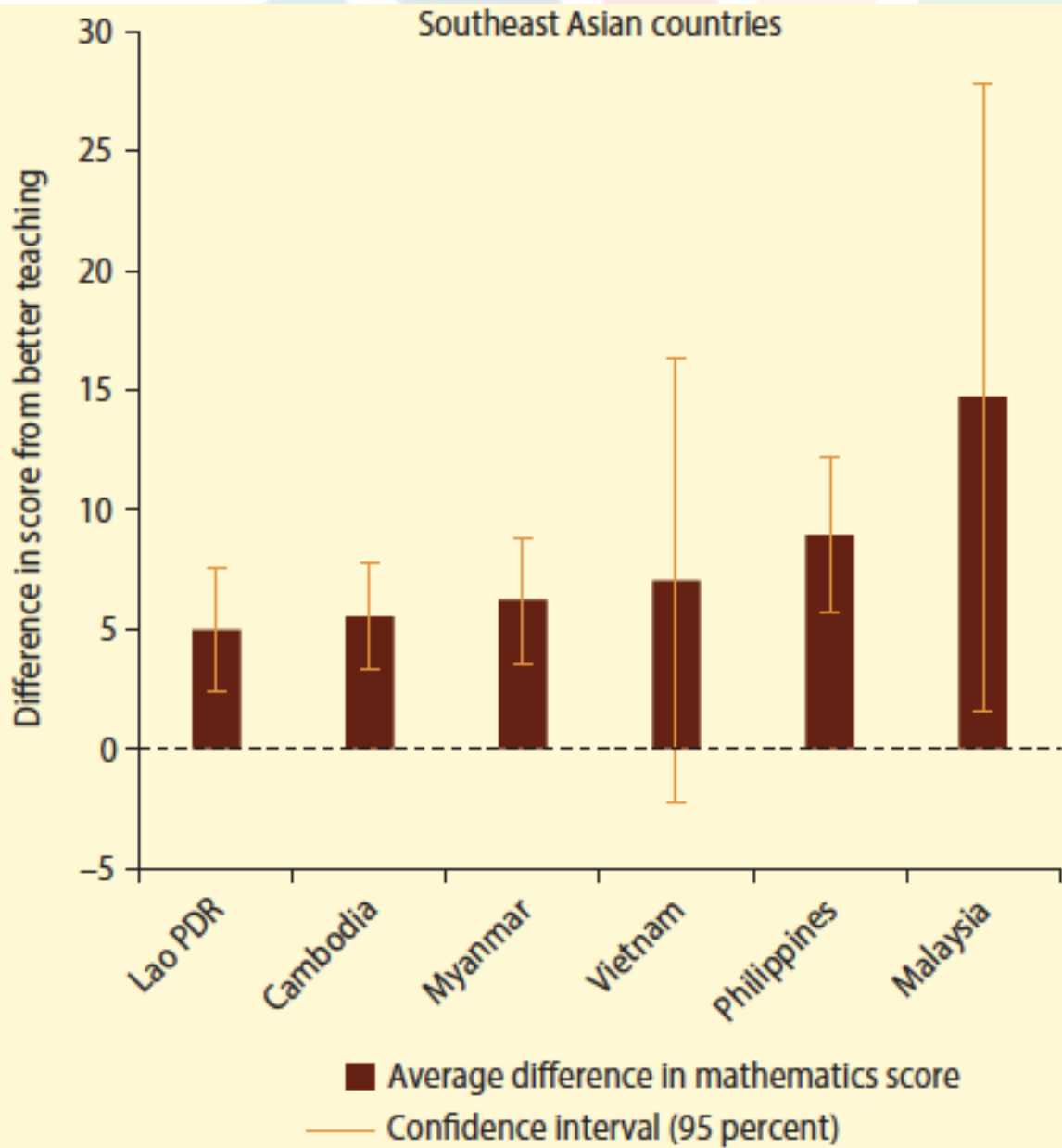
