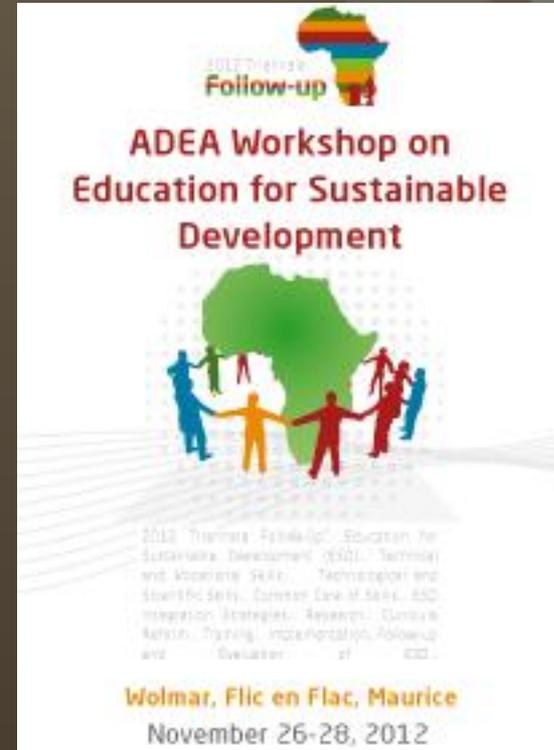


ADEA - Triennale 2012 Follow-Up

Approaches to ESD
and its implications across
the education sector and
for developing new
competencies and skills



Directions, challenges, solutions...

Sushita Gokool-Ramdoo, D. Ed

The Triennale 2012 Theme was:

Promoting critical knowledge,
skills and qualifications for
sustainable development in
Africa: how to design and
implement an effective response
by education and training
systems?

Follow-up reasons

- To provide a platform for continued dialog
- To give concrete expression to resolutions taken
- To achieve sustainable and demonstrable results

ADEA Triennale 2012 concept note stated that:

Objective 1

- A realistic view of Africa's future

Objective 2

- The pursuit of new education and training policies and strategies designed to achieve this goal through the effective targeting AND consideration of economic, social and cultural demand, to enhance and release sustainable development potential and assets in different African countries

Objective 3

- The emergence of new diversified and integrated education and training systems and schemes which, within the context of lifelong learning, are developing a mass of critical skills for this purpose

and added that ...

- *"Sustainability began as a concept that was primarily associated with the environment, according to which nature was to be used in a way that harmed neither its productivity nor its resilience. This concept has since expanded to encompass the social and economic infrastructure that determines a society's capacity to maintain itself in a rapidly changing global context" (Paul Cappon).*

What is Education for Sustainable Development?

Brundtland Definition

- The development that "meets the needs of the present without compromising the ability of future generations to meet their own needs".

Are we talking about environmental or educational issues?

About both...

