ESD and the Empowerment of the Oppressed

Based upon the Work of Paulo Freire

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Image of Brazil

Soccer   Samba

Amazon deforestation/ Bio ethanol

Coffee   BRICs   Bossa nova

a Brazilian of Japanese Ancestry

- Rio Summit

  The United Nations Conference on Environment and Development, 1992

- Paulo Freire

To the oppressed, and to those who suffer with them and fight at their side

Paulo Freire, in Osaka

Profile of Paulo Freire

- Born in Recife, Northern Part of Brazil
- 1921-1997
- Writings
    Pedagogy of the Oppressed
    Pedagogy of Hope
    Education for Critical Consciousness
- Dialogical Education,
    a root of today's participatory education
     e. g. workshop
- Father of Critical Workshop

Ambiguous ESD

- **Narrow coverage of concrete programs**:
  e.g. the current tendency toward emphasizing upon schooling for children and the youth

  Should be placed in the context of the Lifelong Education in school and out-of-school

- Misunderstanding or Distortion

  Which ESD do you choose?

  Environment and Sustainable Development ?
  or
  Education for Sustainable Development

  Necessity of Reaffirmation of accent aim and the framework of ESD

Concept of ESD

- Difficulty of realizing Sustainable Development
  (SD) by modern diplomacy

- Paradigm shift from System to Education

  Education for SD

- Education……………………for SD

Integration/linkage/trans-boundary learning
Interface Program

Economic development
E...

International conflicts
Developmental education
Peace education

Health promotion
Health education

Comprehensive
problem-solving
toward SD

Protection and conservation of the
Global Nature and Resource
Environmental education

Coexistence of various races
Multi cultural education

Town planning & Prevention of
damage by disaster
Community education

Social welfare
for the disabilities/ the poor/the peripheral
Empowerment process

Concept of E...

Difficulty of realizi...
Development

OF
Developm...
Gender
Human Rig...
Global political and econ...
Health prom...
Paradigm shift fr...
Peace
Poverty
Education for SD
Food
…

Interface for linkage or integration of all contents and people

Children
Youth
Adult
The Elder
The poor/the rich
The peripheral
The disadvantaged
All the People

for SD

■ Education ....

Tree Main Issues
in the ESD Movement

- How to promote each educational/ learning activities

- How to design and manage the connective undertaking as an interface of various educational/ learning activities, educators, learners

- How to facilitate the people to come closer to these problematic fields where conflicts or contradiction exist

All the People
as the Disempowered and Deprived

- Most of modernized people <u>avoid or hate</u> problematic facts, severe problems or encounter with the suffering people, where a lot of conflicts or contradiction exist.

- Even the very persons or groups with severe problems may put themselves <u>out of such conflict or contradiction</u>.

- All over the world exist <u>a lot of disempowered people</u> who don't want to go to school and who don't have any self confidence, most of whom stay with low self-esteem, both in developed countries and in the other.

- All over the world exist <u>a lot of specialized and segregated but rich and safe people</u> whose view are <u>limited to a certain field</u>. They are not able to commit themselves to affairs and problems but some restricted special works by the modern social system, the principle of which is basically "divide and rule".

- Without empowerment of all, ESD would contribute only to the people who have wealth and power or who have a strong interest and will, wherever they live.

Methodology of Empowerment
~ Referring to Paulo Freire

- **Reality of Oppression**

    Dehumanization is historical reality

    More ambiguous More structural

- **Alternative Education on the Viewpoint of the Oppressed**

    Breeding *a New Person*

  as neither an oppressor nor the oppressed

Methodology of Empowerment Referring to Paulo Freire

- **Fear of Freedom**

The oppressed are inclined to keep silent or inactive by a Fear of Freedom.

Recognition of a Fear of Freedom by the oppressed is the first step of the empowerment process.

Criticism to "Banking Concept of Education"

Narration (with the teacher as narrator) leads the students to memorize mechanically the narrated contents. Worse yet, it turns them into "containers", into "receptacles" to be "filled" by the teacher she is .

The more completely the teacher fills the receptacles, the better a teacher. The more meekly the receptacles permit themselves to be filled, the better students they are.

Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat.

*(*Freire, P.*, the Pedagogy of the Oppressed, 1970*)

- *The teacher teaches and the students are taught.*
- *The teacher knows everything and the students know nothing.*
- *The teacher thinks and the students are thought about.*
- *The teacher talks and the students listen, meekly.*
- *The teacher disciplines and the students are disciplined*
- *The teacher chooses and enforces his choice, and the students comply.*
- *The teacher acts and the students have the illusion of acting through the action of the teacher.*
- *The teacher chooses the program content, and the students adapt to it.*
- *The teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students.*
- *The teacher is the Subject of the learning process, while the pupils are mere objects.*

