



WEBINAR ON EDUCATION FOR SUSTAINABLE DEVELOPMENT & COVID-19 IN SOUTHERN AFRICA

*Intersecting perspectives on why
water, food and livelihoods matter
in transforming education for
sustainable futures*

20 May 2021

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RESEARCHERS CHALLENGE

How keen are you to get involved in an ambitious research project?

#OPENUPYOURTHINKING

READY, SET, THINK!



Our Research Focus and Scope

COVID-19 education response and intersections with the food, water and economic (livelihoods) crisis

We chose this focus because of its prominence as COVID—19 pandemic broke ... and its continued impact



EDUCATION RESEARCHERS RESPOND TO LOCKDOWN



DATE

30 July 2020



NUMBER OF RESEARCHERS

15 from 8 SADC countries



APPROACH

Critical realist systems enquiry using mainly qualitative data



SAMPLES:

136 participants (81 interview and 55 online survey participants)



PLATFORMS USED

Google forms for on-line survey, telephonic interviews, Zoom meetings for researchers, Gmail, WhatsApp groups for researchers

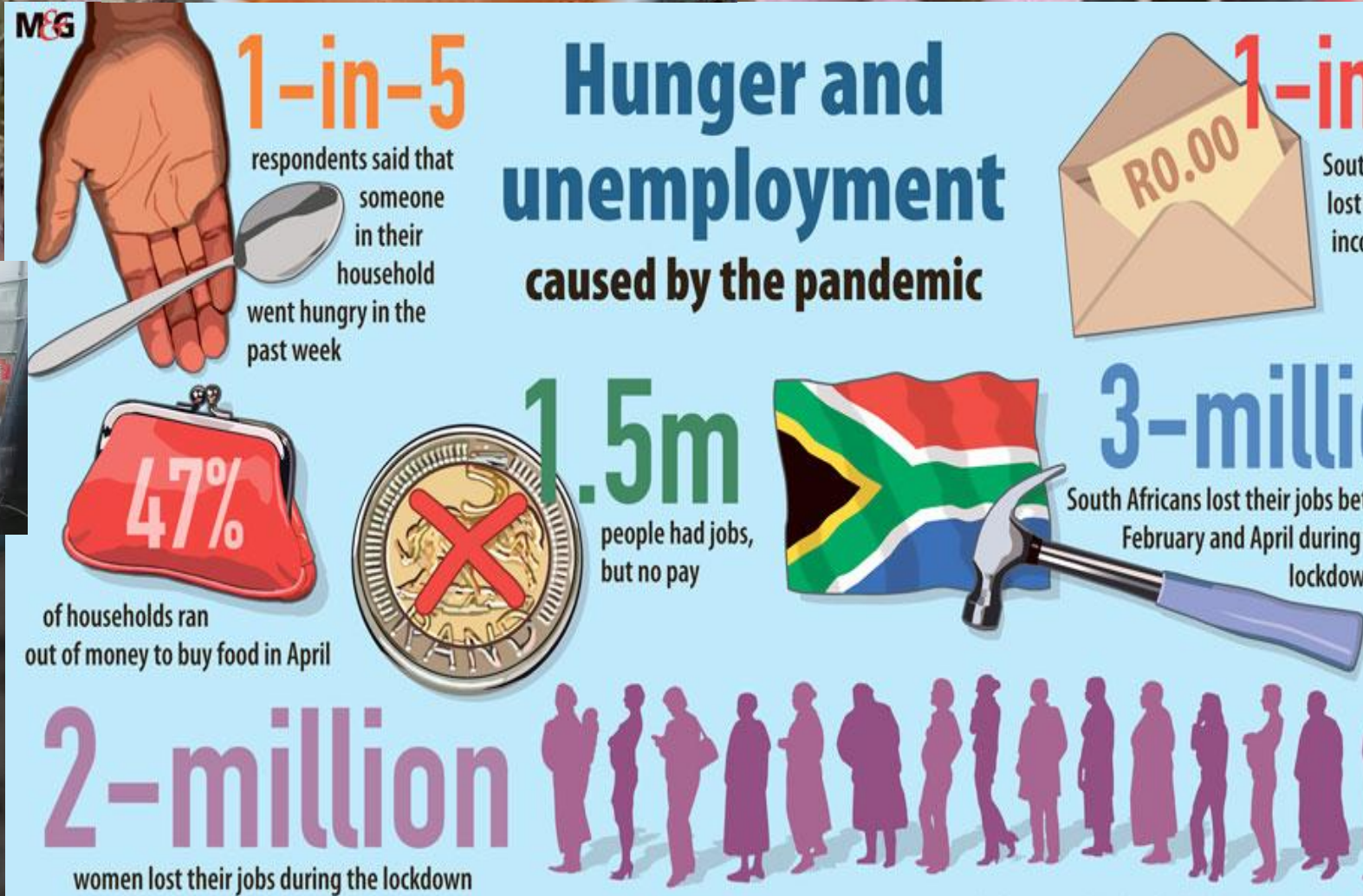
Miles-long line for food



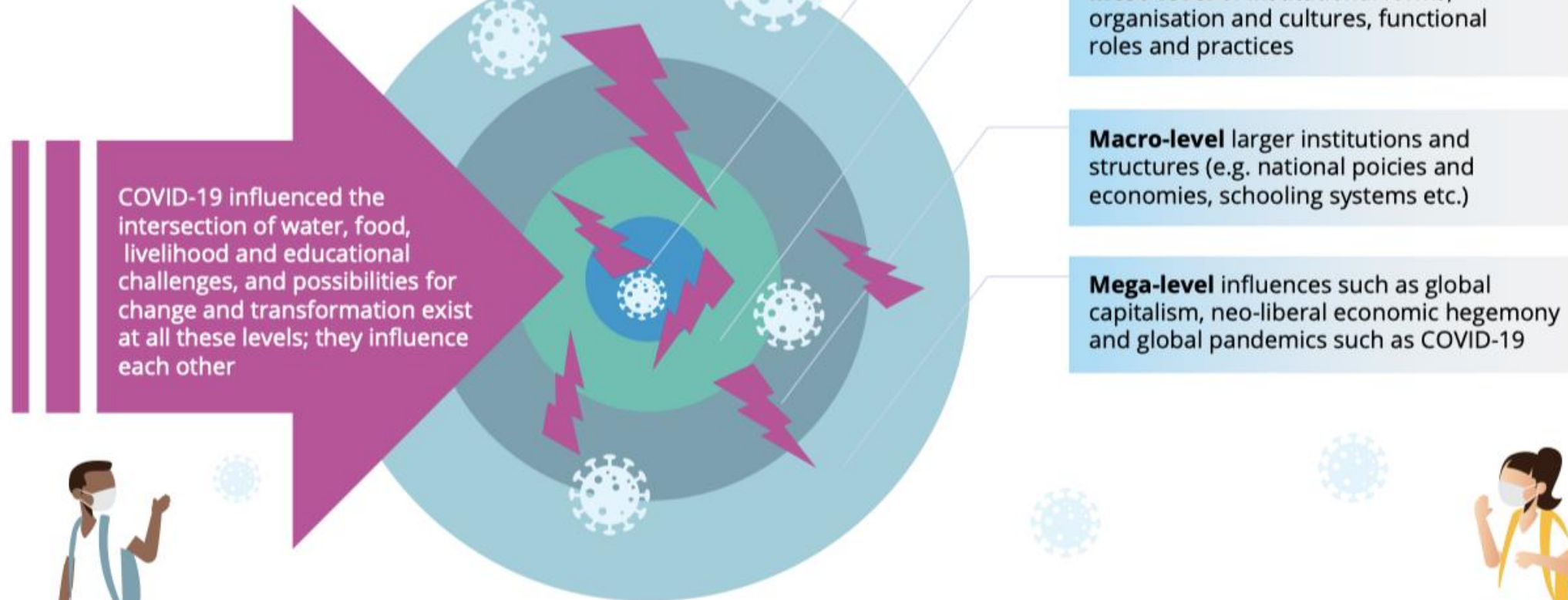
COVID-19 EXPOSES WATER SCARCITY AS A GOVERNANCE PROBLEM

WEBINAR

Thursday, 18 June 2020



Relationally connected levels of a laminated system



- All these levels are interconnected and shape each other through relations of emergence
- Generative histories, structures and mechanisms shape experiences and events at all these levels
- Absences and ills of “leverage points” for changes exist on all these levels
- Transformative learning and praxis is possible at all of these levels of the system



The voices



Livelihoods:

Tanzania: "The partial lock scale informal sectors"



Deepening inequality and impacts on the most marginalised

Botswana: "Because of higher cost of living in terms of water bills and food economic livelihood had been negatively impacted because I had to spend part savings on food and daily sustenance of my family".

