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THE ROLE OF STAKEHOLDERS AND PARTNERS IN THE EFFECTIVE MANAGEMENT OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN AFRICA

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Abstract

This paper examines some roles played by different stakeholders and partners in their efforts to use quality Education for Sustainable Development (ESD) as was initiated by the United Nations Organization. Education for Sustainable Development is a vision that seeks to utilize education to empower people to assume responsibility for creating a sustainable future. A central issue to ESD is the concept of culture, an essential underlying theme. It has been acknowledged by experts that there is no single route to sustainable development. Yet, it is obviously acknowledged that education and perhaps research are the most tools for accomplishing sustainable development. Invariably, there are quite a number of different stakeholders in the enterprise of Sustainable Development. Each of the stakeholders has a different vision of Sustainable Development and how it can contribute to its sustenance. While some are interested in environmental preservation and protection, some have economic development interests while others may be more interested in social development. The challenge of this paper therefore is to articulate the various roles and responsibilities being played by these stakeholders with a view to creating synergies and partnerships among them in ensuring an enduring ESD.

Introduction

According to Paas and Creech (2008) and McKeown (2002) education is an essential tool and key in the process of achieving Sustainable Development (SD). McKeown further notes that people around the world recognize that current development trends are not sustainable and that public awareness, education, and training are key factors to moving society towards sustainable development. However, if to meaningfully to SD, traditional systems and metho incorporated (Tilbury, Stevenson, Fien, and Schreu UNESCO, 2003). Visser (1997), for example, explains t

Centuries of development in education ha nearly one billion people in the world are i children don't attend school, and many of th that doesn't sustain them or is irrelevant f indication that yesterday's solutions are ir and there couldn't be a clearer signal that valid solution.

Research has shown that even in developed high; the educational system has not succeeded in i would support SD. In this regard, Tilbury, Stevenson, F We know that in the USA, more than 80 education. We also know that the rates of e waste in the USA are among the highest education have not led to more sustainabil higher levels has not been sufficient to attain

The Concept of Sustainable Development

Sustainable Development is a dynamic c interpretations. Some argue that there is no need for should be seen as a process of change that is heavily priorities (UNESCO, 2007). In fact, while there is no impacts of the challenges of the 21ˢᵗ Century requ political commitment and stewardship, and energ sustainable future. One of the original descriptions of on Environment and Development (also known as th the Brundtland Commission (1987), Sustainable De the needs of the present without compromising the own needs." This definition has become the most wid that SD is maintaining a balance between the human well-being on the one hand, and preserving natu generations on the other.

According to UNESCO (2005);

:lopment that encompasses populations, animal and
:ms, natural resources water, air, energy and that
:h as the fight against poverty, gender equality, human
. health, human security, intercultural dialogue, etc.

s SD as a concept based on a holistic view of the needs, situations
ieir societies. Also, UNESCO, in Emunemu (2007), asserts that a
.chieve SD is the idea that economic, social and environmental
interdependent and mutually reinforcing: without functioning
maintain healthy and economic development for the present and
imental dimension can thus be regarded as the ultimate boundary
: often seen as the goal of SD: to meet the basic needs of all people
aries of the ecosystems. The economic dimension can then be
ie the goal within the limits of a socially and environmentally

:velopment: an Evolving Concept

s first endorsed at the United Nations (UN) General Assembly in
n for Sustainable Development (ESD) has also been suggested.
iembly on Environment and Development (UNCED) in Rio de
sentatives of Governments, international and non-governmental
civil societies to discuss the challenges of the next century and to
these challenges (UNESCO, 2007). The action plan, known as
prehensive set of principles to assist Governments and other
D policies and programmes. Chapter 36 of Agenda 21 identified
for achieving SD and highlighted four areas of action in using
lopment. These are:

ement of the quality of basic education;

education programmes at all levels to address Sustainable

erstanding and awareness of sustainability; and

ill sectors of private and civil society.

12, the UN General Assembly adopted, by consensus, a resolution

establishing a United Nations Decade of Education for Sustainable Development (DESD). The
resolution designates the ten-year period as 2005-2014, and declares UNESCO as the Lead
Agency to promote the Decade and requested her to develop a draft International
Implementation Scheme (IIS) for the Decade. The IIS identifies two goals for the Decade:

• to provide an opportunity for refining and promoting the vision of, and transition to SD
through all forms of education, public awareness and training; and

• To give an enhanced profile to the important role of education and learning in SD.

