



## Sustainable Development Goals in the Citizenship Education Programme. Analysis of the Chilean Curriculum

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### Abstract

*Considering the current world context of climate change, the pandemic and their economic and social consequences, now more than ever as teachers, we need to educate our students about sustainability. Sustainable development goals (SDGs) proposed by the United Nations are a calling to take action for the common good of our societies to satisfy the needs of the current generations without compromising the possibilities of future generations. This goal implies a challenge for governments but also educators. As teachers concerned about the future of our planet and society, it is essential to include these goals in our lessons, although the curriculum does not have this purpose. The Chilean curriculum since 2020 included a mandatory subject of Citizenship Education, taught by history teachers, for grades 3 and 4 of secondary education. Following analysis of content guidelines, the Citizenship Education programme has been analysed to identify learning outcomes that might allow the development of the SDGs with secondary students. This document has sixteen learning objectives, 8 for each grade. After the analysis, we conclude that the Citizenship Education programme has curricular spaces that permit to development of SDGs through the learning outcomes defined for the 3rd and 4th grades of secondary education. Considering this possibility, strategies such as problem-based learning or project-based learning, suggested by the Chilean curriculum, are an excellent opportunity to teach students and promote actions to achieve SDGs.*

**Keywords:** Sustainable development goals- curriculum- citizenship education

### 1. Introduction

We live in a world where climate change is a reality, and the call for action is urgent. The United Nations (UN) has proposed the Sustainable Development Goals to address this and other important aspects to secure proper living conditions for our society and those to come. As educators committed to the education of current and future citizens, we need to look for opportunities to include these goals in our lessons. However, the curriculum does not necessarily have this as the main focus.

Considering the importance of teaching about the SDGs, this work is focused on identifying curricular spaces to include SDGs in our lessons. We consider the learning outcomes defined for the third and fourth grades of secondary education in the programme of Citizenship Education that was released in march of 2020 to be implemented in the Chilean schools.

### 2. Sustainable Development Goals

In 1987, the Brundtland Commission Report of the UN defined sustainable development as *development that meets the need of the present without compromising the ability of future generations to meet their own needs.*[1] Almost four decades later, there is still so much to do to achieve this outcome.

In 2015, the UN defined the Sustainable Development Goals (SDG), a group of seventeen objectives with 169 targets and 247 indicators that aim to end poverty, reduce inequalities and fight climate change worldwide. The SDGs are presented in table 1.



Table 1: Sustainable development goals

SDG 1: End poverty in all its forms	SDG 2: Zero Hunger	SDG 3: Good Health and well being
SDG 4: Quality education	SDG 5: Gender equality	SDG 6:: Clean water and sanitation
SDG 7: Affordable and clean energy	SDG 8: Decent work and economic growth	SDG 9: Industry innovation and infrastructure
SDG 10: Reduced inequalities	SDG 11: Sustainable cities and communities	SDG 12: Responsible consumption and production
SDG 13: Climate action	SDG 14: Life below water	SDG 15: Life on land
SDG 16: Peace, justice and strong institutions	SDG 17: Partnership for goals	

### 2.1 Educating about the SDGs

According to Leite,[2] meeting the SDGs will be measured, in part, by the extent to which countries include education in global citizenship, sustainable development and climate change in their national curriculum by 2030.

As teachers, we need to achieve the learning outcomes proposed by the MINEDUC in the Citizenship Education programme. This need means that we do not always have time to include all the topics we wish in our lessons. But, if we analyse the learning outcomes closely, we can find curricular spaces to develop important topics such as SDGs through the mandatory contents defined in the programme.

A previous work by Soto and Vásquez [3] showed that the Chilean curriculum in History, Geography and Social Sciences does not include SDGs as explicit content but has many opportunities to develop SDGs through the learning outcomes defined by Mineduc. As the Chilean Citizenship Education programme is also taught by history teachers, we need to analyse the programme, look for opportunities and develop strategies to include the SDGs as content in our lessons.