- **"Problem Posing Education (PPE)"**

3 Pillars constitutes PPE

Dialogue

Love, Humility, the Faith, Hope and Critical thinking
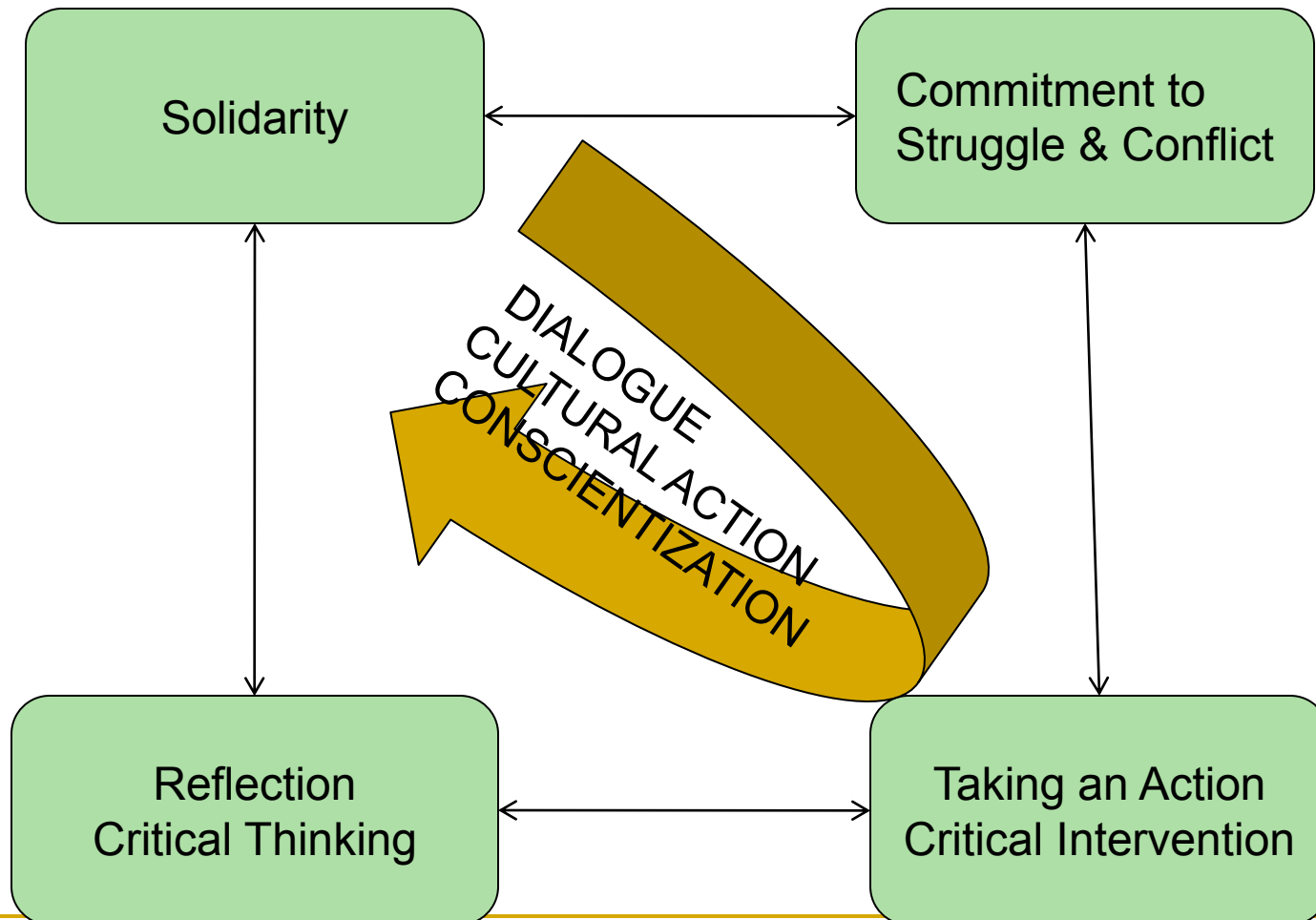
Participation in the action, Reflection

Cultural Action

Conscientization

Awareness, change of behavior, self esteem, self efficacy

Intertwining 3 Pillars
In a Program or Programs

Empowerment Process based upon Paulo Freire

Requisites of ESD

- Presupposition

All may be oppressed

All must be empowered

- Including 4 components for Emancipation
- Attention to Educational Relationship and Environment

ESD as Intertwined 3 pillars

- Facilitating to Various Problematic Fields

Without Empowerment
ESD be a Vacuum

- Empowerment in Every Stage
    Individual, Local, Global
- Empowerment
    Self Esteem/ Participation/
    Conscientization /
    Taking an Action / Reflection / Solidarity
- Possibility of Out of School
    Alternative Education
        In All Stage of Education
        Informal, Non-formal, Formal

Our Challenges
# for building Interface and Realizing Empowerment
as ESD

- **Informal** & **Non formal** Education RCE HYOGO-KOBE
  Promotion of New Types of Volunteer Activities
  Social Business Workshop in corporation with
  NGO/Company   e.g. Grameen Bank
  (Entrepreneurship Education)

- Formal Education
  ESD Course for Bachelor / Master in KOBE University

- Thank you
- Obrigado
- ありがとう（ARIGATO)

Dual histories of ESD

- **History of Sustainable Development**
  United Nations Conference on
     Human Environment in Stockholm:1972
  the Report of the Brundtland Commission:1987

- **History of Education**
  the Declaration of Human Rights:1948
  Lifelong Integrated Education:1965
  the Education for All (EFA) :1990
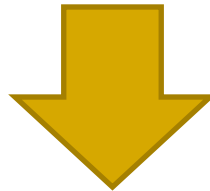
Integral Initiatives

- Agenda 21 in Rio Summit :1992

   The Millennium Development Goal :2000

   The Johannesburg World Summit on SD

   :2002

   UN Literacy Decade :2003 -2012

- UN DESD:2005-2014