

Fostering Global Citizens: A Qualitative Study on Embedding the United Nations Sustainable Development Goals (UN SDGs) Into Primary Education

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Abstract

The United Nations Sustainable Development Goals (UN SDGs) offer a framework for educating future generations to address global challenges such as climate change. However, limited research explores their effectiveness in primary education. A balanced primary curriculum fosters a well-rounded foundation in academics and holistic development. However, enriching the curriculum with focus on real-world issues will help to develop international mindedness through the exploration of topics such as environmental issues, human rights and global interdependence. The UN SDGs, is a set of 17 goals that provides a framework to equip people with the knowledge of a more sustainable and equitable world. Integrating a programme to complement the core curriculum will provide learners with the skills to develop characteristics of an internationally minded learner - action oriented, empathetic and engaged. This qualitative study investigates how utilising the UN SDGs, particularly through a 5 to 6 month project will provide learners with the skills to become responsible and engaged in relevant, real world issues. The evidence will be a descriptive qualitative case study collected through the perspectives of teachers, students and parents on their experiences of the integration of the UN SDGs into their education. With the limited research existing on the effectiveness of embedding the UN SDGs, this paper aims to contribute insights by exploring those directly involved in the process through data collected from interviews and reflections. The findings of this paper suggest the development of the student's ability to better understand the challenges we are facing in the world, an awareness of the UN SDGs, as well as passion and awareness to engage in societal and climate issues.

Keywords: United Nations Sustainable Development Goals (UN SDGs), primary curriculum, education, international mindedness

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Introduction

Fostering internationally-minded citizens essentially takes root in their education. As the world faces increasingly complex challenges, there is a growing need to integrate the United Nations Sustainable Development Goals (UN SDGs) in primary education. However, despite the growing awareness of the United Nations Sustainable Development Goals (UN SDGs), there is limited research on its integration and effectiveness in early education. This integration is crucial to prepare students to understand global challenges and the impact of human actions on the world.

“International Mindedness (IM) is a concept that has evolved over time, with roots tracing back to the 17th century” (Hill, 2012). “It is an overarching construct related to multilingualism, intercultural understanding, and global engagement” (Hacking et al., 2018). It is also central to the International Baccalaureate (IB)'s educational policies and programmes. “The International Baccalaureate Organization (IBO) defines international mindedness as having three components: multilingualism, intercultural understanding, and global engagement” (Belal, 2017). The goal of the IB program is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world (Castro et al., 2013). In primary education, fostering a global perspective helps children recognize their links to the bigger world, nurturing empathy and critical thinking skills. Connecting this approach to the UN's Sustainable Development Goals, students can gain meaningful ways to explore real-world challenges.

“Since the 1970s, the UN has launched numerous international conferences and agreements with the common aim to reduce and eradicate inequalities while seeking environmental balance” (Robles-Moral, 2021). The UN's constant focus and continuous improvements on these projects further emphasizes the importance of the coming generations to deepen understanding and awareness towards human impact on the natural resources and imbalances caused by our consumption habits. Therefore, the adoption of the 17 goals were introduced with a series of targets that specifically define each problem to tackle. In 2017, The UN General Assembly also adopted a global indicator framework, presented as a dynamic review mechanism used to guide and monitor the implementation of each goal (United Nations General Assembly, 2018).

Promoting global awareness to encourage interconnectedness towards learning different cultures is crucial towards empowering people to contribute positively towards a more sustainable world. Cultivating a sense of informed humanitarian vision becomes an explicit aim of international schools. Expressions of IM can be found in International Baccalaureate (IB) schools. However, the question lies in the effectiveness of articulations of IM in the curriculum. How can IM become an essential component in nurturing global citizenship? According to the (UNESCO, 2020), there is a bigger discrepancy in integration of the UN SDGs and global citizenship education (12%). One of the biggest challenges being teacher training towards delivering. Other challenges that arise in integrating the UN SDGs into primary education include:

- Limited awareness and understanding among educators.
- Difficulties in simplifying complex global issues for young learners.
- Inadequate teacher training and resources.
- Fragmented and inconsistent implementation across curricula.

This paper explores the effectiveness of UN SDGs in fostering international mindedness. This study seeks to provide practical insights into how IM can be enacted in students' lives through targeted projects focused on the UN SDGs.

Literature Review

International Mindedness (IM)

“International Mindedness (IM) is a multifaceted concept central to international education, particularly within the International Baccalaureate (IB) framework” (Hacking et al., 2018, p. 3). International-mindedness is defined as "a multi-faceted and complex concept that captures a way of thinking, being and acting that is characterized by an openness to the world and a recognition of our deep interconnectedness to others" (Savva & Stanfield, 2018, p. 2).

“International Mindedness is an evolving concept that plays a crucial role in international education” (Hill, 2012, p. 246). While challenges remain in defining, implementing, and assessing IM, ongoing research and practical approaches continue to enhance its effectiveness in preparing students for a globalized world.

