

INFORMAL COUNTRY REPORT

CANADA

Report on Progress in the Implementation of the UNECE Strategy for Education for Sustainable Development March, 2013

(a) UNECE ESD priority action area 1: To ensure that there is an education for sustainable development (ESD) school plan in every school by 2015

Champ d'action prioritaire 1 en EDD de la CEE : Faire en sorte qu'un programme d'EDD soit appliqué dans chaque établissement scolaire d'ici à 2015

Yukon

- Yukon schools are not currently working on education for sustainable development school plans, and it is not anticipated that they will be completed them by 2015.

Northwest Territories:

- The Department of Education, Culture, and Employment will encourage boards and schools to take their ad hoc ESD programs and formally develop a long term ESD strategy by June 2015.
- The Department of Education, Culture, and Employment will invite Government Organizations (GOs) and Non-Government Organizations (NGOs) for consultation and input into any new curriculum development to infuse ESD strategies, philosophies, and best practices in the program of studies.

Manitoba:

Background: In 2012, Manitoba Education aligned its priority areas for ESD with the UNECE ESD 3 priority action areas. The following are actions the province of Manitoba has undertaken related to this alignment:

- In June 2012, the Manitoba government released Tomorrow Now, which is its “eight-year strategic plan for protecting the environment while ensuring a prosperous and environmentally conscious economy.” In the document, there are several actions listed under the heading, **Green Schools and Education for Sustainable Development** two of which is:
 - encouraging a sustainability school plan in every school by 2015
 - developing an Education for Sustainable Development Leadership Council to develop a three year action plan on ESD for the province in Formal Education. Representatives include educational leaders and stakeholders from post-secondary institutions, school boards and trustees, teacher societies, parent councils, superintendents and other government departments.
- In 2013, Manitoba Education developed a *Sustainability School Plan Strategy* which will guide Manitoba Education efforts in supporting and encouraging schools and school divisions to achieve the aim of having a sustainability plan in every school and division by 2015

- Schools and School Divisions are required to submit their school plans to Manitoba Education every three years and in the intervening two years, schools and divisions complete a web survey of current educational priority and outcome areas. The school plan template and web survey is being revised to include questions related to ESD and will be rolled out in the fall of 2013. This data will inform our work and will enable us to determine whether we have achieved the goal of every school having a sustainability School plan by 2015.
- Manitoba Education is in the process of developing a section on its ESD website called, *Sustainable School Planning* which will compliment, *the Guide for Sustainable Schools in Manitoba* document found at http://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable_guide.pdf
- Since 2007 Manitoba Education in partnership with the Sustainability and Education Academy (SEdA - <http://www.yorku.ca/seda/>) has provided a whole system approach for educational leaders in Manitoba to support their creating a culture of sustainable development into all aspects of the K-12 education system
- Professional development opportunities are being provided to schools on sustainable school planning.

Saskatchewan:

No initiatives are underway at present to address this priority area

Québec:

A. Dans le cadre de l'application de la Loi sur le développement durable, les commissions scolaires et les établissements d'enseignement privés sont invités, sur une base volontaire, à adopter une démarche de développement durable. Ainsi, des commissions scolaires et des établissements d'enseignement privés ont adopté une politique de développement durable comprenant une orientation relative à l'éducation pour le développement durable qui touche tant les élèves que le personnel de l'organisation.

B. Le ministère de l'Éducation, du Loisir et du Sport élabore un guide qui permettra d'intégrer le développement durable dans l'enseignement. Ce guide fera état des encadrements législatifs du développement durable au Québec. De plus, il explicitera ce qu'est l'éducation pour le développement de même que les points d'ancrage dans le Programme de formation de l'école québécoise. Finalement, le guide présentera des pistes d'exploitation du développement durable à travers les différents programmes disciplinaires.

C. Le Programme de formation de l'école québécoise comporte cinq domaines généraux de formation. Ils sont en lien avec les 16 principes de développement durable édictés dans la Loi. Les domaines généraux de formation présentent les problématiques auxquelles les jeunes doivent faire face dans différentes sphères importantes de leur vie. Ils sont porteurs d'enjeux importants pour les individus et les collectivités. Les domaines généraux de formation devraient constituer l'intention éducative de toute situation d'apprentissage et d'évaluation.

- Santé et bien-être: Amener l'élève à se responsabiliser dans l'adoption de saines habitudes de vie sur le plan de la santé, de la sécurité et de la sexualité.