In 2005, UNESCO released an International Implementation Scheme for the UN DESD, which
has led to implementation processes across the world at regional, sub-regional and national
levels (Emunemu, 2008). The DESD offers an opportunity to advance progress in human
resource development, education and training to support sustainable future. UNESCO was also
charged with providing professional and technical support to Member States; developing
sample curriculum and training materials; and disseminating innovative ESD policies,
programmes and practices.

In 2005, UNESCO launched the "Decade for Education for Sustainable Development",
which aims to accelerate the implementation of a new vision in education. The Decade is a call
for a collaborative process to re-orient educational policies, programs and practices so that
education can better play its part in building the capacities of all members of society to work
together to build a sustainable future (UNESCO, 2003). According to UNESCO (2005), the
overall goal of the DESD is to integrate the principles, values, and practices of SD into all
aspects of education and learning. This educational effort will encourage changes in behaviours
that will create a more sustainable future in terms of environmental integrity, economic viability,
and a just society for present and future generations. Similarly, UNESCO (2003), also points out
that this vision of education emphasizes a holistic, interdisciplinary approach to developing the
knowledge and skills needed for a sustainable future as well as changes in values, behaviour, and
lifestyles. The specific objectives of the DESD are to:

• facilitate networking linkages, exchange and interaction among stakeholders in ESD;

• foster increased quality of teaching and learning in ESD;

• help countries make progress towards, and attain the Millennium Development Goals
(MDGs) through ESD efforts;

• Provide countries with new opportunities to incorporate ESD into education reform

efforts.

At a meeting held in March 2006, in Libreville, Gabon, the African Ministers of Education, during the Association for the Development of Education in Africa (ADEA) Biennial, made a commitment to implementing the UN Decade of Education for Sustainable Development in the context of the Second Decade on Education in Africa. According to Emunemu (2008), their statement of commitment emphasizes the need to situate UN DESD activities within key policy initiatives such as the Millennium Development Goals (MDGs), the United Nations Declaration on the New Partnership for African Development (NEPAD), the African Union's Second Decade on Education Plan of Action, the Dakar Framework for Action aimed at achieving the Education for All (EFA) goals. The Ministers of Education of Sub-Saharan Africa (SSA) States, in their statement of commitment, agreed to support the DESD and to support the development strategies for implementing the DESD in their respective countries within the framework of the AU Second Decade on Education, and to ensure that principles of SD are included in educational development frameworks, programmes and activities at all levels (Emunemu, 2008).

Education for Sustainable Development: a definition

Education and learning create necessary and beneficial conditions for all people to make a common effort to meet the challenges that face the world today. A fundamental principle in learning for SD is the idea of the individual's involvement, responsibility and commitment to local and global discussions on our common future, which gives democracy a central role in ESD. While ESD involves integrating knowledge of economic, social and environmental development (in line with the holistic approach to SD), it is also about providing opportunities for beneficiaries to participate in democratic discussions about what is important to them personally, and for society in the future.

According to UNESCO (2006), education, both formal and non-formal, public awareness and training are major processes by which human beings and societies can reach their fullest potential. Education is widely perceived as humanity's best hope and perhaps the most effective tool in the quest to achieve SD. Invariably, the quality of education is of paramount importance. Much of current education falls far short of what is required. Improving the quality of education and re-orienting its goals to recognize the importance of SD must be one of UNESCO's and the world's highest priorities.