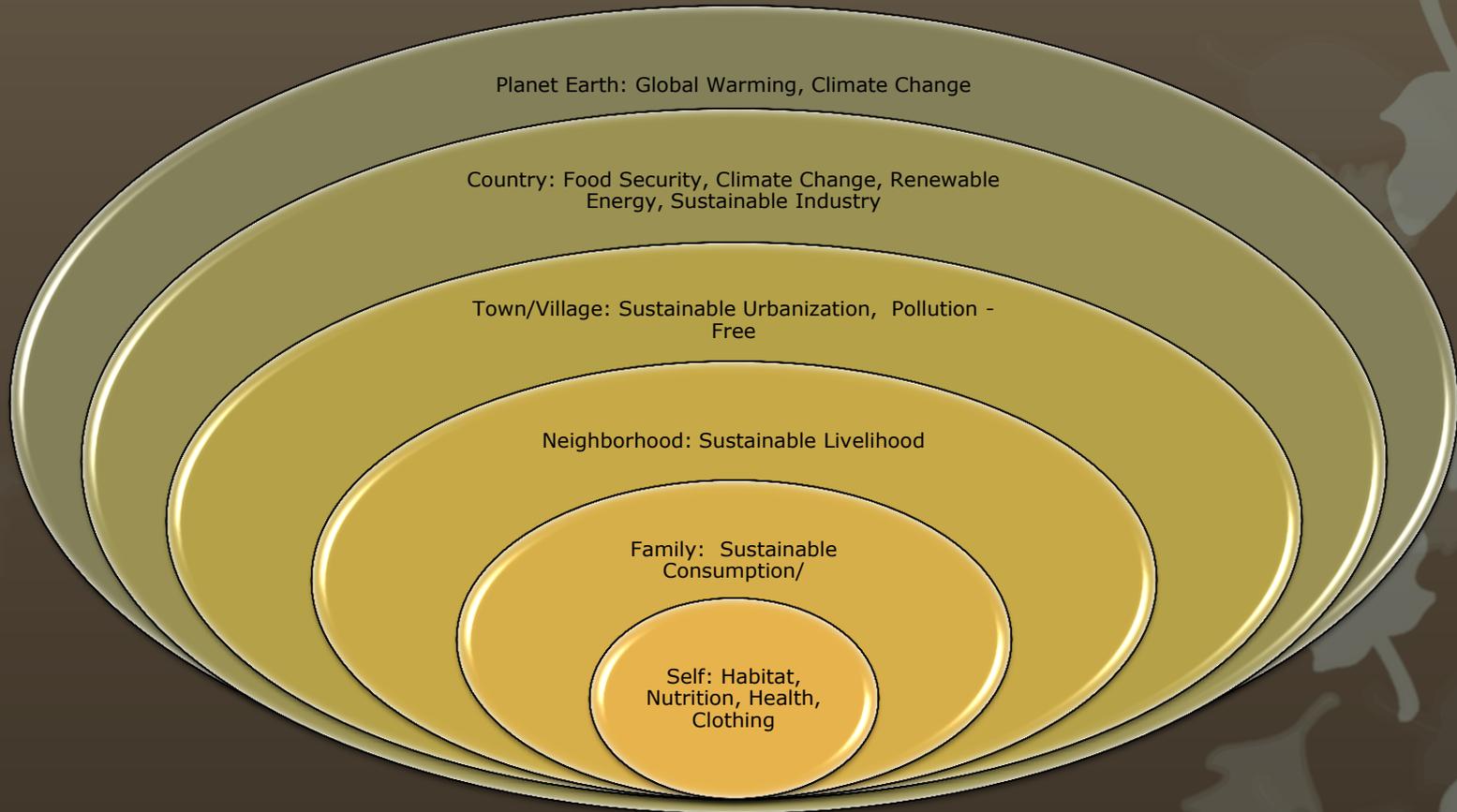
How one discipline articulates with each other..

To meet a collective goal

The environment is all encompassing, it includes all contexts and cultures

That relates to our very core and that our educational and critical competencies should help us support through informed decision taking...

Recognition of interconnectedness with contextualised spheres of influence



Critical core competencies

- Discussed at length during the Triennale
- Now they need to have practical applications
- In relevant and needy areas

In sum, core competencies:

- *Cognitive* pertains to the processing of information through instructional strategies to increase or broaden knowledge
- *Affective* relates to strategies that engage the feelings of the student with a view to enhancing the meaningfulness of the learning experience
- *Metacognitive* refers to the student's ability to organize and take responsibility for the learning experience.

Critical core competencies that...