- Orientation et entrepreneuriat: Amener l'élève à entreprendre et à mener à terme des projets orientés vers la réalisation de soi et l'insertion dans la société.
- Environnement et consommation: Amener l'élève à entretenir un rapport dynamique avec son milieu, tout en gardant une distance critique à l'égard de la consommation et de l'exploitation de l'environnement.
- Médias : Amener l'élève à faire preuve de sens critique, éthique et esthétique à l'égard des médias et à produire des documents médiatiques respectant les droits individuels et collectifs.
- Vivre-ensemble et citoyenneté: Amener l'élève à participer à la vie démocratique de la classe ou de l'école et à développer une attitude d'ouverture sur le monde et de respect de la diversité.

Nova Scotia :

- In Nova Scotia, ESD outcomes are addressed in various curricula at all grade levels. ESD permeates several subject areas. Science, Social Studies, English Language Arts, Health Education, and Technology Education tend to have more outcomes related to ESD. Other subjects have ESD embedded in their outcomes.
- The Province of Nova Scotia is committed to creating high performance buildings that employ green and sustainable design and construction practices. All of our new school buildings are designed to meet Leadership in Energy and Environmental Design (LEED) gold certification.

Prince Edward Island:

- The 2013 theme for International Development Week at University of Prince Edward Island (UPEI) was 'The Role of Youth in Global Collaboration for Sustainable Peace and Development'. UPEI has been successful over the years in building a broad network on issues such as development, economic and social justice, peace, and non-violent movement.

Newfoundland and Labrador:

- Newfoundland and Labrador is still in the process of bringing school districts on board. To date, plans for sustainable development are on a school- by- school basis and generally are the result of a teacher- sponsor at the school level.

(b) UNECE ESD priority action area 2: To promote the introduction of ESD into teacher education

Champ d'action prioritaire 2 en EDD de la CEE : Favoriser l'introduction de l'EDD dans la formation des enseignants

Yukon:

- The majority of Yukon teachers receive their teacher education outside of the Yukon. Yukon College does offer the Yukon Native Teacher Education Program (YNTEP) in partnership with the University of Regina and this program has graduated over 100 students since 2004. The program provides a focus on First Nations historical and cultural experience, as well as outdoor and experiential courses that include aspects of ESD.

Northwest Territories:

- The Department of Education, Culture and Employment, through the Early Childhood and School Services division, will ensure ESD is infused in its curriculum documents.
- The Department of Education, Culture and Employment, through the Early Childhood and School Services division, will work with Aurora College teacher education program to provide in-service to pre-service teachers on the implementation of curriculum documents and the use of ESD philosophy and strategies.
- The Department of Education, Culture and Employment, through the Early Childhood and School Services division, will work with the Northwest Territories Teachers Association to offer in-service opportunities with new and existing curricula on the infusion of ESD philosophies and practices.

Manitoba:

- In 2011, Manitoba Education along with representatives from each of the Faculties of Education formed the ESD in Faculties of Education Committee. The purpose of the committee is to:
 - Share information on how the faculties of education are incorporating sustainable development into their pedagogy, teaching and research.
 - Develop a set of recommendations related to reorienting teacher education in the faculties of education in Manitoba to address sustainability
- In the spring of 2012, the ESD Faculties of Education Committee released the report *Suggested Actions for Reorienting Teacher Education in Faculties of Education in Manitoba to address Sustainability*. The faculties are in the process of reviewing the document and developing responses based on the recommendations found in the report. In addition, all of the Deans now sit on the ESD Leadership Council.

Saskatchewan:

- All persons who complete the elementary or middle level teacher education program complete a curriculum methods course which familiarizes them with Saskatchewan elementary or middle level Science curriculum.
- All teacher education programs in Saskatchewan address the Cross Curricular Competencies-one goal of which is to understand and value social, economic, and environmental interdependence and sustainability.
- The University of Regina offers an Environmental Education course.

Québec:

- La Loi sur l'instruction publique confère au Comité d'agrément des programmes de formation à l'enseignement (CAPFE) le mandat d'agrèer les programmes de formation des enseignants. Il doit prendre en considération le Programme de formation de l'école québécoise, notamment les domaines généraux de formation qui font le pont avec les 16 principes de développement durable de la Loi sur le développement durable.

