Re-orienting Teacher Education to Address Socially Sustainable Development

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outline

1 sustainable development (SD) & socially sustainable development (SSD)

2 what are the issues in society threatening SSD .. New logics of violence

3 re-orienting teacher education
a. pillar: environment to ecosystem

b. 3 or multi-pillars

c. sustainable human development (SHD)

d. socially sustainable development (SSD)
SUSTAINABILITY COMPASS

NATURAL/ECOLOGICAL SYSTEMS

(Questions about natural environment & their relationship to each other & relationship with society/people)
(land, sea, air, living things)

ECONOMIC SYSTEMS

(Questions about $, trading, ownership, buying & selling)

WHO DECIDES?

(Questions about politics & power. Who makes choices & decide what is to happen? Who benefit? Who lose out?)

Ref: Teaching & learning for a sustainable future:
http://www.lsf-lst/en/teachers

NATURAL/ECOLOGICAL SYSTEMS

SOCIAL SYSTEMS

Spiritual

Political

Economic

Social

W

E

S

N
SUSTAINABLE HUMAN DEVELOPMENT (SHD)

- emphasis in **each** human being and **all** human beings
- relation-ship bet and among people in society .. **intra-generational** .. **inter-generational** .. between gender, ethnic groups
- not only for human society, but also relation-ship bet society and nature .. **inter-species**
- human and eco-system well-being, not one at the expense of the other, ie the **INTERDEPENDENCE** between PEOPLE & the SURROUNDING WORLD
Socially Sustainable Development

- social dimensions .. social issues .. values/goals
- socially equitable quality of life
- analytical aspect
- normative aspect
- based on SHD
- fundamentally linked to gender inequities
SSD and Social Issues

1 Issues

2 Affected groups

3 Gender inequity/inequality
Gender Equality/Equity - the Heart of Justice and Sustainability

1. Gender .. Equity
2. Gender equity
3. Gender equality
4. Why gender inequality/inequity issues are fundamental for SD
Women's conditions and position

- Make up 75 percent of the world's poor
- Produce about 55 percent of the food consumed around the world and 60 percent in developing countries
- Are deprived of productive resources
- Don't have authority to make decisions regarding agricultural processes
- Are dramatically under-represented in governance and virtually every government in the world
- Have minimal or no access to capital assets
- Are often excluded from property ownership and inheritance
- Face widespread discrimination in employment and wages
- Infant girls have higher mortality rates worldwide
- Tho hold fewer jobs, often solely responsible for providing for family
- Have higher rates of illness & less edu than men/boys
Why gender inequality/inequity is important for SD?

1. Gender inequity/inequality is **soc injustice** and is a **pervasive global issue**
2. Gender inequity/inequality is **caused and result in other** inequalities and socially adverse effects and problems that are not sustainable
3. Gender equity/equality is part and parcel of **human rights**
4. Gender equity/equality leads to **reducing poverty and hunger**
5. Gender equality is also **key** to achieving the other 7 goals of **MDG**.
6. Gender equity/equality is an essential building block in **SD**
Implications for teacher education

1. How to enable teachers identify and examine the inter-relationships and effects of the social issues threatening SSD?

2. How to take on board the issues of gender equity/equality (and other social issues) in ESD, and how to integrate a gender equality perspective into ESD?
1. Reorienting teacher education for SSD – what and how

2. Interventions strategies in ESD (with SSD perspective)
Reorienting Teacher Education for SSD

A Infuse into teacher training, methodology of
- Participatory social/structural analysis
- Popular education
- Role of teachers in ESD

B Incorporate into ESD
- Gender perspective
- Capacity building for gender mainstreaming
  - Different types of mainstreaming
  - Capacity building for women
  - Capacity building for men
  - Social capacity building for men & women
1 What is GM?
- M women
- M gender
- M women and gender
- Transforming the M

2 Capacity building for GM in ESD
- Gender sensitivity/awareness training
- Gender capacity building for transforming mainstreaming – for men and women
  * capacity building for women
  * capacity building for men
  * social capacity building for men and women
- Gender analysis
- Gender statistics on issues pertaining to SD
Intervention Strategies

Strategic advocacy - converting/reaching out to positions of authority/influence

**Neglected groups** - attention to rural areas / marginalized / vulnerable grps like girls, youth, ‘disabled’ children with special needs

Ethical partnerships
  - men and women (teachers)
  - school and community

Whole school approach

Linking school with community

**Classroom dynamics & institutional practices** - address gender issues right in the classroom

Develop case egs on how to incorporate a gender equality perspective into SD

Develop and institute guidelines, procedures and regulations

Identify/develop a resource pool of people familiar with the substantive and methodological concerns of ESD as well as resource people who can provide a gender perspective

**Capacity building/training**
  workshops for teachers and teacher educators

Follow-up support mechanism for program at unesco/sub-regional, country/school level
Gender equity/equality is the HEART of justice and sustainability.