

A situational analysis of the teaching
and learning of Education for
Sustainable Development (ESD) in
Teacher Education courses of the National
Institute of Education, Sri Lanka



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Faculty of Educational Leadership Development & Teacher Education

- *Empowering the teachers serving in school system of the country*
- *To achieve the national goals and objectives of education*
- *The curricula of these courses have been designed with due consideration to National Goals of Education*



3 major Teacher Education courses (Long term)

- *Bachelor of Education Degree Course (B.Ed.)
(for in-service undergraduates),*
- *Post-Graduate Diploma in Education Course
(PGDE) (for graduate) and*
- *Master of Education Degree Course (for
graduates).*

The curricula of these courses have been designed with due consideration to National Goals of Education

- *The following both directly and indirectly are relevant to ESD.*
- *Development of active national cohesion national integrity and national unity .*
- *The establishment of a pervasive pattern of social justice.*
- *Development of a sustainable pattern of life-a sustainable style of life, vital for the year 2000 and beyond., when it will not be possible to imagine that water and air will be freely available.*
- *As mentioned out of the 5 common competencies expected to be achieved at the end of the learning teaching process, the following directly are related to ESD.*

Competencies relating to environment

- ***Social Environment***

- *Awareness of sensitivity and competencies related to being a member of society, social relationships, personal conduct, general and legal conventions, rights, legal responsibilities, duties and obligations.*

- ***Biological Environment***

- *Awareness of sensitivity and competencies related to the living world, humanity, ecosystems, trees, forests, oceans, water air and life (plant animal and human).*

- ***Physical Environment***

- *Awareness of sensitivity to competencies, related to space, energy, fuels and matter and their connection to human life, food, clothes, shelter, health, sleep, transport. leisure etc.*



Competencies related to Ethics and Religion

- *This is to a great extent relevant to values and attitudes essential that one assimilates values that enables one to act in a manner consistent with ethical values, religious practices and practices of everyday living as appropriate.*



Social perspective

- *The following relevant topics appear in the syllabi.*
- *Education and Human Rights*
- *New trends in Education*
- *Free Education*
- *Compulsory Education*
- *Multicultural Education*
- *Providing Equal opportunities in education and economic unbalances.*
- *Democratization of Education in Sri Lanka*
- *Education opportunity and social -economic disparity in Sri Lanka.*

In the M.Ed. course under the topics

- *Equity and Excellence in education*
- *Disadvantaged groups and education*
- *Child Rights and education and*
- *Multicultural education*



Education and gender

- *Equality and equity between men women and*
- *Stereotyping discrimination, harasssment and violence.*



Cultural Perspective

- *The topic Cultural and Linguistic Diversity is covered in all 3 courses.*
- *Realizing the importance of the following aspects it has been decided to introduce them to all 3 courses.*
- *Inter culture and Interfaith Understanding*
- *Intangible Heritage, and*
- *Cultural goods and Services*



Environmental Perspective

- *The above area is directly dealt with in the 3 courses, under the topics. "Globalization" and "Environment"*
- *It is noteworthy that the following new perspectives have been highlighted in the learning teaching process.*
 - *Basis for all human life needs to be affirmed.*
 - *Only sustainable practices should be encouraged.*



- *The topic Climatic Changes has also been indirectly given due consideration through the above topics. It is accepted that the topics **Rural Development and Disaster prevention and Mitigation** should be introduced to all curricular being implemented.*
- *The following sub-topics covered in the M.Ed. course under Philosophical and Sociological Foundation of Education in the topic **Globalization and Environment** the environmental perspective is facilitated.*
- *The earth as one eco-system with inter-linkages.*
- *Globalization and its effects in the environment.*
 - *Exploitation of resource*
 - *How proliferation of modern consumer products promote environmentally unsuitable consumption patterns.*
 - *How Extraction of raw-materials contribute to resource depletion and degradation.*

Economic perspective

- *It is accepted the topic **Poverty reduction** has to be given due consideration in all three courses.*



