

# UK ITE ESD/GC network

- **Issues in developing the synergy between Education for All(EFA) and ESD in teacher education, North and South**
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- **Tony Shallcross and Ros Wade**

# Key questions

- ● How can ESD and GC in UK initial teacher education contribute to the achievement of the MDGS?
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- ● How can UK ITE contribute to and learn from ITE colleagues in Sub-Saharan Africa?
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- ● What kind of research and collaboration projects might emerge from this?

# Unesco policy agenda:

- ● Promoting people's access to basic education and improving the quality of basic education with focus on knowledge, skills, values and perspectives that are for sustainable living.
- ● Reorienting all aspects, types and levels of education systems to include the principles, knowledge, skills, perspectives and values related to sustainability.
- ● Raising awareness of general population on the sustainability through educational/learning processes.
- ● Enhancing the knowledge and skills of the workforce to function in a sustainable manner.

# Context and background

- - EFA and ESD constituencies
  - ESD/EFA overlap
  - Global synergies unrealised at country level
  - Conceptual and structural issues

# Broader purposes of ESD



- Re thinking development models

- Re thinking models of education and change

  - Social and geographical focus

- ESD and EFA constituencies

- Different starting points – shared goal

# Some challenges and tensions



- Basic education
- Broader purposes of ESD
- Social and geographical focus of ESD and EFA

# Poverty reduction and ESD

- - Concepts of poverty reduction and ESD
  - ESD and poverty prevention
  - EFA, ESD and poverty reduction: adding value

# Quality education for sustainable development



*Education is no guarantee of decency, prudence or wisdom. Much of the same kind of education will only compound our problems. This is not an argument for ignorance but rather a statement that the worth of education must now be measured against the standards of decency and human survival—the issues now looming so large before us in the twenty first century. It is not education but education of a certain kind that will save us David Orr 2004*

# TTISSA

- 1. To improve the quality and coherence of teacher professional development by integrating ESD into the TTISSA initiative (TTISSA output 4)

## 1.1: Research objectives

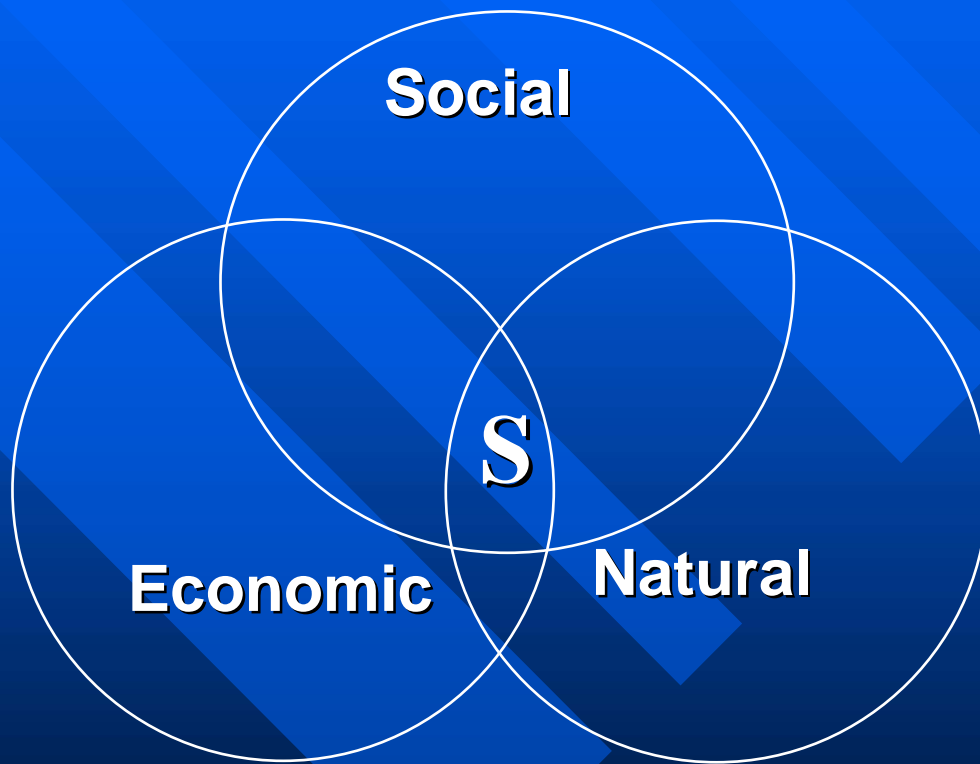
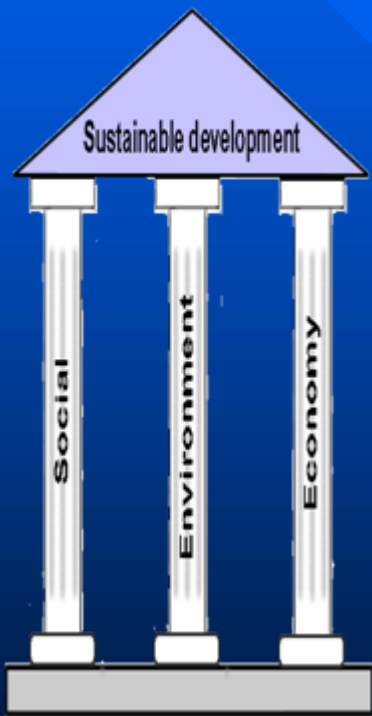
1. Monitoring the current level of integration of ESD into teacher education TE policy and practices in the active TTISSA countries (UNESCO Action Plan DESD: 57)

