



Transforming the role of universities for sustainability

through an innovative teacher education initiative

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- ▶ **How can universities relate effectively with their communities and so help to create sustainable communities?**

Castell's 4 Functions of Universities

Ideological
Mechanisms

Socialization

Generation of
Knowledge

Training of a
skilled labour
force

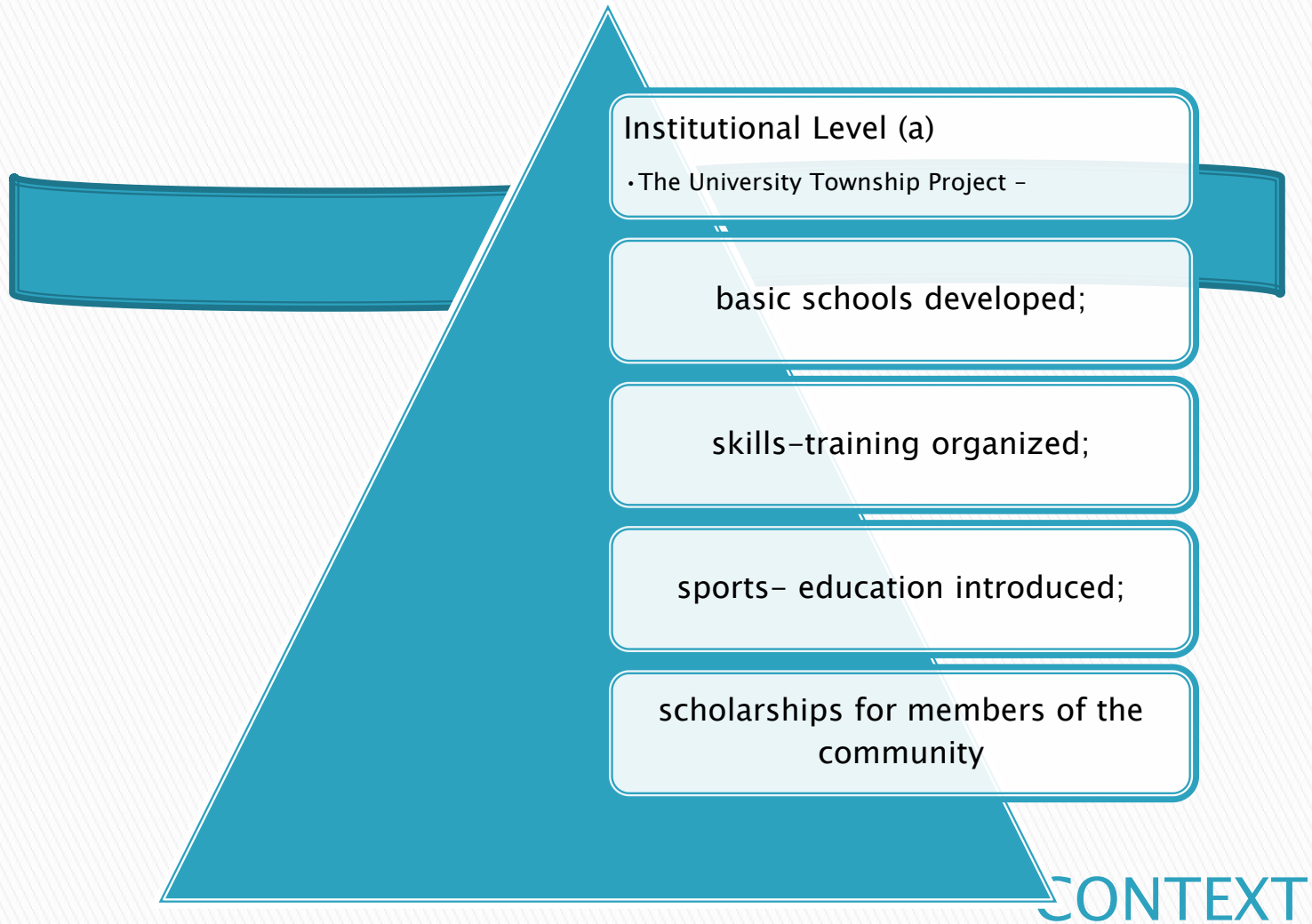
THE CONTEXT

**>> UWI MONA and its
COMMUNITIES**

- ❑ Student Level –
course assignments include community
action projects



- ❑ Staff Level – Individual staff members
engage in community projects



UWI and its communities



Institutional
Level (b)