- Are stand-alone

- Can also be mapped on any National Qualifications Framework as learning outcomes

- That can be acquired across all learning levels (K-20, TVET, etc) and pathways (formal, non-formal, informal) within contextualised policy frameworks

- Can help us take informed decisions

In which areas

- Those that relate to:

- The pre-primary, secondary, tertiary, vocational sectors and beyond
- The formal, non-formal and informal pathways

Constructing ADEA agenda for ESD

- To articulate an effective response to the Triennale Concept Note:
- Suggestion that we get back to AGENDA 21- THE MAIN FRAMEWORK FOR DEVELOPMENT
- **Agenda 21** (1992) is a non-binding, voluntarily implemented action plan of the United Nations with regard to Sustainable Development. It is an action agenda for the UN, other multilateral organizations, and individual governments around the world that can be executed at local, national, and global levels.
- From which other agendas emanate:
 - EFA
 - MDGs etc

Chapter 36 of Agenda 21

“Education, raising of public awareness and training are linked to virtually all areas in Agenda 21, and even more closely to the ones on meeting basic needs, capacity-building, data and information, science, and the role of major groups”.

Selected Agenda 21 objectives:

- a) To endorse the recommendations arising from the World Conference on Education for All: Meeting Basic Learning Needs (Jomtien, Thailand, 5-9 March 1990)
- b) To achieve environmental and development awareness in all sectors of society on a world-wide scale as soon as possible;
- c) To strive to achieve the accessibility of environmental and development education, linked to social education, from primary school age through adulthood to all groups of people;
- d) To promote integration of environment and development concepts, including demography, in all educational programmes, in particular the analysis of the causes of major environment and development issues in a local context, drawing on the best available scientific evidence and other appropriate sources of knowledge, and giving **special emphasis to the further training of decision makers at all levels.**

Directions given by Agenda 21 and adopted by many ESD initiatives...

- “Reorienting education towards sustainable development;
- Increasing public awareness;
- Promoting training.”

ALL ENCOMPASSING EDUCATIONAL LEVELS
AND PATHWAYS

Agenda 21 gives us a renewed focus?

- All groups, children and adults
- K-20 and beyond
- Science, Research, Employment
- Extensive and Innovative use of ICTs & media

Special focus on policy makers, journalists, use of media

AND NGOs

Is ESD happening?

- Not at the appropriate pace given the systematic destruction of our environment
- ...the root cause of our problems:
 - Our attitude to Nature, to the Earth
 - Problems that need to be approached through ESD....

So what are we going to teach...

1

- ESD will provide the platform where we will train individuals to acquire appropriate skills to...

2

- Respect, support, sustain their environment/s...

