INTI JOURNAL | Vol.2025, Issue 5, No.19
eISSN:2600-7320

Global Sustainable Development: Ideological and Political Education-Based Theoretical Deconstruction and Practical Paths

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Abstract

This poster takes ideological and political education as the starting point, combines the global Sustainable Development Goals, analyzes the value foundation and educational paths of sustainable development at the theoretical level, and proposes a practical framework. Through multi - dimensional research methods, it analyzes the core role of ideological and political education in cultivating sustainable development awareness and promoting social actions, constructs a three - dimensional model of "value guidance – knowledge transformation – practical participation", and builds a scientific basis chain for the transformation of ideological and political education theory into sustainable development practice.

Keywords

Ideological and Political Education, Values of Sustainable Development, Xi Jinping's Thought on Ecological Civilization, Collaborative Education for Talents

Introduction

Education for Sustainable Development (ESD) is a global agenda advocated and promoted by the United Nations, which is crucial to the future survival of human society. (Sun & Xing, 2025). Social and economic development depends on the sustainable management of the planet's natural resources (United Nations, 2015). UNESCO's Education for Sustainable Development Framework has long emphasized that addressing systemic challenges—such as environmental degradation, unequal resource allocation, and intergenerational equity—relies fundamentally on transforming individual values and coordinating collective social actions. While existing international scholarships on ESD have extensively explored how formal education can foster sustainable awareness, there remains a notable gap in examining how Ideological and Political Education, a key educational approach in context-specific practices, can theoretically underpin SDG advancement and practically drive societal transitions toward sustainability. Building on this academic context, this research aims to address two core practical questions: First, how can IPE

Submission: 26 August 2025; **Acceptance:** 29 December 2025; **Available online:** December 2025

provide theoretical support for the achievement of global sustainable development goals. Second, how can IPE facilitate society's transformation toward sustainability through targeted educational practices.

Methodology

Policy Dimension: A Dynamic Analytical Framework for Multi-Source Texts

This study constructed a three-dimensional policy analysis system, using CiteSpace 6.2.R6 software to systematically mine national and local policy texts from 2015 to 2024. The data sources include programmatic documents issued by multiple ministries and commissions such as the Ministry of Education, 216 implementation reports on Sustainable Development Goals submitted by "Double First-Class" universities, and ideological and political education case libraries compiled by provincial education departments. In the analysis process, the Log-Likelihood Ratio (LLR) algorithm was adopted for keyword clustering, identifying three stages in the evolution of ecological civilization education policies: 2015-2018 (Ideological Introduction Phase): Focusing on green campus construction and environmental awareness cultivation; 2019-2021 (System Construction Phase): Centering on carbon peak targets and the integration of curriculum-based political education; 2022-2024 (Deepening Practice Phase): Introducing dual-carbon action frameworks and community collaborative governance models.

Curriculum Dimension: Quantitative Modeling of Value Transformation and Ethical Approval and Informed Consent

This study has obtained approval from Southwest Jiaotong University Hope College. Prior to data collection, informed consent was obtained from all participating undergraduates, with clear explanations of the purpose of the research, data usage methods, confidentiality measures, and the right to withdraw from the study at any time without penalty.

Full-Chain Assessment Mode

At the curriculum implementation level, a "Content-Process-Outcome" evaluation framework was constructed. Based on longitudinal tracking data of 3,200 undergraduates from Southwest Jiaotong University Hope College, structural equation modeling was conducted using SPSS 28.0 software. The specific structural model adopted is a mediation-moderation model, where "course participation" serves as the mediating variable, and "case teaching frequency" and "community practice frequency" serve as the moderating variables. The model's goodness-of-fit indices meet the recommended standards: $\chi^2/df = 2.34$ (≤ 3), CFI = 0.92 (≥ 0.90), TLI = 0.91 (≥ 0.90), RMSEA = 0.056 (≤ 0.08), and SRMR = 0.048 (≤ 0.08).

Measurement tools include:

Policy Exposure Scale: Mainly assessing students' learning and cognitive engagement with core policy documents such as the *Outline for Green Development Education* (Cronbach's $\alpha = 0.87$).
Value Transformation Index: Recording students' actual performance in fields such as energy conservation, emission reduction, and environmental advocacy over the past 6 months (Cronbach's $\alpha = 0.83$).

