

SUSTAINABLE TEACHER EDUCATION AS A TOOL FOR A SUSTAINABLE SOCIETY

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WHAT IS A TRANSFORMATIVE SOCIETY

- community or societal structure that:
 - prioritizes and implements significant, positive changes to address various social, economic, environmental, or cultural challenges.
- create a more equitable, sustainable, and resilient society.
- Focuses on: Sustainability, Social justice, Economic transformation, and Cultural evolution
- Involves collaboration among governments, organizations, and individuals to drive meaningful change and create a better future

Messages of Sustainability

- Environmental conservation
- Renewable energy
- Sustainable agriculture
- Climate resilience
- Circular economy

Messages of Social Justice

- Human rights
- Inclusive education
- Economic empowerment
- Healthcare access
- Restorative justice

Messages of Economic Transformation

- Social entrepreneurship
- Inclusive growth
- Cooperative ownership
- Impact investing
- Basic income guarantees

Messages of Cultural Evolution

- Diversity and inclusion
- Cultural exchange
- Indigenous knowledge
- Artistic expression
- Intergenerational dialogue

How sustainability education achieves a transformative society

- Raising awareness
- Building knowledge and skills
- Fostering critical thinking
- Promoting values and attitudes
- Encouraging community engagement
- Supporting interdisciplinary learning
- Developing sustainable mindsets
- Empowering future leaders

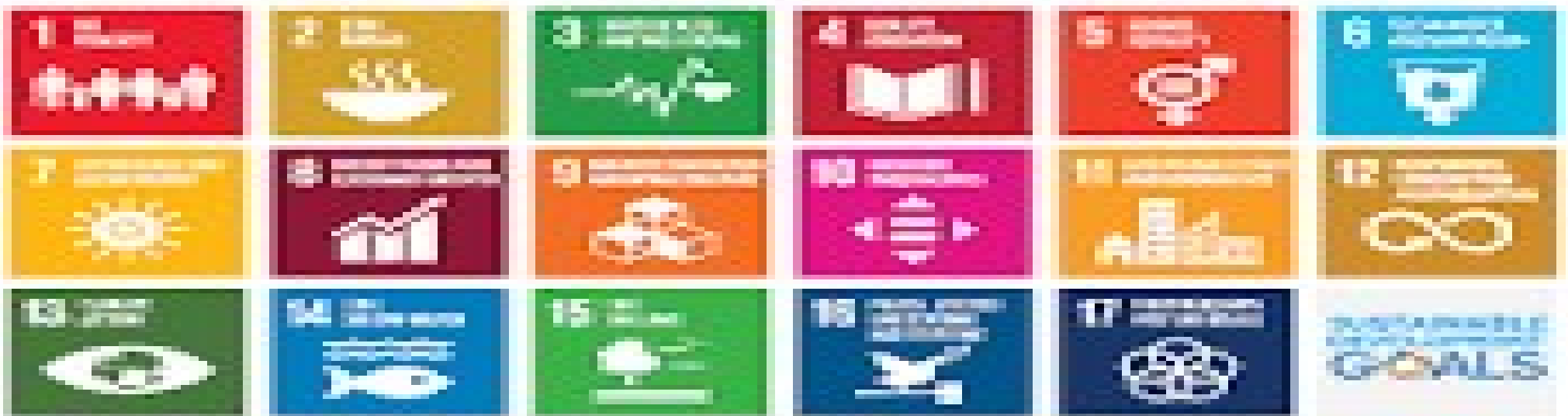
When sustainability education is incorporated into formal and informal learning settings people are empowered individuals that could actively participate in creating a more sustainable and transformative society.

HOW TO MAINSTREAM SUSTAINABILITY INTO TEACHER EDUCATION

- Teacher education are “policies and procedures designed
 - to equip prospective teachers with the knowledge, attitudes,
 - behaviour and skills they require to perform their tasks effectively
 - in the classroom, school and wider community” (Jamos, 2022)
- Teacher education prepares individuals to become teachers

Sustainability Revolves Around the 17 ESD

SUSTAINABLE DEVELOPMENT GOALS



Sustainability Revolves Around the 17 ESD

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| <ol style="list-style-type: none">1. No poverty.2. Zero hunger.3. Good health and well - being.4. Quality education.5. Gender Equality.6. Clean water and sanitation.7. Affordable and clean energy.8. Decent work and economic growth. | <ol style="list-style-type: none">9. Industry, Innovation and Infrastructure10. Reduced Inequalities11. Sustainable Cities and Communities12. Responsible Consumption and Production13. Climate Action14. Life Below Water15. Life on Land16. Peace, Justice and Institutions17. Partnership for the Goals |
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COMPONENTS OF SUSTAINABILITY

- Sustainability should have six component parts that may be abbreviated as, “ ‘Six Ss’ to save the World” as
- (1) (S)caling the economy within the capacity of the biosphere
- (2) using the (S)olar power to propel human processes;
- (3) ‘Rec(s)ycling’ wastes and reducing pollution;
- (4) (S)haring resources equitably – not hoarding;
- (5) providing environment that is (S)afe for all living organisms; and
- (6) having (safe) (S)ex (to keep living on).