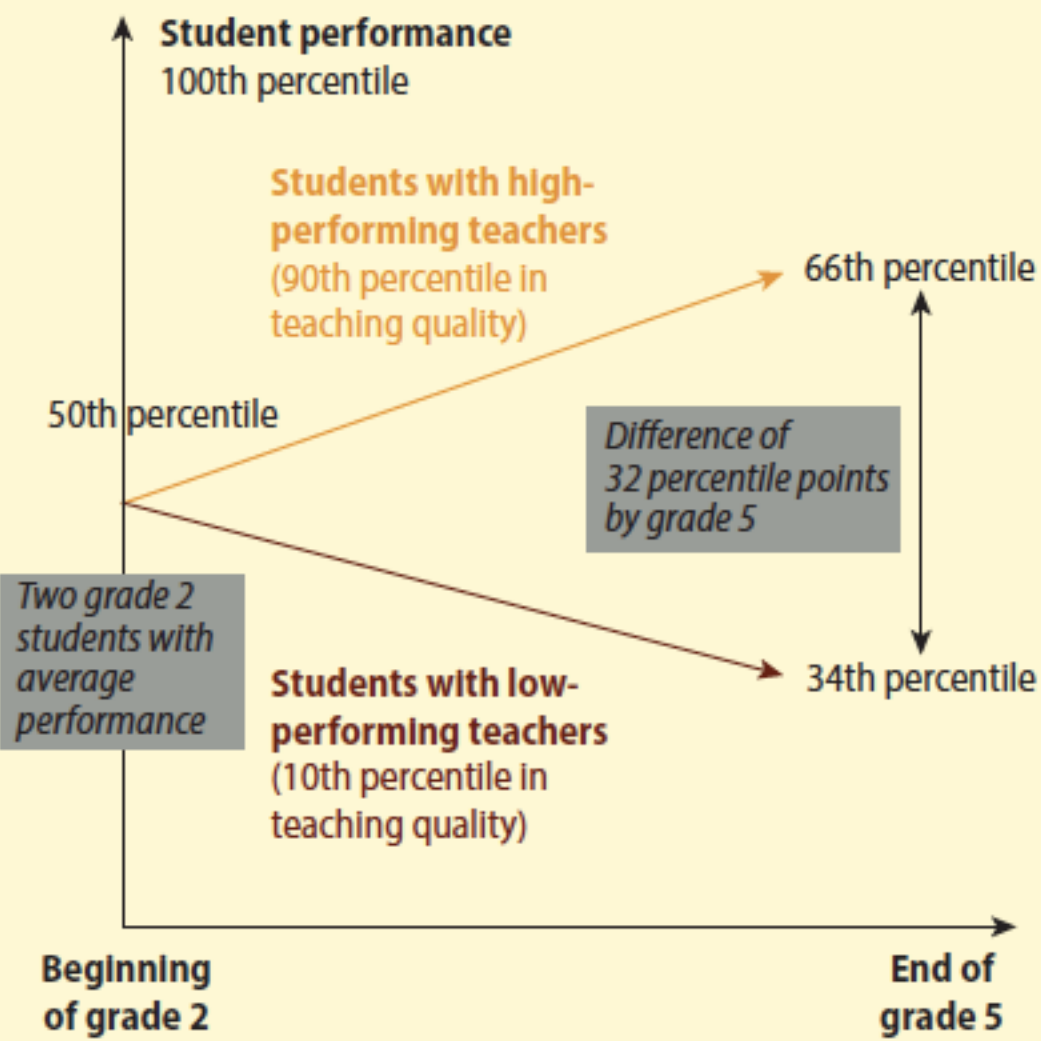