### 2.2 Citizenship education and education for sustainable development

It might seem that citizenship education and education for sustainable development are obvious partners. Still, as Khoo and Jordt state, this cannot be simply assumed as these two areas do not automatically converge [4]. The teachers' responsibility is to develop the meaning of these topics and create awareness among the students. For that reason, it is fundamental that teachers know the opportunities that the national curriculum offers and search for the best strategies to approach these concepts.

### 3. Citizenship education in Chile

Citizenship education used to be approached in the Chilean curriculum as one of the contents of History, Geography and Social Sciences. By 2020 it became an independent subject, mandatory for students in years 3 and 4 of secondary education, taught by History teachers. The programme of this course aims to *develop a set of knowledge, skills and attitudes so that students become acquainted with the democratic system and develop within it, participating actively and co-responsibly in the construction of a society oriented towards the strengthening of the common good, social justice and sustainable development.*[ ]When we look closely at this aim, we immediately realise that it is possible to find some central aspects of SDGs like the common good, social justice, and sustainable development at the core of this programme. The next step is to analyse the learning outcomes in deep.



#### 4. Methodology

To achieve the objective of this study, we carried out an analysis of the Chilean national curriculum on the subject of Citizenship Education for years 3 [5] and 4 [6], the last two years of secondary education, with a focus on the SDGs, under the interpretative paradigm [7]. To carry out this analysis, a bibliographical review of the SDGs and the different aspects that they imply was carried out beforehand to have a reference framework that would allow us to identify the possible presence of these contents in the learning outcomes of the subject.

As a methodology, a documentary analysis [8] was carried out in this case of the learning outcomes present in the two programmes of Citizenship Education. A total of 16 learning outcomes were identified in the two levels reviewed.

Subsequently, data coding was carried out based on the OAs proposed by the MINEDUC. This was done using data tables based on Flick's [9] proposal for data coding, analysis and interpretation.

#### 5. Results

Table 2 shows the matrix with the analysis results. The third column presents the learning outcomes that include concepts related to SDGs of the second column. The last column states the key concepts of the learning outcomes related to the SDGs.

Table 2: Levels and learning outcomes that include SDGs

Grade	SDGs	Learning outcomes (LO) that consider SDGs	key concepts
3rd-grade	1	LO4	STATE- MARKET- FAIR WAGES- PRODUCTIVITY- TAX BURDEN- FAIR TRADE- PROBITY- SUSTAINABLE DEVELOPMENT- WEALTH- POVERTY
	4	LO3- LO4	DEMOCRACY- POLITICAL DISAFFECTION- INEQUALITY- CORRUPTION- NARCOTRAFFICKING- VIOLENCE-STATE- MARKET- FAIR WAGES- PRODUCTIVITY- TAX BURDEN- FAIR TRADE- PROBITY- SUSTAINABLE DEVELOPMENT- WEALTH- POVERTY
	5	LO5	HUMAN RIGHTS- EQUALITY- NO DISCRIMINATION
	8	LO4	STATE- MARKET- FAIR WAGES- PRODUCTIVITY- TAX BURDEN- FAIR TRADE- PROBITY- SUSTAINABLE DEVELOPMENT- WEALTH- POVERTY
	10	LO2- LO3- LO7	JUSTICE-LIBERTY- RIGHTS- COMMUNITY- DEMOCRACY- POLITICAL DISAFFECTION- INEQUALITY- CORRUPTION- NARCOTRAFFICKING- VIOLENCE- TERRITORY- SOCIAL JUSTICE- ENVIRONMENTAL JUSTICE
	12	LO4	STATE- MARKET- FAIR WAGES- PRODUCTIVITY- TAX BURDEN- FAIR TRADE- PROBITY- SUSTAINABLE DEVELOPMENT- WEALTH- POVERTY
	16	LO1-LO2-LO3-LO5-LO6-LO8	DEMOCRACY- CITIZENSHIP- LIBERTY- DUTIES AND RIGHTS- STATE- JUSTICE- LIBERTY- COMMUNITY- POLITICAL DISAFFECTION- INEQUALITY- CORRUPTION- NARCOTRAFFICKING- VIOLENCE-HUMAN RIGHTS- EQUALITY- NO DISCRIMINATION- PARTICIPATION- COMMON GOOD-