3

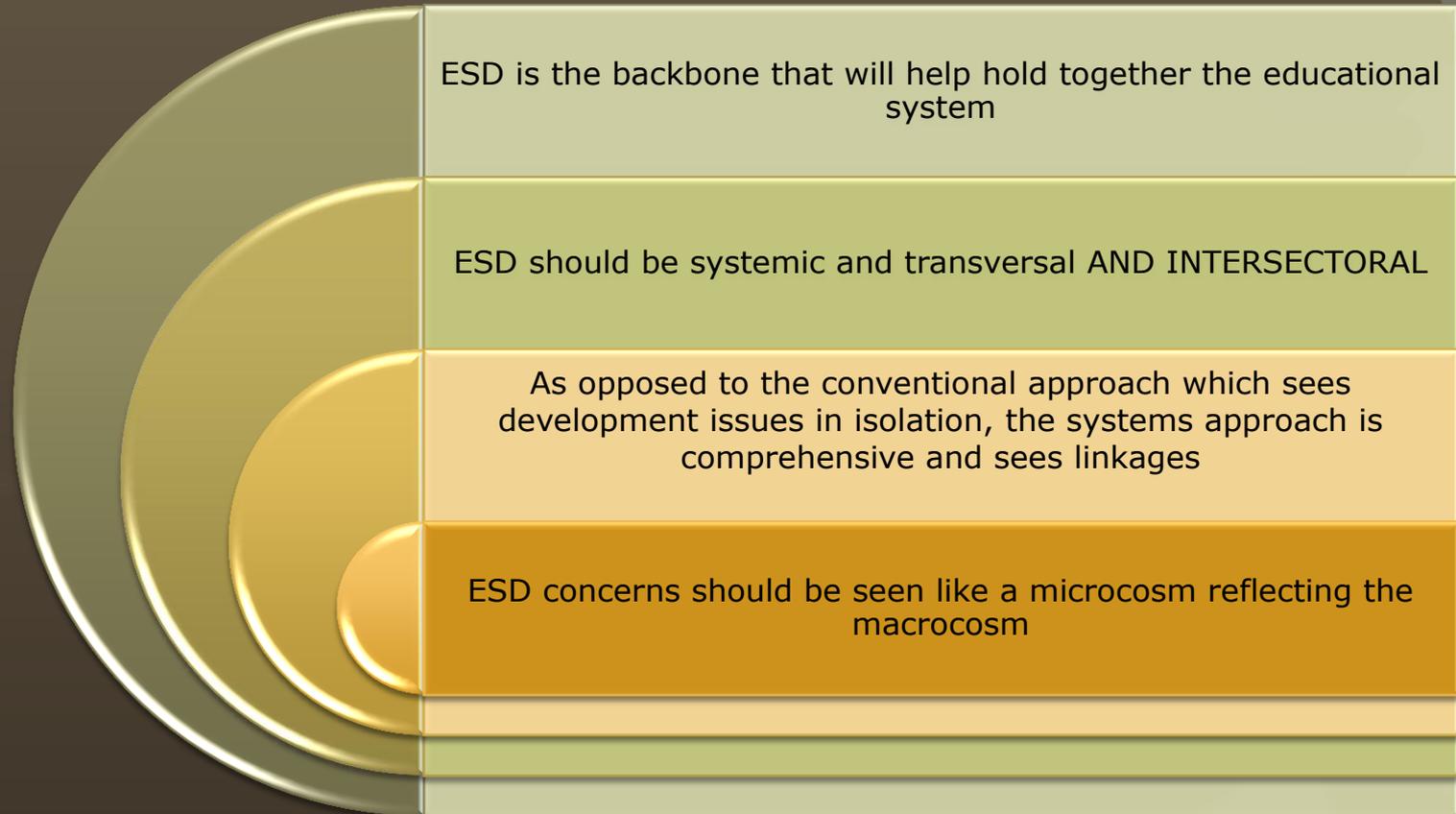
- To have more meaningful lives, from ...



Inspiration from this dramatization & UNESCO DESD themes useful penetration points for competency-oriented ESD:

- Biodiversity
- Climate Change
- Cultural Diversity
- Indigenous Knowledge
- Disaster Risk Reduction
- Poverty Reduction
- Gender Equality
- Health Promotion
- Sustainable Lifestyles
- Peace and Human Security
- Water
- Sustainable Urbanisation

A systems approach is advised



Why the systems approach...

To:

