

Session 6.1: Capacity building for Educators
24 November 2016, 8:30-10:30

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Attended by 28 participants from Africa, Americas, Asia and Europe, the main objective of the session was to discuss ways of how GAP priority Action 3 could be implemented to achieve SDG target 4.7. The participants explored mechanisms for knowledge generation and sharing among educators, trainers and communities.

The general consensus was that educators had to aim for transformative education through formal, non formal as well as informal channels. This would in turn lead to strengthening of capacity in educators, trainers and communities. No one had a monopoly of knowledge hence educators had to be willing to be educated too. There was need for a change in mindset of both trainers as well as trainees. The participants also emphasised the important role that youths play and agreed that it was important to stimulate youths as change agents especially considering that they are good with social media.

Participants shared experiences and case studies:

- ✓ Project oriented teaching and learning system: students in Netherlands are taught both theory and practice during the same lesson. Teachers of different subjects organise themselves and teach a class of students at the same time. For example, literature, engineering and history lessons might be conducted simultaneously so that students can see the linkages and application of theoretical knowledge in different disciplines.
- ✓ Product oriented teaching and learning: an example from UK whereby students are taught sources of everyday products e.g. how to bake bread. Teachers are able to teach sustainable methods of farming, concepts of growth and development as well as literacy and numeracy to the students.
- ✓ Another RCE in Malaysia was able to teach illiterate fishermen the English language so that they could serve as tour guides and earned additional income from eco-tourism.
- ✓ Participants also noted that messages on ESD can be disseminated during nationally commemorated environmental days e.g. World Environment Day because of the diverse attendance. In Malawi, such days were celebrated by government departments, faith groups, academia at primary, secondary and college level, non-governmental organisations, the public sector, traditional leaders, the media and local communities.

- ✓ Promoting waste management campaigns through thought-provoking slogans such as Keep Zambia Clean which is championed by universities; Don't be a litter bug Keep Malawi Clean promoted by government; Green campus initiatives in schools and universities championed by students in Malawi.
- ✓ Digital simulators of real life situations were used in Russian classrooms
- ✓ Several RCEs mainstreamed ESD in curricula in primary, secondary and tertiary education. Participants emphasized the need to tap into indigenous knowledge when adopting best practices
- ✓ Training of trainers in Malawi, where local women are taught tree nursery management techniques and empowered to teach fellow women.

Key Discussion Points

1. The need for educators to be ready and willing to be educated by communities
2. Strengthening capacity of educators, trainers, communities and other change agents
3. Mechanisms for engagement, knowledge generation and policy and organization.

Action Points

1. Create a thematic discussion for future interaction
2. Document best practices
3. Strengthen linkages with media, faith groups and policy makers