Mission 4.7 directly corresponds with 8 of the 11 Shifts in the Malaysian Education Blueprint 2012-2025. The same is observed with the education policies in almost all countries in the region

Learning poverty rates exceed what commitments development levels should show



Good teachers are essential for student learning



Source: World Bank, 2023

Common Challenges



- 1. Attracting and selecting the best candidates as teachers**
- 2. Access to high quality in-service teacher training**
- 3. Knowledge of effective pedagogical strategies and approaches**
- 4. Teacher presence and teacher wellbeing**
- 5. Equity of access to quality schools**

Intervention Within & Across Borders

1. Develop and deliver comprehensive teacher professional development courses on ESD

- To pilot ESD training programs in selected schools
- To showcase the successes of the pilot program to promote scaling-up of ESD training programs nationwide

2. Publicise and expand the use of piloted materials and resources in the region

- To work with partners in the SDSN and Mission 4.7 network

3. Incorporation of ESD into national education planning and implementation

- With emphasis on implementation, monitoring and evaluation

TEACHER DEVELOPMENT MODULES



Module 1: Awakening the Sustainability Literacy Mindset among Teachers

Module 2: Essential Teacher Competencies for ESD

Module 3: ESD teaching – approaches and techniques for nurturing pro-sustainability behaviour

Module 4: School and Community - Collaborative partnerships and networking

Module 5: Teachers as Change Agents for the Future

A LIBRARY OF LESSON PLANS – READY TO BE LOCALISED



LESSON PLANS FOR EDUCATORS

Grade 1

1° Grado

1° Ensino Fundamental

课程概览 一年级

الصف الأول

Grade 2

2° Grado

2° Ensino Fundamental

课程概览 二年级

الصف الثاني

Grade 3

3° Grado

3° Ensino Fundamental

课程概览 三年级

الصف الثالث

Grade 4

4° Grado

4° Ensino Fundamental

课程概览 四年级

الصف الرابع

Grade 5

5° Grado

5° Ensino Fundamental

课程概览 五年级

الصف الخامس

Grade 6

6° Grado

6° Ensino Fundamental

课程概览 六年级

الصف السادس

Grade 7

7° Grado

7° Ensino Fundamental

课程概览 七年级

الصف السابع

Grade 8

8° Grado

8° Ensino Fundamental

课程概览 八年级

الصف الثامن

Grade 9

9° Grado

9° Ensino Fundamental

课程概览 九年级

الصف التاسع

Grade 10

10° Grado

1° Ensino Medio

课程概览 十年級

الصف العاشر

Grade 11

11° Grado

2° Ensino Medio

课程概览 十一年級

الصف الحادي عشر

Grade 12

12° Grado

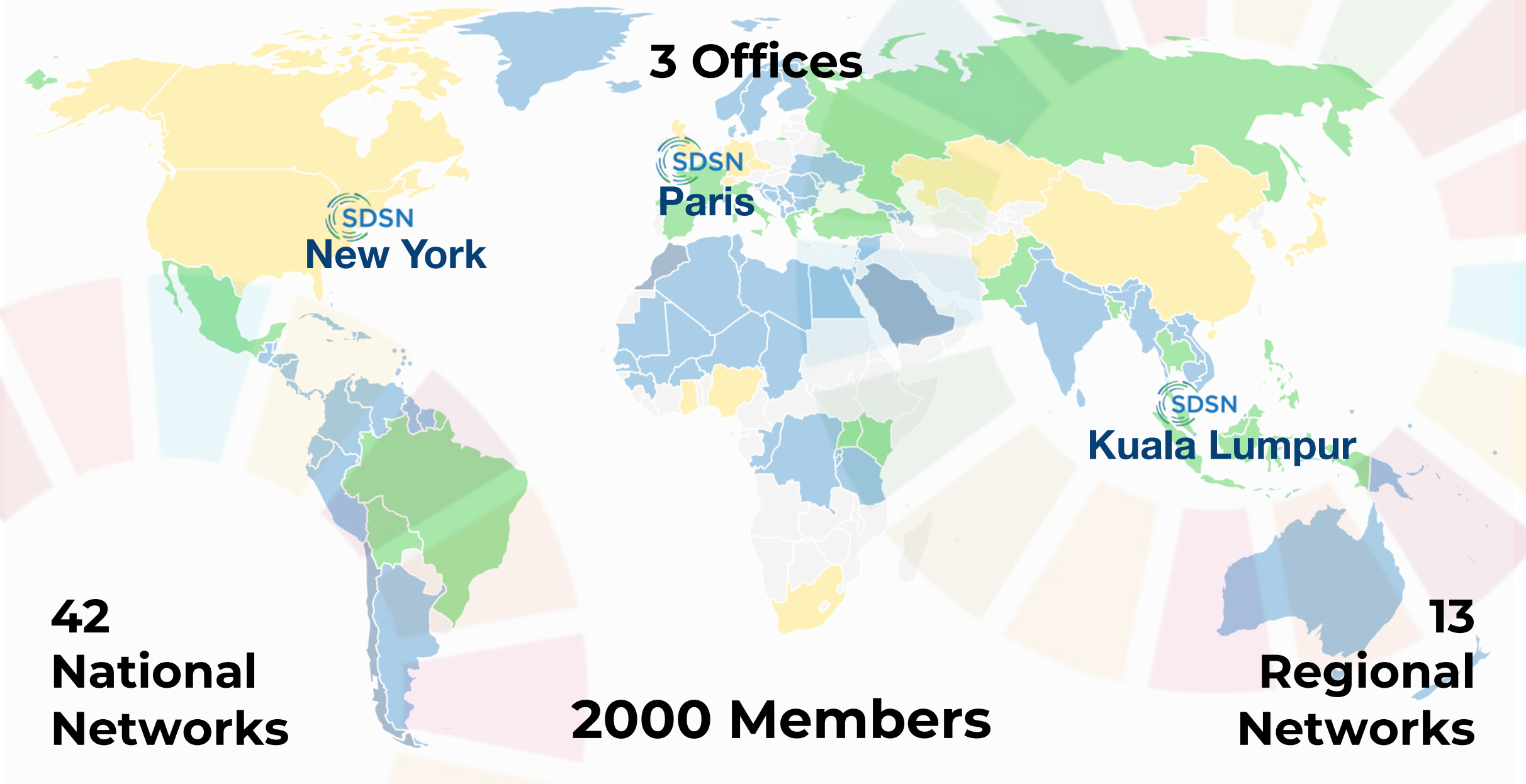
3° Ensino Medio

课程概览 十二年級

الصف الثاني عشر

Available now in 13 languages: English, Spanish, Portuguese, Chinese, Arabic, French, Bengali, Greek, Georgian, Turkish, Italian, Russian, and Kiswahili ... and growing.

SDSN's Global Presence





SUSTAINABLE DEVELOPMENT
SOLUTIONS NETWORK
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THANK YOU