2. Evaluating policies and practices designed to integrate ESD into the future development of TTISSA including the review of good practices in TE in ESD (TTISSA Output 3, UNESCO Action Plan DESD: 58)

# TTISSA

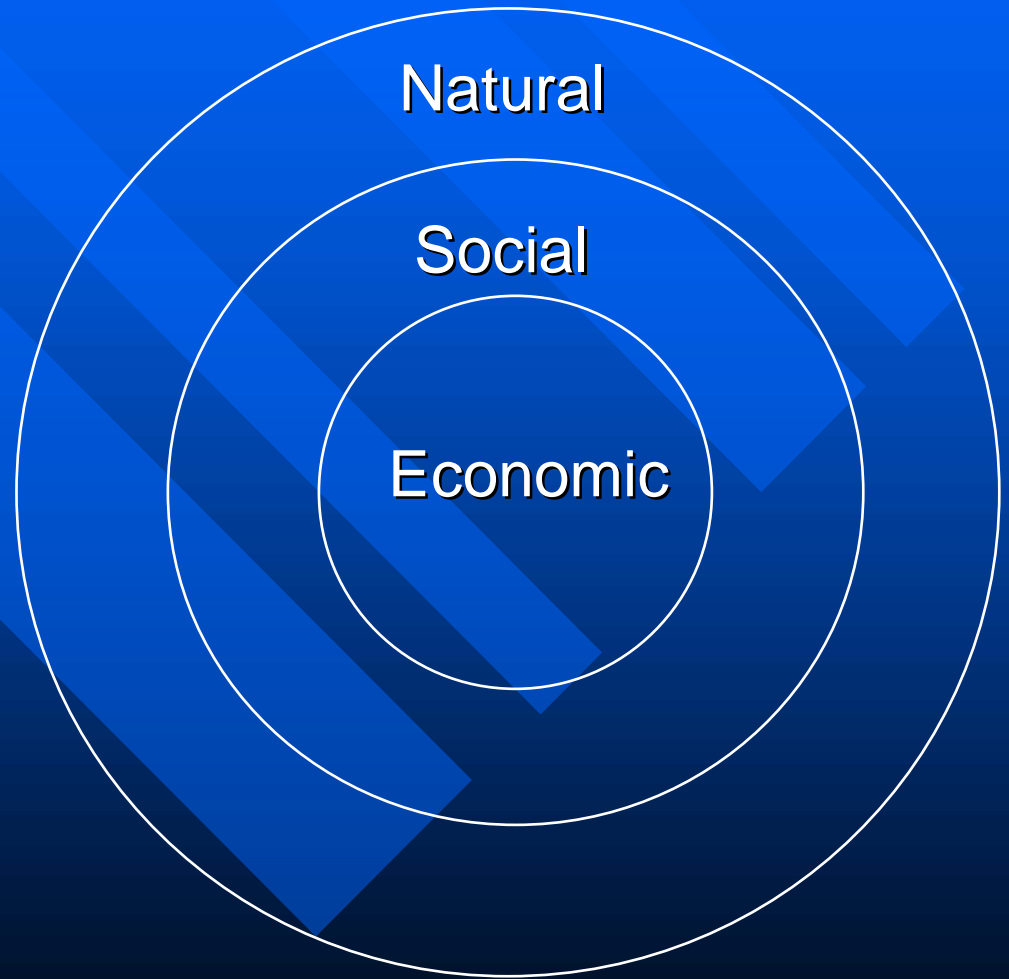
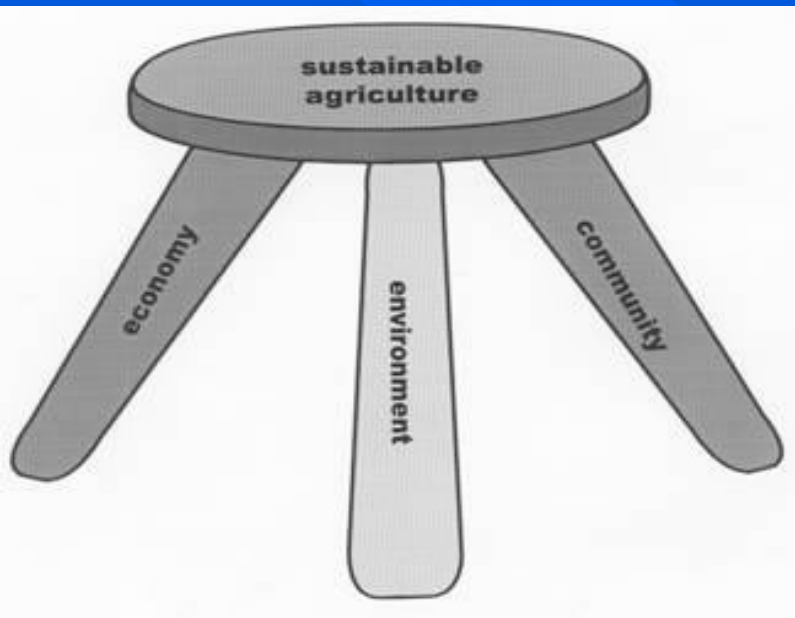
- 3. Evaluating the role of multi-stakeholders in current and future policies and practices designed to integrate ESD in TTISSA and building the commitment of senior decision makers to the implementation of these policies and practices (UNESCO Action Plan DESD: 58)
  - 4. Sensitive translation and development of innovative practices into effective case studies in ESD for use in TE learning materials and programmes in TTISSA (TTISSA Output 4, UNESCO Action Plan DESD: 57).