Pedagogy and Assessment

- *Teacher educators are given the liberty to use the learning teaching methods they feel appropriate. But during teacher-orientation workshops the use of the following methods are stressed, so that they will engage trainees in self-learning.*
- *The following teaching learning strategies are being mostly used by the Teacher Educators*
 - *Lecture-discussions*
 - *Workshops and seminars*
 - *Group discussions*
 - *Group activities*
 - *Brain storming*
 - *Projects*
- *Research has been made compulsory in all 3 courses.*
- *Involvement in various social services and welfare activities are also included in the above activities.*

- *Relevant to research in all 3 courses
evaluation is done through Research Reports
which may be presented as*
- *A thesis or a dissertation*
- *A journal article or*
- *A paper to be read*



Methods used for assessing the learning outcomes

- *Informal Observation*
- *Outcome Assessment*
- *Self -Assessment*
- *Peer-group Assessment*
- *Formal Assessment*
- *Individual Assessment by the teacher educator*



RESOURCES

- *The following resources are used in all courses*
- *Pictures and photographs*
- *Magazines*
- *Articles eg.. Obtain from the Environmental Authority Sri Lanka*
- *Handouts prepared for certain ESD areas Eg. Value education. Human Rights, Child Rights , Gender Globalization and Environment etc.*
- *Audio visuals - cartographic diagrammatic, programmatic, schematic (as in a concept map) , Analytic Strategic and Informative eg. Graphs and Charts.*

Outcomes

- *Creation of environment societies in schools.*
- *Selection off many topics coming under the rubric of ESD for projects, presentations and thesis in the 3 teacher education courses.*
- *Development of tool kits for relevant topics by certain trainees, can be considered as a few outcomes.*