South Africa: "Due to economic contraction and job insecurity as well as a lack of political power or voice when people lose their jobs they can't access products and services provided by the market. Without money people are completely excluded"



Food Insecurity

Eswatini: "Some families now have one meal a day and others sleep... Eswatini being a country with a poverty rate of 39.7% has... experiencing food insecurity even before Covid-19. With... and others not being able to do piece... notwithstanding that the food... learners depending... of the..."

"It's at times like this that you realise poverty kills"



Education

Zimbabwe: "When we talk about education, this is the worst hit during... Schools were closed abruptly and we didn't complete the term's work. The inconvenienced the education system. The education system is made up of public schools. However, I have observed that the private schools have the collection of fees. Parents did not complete paying the fees. Also to teach on line, we encounter a lot of problems such as lack of network unavailability... sometimes even the gadgets we are using... unable to pay the reduced fees. Schools are just... support reveal... ms of food parcels a..."



Inter-regional dependency and impacts

Lesotho: "There is a lot of dependency on neighbouring states for food which led to shortage of most supplies during the lock-down. There was also a clear indication that most people are only consumers and not taking part in production which was evident when..."



Intersecting nature of the issues

South Africa: "Shortage of water for domestic use, income generating activities blocked, education facilities inaccessible due to COVID 19 lockdown. All contribute to deteriorating life standards".

South Africa: "Since the outbreak of Covid19, many businesses such as running of schools, bars and restaurants, sports activities like football were/are closed down. People are encouraged to stay home where they do not make money in any way which has contributed to increased poverty levels in various families. This poverty at family level has affected food security, education, access to clean water and many other needs of human beings".

The recommendations



Sustainable solutions at local level



Livelihoods, start-ups and economic opportunities



4 QUALITY EDUCATION ... ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.



Gender concerns and safety of young girls



School-community government partnerships



Inter-governmental collaboration – water supply



Role of Parents, Teachers and Youth



Youth, informal learning and response-ability

SUSTAINABLE DEVELOPMENT GOALS



Figure 3: Sustainable development goals (United Nations: www.un.org)

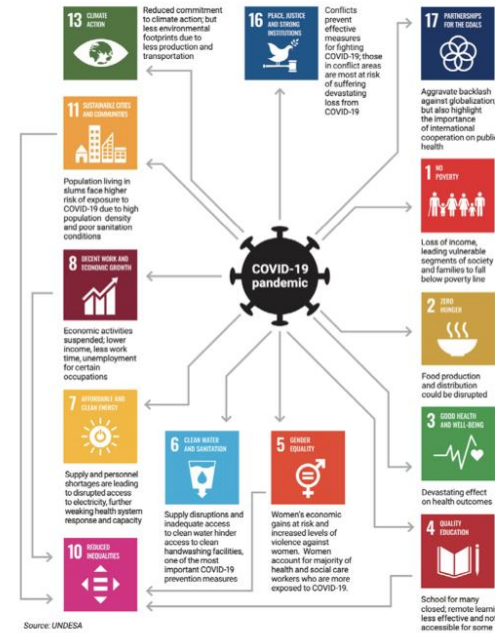


Figure 4: COVID-19 patterns of impact in relation to the sustainable development goals (Source: UNDESA¹⁾)



The Transformative Direction for ESD : *‘No going back to normal!’ Just Recovery, Build Forward Better, Transformative and Re-generative*

What is clear from the data across the study is that the “normal” or the past had its own challenges. The data shows very clearly that the COVID-19 pandemic has starkly surfaced those cracks in our societies that make those most vulnerable even more vulnerable.

The COVID-19 pandemic, therefore, gives us an opportunity to face untenable aspects of our society and asks us to strengthen the work that can supersede limited visions of the future.

“NORMAL”

COVID-19

A WAY FORWARD



I can't wait for this to all be over and we can go back to normal!

What if we went forward instead?



