ESD: a conceptual framework

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Topics

• Introduction/Definitions
• Guiding questions
• Aims of ESD for Pacific people
• Main Objectives of ESD for Pacific people
• Capacity building for ESD facilitators
• Organising and coordinating ESD efforts
• Life Long ESD for ALL
• Focus on Formal education (curriculum & teachers)
Introduction & Definitions

• Pacific perceptions of SD inclusive: research so far indicate SD is perceived as a process that is integrated, holistic and closely related to cultural survival & continuity (Thaman 1988, Taufe’ulungaki, 2001; Gibson, 2004)
• UNESCO- culture should underpin ESD efforts; c.f. PP – culture is separate from but important for economic progress and sustainable development.
• Schooling’s universal agenda: contribute to economic progress; transmit culture; moral & intellectual development of children (Pacific schools struggling with these)
• ESD for schools must use a holistic & integrated approach if it is to succeed in most PICs
A conceptual framework

• What constitute SD in terms of basic concepts, skills and values, in the contexts of Pacific cultures/communities?
• How do we ensure that these become part of the philosophy, aims, content and assessment processes and products of education, especially formal education?
• How do we ensure that teachers/facilitators are able to implement new content in the curriculum of schools and higher education institutions?
Aims of ESD

• Develop awareness & understanding for SD among ALL people in the Pacific region
• Develop knowledge, skills and motivation for a commitment for working towards the realisation and achievements of the goals of SD focusing on appropriate SD content
Major objectives of ESD

Pacific people will be able to:

• Understand that they are an integral part of SD (this is the sense in which indigenous people see SD)

• Know how issues in various documents might be addressed and the responsibility of each country to work together to find solutions to different issues

• Develop thinking and critical skills for the implementation of ESD Plans
Skill development for ESD facilitators

- Develop rationale for planning by specifying purposes, functions, target groups, origins and implementing ESD for each country’s education plan (PRIDE already doing some of this but no directly on ESD)
- Develop means by which stakeholders can contribute towards processes and products of education planning effort
- Assess extent to which current school and teacher education curricula address ESD (Deo’s paper useful here)
- Specify in writing a set of curriculum goals for ESD
Organising and managing ESD efforts

- Coordinate capacity building
- Create and distribute materials
- Establish time-lines for implementation
- Provide justification for allocating space in the school curriculum for ESD activities
- Provide a way of obtaining financial assistance for different countries by establishing structures and channeling the flow of information to ensure efficient use of educational resources (human and material)
Cont.

- Make recommendations to appropriate groups in order to determine and initiate specific actions leading to the realisation of ESD goals
- Identify and rank ESD priorities for requesting and allocating MOE resources
- Design ways for assessing the long term effectiveness of a country’s planning efforts
- Write a report and design ways of ensuring its adoption
ESD for ALL sectors

- Agriculture
- Business and industry
- NGOs
- Schools
- Government departments
- Higher education
- Mass media
- Professional and trade organisations
- Religious organisations
- Youth organisations
- others
ESD – perceptions of UNESCO

• ESD is a primary agent of transformation towards SD (of people & their visions for society)
• ESD is a process of learning for decision making
• ESD fosters values, behaviour and lifestyle required for sustainable futures
• ESD builds capacity
ESD in the School/HE Curriculum

- Need to understand Pacific curriculum contexts
- Need to know the extent to which current school curriculum address ESD (Deo, 2005)
- Need a strategy for people/communities to contribute to process of curriculum planning
- Need to design ways for assessing effectiveness of curriculum planning process
Integrating ESD into the curriculum of schools and h.e. institutions

- **Sub Unit**: units added to existing courses/syllabus
- **Infusion**: enriching/expanding existing teaching units in curriculum of existing subjects
- **Permeation**: overhaul of selected subjects to allow for teaching relevant SD concepts
Models for training personnel

- Hierarchical face to face (training the trainers)
- Peer training
- Modular, self training
- Mixed mode
- Educational radio/T.V./IT
- Community participation
- Internship/attachments
- eclectic
Pacific Curriculum Context

• Highly centralised systems
• Dependence of foreign money/expertise
• Dependent on teacher quality for design & implementation
• Lots of challenges e.g. information about people’s perceptions of new ‘content’; unrealistic time frames; lack of understanding of new content by educational personnel; inadequate teacher preparation; inflexible school systems (exam driven), etc
Core Issues of SD (UNESCO)

- Information & awareness about SD
- Knowledge systems (Pacific)
- Environmental protection & management
- Peace & equity
- Local contexts
- Transformation
- Culture
- Health
- Education
- Engagement of leaders
- Cross cutting issues & themes
Possible activities at regional level

- Establish research groups to identify different perceptions of SD in PINs
- Establish curriculum strategy groups to develop philosophy, goals, core concepts, teaching methods and assessment of student learning, incorporating elements of SD into the school curriculum
- Set up mechanism for monitoring progress of ESD in curriculum area
- Employ at least one person to coordinate regional curriculum efforts
- Carry out regional resources inventory
- Request higher education institutions to introduce programs in ESD and prepare teachers for ESD
Conclusion

- Successful outcomes of DESD will depend on the extent Education Ministries and those who support them are willing to shift from focusing on subjects to focusing on students’ learning outcomes.
- There must be more emphasis on a) Pacific people & their cultures & knowledge systems, and b) Pacific teachers.
- These two components have been neglected and/or marginalised in recent educational reforms; new reforms will fail if they continue to be neglected.