# The three pillars of sustainability: ESD is more than EE

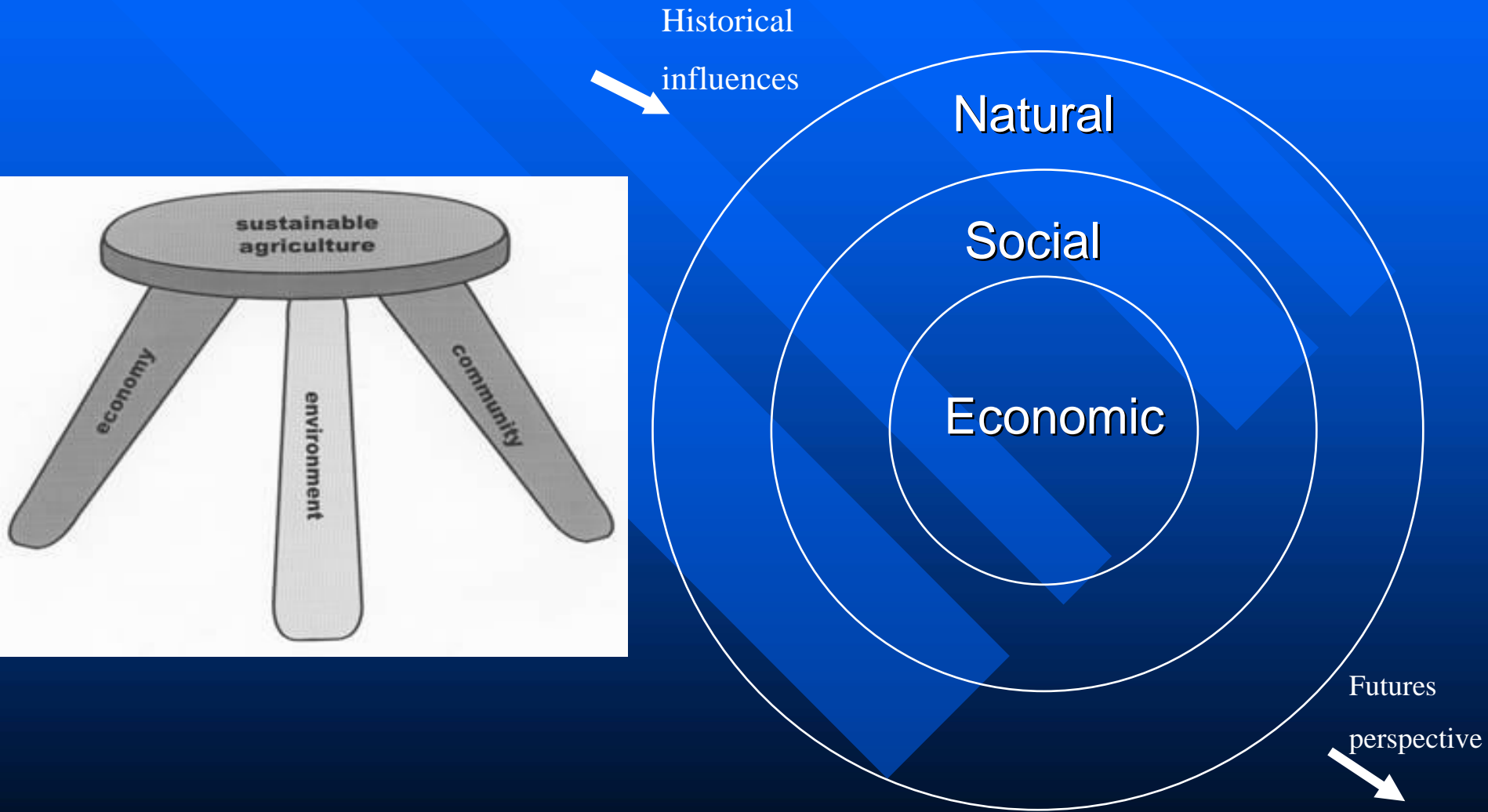


**S - Sustainability.**

# The three spheres of sustainability