Teacher Education as a Formal Activity

- UNESCO describes formal education as a systematic instruction, teaching and training by professional teachers and consisting the application of pedagogy and the development of curricula
- Teacher Educators lecturer
 - 1. general Educational Foundations courses (Sociology of Education, History of Education, Philosophy of Education, Policy of Education, Guidance and Counselling, Measurement and Evaluation and Social Studies)
 - 2. General Education (Curriculum and Instructions, Educational Administration Planning and Management, Educational Technology and Adult Education courses a

Teacher Education as a Formal Activity

- 3. The teaching subjects of the pre-university schools (Arts – English, History, French, Native Languages – Hausa, Igbo, Yoruba, Efik, Ijaw and others; Sciences – Physics, Chemistry, Biology, Mathematics, Physical and Health Education; Vocational and Technical – Agriculture, Home Economics, Fine and Applied Arts, Electrical and Electronics, Building Technology; Social Sciences– Economics, Geography and Political Science)
- 4. Teacher education programmes are designed for pre-service teachers who are expected to register into an approved teaching subject as a major and another teaching subject as a minor, if need be.

Teacher Education as a Formal Activity

- Preservice teachers learn teaching methods courses and embark on a supervised practical teaching (teaching practice) of twelve weeks or one semester as stipulated in the benchmark of minimum standards for the universities and the colleges of education respectively

Teacher Education as a Formal Activity

- Teacher education programmes should prepare teachers about environmental sustainability by exposing their student-teachers to the learning contents of concepts such as natural resources, food and farming, ecological systems, waste, water, energy and energy management, biodiversity and climate change.
- Subjects such as Physics, Chemistry, Biology, Agricultural Science, Home Economics, Mathematics, Electrical Electronics and Building Technology Sustainable Community Development
- Implications for Teacher Education are expected to be properly positioned to teach the contents with appropriate methods and strategies of teaching.

Teacher Education as a Formal Activity

- A teacher education programmes should prepare teachers about economic sustainability by exposing their student-teachers to the learning contents of concepts such as alternative futures, leadership and change, corporate social responsibility, consumerism and trade, globalization of economy, accountability and ethics, international development, sustainable and ethical tourism and population. Subjects, such as Social Studies, Economics, Political Science, General Studies, Fine and Applied Arts and any area of study that is interdisciplinary could teach all these concepts at the teacher training lecture rooms.

Teacher Education as a Formal Activity

- Training about social sustainability, History, Social Studies, Political Science, General Studies, Fine and Applied Arts, Home Economics, Physical and Health Education and other areas of studies that are interdisciplinary should prepare student-teachers to teach concepts such as sustainable communities, cultural diversity, international understanding, sustainability in the built environment, travel, transport and mobility, health and well-being, peace, security and conflicts, citizenship, governance, democracy and human rights.

Teacher Education as a Formal Activity

- imparting the knowledge of environmental, economic and social sustainability will promote sustainable community development.
- This may come into play as skills, attitude, abilities and behaviour developed from teacher training in the practical classrooms (in schools) would help to develop younger generations or other categories of learners to acquire similar knowledge, skills, attitude, abilities and behaviour in real life situations at home, local, national, regional, and global communities, after they have also benefited in the form of acquisition of means of livelihood.

CHALLENGES OF MAINSTREAMING ESD INTO TEACHER EDUCATION PROGRAMME

- The need for a SWOT ANALYSIS
- The need for a Strategic Model

Table 1. SWOT analysis of usability of Nigeria Social Studies to mainstreaming education for sustainability