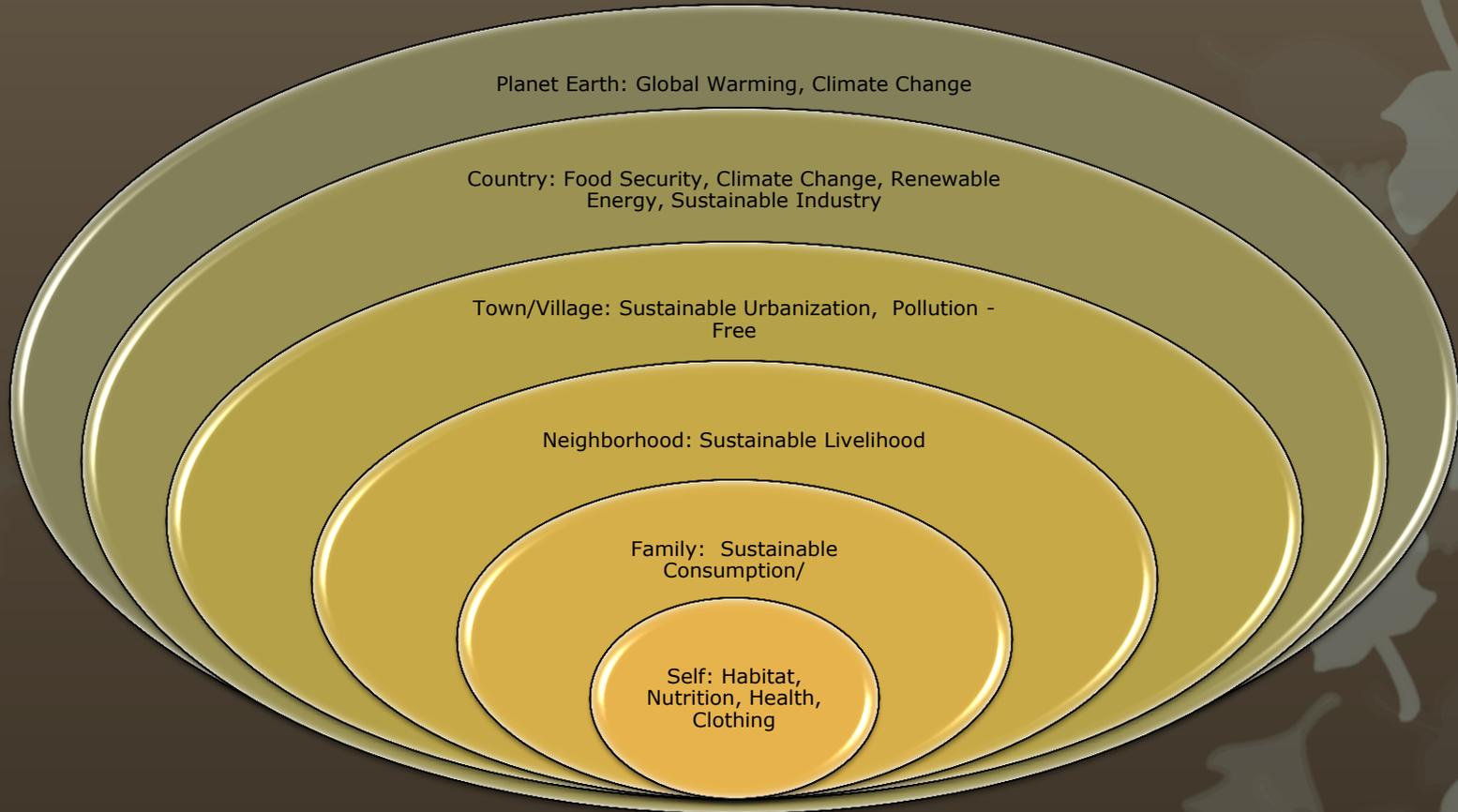
- put the human being back at the center of development
- recognize the interconnectedness of the human being with his/her environment
- promote creativity and meaningfulness in life
- bring about the **paradigm shift** on which everybody had agreed at the ADEA Triennale 2012

The paradigm shift will

Through the identified competencies and strategies, foster

- Autonomous and critical thinking as well as the making of informed decisions.
- Attitudinal changes so that people realize their inter-connectedness with the different spheres that influence each individual life