which is the outside circle? 3/4



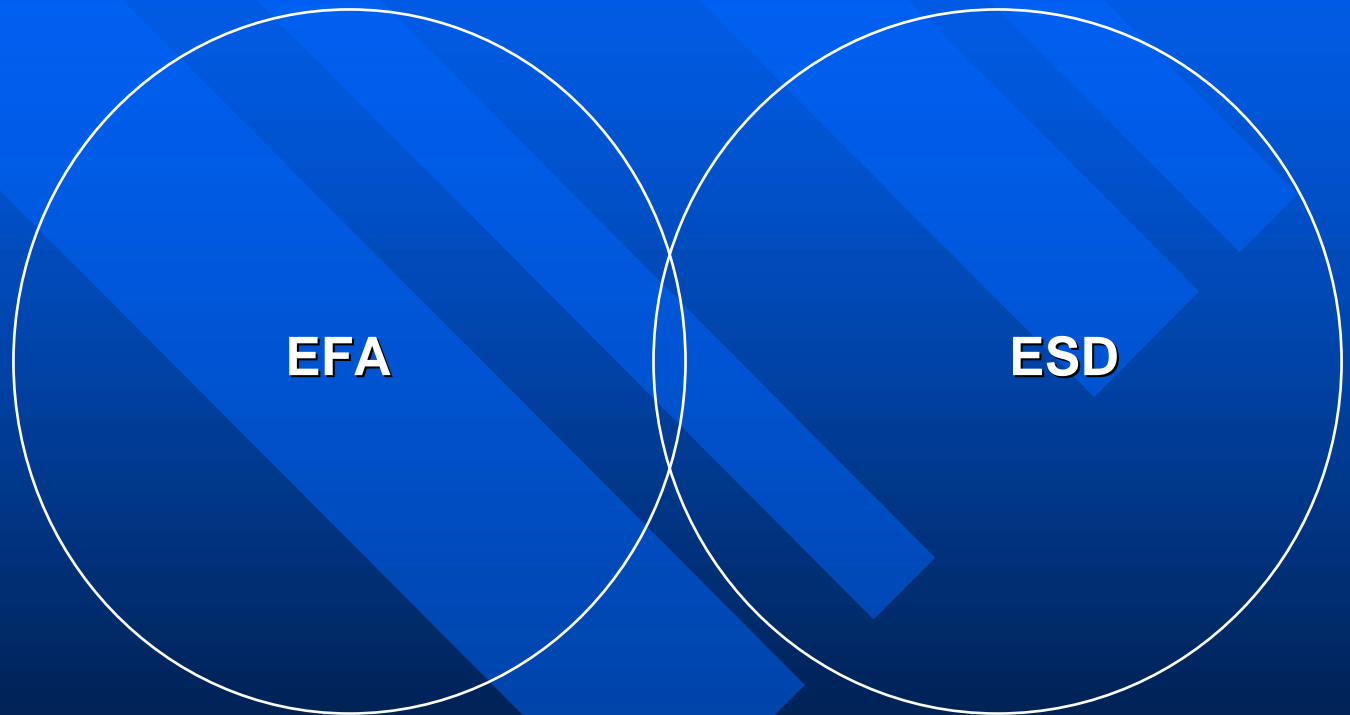
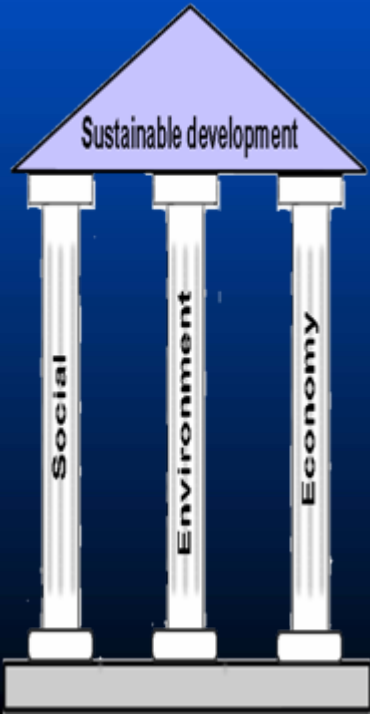
# The three spheres of sustainable development