The School of
Education,
The Joint
Board of
Teacher
Education –

Ongoing
workshops
on ESD

Introduction
to
Environment
and
Sustainable
Development
– core course

Engagement
in major
EESD project

UWI and its Communities

The School of
Education,
The Joint
Board of
Teacher
Education –

Literature
and ESD –
core course
for English
specialists

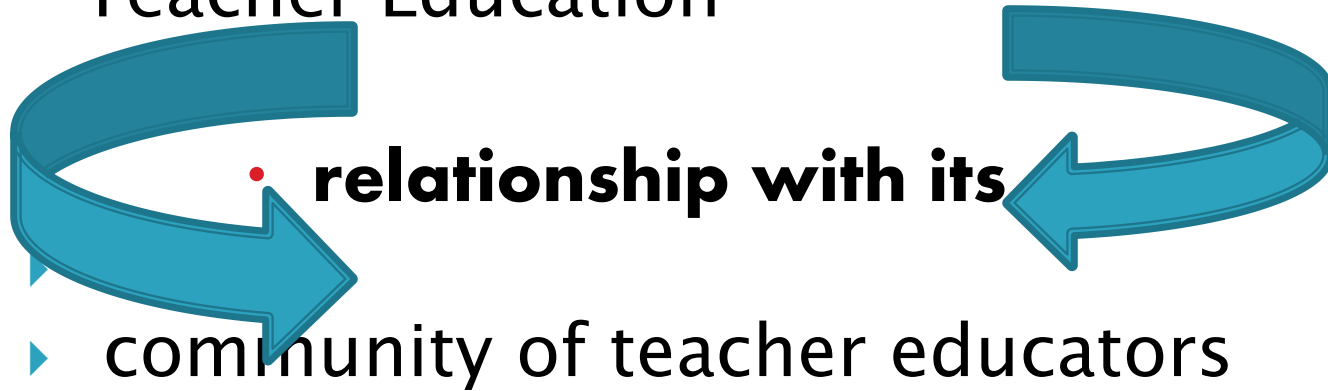
Members of
the
Caribbean
Network of
Teacher
Educators for
Sustainability

Engaged in
sustainable
development
community
projects

- ▶ **How can universities relate effectively with their communities and so help to create sustainable communities?**