Challenges and Critiques

- **Lack of Clear Definition:** “A significant challenge is the absence of a single, universally agreed-upon definition of IM” (Cause, 2011, p. 3). This can further lead to confusion and ambiguity when implementing into teaching and learning.
- **Implementation Difficulties:** “Implementing IM can be difficult due to various factors at the teacher, curriculum, and context levels” (Lai et al., 2014, p. 83). It may not always be prioritized in lesson planning, and teachers may find it challenging to integrate it into certain subjects
- **Cultural Contexts:** “The underlying premise of IM, with its emphasis on critical inquiry and independent exploration, may create tensions with certain traditional cultural attributes” (Lai et al., 2014, p. 83). In some Asian contexts, it is possible that the strong academic ethos and exam oriented nature of the country may restrict the development of the IM.
- **Western Bias:** “There are concerns that IM may be rooted in Western thought and may not adequately address diverse cultural perspectives” (Lai et al., 2014, p. 83).

“International Mindedness is an evolving concept that plays a crucial role in international education” (Hill, 2012, p. 246). While challenges remain in defining, implementing, and assessing IM, ongoing research and practical approaches continue to enhance its effectiveness in preparing students for a globalized world. Integrating subjects in the curriculum may further enhance the ability to develop IM in primary students.

United Nations Sustainable Development Goals (UN SDGs)

The UN SDGs, adopted in 2015, offer a comprehensive framework for addressing global challenges and achieving a sustainable future. The 17 interconnected goals cover a wide range of issues, including poverty, hunger, health, education, climate change, and social justice. The SDGs are intrinsically linked to the principles of global citizenship education (GCE) and IM, which seeks to develop informed, responsible, and engaged citizens who can contribute to a more just and sustainable world. The 2030 Agenda for Sustainable

Development explicitly acknowledges the need for global citizenship in achieving the SDGs, emphasizing education's role in fostering responsible and collaborative action. Integrating the UN SDGs into primary education can greatly support global citizenship, but schools encounter several challenges in incorporating these goals into their curriculum.

Challenges in Implementing the UN SDGs Into the Curriculum

- (Lei & Tang, 2023, p. 5) suggests that the existing curriculum is often crowded, leaving limited time for implementing new approaches. Therefore teachers may find it difficult to expand on SDG topics due to limited teaching hours. Also, the examination-oriented nature of education can also hinder the holistic development of a subject by taking up lesson times.
- Teachers may lack sufficient knowledge and understanding of sustainable development (Lei & Tang, 2023, p. 5), and they may also lack experience in interdisciplinary approaches to teaching. Moreover, teachers may not have a clear understanding of the relationships between different approaches to sustainability.
- Difficulties in teachers who are used to teaching within specific subject boundaries as mentioned in (Lei & Tang, 2023, p. 5) Teachers may also find it difficult to cooperate and synthesize instructional materials across subjects.

Embedding the UN SDGs in Primary Education

Primary education offers a critical window of opportunity to nurture values, attitudes, and behaviors that support the SDGs and global citizenship (Abera, 2023, p. 70) mentions that learning the UN SDGs enhances the understanding of learners and the general public about the SDGs and how they connect with individual and collective lives. Integrating the SDGs into primary curricula can help learners understand global challenges, develop critical thinking skills, and cultivate a sense of responsibility for the planet and its people. UNESCO (2017) states that the UN SDGs makes education more relevant by linking it to real-world challenges and promoting skills and competencies needed for sustainable development (pp. 24, 30). Embedding and or integrating the UN SDGs can be done in stages.

- **Project Integration:** Using the UN SDGs as the basis for a International Baccalaureate Primary Years Programme (IB PYP) project offers students the opportunity to use it as a framework for real life issues. Students will have the ability to choose from a range of goals that provide a clear and relevant context. At the beginning of the project, students are given a general introduction and how to read the sub topics and goals. As seen in Figure 6F, implementation of the UN SDGs begins with choosing a goal. After completing research, surveys and conducting a local action, they present in front of visiting schools as seen in Figure 1.
- **Special Events in the Academic Year:** Having special days in the academic year that focuses on the UN SDGs helps students gain awareness. Integrating it into a specific week that celebrates an international event is helpful. This can be seen in Figure 6B.
- **Curriculum Integration:** Embedding the SDGs effectively requires a holistic approach that goes beyond adding stand-alone lessons or units. It involves infusing SDG principles and themes across various subjects and learning activities, making connections to students' lives and local communities. This can be seen in Figure 6D.
- **Role of Teachers:** Teachers play a crucial role in translating the SDGs into classroom practice. They need the knowledge, skills, and support to effectively integrate SDG themes into their teaching, facilitate discussions on complex global issues, and create

opportunities for student action. Professional development programs and access to high-quality teaching resources are vital for empowering teachers in this endeavor.

Monitoring Progress and Challenges. This can be seen in Figure 6A.