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> 1. Compulsory subject at primary and Junior secondary schools 2. Recognised by the National Policy on Education as a compulsory subject 3. Has an objective that looks somewhat identical with national philosophy of Nigerian education 4. Not involving (with unidentifiable) mathematical/statistical concept to pose problem for any learner 5. Can be learnt relatively easily 6. Discusses virtual daily experiences of learner 7. Has close link with people's culture 8. Internationally recognised as a discipline that studies human beings operating in the multifaceted environment 9. Runs an integrated curriculum 10. Offered as a teacher education course 	<ol style="list-style-type: none"> 1. Lacks implementation of its objectives as subject for citizenship education 2. Lacks standardised textbooks, and relies on foreign texts with foreign perspectives of human society and environment and poorly written textbooks written by non-Social Studies experts 3. Subject association seems not very push-full enough to support and champion its advancement 4. Has an existing upper secondary school curriculum but rendered redundant; hence it is not offered as upper secondary school subject 5. Certification is limited to Junior Secondary School because it is not offered beyond that level as a school subject 6. Lacks uniform curriculum at teacher education level 7. Has less number of professors and lecturers with full expertise in the subject 8. Poor research network to advance its frontier as a knowledge-based learning area
OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. Can be utilised to teach about national unity and progress 2. May be taught as a compulsory subject at Senior Secondary level if accorded an appropriate recommendation 3. May serve as a perfect substitute or match for other social science subjects 4. Can educate for sustainability if well transformed 5. Carries concept that can be reviewed to accommodate other concepts supporting ecological living 6. May be amenable to some of the methods that are often used in EfS 	<ol style="list-style-type: none"> 1. May not be allowed to thrive as a compulsory national subject by curriculum builders who do not have background in it 2. Current state criticized as being too theoretical to educate for sustainability 3. Too much emphasis on science and technological advancement that places less emphasis on value education may not allow it to be seen as a subject necessary for nation building 4. Other social science subjects (Geography, Economic, Political Science, Commerce etc) experts may not allow the implementation of its senior secondary school curriculum, because of the 'shallow thinking' that it may put them out of business 5. May not be adequately funded for teaching, textbook production and research as a result of its insignificant recognition 6. The extraction of civic education content from its curriculum may technically phase it out, if care is not taken 7. The lumping of the subject under the compound name, Religion and National Values may overshadow its recognition as a subject meant to prepare students for the social science subjects at a higher level and as well as a citizenship education subject 8. May be substituted with Civic Education on the long run if an unreasonable reform is done

Arising from the analysis in Table 1, there is the need to have a strategy that will answer the various questions that are raised in reference to EfS strategy development vis-a-vis the Nigerian Social Studies Teacher Education programme. An example is shown in Table 2 below.

Table 2. A strategic model for mainstreaming EfS into the Nigerian Social Studies teacher education programme

	Where are we?	Where are we going?	How do we get there?	Who needs to be involved?	How do we know that we've got there?
Point of view as a nation	Currently operating an economy that enriches few and impoverishes many people and promotes ecological imbalance	To have a nation full of bright opportunities for all citizens while striking equilibrium between economy, society and environment	Review education curriculum to empower citizens with systemic thinking skills, values and sound decision-making skills	Ministries of Education, Youth Sports and Culture, Finance, Environment, professional and corporate bodies	Successful workforce and sound citizenship demonstrating love for ecological livelihood
Point of view as Social Studies expert with bias for sustainability	Currently running a capacity building (teacher education) programme with a myriad of pedagogical weaknesses and policy threats that may render Social Studies un-useful to educate for sustainability	To have a very sound Social Studies curriculum rich in content and methodology to teach for change	Employ constructive and participative and adaptive strategies to facilitative skill acquisition in educating for sustainability among pre-service teaching undergraduates of Social Studies	Academics (Professors and Lecturers) of Social Studies Education with bias for change (and) probably the Social Studies Association of Nigeria as a professional body	Success of implementation evident in pre-service teachers' demonstration at teaching practice exercise and coursework grades. Tracking and follow-up of Social Studies graduates in their schools of practice through action research

4. Rationale for the above Strategies

In Nigeria, "a top-down" strategy for national development is presented in the form of a policy document called National Policy on Education (NPE). The National Policy derives its motives from the overall national goals. In this document, the overall goals of the nation are listed and education has been recognised as an instrument par excellence for attaining the objectives. The five national objectives of Nigeria are, to have a free and democratic nation; a great and dynamic economy; a united, strong and self-reliant nation; a just and egalitarian society; a land of bright and full opportunities for all citizens (NPE,2004: p.3)

One of the subjects listed as compulsory at the first two levels of education in Nigeria to pursue this course is Social Studies. Social Studies is an interdisciplinary subject which "seeks to develop in the learners" intellectual capacity and ability, self-confidence, self-expression, self-realization, initiatives, reflective thinking, and resourcefulness for the socio-political order" (Ojedokun, 2012: p.1618). Approach to Social Studies is similar around the globe. According to Brand *et al.* (1980) the concern of Social Studies is on "how children learn what they are supposed to learn" and not "what they are supposed to learn": because the former provokes more thinking; and hence makes children to be more critical of their environment. This approach may seem to be promoting what

Practical perspectives on integrating sustainability into teacher education programs

- Curriculum Infusion Approach
- Experiential Learning
- Critical Thinking and Systems Thinking
- Value-Based Education
- Participatory and Reflective Teaching Methods
- Culturally Relevant Sustainability
- Technology-Enhanced Sustainability Education
- Whole Institution Approach
- Professional Development and Collaboration
- Assessment and Policy Alignment

CONCLUSION



APPRECIATION

THANK YOU ALL FOR LISTENING