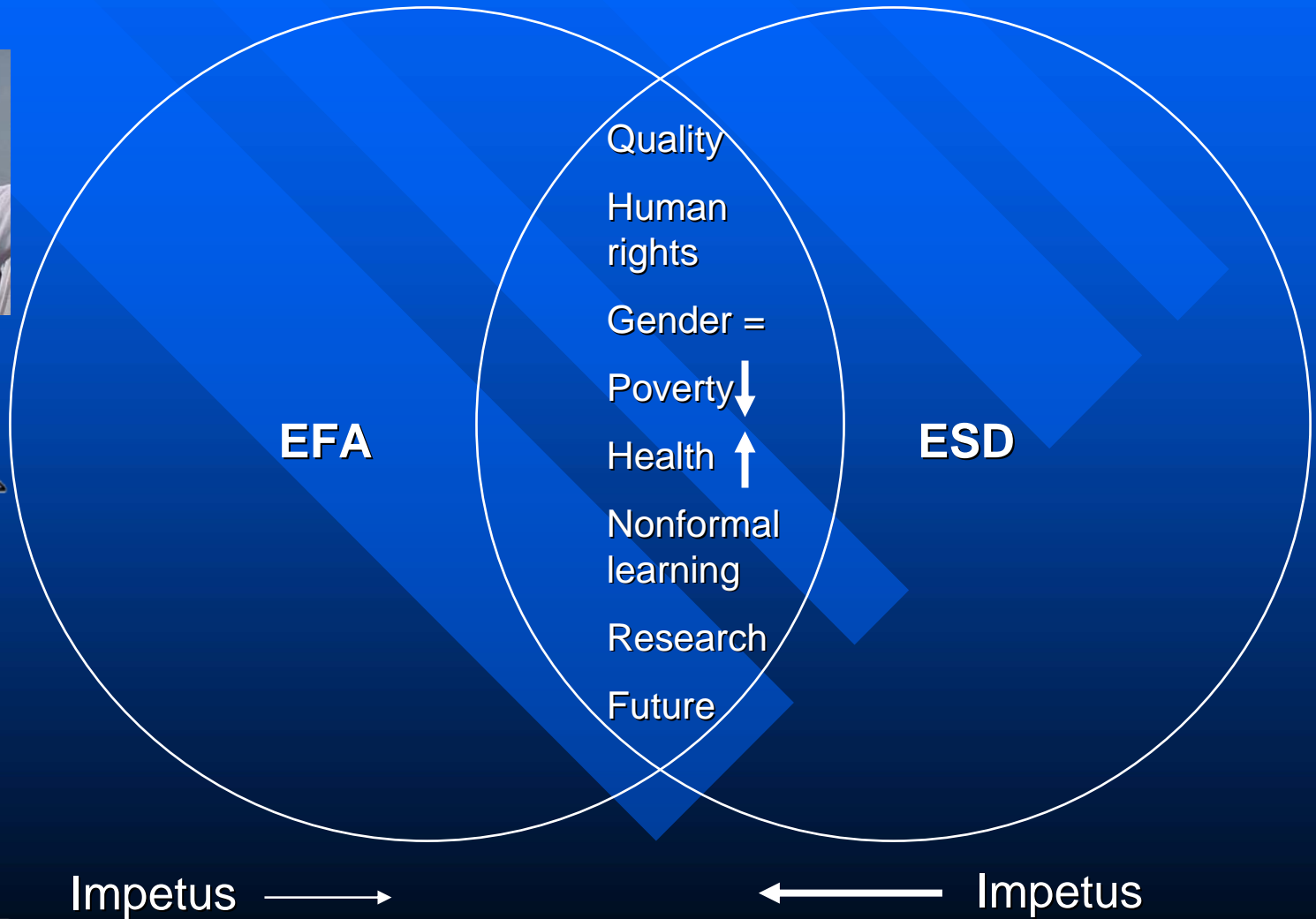
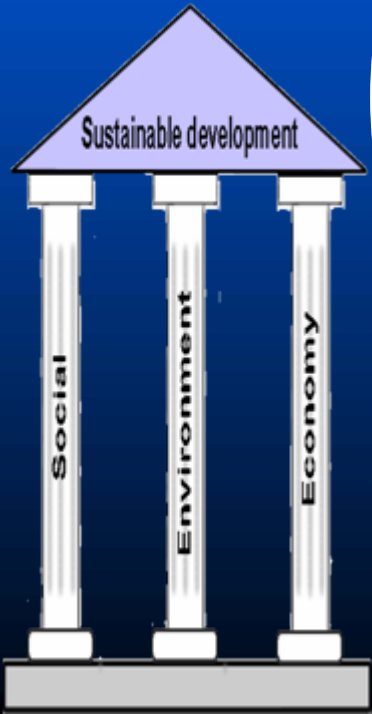