Nova Scotia :

- Staff at the Department of Education liaises with pre-service teacher education programs at universities across the province to assist in increasing awareness of the importance of

this area within the curriculum. Pre-service teacher education programs include the following requirements:

- Knowledge of the historical, philosophical and sociological foundations of education.
- The ability to analyze and reflect on education practice.
- ESD is part of the aims and purposes of public education and is addressed in pre-service educational foundation courses. University curriculum in social studies and science education specifically address ESD.

Prince Edward Island:

- Credit course in sustainable development is offered at the master's level in the Faculty of Education at the University of Prince Edward Island.

Newfoundland and Labrador:

- Our primary teacher- education institution, Memorial University, integrates aspects of ESD in some of their programs. Discussions have been initiated to promote the development of specific ESD- related programs and materials. A proposal to offer a 2-week ESD course for secondary teachers-in training was rejected due to a perceived lack of interest on the part of the students. Some instructors have requested presentations for their class. Our Department of Education does offer in- service sessions for districts interested in having teachers learn about ESD principles.

(c) UNECE ESD priority action area 3: To reorient technical and vocational education and training in support of sustainable development and the transition to a green economy

Champ d'action prioritaire 3 en EDD de la CEE : Réorienter l'enseignement technique et professionnel et la formation pour appuyer le développement durable et la transition vers une économie verte

Yukon:

- Yukon College's School of Trades, Technology and Mining ensures that students learn best practices in support of sustainable development and our transition to a green economy. Given our climate, there is a particular focus on green building techniques and on sustainable development of resources in Canada's North.

Northwest Territories:

- Currently the Department of Education, Culture and Employment in partnership with Aurora College, Government Organization (GOs), and Non-Government Organization (NGOs) develop and update curriculum, policies, procedures, and best practices to ensure that vocational students are getting up to date best practices used by industry in the vocational trades. This includes practices to reduce the ecological foot print, increase training practices and career opportunities as well as best practices for a green economy locally and territorially.

Manitoba:

- In the fall of 2012, the International Institute for Sustainable Development in partnership with Manitoba Education released the report, Technical-Vocational Education for Sustainable Development in Manitoba found at

http://www.iisd.org/pdf/2012/technical_vocational_education_sd_mb.pdf The report is an exploration into how technical–vocational schools and programs across the province are incorporating sustainable development into the education and training of their students, including school policies, management and teaching practices. The review identifies promising practices and barriers, and presents a number of suggestions for strengthening education for sustainable development (ESD) in TVET

- In the Winter of 2012, Manitoba Education released the resource, *Making a Living Sustainably: Green Jobs and Sustainability Careers* found at http://www.edu.gov.mb.ca/k12/esd/pdfs/green_jobs.pdf This resource was produced to help youth in Manitoba explore sustainability career options and practices and prepare to live and work for a more sustainable future.
- Manitoba Education, in collaboration with Manitoba Advanced Education and Training, Manitoba Entrepreneurship, Training and Trade, and TVI, has funded the development of a new technical-vocational program in alternative and sustainable energy.
- Manitoba Education has provided in the order of \$4 million in TVET equipment upgrades funding to schools, with a view to providing environmentally friendly equipment.
- Demonstration projects have been created by a number of schools in the province to facilitate student learning about ESD (e.g. one school is currently designing a garden to put on top of the school’s roof: when established, the garden will be used by students in the food program).
- Curriculum renewal in TVET subjects is on-going. The curriculum for each course describes “learning outcomes”; skills, knowledge and attitudes that students should meet before they graduate. Each course in the new curriculum includes an overall goal related to sustainability. Learning outcomes are also related to sustainability and are not only environmental, but include social sustainability and sustainable business practices as well.
- Tomorrow Now: Manitoba’s Green Plan recognizes the need to instill “green skills, knowledge and values within our existing and future workforce.” This will require, among other things, “advancing... technical and vocational education and training [TVET] in support of the transition to a green economy.”
- Manitoba recognizes that TVET can be considered to span both secondary and postsecondary education (including for example colleges, universities and apprenticeship) and encompass a wide range of career, technical and professional programs. A study of ESD in Universities and Colleges in Manitoba is being conducted by the International Institute for Sustainable Development. The study will be released in March, 2013. The study explores how ESD concepts and practices are being implemented pursued within colleges and universities in Manitoba in order to gain a better picture of the overall ESD efforts being undertaken within formal education. The aim is to gain a better understanding of what sustainability opportunities for education in/for sustainability are available within the province in post-secondary education once students graduate from secondary schools.