Seamless integration can be a challenge, however, strategies to implement this can be done in a number of ways. UNESCO (2017) calls for the systematic integration of ESD into national education policies to advance sustainable development (pp. 18, 30, 243). Align national education strategies with the SDGs by defining clear learning objectives with relevance to the targets of each goal. Other strategies include methods that foster sustainability competencies through active learning, such as collaborative real-world projects, vision-building exercises, analysis of complex systems, and critical and reflective thinking. Additional ways include implementing action learning approaches where people tune-in to new ways of living, talk among themselves, reflect on less harmful technologies and implement more sustainable ways of living.

Integrating the SDGs into education requires a multi-faceted and comprehensive approach that goes beyond curriculum changes to include teacher training, systemic support, and community engagement. By embracing these strategies, educational systems can effectively promote sustainability and empower learners to create a better future.

Challenges and Barriers

Integrating the SDGs into primary education faces several challenges, as noted in the literature and through surveys conducted.

From educators:

- Ideas in implementation of the UN SDGs into teaching and learning
- Understanding of the UN SDGs
- General training (including professional development)
- Student interest and motivation
- Concerns about overburdening existing curricula

Although there are challenges and changes to be made in implementing the UN SDGs into primary education, the benefits outweigh. Equipping young learners at an earlier age with the knowledge, skills, values and attitudes contribute to making them become informed, responsible and global citizens. This however, can only be achieved with the collective efforts of policymakers, educators and the community. Through this, education systems will effectively translate the UN SDGs into a transformative learning experience.

Methodology

The study follows a qualitative case study approach (Stake, 1995; Yin, 2018), focusing on in-depth exploration through interviews, surveys, and reflections to explore how embedding the United Nations Sustainable Development Goals (UN SDGs) into primary education can help foster global citizenship among students. A case study was chosen because it allows for an in-depth examination of the experiences and perspectives of key stakeholders—educators, parents, and students—within the context of a specific educational setting. Data collected came from students who have been through at least 2 years of schooling in this particular school, with emphasis on those who have been a part of the 5-6 month project.

Research Context and Participants

The research was conducted in a primary school that implemented a 5- to 6-month project using the UN SDGs as a backbone for their project. Participants included:

- **Educators:** Teachers who were mentors to the students leading the project
- **Students:** Primary and secondary students who conducted projects based on the UN SDGs, or used the UN SDGs as their focus
- **Parents:** Parents of students who conducted projects based on the UN SDGs, or used the UN SDGs as their focus

Participants were randomly selected to ensure a diverse range of perspectives and insights. Their experiences and reflections were integral to understanding how the UN SDGs influenced learning outcomes and awareness of global issues.

The project provides students with the choice of any of the UN SDGs as a focus as seen in the figures below:

Figure 1

A Group of Students Who Chose UN SDG 14 – Life Under Water, Focused on Spreading Awareness of Saving Coral Reefs to Protect Habitat and Food of Marine Animals

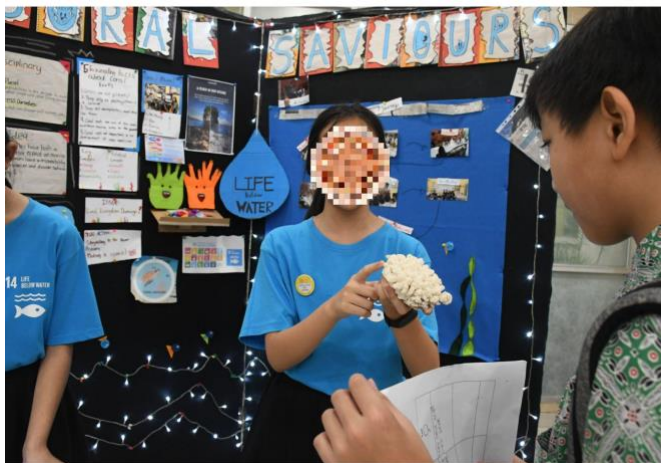


Figure 2

Students Who Chose UN SDG 13 – Climate Action As Their Focus Share Their Action of Installing a Hydroponics System Reducing Water Pollution and Waste As Well as Reducing Carbon Footprint



Students conduct research on a subtopic related to the UN SDG then provide ideas of action they can conduct. The action choices are taken from the International Baccalaureate (IB) and includes: participation, advocacy, social justice, social entrepreneurship and lifestyle choices. Students are asked to focus on local actions that can be conducted in their own community.

Data Collection Methods

Data collected from a 5-6 month project from various year levels starting from year 6 - 12. Some data was collected from alumni.