Recognition of interconnectedness with contextualised spheres of influence



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CHALLENGES AND PRESSURES

CHALLENGES

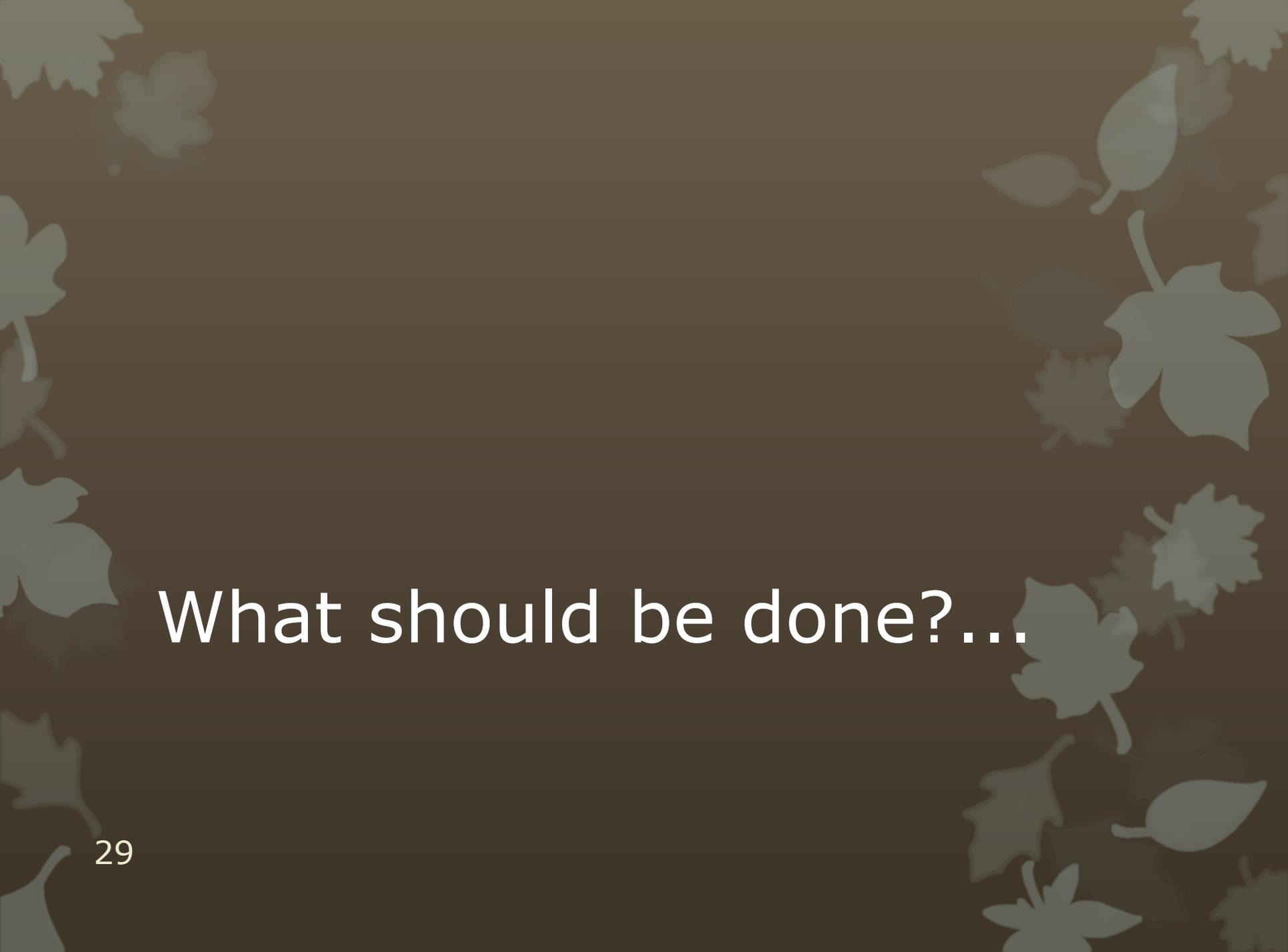
- Tension between ESD and mainstream educational system-leading to turf wars among authorities
- ESD not always seen as a priority
- Policy-makers remain unconvinced
- Non-responsive educational system
- Difficulty to link ESD to QF & employment
- Lack of capacity among those involved in non-formal and informal sectors
- 27 ● Not my problem...

Reconciling two disciplines: ongoing tension

- Between Environment and Education for Sustainable Development:

there is a major tension between the educational paradigm promoted by ESD educators and the existing mainstream paradigm

- Are these two “nebulous concepts combined to produce one, synthetic, professional discipline?” (Short, 2010)
- Education already has a broad range of definitions and approaches to research and practice- Environment is also getting there...
- Is ESD educating *about* development or *for* development?