Saskatchewan:

- Post- secondary education institutions like the Saskatchewan Institute of Applied Science and Technology (SIAST) continually review the learning outcomes of their applied

science, technology, and vocational training programs. As part of the review process, learning outcomes that support sustainable development are incorporated as appropriate. These programs' learning outcomes related to sustainability incorporated in SIAST programs include geothermal energy, solar power, wind energy, battery electric vehicles, and photovoltaic energy.

Québec:

- Les programmes d'études en formation professionnelle préparent la personne à acquérir les compétences essentielles à l'exercice d'un métier. Dans le cas de professions où le développement durable conditionne l'exercice des professions, le programme d'études doit en tenir compte. Par exemple, certains programmes de formation professionnelle comprennent des compétences visant la gestion et l'exploitation durable des ressources naturelles, l'utilisation optimale des ressources et de l'énergie, la minimisation des effets de la production industrielle sur l'environnement.
- Les programmes d'études ont également pour fonction d'assurer à la personne la capacité de se développer et d'assurer son succès professionnel et sa progression tant au plan personnel que professionnel. À cet effet, les programmes contiennent des compétences débordant du cadre immédiat de la réalisation d'une tâche, mais en lien avec des situations de vie professionnelle et contribuant à la culture générale de la personne, visant à développer, par exemple, la faculté d'expression, la créativité, le sens de l'initiative, l'esprit d'entreprise et l'éthique professionnelle.
- Afin de s'assurer de couvrir les éléments essentiels de la pratique d'une profession, dont les principes de développement durable, le Ministère s'est doté d'un processus de développement des programmes d'études au coeur duquel les partenaires du marché du travail et de l'éducation sont appelés à contribuer. Ce travail de collaboration est essentiel pour que les programmes d'études reflètent la réalité de l'exercice des professions et permettent à la personne de progresser et de prendre une place active dans la société. Par exemple, les programmes d'études Production animale, Production acéricole, Pêche professionnelle, Horticulture et Grandes cultures font explicitement mention de la gestion durable des ressources.

Nova Scotia:

- The Nova Scotia Department of Education courses for career exploration for secondary school students include instruction in workplace readiness. Workplace readiness modules address workplace ethics, issues in the world of work, and certification for workplace health and safety. Public School Programs include Community-Based Learning, Career Development, Skilled Trades, Workplace Health and Safety, and Co-operative education. Nova Scotia also offers a Youth Apprenticeship Program. Teacher supports for Co-operative Education are online only resources and student resources are digital.
- Technical education (grades 7-12) have adopted an approach where there is a focus on reusing, repurposing, recycling and refurbishing for a greener program and environment.

Prince Edward Island:

- Holland College has been modifying curriculum in various technical and vocational courses, including geo thermal and heating, ventilating and air conditioning (HVAC) to

keep pace with sustainable development.

- The Adult Basic Education Program for adults who have not completed grade 12 and, as a result, are not eligible to proceed to post secondary training plays a key role in responding to the needs of a province with an aging workforce and low birth rate. This, in turn, is key to a successful and sustainable development for the province.

Newfoundland and Labrador:

- Specific curriculum outcomes related to ESD are addressed in the curricula of several of our Skilled Trade courses.

(d) Additional outstanding good practices and experiences with respect to ESD

Autres pratiques exemplaires et expériences notables ayant trait à l'EDD

Yukon:

- Yukon Education continues to expand its outdoor and environmental focused experiential programs. Operational initiatives that support ESD include enhanced waste diversion programs and interactive energy management displays in schools, and public transit use replacing school bus travel for senior students on a trial basis. Yukon Education is also beginning the construction of its first LEED school using the first large ground source heat pump system north of 60 degrees in Canada.

Northwest Territories:

- Curriculum renewal will include processes and strategies to incorporate ESD at a community, territorial, national, and global perspective.
- On- going curriculum consultations with GOs, NGOs, private sector, and industry to develop and implement best practices for greening the economy, life- long learning, employing, training, partnerships and development of infrastructure (green schools).

