Towards Sustainable Global Society:
My Challenge for the SDGs

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Quality Education: Education for Peace and Humanities in Malaysia
Creating Solidarity, Restoring Hope and Empowerment of Youth by 2030: Education for Peace and Humanities in Malaysia to Promote the Core Values of Respecting Life's Inherent Dignity

1 Problem Statement
In Malaysia, although majority of the population has access to education and fulfilled the compulsory education requirement set forth by the Millennium Development Goals, there are still issues regarding the quality of education the young people are receiving and the lifelong learning opportunities for all Malaysians.

2 Causal Analysis
- The curriculum at the school is constantly changing. Teachers and students were not prepared for the sudden changes and thus affect the quality of the teaching and learning processes.
- There is a huge gap between the national education blueprint with the actual implementation of education at the schools. As a result, it affected the lifelong learning mentality of the students.
- There is an overemphasis on examination at school. Hence, students who performed better are given more attention while students who are weaker in academic performance are given lesser attention. Hence, Malaysia faces a serious problem with equitable education for all.
- There are still many cases of bullies, gangsterism, drug trafficking at school. Many students who committed such social ills are mainly from the neglected pool of academically weak students. As a result, many of these students will eventually drop out without completing their high school and the vicious cycle of a failed education continues in the society.

3 Proposing Action to be Supported
- A pilot project entitled 'Education for Peace and Humanities in Malaysia' will be developed to address the above problems.
- In this project, it will include the following action plans:
  > To develop a comprehensive educational curriculum for the teachers' training at the university. This curriculum focuses on the core values of education that is character building and respecting the dignity of all life. This curriculum also includes the development of teachers' own character as the teachers will act as role models in school.
  > To develop an education policy that moves away from exam based learning to student development learning. Students' assessments are based on their individual capability and their individual improvements instead of a standard yardstick. This policy aims to cultivate lifelong learning and allow every student to develop and grow according to their individual potential thus achieving an equitable education for all.
  > To form Peace Clubs, Human Rights Clubs or United Nations Club at the schools. These after school programs will encourage students to be involved in value creating activities and develop social skills which will enable them to be socially competent to curb them from committing social ills.
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