To gather comprehensive data, multiple methods were used:

- **Surveys:** Through google forms, participants were able to complete questions asked focused on their understanding of the UN SDGs and its influence towards learning outcomes using the mixed method design (Fowler, 2014).
- **Interviews:** Semi-structured interviews were conducted with educators, parents, and students. These interviews focused on understanding their experiences with the SDG projects, their perceptions of its impact, and their views on how it contributed to fostering empathy, responsibility, and global awareness (Kvale & Brinkmann, 2015; Patton, 2015).
- **Artifacts and Reflections:** Students' project work, teacher lesson plans, and written reflections from participants were collected to provide additional context and insight using the reflective learning framework (Kolb, 1984; Schön, 1983).

Data Analysis

The data collected were analyzed using thematic analysis. First, the interviews, surveys, observations, and artifacts were coded to identify recurring ideas and patterns. These were then grouped into themes such as:

- General knowledge of the UN SDGs
- Familiarity and awareness
- Integration into education
- Impact on understanding and behaviour (towards global issues)
- Challenges in teaching and learning

Triangulating data from different sources (e.g., interviews, observations, surveys and artifacts) ensured a richer understanding and enhanced reliability.

Limitations

While the findings provide valuable insights, this study focuses on a single school, which may limit the ability to generalize to other contexts. Other limitations include: subjectivity in data collection and analysis, participant bias, limited participant diversity and time constraints.

Findings

Increased Awareness of the UN SDGS

One of the key themes that emerged from the interviews was the increased awareness of the UN SDGs in the past years within the school community.

“I know about it because I see it around the school or sometimes in my child’s worksheets.” (Parent A)

“I see it in presentations that the school shows about upcoming student projects.” (Parent B)

Similarly a student mentioned:

“I know quite a bit about it because we have to learn about it in school.” (Student A)

“I know what UN SDG is, because we did it for the PYP (Primary Years Programme) Exhibition.” (Student B)

This indicates growing awareness of the UN SDGs within the school community as seen in Figure 3A taken from parents perspective and Figure 3B taken from students perspective. Based on observations conducted within the school community, it is clear that the UN SDGs is seen throughout the school through planners and projects as seen in Figure 6E, a student completing a reflection of the UN SDGs.

Figure 3A

Parents Perspective of Awareness of UN SDGs

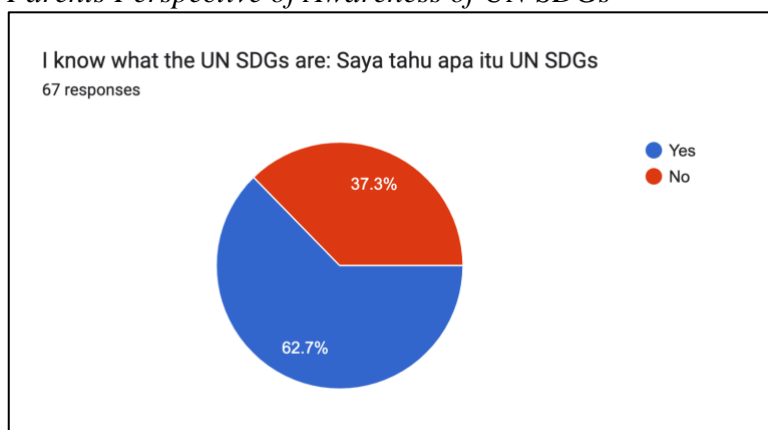
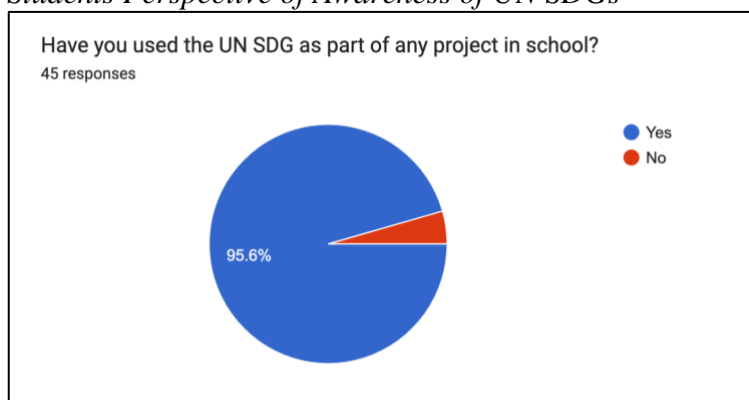


Figure 3B

Students Perspective of Awareness of UN SDGs



Understanding of the World Around Them

Following the increased awareness, students reported connections between global issues and their daily lives. Learning about the SDGs helped students understand how global challenges affect not just other countries but their own communities.

“I know about things that are going on around the world now.” (Student C)

“I know there are problems like poverty, health issues, malnutrition, gender equality in other places around the world now.” (Student D)

“When I did my PYP Exhibition project, I learned that there are pregnant people in other parts of Indonesia that do not eat well, and their babies end up having stunted growth.” (Student E)

As most of the awareness is seen when they take part in the PYP (Primary Years Programme) Exhibition, parents have also noticed a shift in their child's learning of local and global issues:

“Suddenly she (her daughter) started asking questions about why coral is important, and if she can see them and how she can help.” (Parent C)

“He began asking about reducing heat and energy in the house by growing a vertical garden, and using fans.” (Parent D)

These have demonstrated that the learning of the UN SDGs specifically, have helped them learn about local and global issues. Teachers have also mentioned an awareness towards engagements in discussing issues during class.