Manitoba:

- In 2012-13, Manitoba Education piloted the new Gr. 12 course: **Global Issues Citizenship and Sustainability**. This course is unique as it works to consolidate learning across disciplines to empower students as agents of change for a sustainable and equitable future. A required component of the course is the planning and implementation of an action research project. Further information on the course can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/global_issues/index.html
- In 2011-12, the University of Winnipeg piloted the new Education for Sustainability Post Baccalaureate Diploma (PDBE). The PDBE is a 30 credit hour program developed for in-service teachers and other educators in Manitoba. The program is delivered using a unique hybrid online/on campus model, intending to make the program more accessible. The program provides students with a comprehensive overview of formal and non formal approaches to education for sustainable development. The pilot was deemed a success and in 2012-13 the diploma has now been officially established as an on-going PDBE program.
- In November of 2012, Manitoba Education in partnership with the Manitoba Association of School Superintendents held the Sustainability: Educating for Action Conference

(<http://www.educatingforaction.ca/>). More than 700 educators attended the conference which was intended to build upon the sustainability initiatives that are currently taking place in Manitoba schools and in our communities, and stimulate further dialogue, and of course, action. The conference was a huge success as it helped to strengthen and further the momentum for ESD in the province.

- Manitoba Education has a partnership with FortWhyte Alive (FWA), to increase students and educators' awareness, understanding and actions related to living sustainably in an urban setting. FWA is a nonprofit environmental education organization dedicated to promoting awareness and understanding of the natural world and actions leading to sustainable living. This partnership is providing professional development opportunities for teachers on how they can take their classroom outdoors and incorporate the importance of maintaining thriving ecosystems, reducing pollution and protecting habitats into their curriculum.

Saskatchewan:

- The Ministry of Education is developing curriculum maps that identify existing and potential areas for incorporation of ESD in English, French Immersion, and Fransaskois provincial K-12 curricula for required (K-9) and compulsory (10-12) areas of study.

Québec:

- Établissements verts Brundtland (EVB): Instauré au Québec en 1993 par la Centrale des syndicats du Québec (CSQ), en collaboration avec des partenaires, dont RECYC-QUÉBEC, le réseau EVB compte maintenant plus de 1400 établissements inscrits depuis sa création. Dans un EVB, on réfléchit, on instruit, on éduque et on agit en fonction de valeurs pour une société plus écologique, plus pacifique, plus solidaire et plus démocratique. On valorise l'engagement des jeunes et des adultes en faisant connaître et reconnaître socialement leurs réalisations et leurs actions.
- En mai 2012 avait lieu le 5^e Colloque en écodéveloppement des institutions d'enseignement du Québec. Ce colloque a été organisé conjointement par l'Association québécoise pour l'éducation relative à l'environnement et l'École de technologie supérieure. Au total, une trentaine de présentations étaient proposées lors des deux journées de l'événement et portaient soit sur la gestion du développement durable, soit sur l'éducation relative à l'environnement et au développement durable. Le colloque a rassemblé des délégués des commissions scolaires, des cégeps et des universités. Il a constitué une occasion de partager des expériences, d'échanger sur les réalités des différents milieux et de transférer l'expertise.

Nova Scotia:

- ESD is embedded within Nova Scotia procurement policy and required with all purchases.
- All schools participate in energy efficiency measures and recycling practices.
- Cross-curricular resources have been developed such as *Energy and Me*, education for sustainable development for grades 2 and 3 students, and *Energy Meters* (grades 6-9). *The Energy Around Us* (grades 4-10) cross-curricular project provided professional learning communities of practice that gave a sound knowledge and resources for teachers to connect with each other and to plan for authentic student learning opportunities in the

classroom and the community.

- Curriculum documents are provided online for teachers.
- The Nova Scotia Department of Education is working with other government and non-governmental agencies in partnership to promote ESD.

Prince Edward Island:

- The UPEI Institute of Island Studies (Social Economy and Sustainable Research Network) mandate is to increase the Atlantic region's capacity for a dynamic social economy built on partnerships, knowledge, and networks across the region by working with its peoples and community partners to meet their research needs and influence policy at the provincial and municipal levels.
- One example of an existing good practice is the UPEI- Farmers Helping Farmers (FHF) initiative that benefits from a Memorandum OF Understanding with the Canadian International Development Agency (CIDA) to support the international development project entitled 'Students for Development'. UPEI, in partnership with FHF and the Association of Universities and Colleges of Canada (AUCC), will send 23 student interns to Kenya over four years. The five-year agreement especially refers to initiatives related to UPEI's mission of education, research, and service in the areas of Kenya in which FHF has projects, and that will further the internationalization of UPEI programs.

Newfoundland and Labrador:

- Newfoundland and Labrador redesigned its Environment Science course to provide a focus on sustainability and sustainable development. This course addresses a variety of environmental principles and issues using the lens of sustainability.