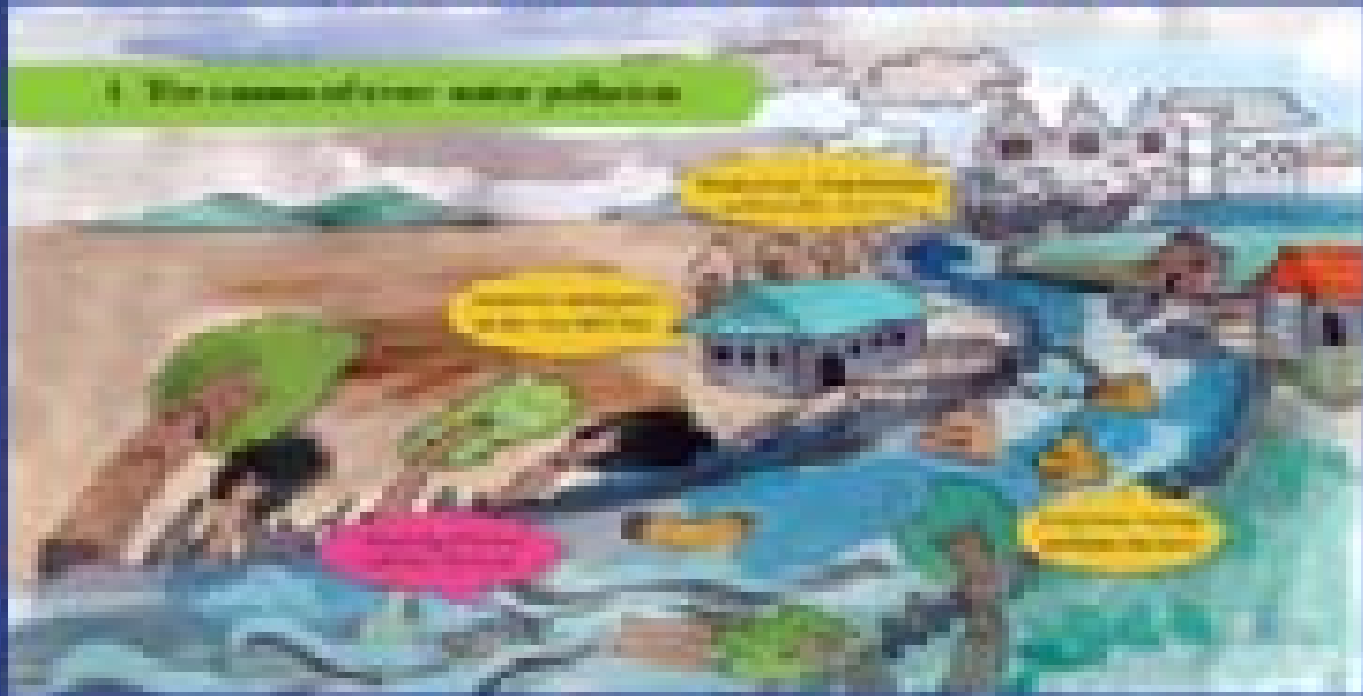


Clean Environment

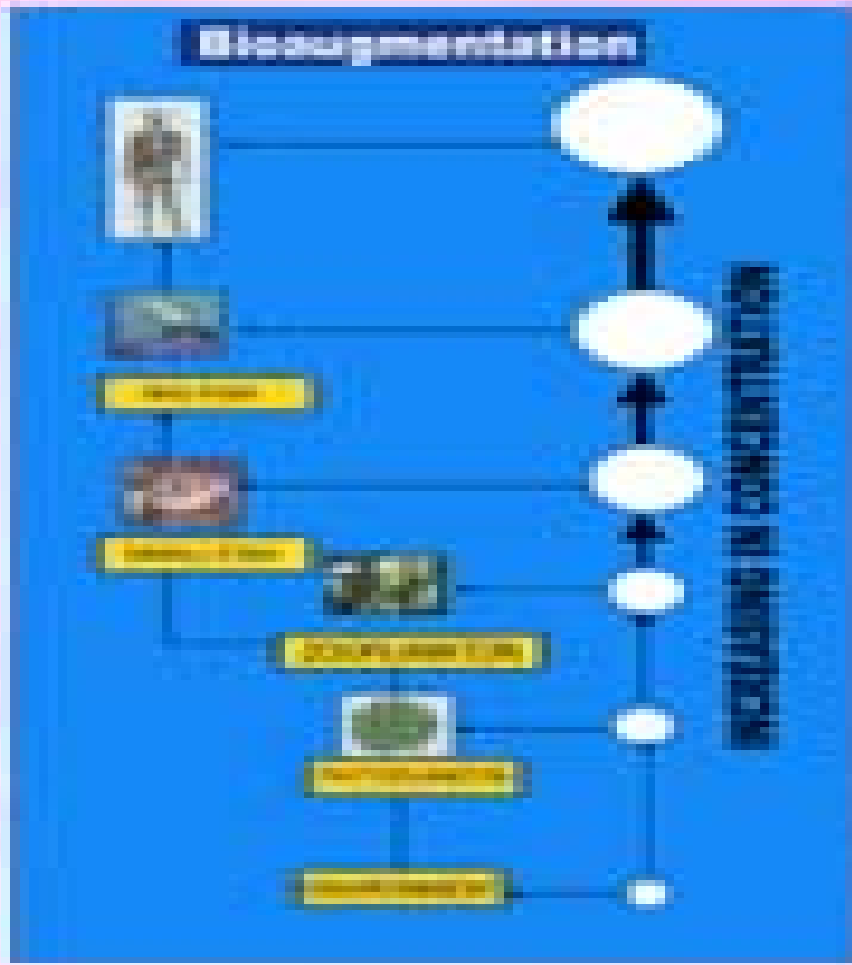


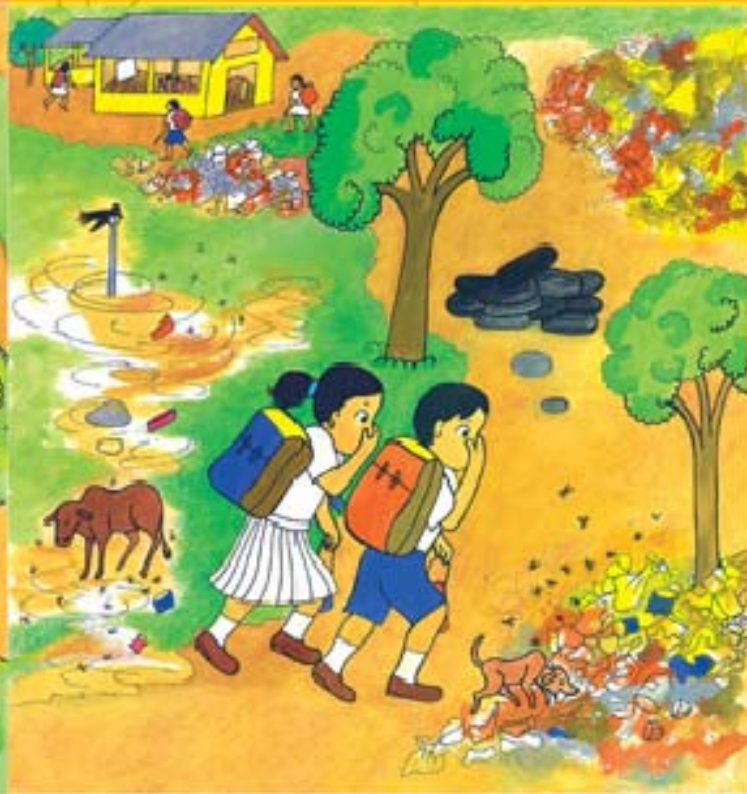
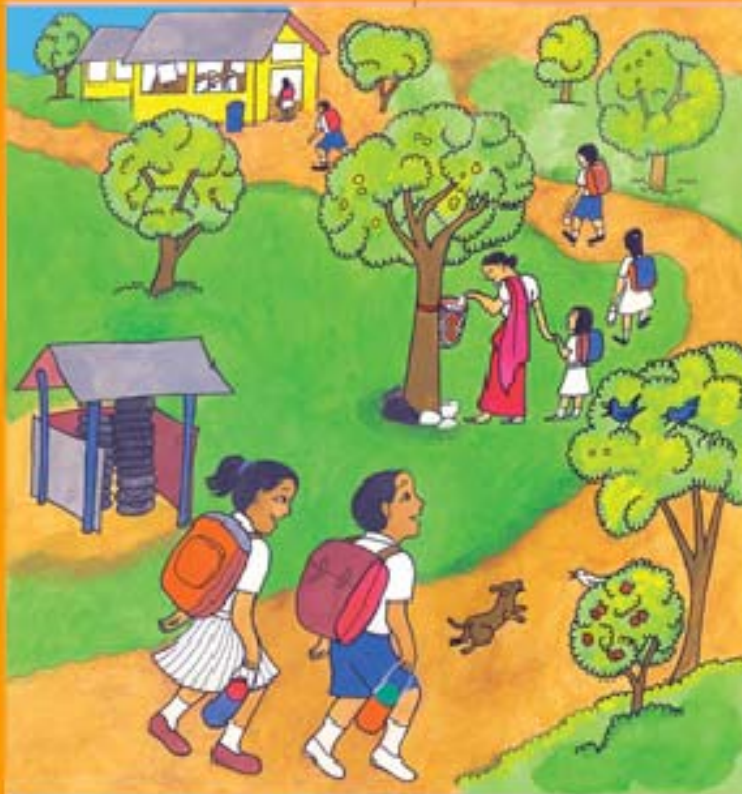
Slide Show

Beautiful Rivers



Slide Show





Clean road to school and dirty road to school



Clean house and dirty house



Clean yard and dirty yard



Clean and dirty public space



▲ Health risks caused by garbage

End of the presentation

- *Thank you very much for your cooperation
and participation*