“I noticed that X is now engaging in the class when we talk about local and global issues. He now asks questions about the topic, and shows an interest in learning more about it.” (Teacher A)

“Generally speaking, it is much easier to discuss what project they want to take up as they have clear choices from the UN SDGs, and they are able to read the sub-targets on their own.” (Teacher B)

“Some students have shown initiative by asking their parents who they can interview with regards to learning more about the issue they are interested in (with regards to their PYP Exhibition topic).” (Teacher C)

The integration of the UN SDGs has made an impact on parents, students and teachers. There are changes in student attitude and understanding as shown in Figure 4A and 4B. Teachers also see the benefits of the UN SDGs in students as seen in Figure 4C.

Figure 4A

Student Perspective on the Effective of the UN SDGs

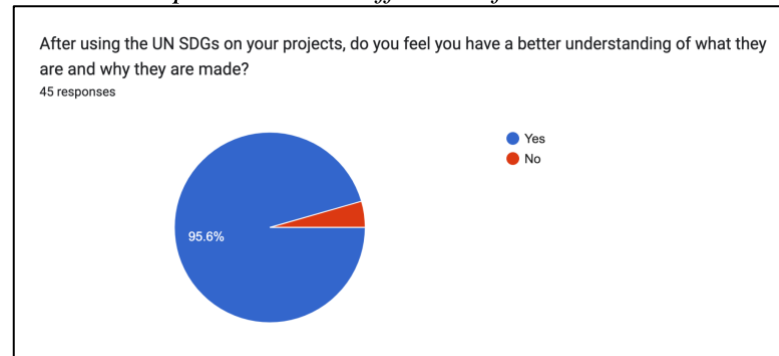


Figure 4B

Student Perspective on the Impact of Using the UN SDGs

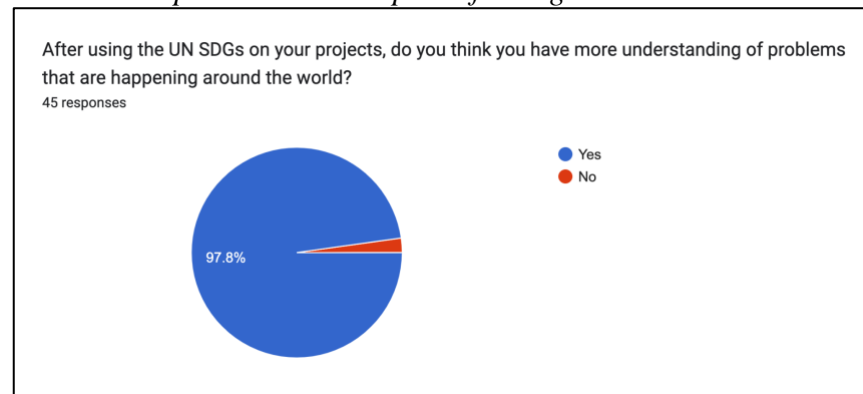
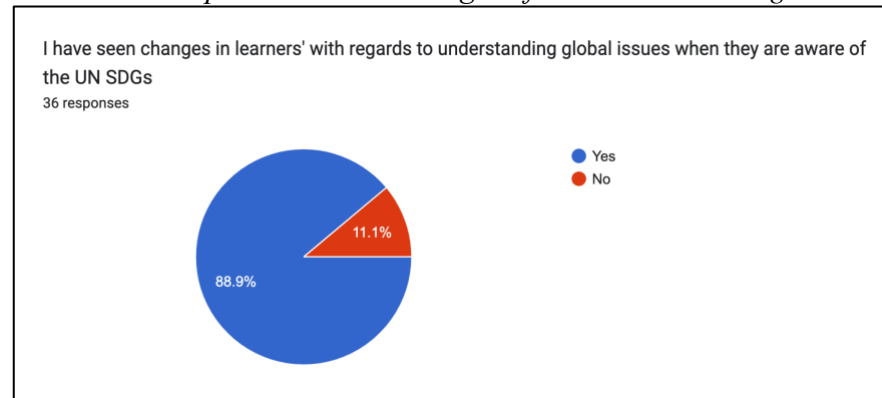


Figure 4C

Teachers' Perspective on the Changes of Learners With Regards to Global Issues



Support in Integrating the UN SDGs

Most parents, teachers and students have mentioned their support in integrating the UN SDGs into the curriculum to help develop global citizenship.