			REPUBLICANISM- LIBERALISM- COMUNITARISM- SOCIAL ORGANISATION- COEXISTENCE-
4th grade	1	LO2- LO3-LO5	JUSTICE-LIBERTY- COMMUNITY- DEMOCRACY- POLITICAL DISAFFECTION- INEQUALITY- CORRUPTION- NARCOTRAFFICKING- VIOLENCE- HUMAN RIGHTS- EQUALITY- NO DISCRIMINATION-
	5	LO5- LO7	HUMAN RIGHTS- EQUALITY- NO DISCRIMINATION- TERRITORY- SOCIAL JUSTICE- ENVIRONMENTAL JUSTICE
	8	LO4	STATE- MARKET- FAIR WAGES- PRODUCTIVITY- TAX BURDEN- FAIR TRADE- PROBITY- SUSTAINABLE DEVELOPMENT- WEALTH- POVERTY
	10	LO1-LO2-LO5-LO7-LO8	DEMOCRACY- CITIZENSHIP- LIBERTY- DUTIES AND RIGHTS- STATE- JUSTICE- LIBERTY- COMMUNITY-HUMAN RIGHTS- EQUALITY- NO DISCRIMINATION-TERRITORY- SOCIAL JUSTICE- ENVIRONMENTAL JUSTICE- PARTICIPATION- SOCIAL ORGANISATION- COEXISTENCE- COMMON GOOD
	13	LO3	DEMOCRACY- POLITICAL DISAFFECTION- INEQUALITY- CORRUPTION- NARCOTRAFFICKING- VIOLENCE
	16	LO1-LO2-LO5-LO8	DEMOCRACY- CITIZENSHIP- LIBERTY- DUTIES AND RIGHTS- STATE- JUSTICE- LIBERTY- COMMUNITY-HUMAN RIGHTS- EQUALITY- NO DISCRIMINATION-PARTICIPATION- SOCIAL ORGANISATION- COEXISTENCE- COMMON GOOD

## 6. Discussion

### 6.1 Findings for the 3rd-grade programme

For the 3rd grade, the SDG with the most significant presence is the 16, followed by SDG 10 and SDG4. The first two are presented together in two learning outcomes (LO2 and LO3) that seek to develop the institutions of the democratic system. This situation should encourage the didactic work of these elements in a synchronised manner.

One element to highlight is the absence of SDGs related to numbers 2, 3, 6, 7, 9,13, 14 and 15, which can be seen as a preponderance of first-generation human rights of civil and political aspects over social and economic or collective ones.

### 6.2. Findings for the 4th-grade programme

The following SDGs are the most present: numbers 10 and 16, followed by numbers 1 and 5. As we saw earlier, these SDGs are closely linked and, as in the case of 3rd grade, in several learning outcomes, they are presented together: learning outcomes 1,2,5 and 8.

This situation would imply that if we look at the school curriculum from the perspective of the SDGs, we can group the learning objectives according to structural axes based on socially relevant themes that allow the development of these themes as a whole from the perspective of the contents, skills and attitudes involved.



It also highlights the absence of SDGs that we believe are vital for strengthening students' citizenship and democratic competencies, such as 2, 3, 4, 6, 7, 9, 11, 12, 14 and 15.

## 7. Conclusions

The Chilean programme for Citizenship Education declares the development of common good, social justice, and sustainable development, which means it is one step forward to achieving the SDGs.

When we analyse the programme, it has sixteen learning outcomes that teachers must develop in grades 3 and 4 of secondary education. Although the primary purpose of this programme is not necessarily oriented toward achieving SDGs, when we analyse the learning outcomes, there are many opportunities to work with students on this content.

The SDGs with the highest presence in the learning outcomes are SDG16, SDG 10 and SDG1. On the other hand, SDGs 2,3,6,9,7,14 and 15 are absent from the curriculum. This absence represents the biggest challenge for history teachers.

Another aspect important to state is that the program's approach to citizenship is still traditional, considering a preponderance of first-generation human rights, reflected in SDG 16, which has the most prominent presence in the learning outcomes.

## References

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