

## **SPECIAL ISSUE: How should social studies contribute to achieving Sustainable Development Goals?**

### **Editorial**

We are very glad to announce the publication of volume 10 of the *Journal of Social Studies Education in Asia (JSSEA)*. The theme of this special issue is, “How should social studies contribute to achieving Sustainable Development Goals?” As you know, the Sustainable Development Goals (SDGs), adopted in 2015, comprise 17 goals to be reached by 2030 in the move towards a sustainable society. Building a sustainable society and developing its actors are important concerns, not only for education in sustainable development, and environmental and global education, but also for social studies education, including geography, history, and civics. The purpose of this theme is to discuss strategies to achieve SDGs and a sustainable society in social studies education in Asia. Three papers were submitted towards this theme, and as the result of peer-review, only one paper was accepted.

The successful paper is entitled “What Does Future-ready Social Studies Education Look Like? Insights from Teaching and Learning Geography,” written by Chew-Hung CHANG from Singapore. He gave a clear presentation with the same title at the 3rd JERASS-ISSA International Forum on January 24, 2021. He does a fine job at contextualizing Education for Sustainable Development (ESD), and the Delors report in particular, in terms of recent work on geography and human capability. This paper will provide an overview of the current realities, and attempt to articulate the knowledge, skills and dispositions of a future-ready student with a view to designing good social-studies education. A specific case in teaching and learning of the climate change topic is discussed, for students to learn to know, to do, to be, and to live together. While at first glance the 17 SDGs seem rather daunting, they represent an important aspiration for the common environmental, social and cultural destiny of mankind. Social studies education is just one of the ways in which we can support their achievement. Across the local, national, and even global levels, we need an active citizenry able to employ criticality in deciphering the deluge of information about our world, with only a portion of it accurate and authentic. The paper’s insistence on this leads to true sovereign education.

Special Issue’s Proposers,

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