

Education for Sustainable Development and Primary Education in China: A Case Study

Authors : Ronghui (Kevin) Zhou

Abstract : This research intends to explore the enactment of Education for Sustainable Development (ESD), in term of the ESD concept, in primary schools in China, and investigate the factors that have positively or negatively impacted the outcome of ESD in urban primary schools in China. The proposed research question is: how is the ESD concept perceived and enacted by the local education stakeholders. This research is conducted in multiple primary schools in China and has questionnaires and interviewed multiple education stakeholders, including school principals, school teachers, and bureau from the municipal Ministry of Education. Factor analysis, regression analysis, and critical discourse analysis are adopted to interpret and analyze the data. The preliminary findings suggest that contested ESD definition, education system pressures, education policy enforcement, and power dynamics between stakeholders are the key factors that have determined to what degree is ESD enacted, and to what extent is ESD practiced in primary schools in China.

Keywords : education for sustainable development, China, primary education, case study

Conference Title : ICESD 2020 : International Conference on Education for Sustainable Development

Conference Location : Vienna, Austria

Conference Dates : December 24-25, 2020