Teaching Development: UP Cebu Experience

DISCUSSION NOTES
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RCE Cebu and UPV Cebu College

- Cebu: Tourism and IT Hub in the Philippines
- Cebu Boom Phenomena amidst poverty and Malnutrition in the region
I. Towards Integrating Development Discourse in the Curriculum: UP Cebu Experience

Parallel initiatives on Development Education/HRE/SSD in other UP campuses

- Rapid Scanning & Personal Insights
- Faculty Engagement with Civil Society on the Development/Underdevelopment Discourse
- Curriculum Content: Initial Inventory of Disciplinary Initiatives at Integration of D/SD Concepts
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A. General Education Curriculum: Liberal Education Heart of UP Education
B. Undergraduate Courses Which Mainstreamed /Integrated SD/Development Theories and Concepts
C. Graduate Program in Environmental Studies (MES) Gender, Environment and Development
A. General Education Curriculum: Liberal Education Heart of UP Education

1. GE Courses: Foundations of the Behavioral Sciences (SS1)
2. Science, Technology and Society (STS 40)
3. ENS 10 (People and the Environment)
B. Undergraduate Courses Which Mainstreamed/Integrated SD/Development Theories and Concepts

- Development Studies Courses: (merged with other courses in the Revised Curriculum (2000)
  - Philippine Development Strategies;
  - Third World Development Strategies;
  - North-South Relations

- Politics of Development (PS 112)
- Selected Issues in Development (PS165)
- Gender and Politics (PS 164)
- International Political Economy (PS 183)
- Environmental Politics and Policy (PS 189)
CURRICULUM CONTENT/THEMES

- Development Theories and Concepts
- Contestations on the Meanings of Development: Analysis of Documents Articulating Development/SD
- Measuring Development: Growth and Equity issues, HDI, GDI, GEMS and Poverty Index
- State of Unsustainability: Global and Philippine Contexts
- Macro and Micro Contexts of Development
- Globalization and Development
- Gender, Environment and Development
- Peace, Human Security and Development
- Global and Philippine Issues on Development
- Human Rights and Development
- Third World/North/South Dialogue
Gender and Development Perspectives: Towards Gender Equity, Development and Peace in Visayas

- Educating GAD advocates
- Rights-Based Approach to Gender and Development
- Hosting Gender Resource Centers
- Linking with Women’s Movement
Pedagogical Issues

- Creative and inter-active ways of teaching development

- Lecture Discussion: “Socratic” and “non-banking” method ala Paulo Freiri

- Field or Community Exposure and immersion Program: Developing Compassion for the Poor and the Marginalized

- Summer Practicum Course: Service learning in an NGO Setting

- Field Visits: Sites of Development Projects and urban Poor Communities

- Student’s Journals: Reflecting on their learning

- Poster-Making: Gauging their understanding of development concepts/issues

- Debate on Controversial issues such as Reproductive Health

- Film Showing

- Inter-action with NGO leaders and community organizers

- Tests: Going Beyond the Cognitive
Work in Progress at the UPVisayas

- Island Sustainability, Livelihood, Equity and Gender Project (CIDA and university consortium)
- RGEP Course on "Understanding Sustainable Development: Principles In Practice: Ocean and Coastal Governance" (2005)
SD Course Outline

I. Introduction: SD as concept, goal or process; historical background; development paradigms

II. SD origin, principles, guidelines, Agenda 21 and Philippine Agenda 21

III. Sustainability and the Environment: climate change, pollution, Land, mineral resources, environmental harmony and security

IV. Sustainability and Economy: Poverty and Inequality, work and Unemployment. efficient use of resources, property rights, market Policy frameworks globalization, economic valuation, production and distribution

V. Sustainability and Society: Health, education, conflict and violence, population, food security: just and equitable social order
SD Course Outline

- Sustainability, Culture and Governance: indigenous knowledge systems, values, mores, agents, institutions and processes of power relations, good governance
- Approaches to Sustainable Development: Systems Approach and Ecosystem Based Management, Ecological Footprints, Risk Management
- Sustainable Future: Individual Choices, Collective Action, Communities, Ecosystems
- Integration: Revisiting the Principles, overcoming challenges and gaps and evolving strategies
Transformative Education

- Need for more synergy, holism, integration
- Need to evaluate the impact of learning at the cognitive, affective domains

Curriculum → Education for SD → Learners: Knowledge, Values and Attitudes → Social Transformation
DAGHANG SALAMAT !!!
(THANK YOU VERY MUCH!!!)