Universities & Communities

- ▶ The School of Education/The Joint Board of Teacher Education



- ▶ community of teacher educators

provides some insights

Process & Insights



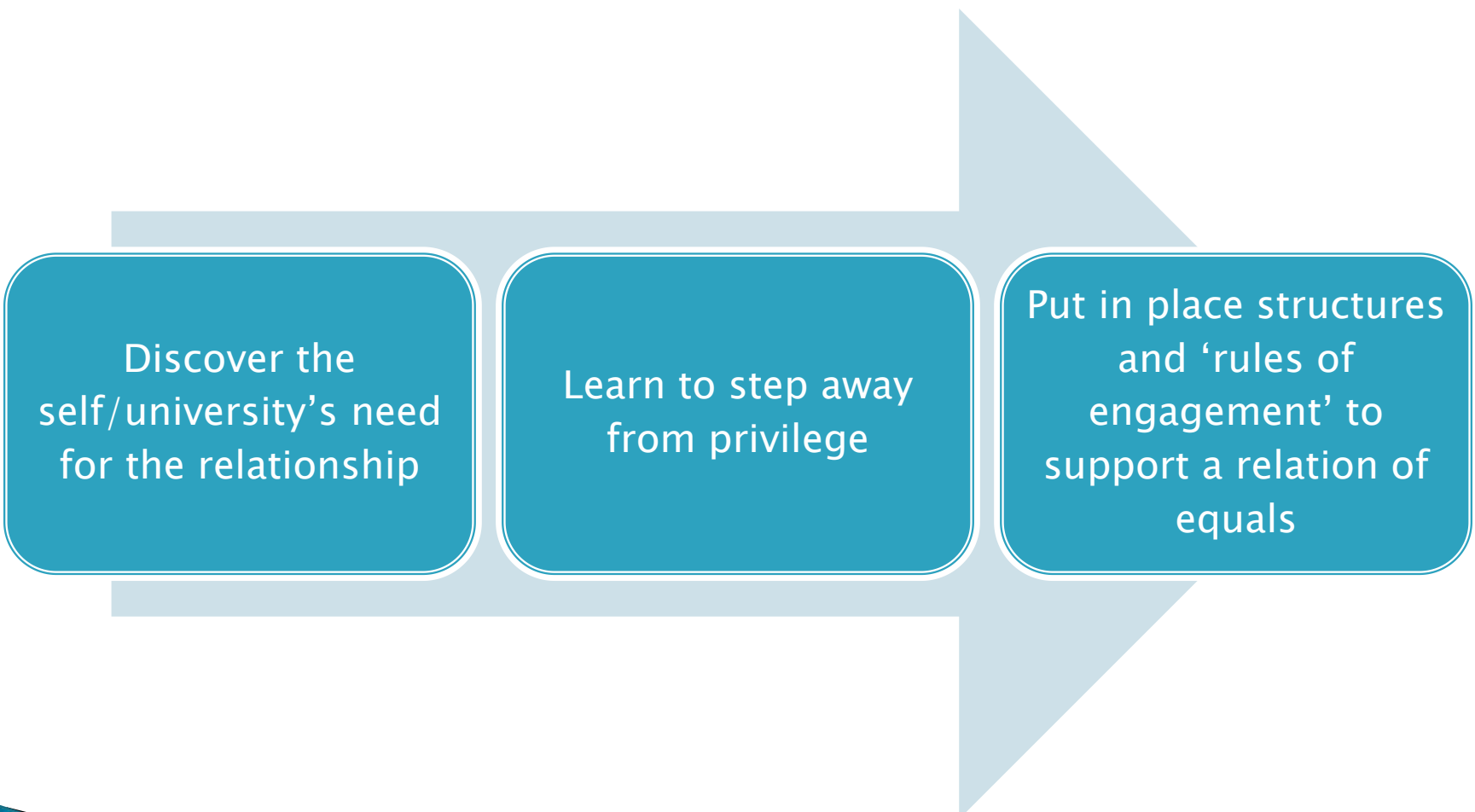
Revise image of self and other, of university and its community.

Recognize and acknowledge Community's vision of and for themselves

Key Questions

- ❑ What are the perceptions of ‘self’ and ‘other’, ‘centrals’ / ‘marginals’, i.e. of the university and its communities do we hold?
- ❑ How do these perceptions influence/build the type of partnership needed?

Process & Insights



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graph LR; A[Discover the self/university's need for the relationship] --> B[Learn to step away from privilege]; B --> C[Put in place structures and 'rules of engagement' to support a relation of equals];
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Discover the
self/university's need
for the relationship

Learn to step away
from privilege

Put in place structures
and 'rules of
engagement' to
support a relation of
equals

Key Questions

- ❑ How are positions of power and privilege handled? Who makes the final decisions? What do we give up to ensure the survival of the 'commons'?
- ❑ Who needs this relationship? How do we move to a space of mutuality?

Key Question

- ❑ How does this relationship reflect sustainability values and principles?



It is essential that universities as they provide leadership for sustainability ensure that their relation to their communities reflects the sustainability principles of respect and equity, that there is fitness of role for transforming communities.

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Thank You