“I think this is the reason why I put my son in an IB school. To learn about global issues and take part in it.” (Parent E)

Building on this point:

“I think using the UN SDGs as a focus for my project has really helped me understand more about the world and it can help me in secondary when I have to do my personal project.” (Student E)

“I truly believe that the UN SDGs can help students become global citizens as using the target indicators can make it easier for them to focus on a project.” (Teacher D)

There is strong support shown from parents, teachers and students on embedding the UN SDGs into the curriculum. The benefits of the integration could further enhance the development of IM in students as shown in Figure 5A, 5B and 5C.

Figure 5A

Parents' Perspective in Support of the UN SDGs as Part of the School Curriculum

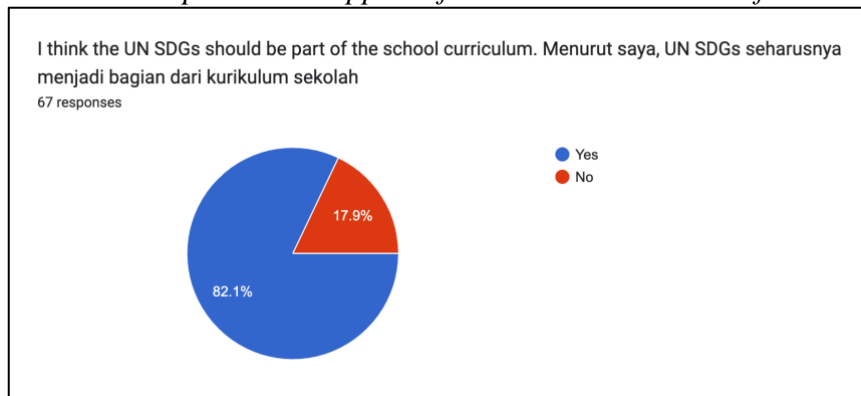


Figure 5B

Teachers' Perspective on Support of the UN SDGs as Part of the School Curriculum

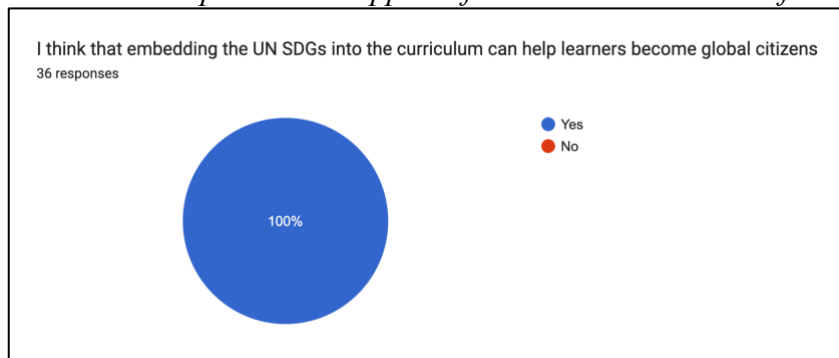
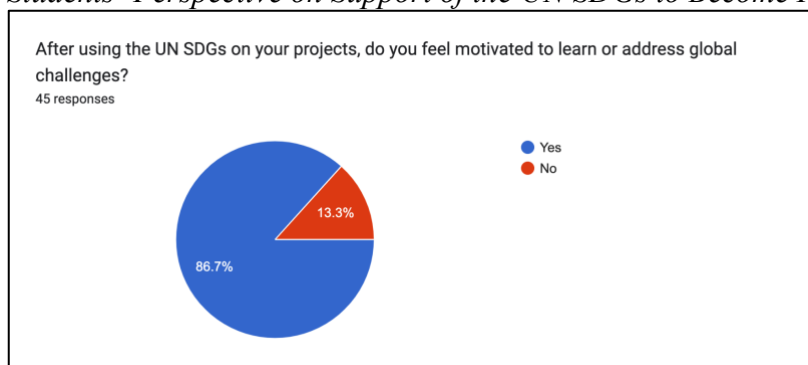


Figure 5C

Students' Perspective on Support of the UN SDGs to Become Internationally Minded



Challenges in Implementing the UN SDGs

Based on interviews and forms, there are recurrent themes on the challenges faced in implementing the UN SDGs.

“I think I need more training or seminars on understanding the UN SDGs.” (Teacher E)

Taking this further, a student mentioned:

“I don't really understand what my teacher is talking about when we are learning this (UN SDGs), it isn't really exciting or fun either.” (Student F)

This demonstrates that although teachers are trying to teach the UN SDGs, some do not feel they have the ability or understanding to do so properly. Their lack of knowledge need for practical ideas affects students' understanding and development of the IM.

However, it is important to point out that during interviews, a recurrent theme was mentioned similarly by other teachers:

“I think the students do not care. Since the pandemic, they have no motivation or interest in learning what they think is not really graded.” (Teacher F)

Similarly, another teacher mentioned:

“I think the problem is they don't care about something that has nothing to do with their current state. If it is not affecting them now, they don't see why they have to bother.” (Teacher G)

This connects with interviews done with students that mentioned:

“I don't think what I do can make a difference.” (Student G)

Another also said:

“Is it going to be graded?” (Student H)

This demonstrates that the cause and effect challenges encountered by students and teachers can be fixed by changing a part of the learning process. This can only be done through a collective agreement and change made by stakeholders.