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What should be done?...

Look again at Agenda 21

36.3. **Education**, including **formal education**, **public awareness** and **training** should be recognized as a process by which human beings and societies can reach their fullest potential.

.... While **basic education** provides the underpinning for any **environmental and development education**, the latter needs to be **incorporated** as an essential part of learning.

Both formal and non-formal education are indispensable to **changing people's attitudes** so that they have the capacity to assess and address their sustainable development concerns....critical ...[to foster] values and attitudes, skills and behavior consistent with sustainable development and for **effective public participation in decision-making**.

To be effective

- Environment and development education should deal with the dynamics of both the physical/biological and socio-economic environment and human (which may include spiritual) development, should be integrated in all disciplines, and should employ formal and non-formal methods and effective means of communication. (Agenda 21, 36.3)

At Government level

prepare strategies within a supportive policy context to integrate ESD a cross-cutting issue into education at all levels

mobilize different sectors of the population ...to ascertain their needs to enable them to contribute more fully to developing sustainable work practices and lifestyles

Develop practical training and awareness programs to increase public preparedness

Ensure policy makers undergo capacity building to foster understanding with regard to the urgency and relevance of integrating ESD

Making the educational system more responsive across levels and pathways

Formal Education

- Review of curricula to ensure a multidisciplinary approach, with environment and development issues including socio-cultural and demographic aspects and linkages.
- Due respect given to community-defined needs and diverse knowledge systems, including science, cultural and social sensitivities