Education in all its forms and irrespective of the level, should assist people of all ages

better understand the world in which problems such as poverty, urban de inequality, environmental degradation threaten our future. Essentially, the vi approach to developing the knowledge both formal and non-formal education

Education for Sustainable Dev people to assume responsibility for cr 2008). UNESCO (2005) defined ESD capacities, values and knowledge requ ESD as "education that fosters respo individuals and communities to enjoy t (2007) also defines ESD as "education problems that threaten life on our pla disseminates the values and principles th parity, social tolerance, poverty reducti resource conservation, and just and peace

Central to ESD is the concept c acknowledged that there is no "single ro and visions for sustainability will be d together to negotiate the process of achie

According to UNESCO (2006), E others (including those of present and fi for the environment, for the resource understand ourselves and others and ou and this understanding serves as a dur justice, responsibility, exploration and c and practices which enable all to live a fi

Key Characteristics of Education for

There is a synergy of the ch be based on an integrated approach to e are certain features that are generally im

a)   ESD could be interdisciplinary

as a separate subject. Thus, no one discipline can claim ESD as
es can contribute to ESD.

ven. It is important that the assumed norms the shared values
pinning SD are made explicit for them to be examined, debated,

l problem-solving which stimulate the readiness to act.
acity for community-based decision-making, social tolerance,
rdship, adaptable workforce and quality of life.

well being of all three realms of sustainability environment,
.

) that is geared simply to passing on knowledge could be recast
which facilitators and beneficiaries work collaboratively to
nd play a role in shaping the environment of their communities.
, non-formal and informal education.
on-making which enables beneficiaries to participate in vital
he program. Thus, they could influence the design and content
rams, and how they are to learn. Thus, ESD uses a variety of
ques that promote participatory learning and higher-order

be a key characteristic. Here, the learning experiences offered
y-to-day personal and professional life.
ong learning.
cal needs, perceptions and conditions, but acknowledges that
often has international effects and consequences.
de to be locally relevant and culturally appropriate by using the
ciaries most commonly use and their cultures and traditions.
lly expressed in other languages, since languages and cultures
anguage has creative ways of expressing new concepts.
nge of perspectives from all fields of human development and
ges, which the world faces. ESD cannot afford to ignore the
re just and more sustainable future. Thus, ESD includes the
d by: human rights, peace, and human security, gender equality,
tural understanding, health, HIV/AIDS, governance, natural

resources management, climate change, rural transformation, sustainable urbanization, disaster prevention and mitigation, poverty reduction, corporate responsibility and accountability within the market economy.

According to UNESCO in Emunemu (2007), ESD is for everyone, at whatever stage in life they find themselves. It takes place therefore within a perspective of lifelong learning, engaging all possible spaces of learning, formal, non-formal and informal, from early childhood to adult life. ESD calls for a re-orientation of educational approaches curriculum and content, pedagogy and examinations. Spaces for learning include non-formal learning, community-based organizations and local civil society, the workplace, formal education, technical and vocational training, teacher training, higher education, educational inspectorates, policy-making bodies, and beyond.

Stakeholders and Partnerships for Education for Sustainable Development

The IIS identifies the most critical element to the Decade's success as the scope of the human resources that can and need to be brought together. Identification of key stakeholder groups provides the basis for partnerships and working together. ESD is multidisciplinary as well as multisectoral. According to UNESCO (2007), the establishment of partnerships and networks to create synergy and disseminate information on the implementation of the Decade of Sustainable Development is essential. Among such stakeholders and partners are the following:

- Government and intergovernmental institutions
- Education/Academic institutions (Higher education; Schools and Learning Centres)
- Civil Society Organizations (Non-governmental organizations, Community-based organizations)
- Community (Youth, women and other marginalized groups)
- Media
- Private sector (Industry, manufacturing services, business and service industries)
- Development partners (Regional and global intergovernmental and bilateral structures)

It is important to note that partners cut across all levels sub-national (local, community), national, sub-regional, regional and international, and from all spheres governmental, civil society, NGOs and the private sector. The challenges of SD require partnerships amongst those above listed stakeholders. Each of these sectors has a different vision of SD and how it can contribute to its attainment. Some are interested in environmental preservation and protection

some have economic development interests while others may be more interested in social development (Wikipedia's page on ESD, 2008). In addition, how each nation, cultural group and individual views SD will depend on its own values. The values held in a society help define how personal decisions are made and how national legislation is written (UNESCO, 2005).

The challenge, therefore, is to bring these different stakeholders together so that they may collaborate in partnerships to find a balance between their interests and priorities. It will be important to develop partnerships so that people learn from, and support each other in their endeavors. Various approaches to ESD encourage people to understand the complexities of and synergies between the issues threatening planetary sustainability and understand and assess their own values and those of the society in which they live in the context of sustainability.