Based on *other* challenges faced when teaching the UN SDGs, several key themes emerged from the feedback on integrating the UN SDGs into education. Teachers emphasized the need for *general training for both educators and students* to increase awareness and motivation. *Young children*, particularly those aged 4, present a challenge in understanding complex SDG concepts, and teachers noted that it's important to *make the content relevant* and connected to *local actions* to engage students effectively.

“Sometimes it is difficult to find engaging activities that are suitable for the age group I teach.” (Teacher H)

A few teachers observed that students sometimes view SDG-related learning as a broad or abstract concept and struggle to recognize it as part of their everyday lives unless it is focused on specific topics like "sharing the planet." Additionally, teachers expressed the difficulty of integrating SDGs into subjects like *Mathematics* due to *time constraints* but acknowledged that it would be beneficial to do so when possible.

"If someone came in during my collaborative meeting and showed me how or some ideas on how I can integrate some of the UN SDGs into certain subjects, that would get me started. But, the hard part is explicitly teaching these given the time as well." (Teacher I)

Many teachers mentioned that *additional training on SDGs* for teachers is necessary to ensure they can adequately motivate students and integrate SDGs meaningfully. There was also concern about *resources availability*, with teachers finding it difficult to access up-to-date and relevant materials.

"I wish there was some sort of platform made accessible to us from educators where I can learn on my own - but not just a bank of ideas, more like the teaching flow and various activities that can link to my unit." (Teacher J)

Finally, while teachers agreed on the *importance of SDGs* for students' futures, some felt that these goals should be embedded into the curriculum in a balanced, less explicit way, rather than forcing them into every lesson, which may lead to diminishing interest. Teachers were generally supportive of integrating SDGs into units related to *environmental issues* and *inequity*, but noted the need for more practical *strategies and training* to help students engage deeply with these topics.

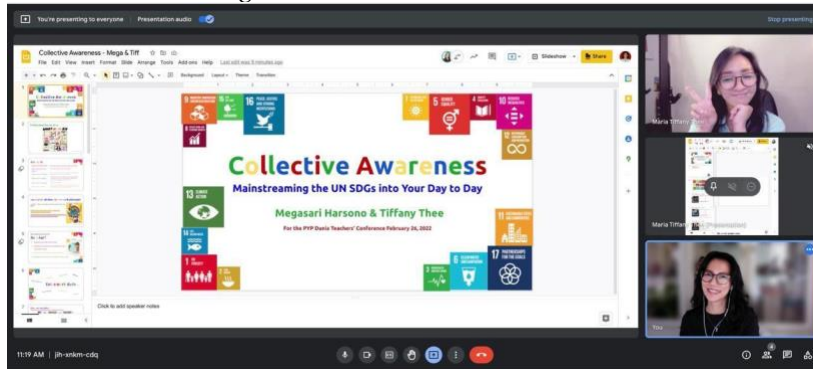
"I think it would be a great idea to make the UN SDGs as part of the curriculum. Have someone plot it or map it out, so we teachers can follow it. This start can really help the students learn more about the world, our local community and push them to take action. This action might not be now, but could be later on." (Teacher K)

Discussion

Through this research, positive impact can be seen with the implementation of the UN SDGs into the curriculum. The data suggests that parents, students and teachers value the importance of UN SDG related experiences to foster international mindedness. To support this initiative, stages of a whole school approach would benefit the success. As seen in figure 6A below, professional development for educators can help provide a common and basic understanding as well as ideas and strategies for daily teaching.

Figure 6A

Professional Development for Teachers by Teachers on the UN SDGs to Support Learning and Understanding



Additionally, adding days on the academic calendar that focuses on the UN SDGs reinforces a whole school approach, such as seen in Figure 6B.

Figure 6B

Academic Calendar With Focus on the UN SDGs (Marked With a Red Box) to Support a Whole School Approach