The research results show that policy exposure indirectly affects behavioral change through course participation ($\beta = 0.32$, $p < 0.001$), among which case teaching in the "Ecological Civilization" general education course ($\beta = 0.21$, $p < 0.01$) exhibits a significant moderating effect.

Closed-Loop Validation: Dynamic Calibration of the Triple Helix System

A dynamic feedback mechanism linking the "Policy–Classroom–Community" dimensions was constructed. The policy decoding process translates documents such as the Implementation Plan for Building a National Education System for Green and Low-Carbon Development into 12 actionable teaching points. Classroom transformation is supported through an "Ecological Civilization" module library containing 48 standardized lesson plans and 16 interdisciplinary case packages. Social validation is ensured through a community practice base certification system requiring each teaching site to establish at least three sustainable behavior observation points.

After 12 rounds of iterative optimization, a closed-loop pathway is formed: Policy Text Analysis → Curriculum Content Update → Community Practice Feedback → Policy Effectiveness Evaluation.

Results and Discussion

Constructing a Globalized IPE Discourse System to Condense Value Consensus

Integrate the Sustainable Development Goals into the content of Ideological and Political Education (IPE), To solve global issues, we must rely on development as the "golden key." China has always been committed to putting development back at the center of the international agenda and stands as a key contributor to global development, (He, 2024) and break the discourse monopoly of Western centralism. Quantitative data from the curriculum dimension study shows that students who participated in international academic exchanges sharing China's ecological civilization cases demonstrated a significant increase in their recognition of developing countries' discourse value: the score of the "discourse weight identity index" (full score 5) was 3.87 ± 0.42, which was 1.23 points higher than that of the control group (2.64 ± 0.39), and the difference was statistically significant ($t = 18.62$, $p < 0.001$). The integration of the concept of the Community with a Shared Future for Mankind in this study provides a non-hegemonic narrative logic—for example, sharing China's "poverty alleviation through ecological protection" cases in youth dialogues effectively responds to the "discourse inequality" criticized by Santos.

Relying on the Belt and Road Initiative, BRICS cooperation mechanisms, etc., carry out transnational IPE cooperation projects, and organize young students and scholars to participate in international volunteer services and joint research. Closed-loop validation results indicate that among 1,200 students participating in transnational projects, 89.3% showed "high-level understanding" of sustainable development values in heterogeneous cultures (defined as scoring ≥ 4 on a 5-point scale), and this proportion was 47.6% higher than that of students without cross-cultural participation experience ($\chi^2 = 216.45$, $p < 0.001$). This practice echoes the concept of transnational experiential learning advocated by the Strange, H., & Gibson, H. J. (Strange & Gibson, 2017) It is worth noting that the case sharing in this study still focuses on Chinese experience. In the future, its "two-way knowledge exchange" design can be used for reference to further enhance the effect of value resonance.

Deepening Curriculum and Teaching Reform to Embed Global Sustainable Development Concepts

Add a special module on "Global Sustainable Development" to IPE courses in primary, secondary, and higher education, and combine hot topics such as climate change and resource allocation to guide students to analyze the value concept games behind international cooperation and conflicts. Structural equation modeling results show that after the addition of the special module, students' "value-to-behavior transformation efficiency" increased by 58% compared with that before the module was offered, and the mediating effect of "curriculum content resonance" was significant ($\beta = 0.43$, $p < 0.001$). This curriculum reconstruction conforms to the "spiral progression" design principle of Education for Sustainable Development (ESD) courses proposed by UNESCO (2014). but surpasses most international similar practices in vertical coherence. In response to UNESCO's call for promoting Education for Sustainable Development (ESD), the Federal Government of Germany, together with the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (BLK), adopted the Guidelines for Education for Sustainable Development after consultations with the Conference of Environment Ministers (UMK) and the Standing Conference of the Ministers of Education and Cultural Affairs (KMK), laying a ideological foundation and providing an action guide for the future development of ESD (Open Access Erziehungswissenschaften, 2008), while relevant curriculum modules in Japan are scattered across various subjects. While the analysis of hot topics in this study is more policy oriented. Enable students to deeply engage in the operational mechanism of classroom practice, promote the integration and practice of classroom theories with real social issues, guide students to transform from knowledge recipients into co-creators of solutions, and ultimately cultivate them into sustainable development practitioners with critical thinking and actionable capabilities.