The Role of Stakeholders and Partners

It is imperative at this juncture to articulate the various roles expected to be played by stakeholders as well as partners in the successful management of ESD. UNESCO (2006) provides a succinct description of these roles as follows:

Government and Intergovernmental Institutions

Governments at different levels, as well as intergovernmental institutions are to play the following roles:

- Policy and framework setting and harmonization
- Promotion and support of public consultation and input
- Mobilization and allocation of resources
- National and international public campaigns
- Restructuring and reorientation of education
- Pilot projects in collaboration with key stakeholders
- Empowering local government through capacity development and an enabling environment
- Facilitate the building of partnerships and networks
- Strategic curriculum development
- Facilitate the development of ICT

Education/Academic Institutions

1.   Higher Education

Institutions of higher learning are to be responsible for performing the following roles for an efficient management of ESD.

- Re-orientation of programmes to be more holistic

- Provide in-service teaching for teache
- Take a central stage in the establis excellence.
- Strengthen/create networks and partn
- Continuously develop, adapt, reviev learning methods and approaches.
- Rethink training of future leaders, edu
- Conduct research, monitoring and ev:
- Community service
- Partnerships with private sector
- Promoting the use of ICT in learning i

2.   Schools and Learning Centres (for)

Schools and learning centres, which inc perform the following roles:

- Strengthen interface between schools
- Provide appropriate basic education t
- Local curriculum development
- Integrate sustainable development in
- Create an enabling environment for in
- Adult and continuing education inclu
- Special needs education
- Early childhood programmes

Civil Society Organizations and Faith-bas

Civil societies as well as faith-based c efficient ESD:

- Assume a more active advocacy and
- Mobilize partnerships and civil reso
- Integrate education and capacity dev
- Develop capacity within community (Government/higher education etc)
  - Holding public awareness ca

mation bottom up / sectoral

ication and literacy for sustainable development in all non-

oad-based community-based resource management

nt agencies and citizens

ay the following roles in achieving ESD.

ation for sustainable development e.g. visioning. strategic

nitoring and evaluation

oottom up

ships with other communities

played by the mass media:

nd ownership

ilding

nmunication

as roles to play in the effective and efficient management of

ner stakeholders beyond money exchange

engage in sustainable development

uing indigenous knowledge

nal programme

s UNDP, UNICEF, and others also have the following role to

onal, national and local education reforms

ent projects and programmes

nitiatives

pan of interventions

tainable Development in Africa

The constraints and challenges facing ESD in Africa are legion. While some of these constraints appear to be general, others are sectoral or specific in nature. Again, some appear to be local while others are either national or regional. Sustainable Development falls within the indispensable interrelationship between the environment and other dimensions of development: economic, social, cultural and political dimensions. Among the environmental challenges facing Africa include those of desertification. overexploitation of forest resources, deterioration of marine and coastal ecosystems, rapid and unplanned urbanization, a growing precariousness in the countryside and the progression of pollution. From the economic perspective, poverty appears to be widespread. In the health sector, the sub region appears to have been struck by several major endemic diseases such as malaria, tuberculosis and the HIV/AIDS pandemic. In the sphere of education. illiteracy seems to be a major challenge. Politically. the participation in democratic life still remains a remote perspective for many populations and groups, especially women. There is also the challenge of inter-ethnic wars, arms trafficking, and refugee problem, among others.

Since the launch of the UN DESD, there have been series of meetings, workshops, conferences. initiatives, and so on. in the sub-region to address the concept of ESD. However, there has been no proper ESD project or programme as such. The fact is that ESD has not been addressed holistically. Rather, some components of ESD such as issues of environment, peace, conflict resolution and citizenship, gender, HIV/AIDS, etc, have been addressed in an attempt to provide an answer to ESD. In other words, there has been fragmentation of programmes in the pursuit of ESD (Emunemu, 2007).