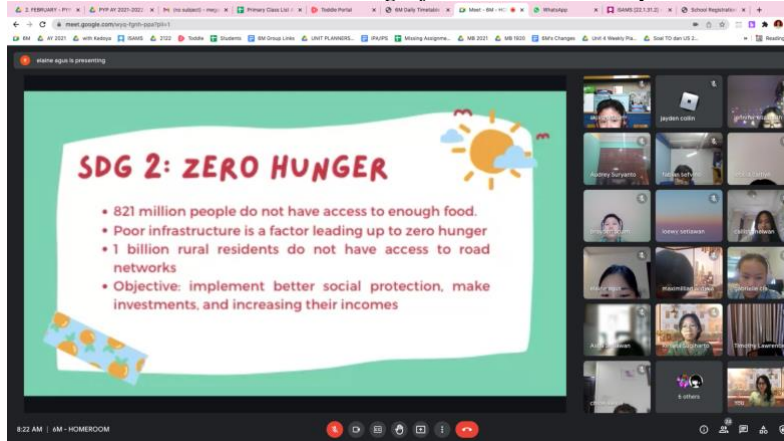
School Calendar: First Semester 2023 – 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
October (Week 11) 8	9	10 Nannies' Workshop for Kedoya Parents	11	12 Nannies' Workshop for Meruya Parents	13 Professional Development Day for Meruya School (Meruya Students Holiday)	14
October (Week 12) 15	16 (PYP/MYP/DP) Hari Bahasa Indonesia	17 English Language Week (Language Literacy Week)	18 Language Literacy Week	19 Language Literacy Week	20 Professional Development Day for Kedoya School (Kedoya Students Holiday) Edu Fair Y10-12 Language Literacy Week	21
October (Week 13) 22	23 PYP International/SDG Focus (PYP/MYP/DP) United Nations Day Asesmen Nasional Kelas 5 (Gelombang 1) (Tentative)	24 PYP International/SDG Focus Asesmen Nasional Kelas 5 (Gelombang 1) (Tentative)	25 PYP International/SDG Focus Y9 Adolescence Education for Students and Parents Asesmen Nasional Kelas 5 (Gelombang 1) (Tentative)	26 PYP International/SDG Focus Asesmen Nasional Kelas 5 (Gelombang 1) (Tentative)	27 PYP International/SDG Focus	28 Hari Sumpah Pemuda

Learning about the UN SDGs for students begins with understanding what they are. Students learn best when they share their understanding as seen in Figure 6C.

Figure 6C

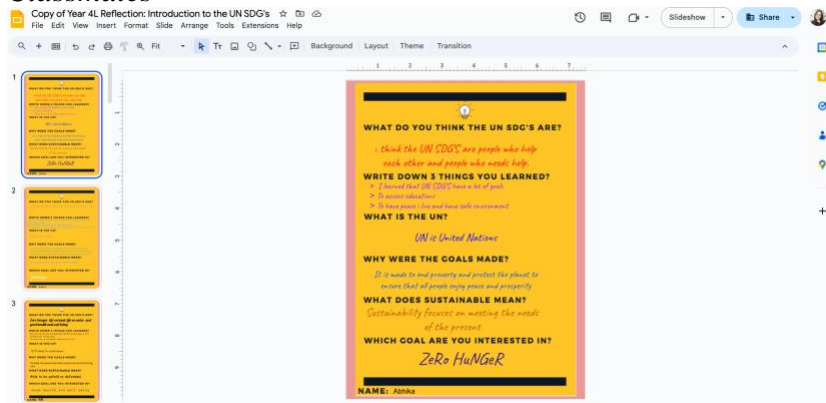
Students Share Their Learning of the UN SDGs by Presenting Their Learning With Others



Furthermore, students solidify their learning by completing a reflection of their learning as seen in Figure 6D.

Figure 6D

A Student Reflection After Completing Their Presentation of the UN SDGs With Their Classmates



For younger students, starting with understanding everybody's prior knowledge is helpful to find out how best to let them share their learning as seen in Figure 6E.

Figure 6E

Students Share Their Prior Knowledge of Each UN SDG by Writing Post Its of Ideas for Action



When conducting their 5-6 month project, focusing on a single goal together as a group, supported a deeper understanding of the goal indicators, as seen in Figure 6F.

Figure 6F

A Page From Their Work Booklet for Their 5–6 Month Project an – This Page Guides Learners to Choose a UN SDG for Their Project



10

Primary Years Programme Exhibition: Student Journal for AY 1920

Conclusion

Based on the paper, there is strong evidence to suggest that the implementation of the UN SDGs prove beneficial for students to develop awareness of local and global issues. As the world continues to face conflict and crises, fostering a sense of global responsibility and empathy in young learners is more important than ever. Embedding the goals into the curriculum aids students to gain a deeper understanding of global challenges and develop the skills, values, and attitudes necessary. The findings from this paper highlight the positive impact of conducting a project focused on a UN SDG.

To improve and enhance the implementation of the UN SDGs in primary education, essential focus is needed on teacher training, providing age appropriate learning and teaching, and working together with stakeholders to further enhance the implementation.

Ultimately, the paper contributes to the understanding of how IM can be integrated in primary education, emphasizing the importance of practical enactment of the UN SDGs in the lives of students to foster global citizenship or international mindedness. Further research is necessary to explore effective strategies for IM implementation and ensure that it truly empowers learners to become informed and responsible global citizens.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

In accordance with APA guidelines on the responsible use of artificial intelligence, I acknowledge the use of ChatGPT (OpenAI) in the development of this paper. The tool was used solely to support the structuring of academic writing and to assist with translation between Bahasa Indonesia and English. No content was generated by the AI; all analysis, critical thinking, and final composition were completed by the author.

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