PAST

Education and Sustainable Development Concerns in SADC

- Historical contextual perspectives and policy review
- ESD in SADC countries
- Historical perspectives form across the study contexts
- A systemic view: micro, macro, meso and chrono levels

PRESENT

Education and Sustainable Development Concerns in the COVID-19 period

- Crystallising our perspective across seven themes: Literature reviews
- Voices and "stories/vignettes" from SADC countries
- Understanding "rich pictures" in the current context
- A systemic view: micro, macro, meso and chrono levels

FUTURE

Transforming Education for Sustainable Futures

- Insights from our sub-themes
- Insights across our sub-themes
- #Just Recovery and ESD policy and practice in SADC

Transforming Education for Sustainable Futures



Immediate accountabilities and Building Forward together


Just Recovery – hold social and environmental justice in firm focus

Longer-term systemic changes – social-ecological system change

Implications for transforming education and learning processes: T-learning and response-ability (collective agency for transforming society)

A re-generative approach

The pathways for TESS



TESS Transformative Praxis Pathway 1: Contribute to re-thinking and re-imagining economic models that are more inclusive and sustainable



TESS Transformative Praxis Pathway 2: Contribute to the emergence of more sustainable food systems for all



TESS Transformative Praxis Pathway 3: Strengthen inter-agency and multi-sectoral partnerships for sustainable development action and service delivery

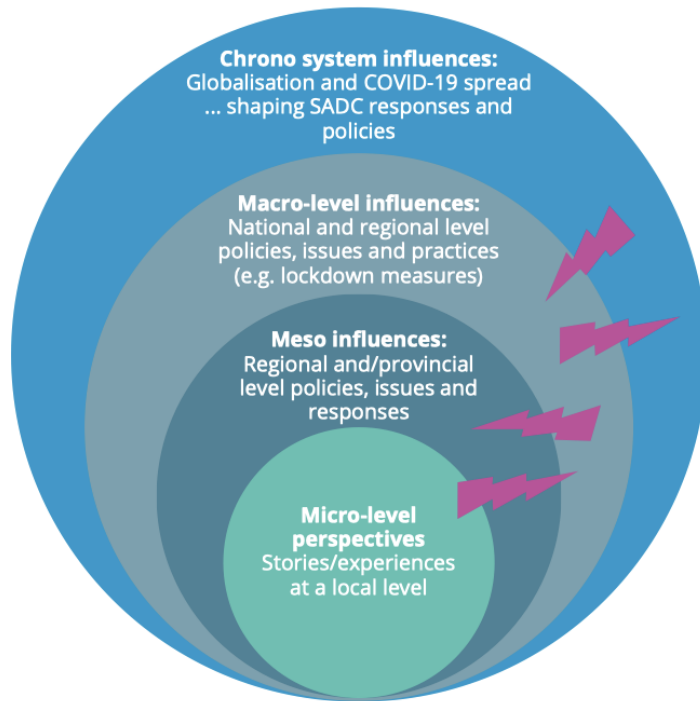


TESS Transformative Praxis Pathway 4: Strengthen quality education in the public education sector and facilitate access to ICTs and stronger parental participation



TESS Transformative Praxis Pathway 5: Strengthen interventions that support the inclusion and safety of women and girl children, and youth agency for change





International organisations: e.g. UNESCO, United Nations Environment Programme (UNEP), SADC and others:

What to do with the recommendations already made? Investigate why they are so hard to implement

There is need for deeper analysis of the politics of change and exclusion and a need to think wider than resilience; social justice should be in strong focus along with sustainable futures

National, provincial and local governments

Emphasise accountability and social justice approaches in multisectoral policy partnerships

Political will is needed, not only policy and partnerships for sustainable development action that matters to people

Institutions associated with TEF

Emphasise collaboration and working together; inter-disciplinarity and systematic approaches and agency for change

People associated with TEF

Proactively develop collective agency response-ability

Give attention to ethics and psychosocial dynamics of education, training and learning, cognitive aspects and skills development

Embrace the potential of transformative, transgressive capabilities and seek out support of these



Give real meaning to SDG 4, Target 4.7 ... ESD is not just a technical or pedagogical process; **it should be viewed as a systemic and emancipatory transformation process**



... ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

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**National
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CHAIR**
Transformative Social Learning
and Green Skills Learning Pathways



RHODES UNIVERSITY

Where leaders learn



TE|SF

Transforming Education
for Sustainable Futures