- Recognizes that environmental degradation in Africa is both a cause and effect of poverty and socio-economic impoverishment.
- Acknowledges that increased access to basic education does not necessarily increase social equity.
- **Comment:** Environmental degradation exacerbates socio-economic inequity.

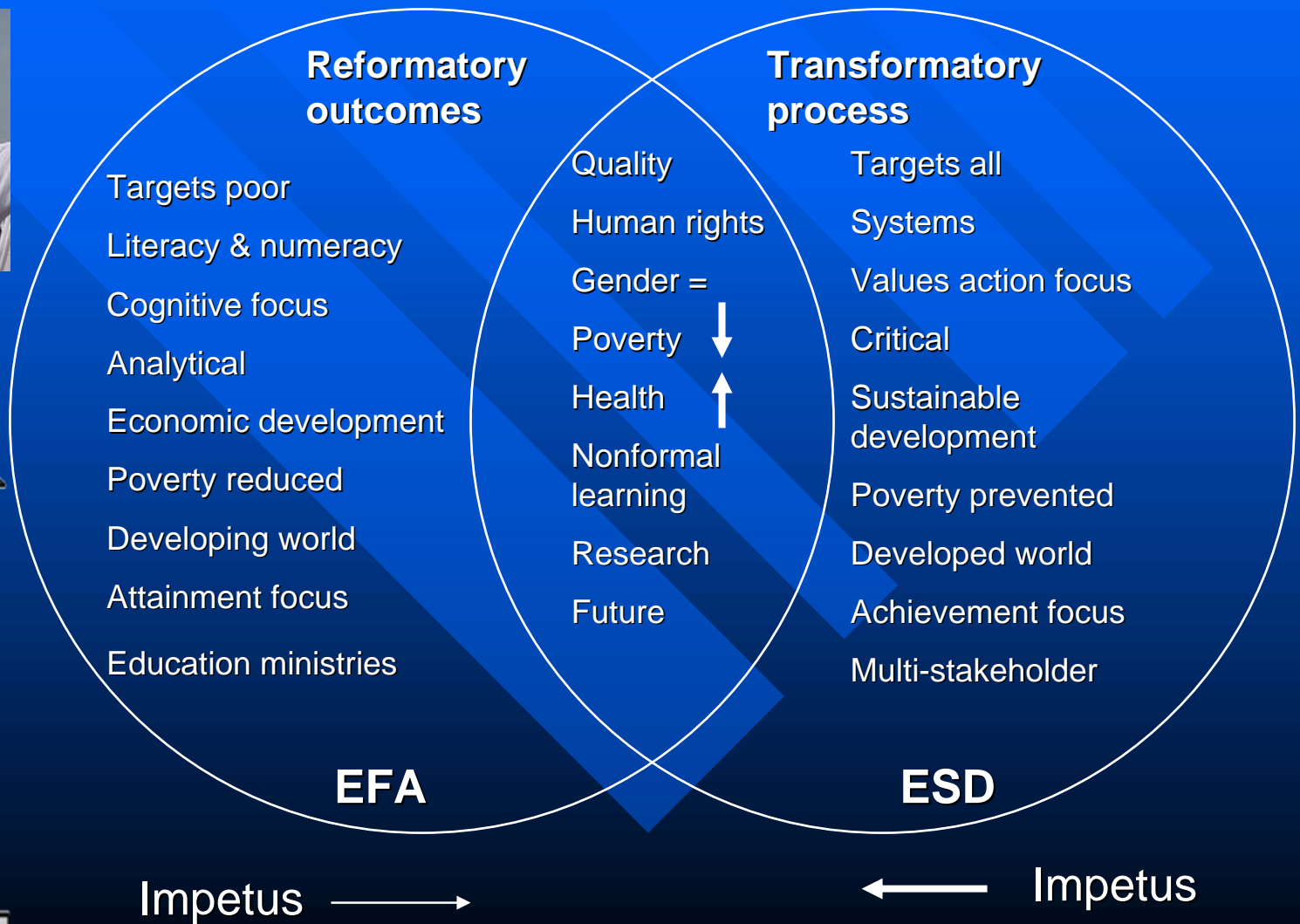
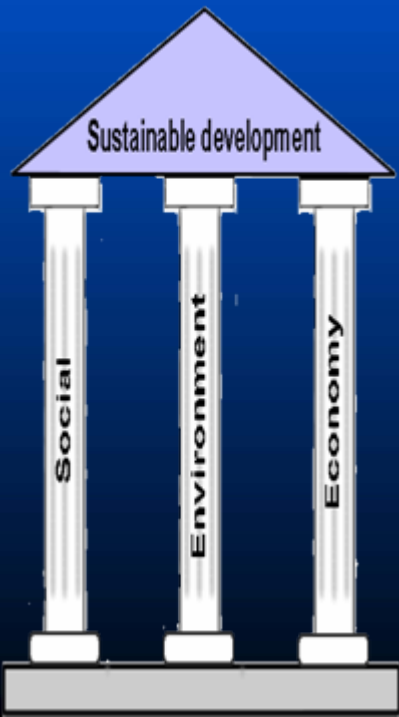
# Current relationship between EFA and ESD? Tensions or convergence



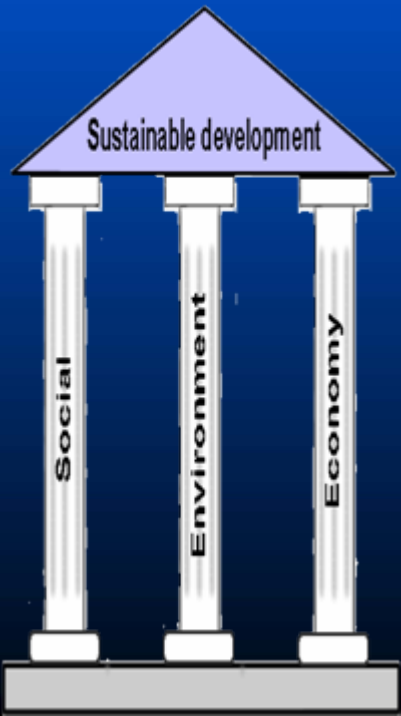
# Overlaps between EFA and ESD that can be developed