ESD is a dynamic concept that utilizes all aspects of public awareness. education and training to create or enhance an understanding of the various linkages among the issues of SD and to develop the knowledge, skills, perspectives and values which are likely to empower people of all ages (irrespective of gender) to assume responsibility for creating and enjoying a sustainable future. Emunemu (2007) asserts that if education is to be made sustainable in the life of the beneficiary, then it could be delivered in an all-inclusive, multi-disciplinary and holistic manner, using the 'Integrated Education Programme' approach. By this approach, education could be delivered as one integrated package instead of the fragmented approach that appears to be widely adopted in the sub-region. The Integrated Education Program approach will comprise, but not limited to basic literacy, vocational and life skills (including critical-thinking skills, skills to organize and interpret data and information skills to formulate questions as well as the ability to analyze issues that confront local communities), ethics and civic education.

environmental protection. HIV/AIDS awareness through family planning programs, peace and conflict resolution awareness, information and communication technologies (ICT), democracy and human rights (especially children's rights), and gender issues.

However, for this type of programme to be sustainable, there could be the use of local resources and content, indigenous languages and competences, among others, all geared towards empowering the beneficiary. There is also the need to create linkages between these initiatives in order to bring results. But more importantly, such education that is provided could be internalized and absorbed, and hence capacitates the recipient to use the knowledge for the overall wellbeing of himself/herself and society (Emunemu, 2007).

Conclusion

This paper examined the concept of Education for Sustainable Development (ESD), a concept which has become topical in the international community since its launch of the DESD by the UN in 2002 and UNESCO's launch of the DESD in 2005. The implementation of ESD within SSA has been done haphazardly at local, national and sub-regional levels. The level of involvement of stakeholders and partners has equally not been found not to be as satisfactory as would have been expected. Yet, the role of some stakeholders, particularly the partners was observed to be instrumental to the measure of success in its implementation, as well as the effective and efficient management of ESD Africa.

ESD is basically cross-sectoral and engages in a wide variety of institutions. The successful implementation and effectiveness of the DESD will depend, to a large extent, on the strength and inclusiveness of the partnerships, networks, and alliances that develop among stakeholders at all levels. As UNESCO clearly stated, DESD partners must look outward, seeking to make connections with initiatives, programmes, groups, and networks to promote, plan, and implement ESD. Particularly, there is the need to connect or link national governments with their populations because of their strategic coordinating role, as well as their ability to allocate resources. Also, civil society groups with their plausible local/grassroots connections could enable ESD messages to reach out to local levels as well as inform formal mechanisms. To a very large extent, the DESD would turn out successful if partners are able to build on existing networks and projects, building synergy and cooperation.

UNESCO, as the lead Agency, should play its coordinating role by ensuring that all stakeholders are actively involved in the implementation of ESD.

All affiliated Offices of UNESCO (both Cluster and National Offices), with the support of the Regional Office at Dakar, Senegal, should use its coordinating role to serve as forum for

bringing together important stakehold
multinationals, faith-based institutions
sector etc.

It is expected that with such cruc
achieve the goals and objectives of the D

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THE AVAILABILITY AND FUNCTIONALITY OF HOME ECONOMICS LABORATORIES IN DELTA STATE PRIMARY AND SECONDARY SCHOOLS IN NIGERIA

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Abstract

The purpose of this research work was to look into the availability and functionality of Home Economics Laboratories in Delta State Primary, Junior and Senior Secondary Schools. To carryout this investigation, two research questions were raised. An ex-post-facto research design was adopted to carry out the study. The population for the study was made up of about 1,500 primary, junior and senior secondary schools in the 2008 academic session. 1081 was used as sample Nigeria. The data for this study was adopted from the report of the ad-hoc committee on the state of Educational facilities in the primary and secondary schools in Delta State. A checklist of facilities was identified, participants were asked to identify the available facilities in their schools and if the facilities identified were functional or not. The data gathered from the checklist were presented, in tabular form and histogram. Findings revealed a very poor and pitiable state of Home Economics laboratories in the primary, junior and senior secondary schools in Delta State. Based on the findings, some recommendations were made which include, among others that Delta state government should make conscious efforts to provide equipped laboratories for Home Economics in schools.

Introduction

Laboratories are valuable resource rooms that are required for the adequate teaching and learning of practical exercise and experimentation. Daramola (1985) viewed the laboratory as an indispensable tool, in the teaching of Home Economics where correct mental picture are created in the learner to prevent subsequent errors or false notion about the subject. Also it provides the pupils and students with the opportunity to engage in the process of investigation and injury.

Ifejika (1990) commented that education particularly science related subjects like Home