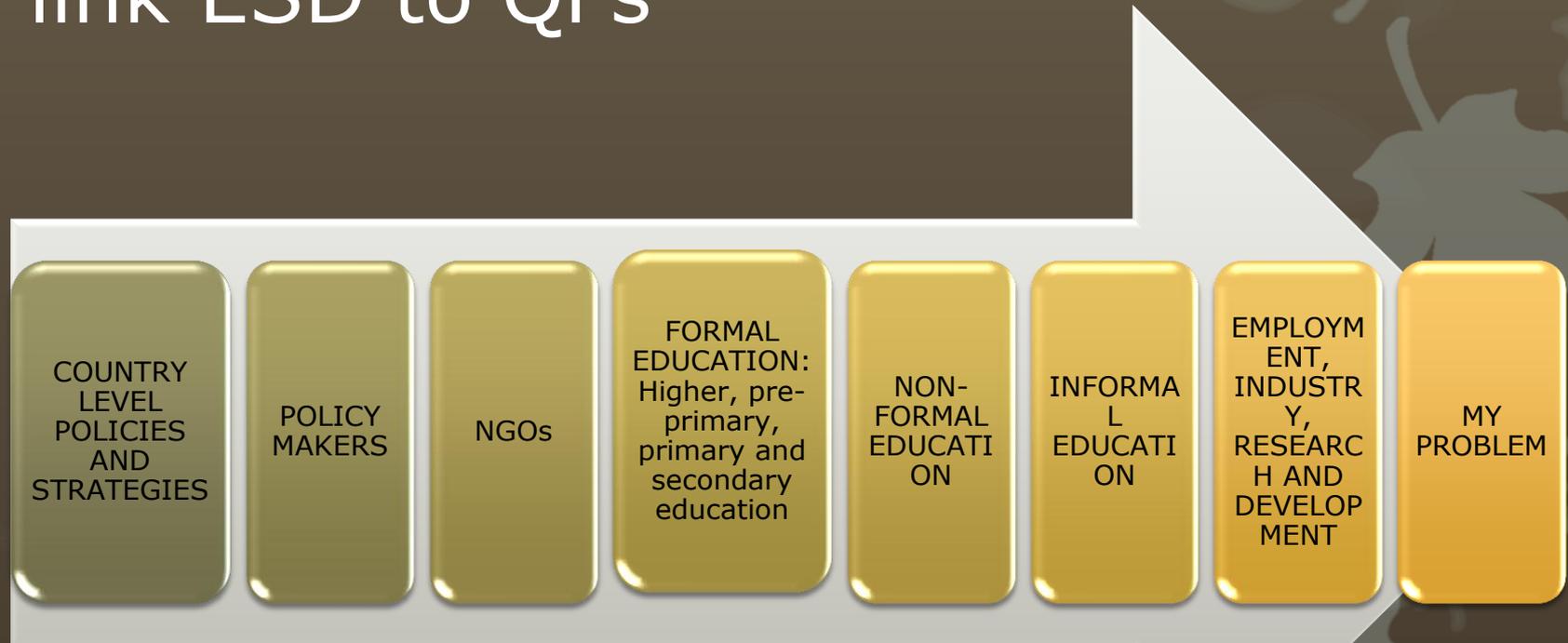
Non-formal Education

- Countries should facilitate and promote non-formal education activities at the local, regional and national levels by cooperating with and supporting the efforts of non-formal educators and other community-based organizations.

Informal Education

- Using diverse means and strategies including innovative use of ICT and media to improve the awareness of the interrelated nature of all human activities and the environment, to increase public sensitivity to ...problems and involvement in their solutions and foster a sense of personal environmental responsibility and greater motivation and commitment towards sustainable development

Systemic strategies: possibility to link ESD to QFs



The above systemic strategy should also match any Qualifications Framework including Recognition/Accreditation of Prior Learning Arrangements

Higher Education

- Rio+20 conference has sharpened focus on higher education as a crucial driver of ESD.
- Pivotal in promoting social change processes with an emphasis on educational quality and curriculum transformation, educational responses to poverty, risk and vulnerability as well as critical research methodologies.
- Higher Education Institutions educate and train decision-makers to empower them in their role towards creating new paradigms to foster sustainable societies. , to promote development through research and teaching, disseminative new knowledge and practices and capacity building.

Pre-Primary, Primary & Secondary Levels

● Re-orientation of curriculum:

- Internally to integrate ESD
- Externally to review arrangements concerning student workload, assessment etc...

Reconciling Employment and Education/Training: resolving tensions

Higher Education, industry, research, development & employment

University-based research should contribute towards:

- NGO programs
- business and corporate sector, industry and agriculture curriculum
- specific courses aiming at the **further training of decision makers –AGENDA 21**

Promoting training & ESD compliant professional ethics

36.12. Training -job-specific aimed at filling gaps in knowledge and skill to ...help individuals find employment.

36.15. to develop and review their codes of ethics and conduct to strengthen environmental connections and commitment.

Renewed support to NGOs and media

- Recognizing NGO contribution in designing and implementing educational programs in areas that are not necessarily reached by the conventional sectors
- Make extensive and intensive use of media and ICTs
- Capacity building of journalists

Not my problem?

- Food insecurity



Challenges that we need to cope with

- Environmental migrants putting pressure on accommodating countries



Global Responses to Eco-Migration and Environmental Disasters: The Role of U.S. and International Law and Policy

Water insecurity

- Water problem & droughts, depleting resources & desertification



Non-sustainable development patterns

- Eroding beaches: depleting resources
- unbridled consumerism, unplanned urbanization



ADEA: 4 inseparable and complementary dimensions



protection and preservation of the environment, particularly efforts to tackle climate change



the development of a model of sustainable economic growth based on the rational exploitation and conservation of natural resources

THE END
OF
POVERTY

the construction of inclusive societies founded upon effective efforts to alleviate poverty and tackle all sorts of discrimination and marginalization



knowledge & culture

the strengthening of mutual knowledge and cultural and spiritual understanding between groups, societies and peoples to foster solidarity and peace.

Listen to and learn from
experiences...

- ...And decide on the way
forward