# Converging educations



# Convergence: (SEFA) sustainable education for sustainable development for all 3/4

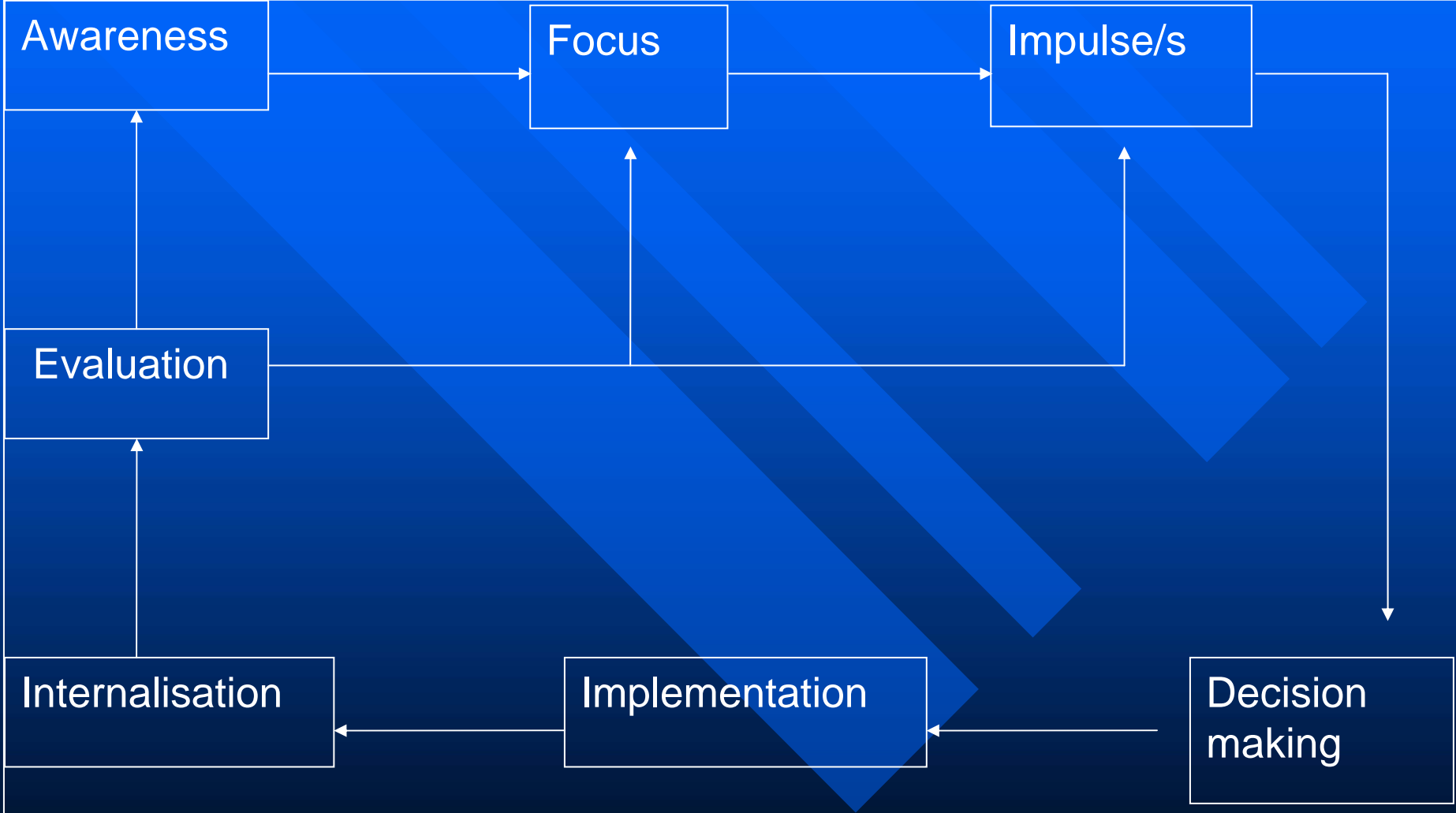


## Transformatory process & outcomes

Targets all	Quality
Life skills: literacy & numeracy	Human rights
Systems thinking	Gender =
Cognitive, values and active focus	Poverty
Critically analytical	Health
Global	Nonformal learning
Achievement to attainment	Research
Sustainable development	Future

**SEFA**

# A model of policy and practice import at the personal/institutional level



# Questions

- Are SD and by association ESD ‘Northern’ concepts?
- Do international partnerships lead to policy borrowing/transfer if so what are the implications of these processes?
- Should there be a stronger emphasis on professional development outcomes from international experiences for students in ITE?