Strengthening the Construction of Teaching Staff to Improve Global Competence

Strengthen teachers' training on green and low-carbon development education. Implementing teacher internationalization programs, encouraging IPE teachers to participate in training projects of institutions such as UNESCO, learn advanced experience in sustainable international development education, and update teaching concepts. Statistical results show that after participating in UNESCO training, teachers' "international sustainable education concept update rate" reached 78.6% (defined as the proportion of teachers who revised teaching plans based on international experience), and the "student satisfaction score" for their courses increased from 3.5 ± 0.5 to 4.3 ± 0.4 ($t = 15.89$, $p < 0.001$). This training model is consistent with UNESCO's "Teacher Capacity Building for ESD" initiative (UNESCO, 2021) but has stronger institutional incentives compared with similar projects in developing countries. For example, studies by Patel show that due to weak follow-up support (Patel & Lynch, 2018), the concept update rate of UNESCO teacher training in India is only 45%, while this study ensures sustainability by linking with university performance evaluation. However, compared with the UK's "Global Sustainability Teacher Fellowship Program" (which includes 6-month overseas teaching internships) (UNESCO & UK Department for Education, 2021). The training in this study is more inclined to short-term theoretical learning. The UK model indicates that adding immersive overseas teaching experience can further improve teachers' practical guidance ability.

Coverage Limitation: The quantitative data of this study are mainly derived from undergraduates of Southwest Jiaotong University Hope College and 216 domestic "Double First-

Class" universities, lacking the representativeness of samples of primary and secondary school students and international groups, which may limit the generalization of conclusions globally. This is a common challenge in national-specific ESD research as pointed out in UNESCO's 2023 National ESD Assessment Report (UNESCO, 2023), but it can be improved by learning from the cross-country sampling method of the World Bank's "Sustainable Development Education Survey" (World Bank, 2022).

Expanding Sample and Regional Scope: Conduct cross-country and cross-age cohort studies, cooperate with educational institutions in developing and developed countries to collect multi-source data, and verify the adaptability of the proposed IPE practical paths in different cultural and educational contexts—drawing on the sampling framework of the "Global ESD Observatory" of the International Society for Education for Sustainable Development. Strengthening Long-Term Dynamic Tracking: Establish a longitudinal database for the cultivation of sustainable development values, track the long-term changes of individuals from primary school to adulthood, and explore the cumulative effect and decay law of IPE intervention—referencing the 10-year tracking design of Sweden's "Sustainable Development Competence Cohort Study" (Sund & Gericke 2019).

Conclusion

This study addresses how education supports the Sustainable Development Goals (SDGs) by constructing a three-dimensional model of "value guidance – knowledge transformation – practical participation," which has been verified through a multi-dimensional research methodology integrating policy text mining, curriculum longitudinal tracking, and "Policy-Classroom-Community" closed-loop validation. Empirical results confirm the effectiveness of Ideological and Political Education (IPE): Students who participated in exchanges of China's ecological civilization cases showed significantly higher recognition of the discourse value of developing countries (score of "discourse weight identity index": 3.87 ± 0.42 vs. 2.64 ± 0.39, $t=18.62$, $p<0.001$); 89.3% of participants in transnational projects demonstrated "high-level understanding" of sustainable values in heterogeneous cultures (47.6% higher than those without such participation experience, $\chi^2=216.45$, $p<0.001$); and the addition of the "Global Sustainable Development" curriculum module increased students' "value-to-behavior transformation efficiency" by 58% ($\beta=0.43$, $p<0.001$). While this study has limitations due to its sample being focused on Chinese universities, it still provides actionable insights for global Education for Sustainable Development (ESD).

Acknowledgements

I would like to express my highest respect and sincere gratitude to INTI International University and Southwest Jiaotong University Hope College. I would like to thank INTI International University for building an international academic exchange platform, where the diversified academic atmosphere, cutting-edge teaching resources and tolerant cultural environment have opened a new window for me to know the world and provided me with a broad space for innovation; at the same time, I would like to express my sincere gratitude to Southwest Jiaotong

University for giving me a solid backing on resource sharing, as your university's profound academic heritage, rigorous spirit of governance and excellent scientific research have always inspired me to keep moving forward on the road of exploration.

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