

INFORMAL COUNTRY REPORT

(Canada)

Questionnaire for 2014 informal country reporting on the implementation of the priority action areas:

I. Priority action area (a) to promote the introduction of ESD into teacher education	
1. Have there been any significant advancement made with regard to introducing / extending ESD a part of educators' initial training?	
<i>Nova Scotia</i>	
Yes X No	Some universities in Nova Scotia have included ESD in their curriculum. It continues to be a topic that is embedded in various courses including Science and Social Studies.
<i>Newfoundland and Labrador</i>	
Yes No X	• N/A
<i>Manitoba</i>	
Yes X No	<p>The Education for Sustainable Development Leadership Council (ESD-LC) comprised of stakeholders from government and the education sector was formed in 2012 and in the fall of 2013, released their brochure related to the development of an ESD Action Plan to all schools in Manitoba. The ESD Action Plan they are committing to, will make a vital contribution toward ensuring that ESD is infused into formal education including, pre-service education.</p> <p>All of the teacher education institutions in Manitoba are represented on the ESD-LC and have established actions to achieve the goals found in the ESD LC Action Plan</p> <p>The Faculties of Teacher Education ESD Committee developed the resource; <i>Suggested Actions for Reorienting Teacher Education in Faculties of Education in Manitoba to Address Sustainability</i>. This document was presented to the Deans of Education in Manitoba for their consideration in 2011. Some of the recommended actions have been taken up by teacher education institutions.</p>
<i>British Columbia</i>	
Yes No X	N/A
2. Have there been any significant advancement made with regard to introducing / extending ESD a part of the educators' in-service training?	
<i>Nova Scotia</i>	
Yes X No	ESD is embedded in all curriculum and specific references are given in each discipline.

<i>Newfoundland and Labrador</i>	
Yes No X	N/A
<i>Manitoba</i>	
Yes X No	Manitoba Education and Advanced Learning continue to provide professional development opportunities to o schools to assist in understanding and implementing ESD system wide.
<i>British Columbia</i>	
Yes No X	N/A
3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g. online)?	
<i>Nova Scotia</i>	
Yes No X	These are in development.
<i>Newfoundland and Labrador</i>	
Yes No X	N/A
<i>Manitoba</i>	
Yes X No	Education for Sustainable Development Leadership Council: Creating a Sustainable Future Together Brochure < http://www.edu.gov.mb.ca/k12/esd/pdfs/leadership_council.pdf > Suggested Actions for Reorienting Teacher Education in Faculties of Education in Manitoba to Address Sustainability http://www.edu.gov.mb.ca/k12/esd/pdfs/actions_poster.pdf
<i>British Columbia</i>	
Yes <input type="checkbox"/> No X	N/A

II. Priority action area (b) to ensure that there is an education for sustainable development (ESD) school plan in every school by 2015	
1. Has the number of schools adopting a “whole-institution approach” to SD/ESD increased?	
<i>Nova Scotia</i>	
Yes No X	School plans have their own focus, incorporating the priorities of the Department of Education and Early Childhood Development and their School Board.
<i>Newfoundland and Labrador</i>	
Yes No X	N/A o

<i>British Columbia</i>	
Yes X No	<p>BC already has a number of environmental and outdoor-related schools and programs. Here are examples of three recent programs/ schools:</p> <ul style="list-style-type: none"> ○ Maple Ridge School District: Maple Ridge Environmental School Project. <http://es.sd42.ca/> ○ Saanich School District: Claremont Secondary Institute for Global Solutions <http://www.sd63.bc.ca/news/2012/10/institute-global-solutions and http://claremontigs.org/> ○ Sooke School District: Sangster Elementary School Nature Kindergarten <http://naturekindergarten.sd62.bc.ca/>
<i>Manitoba</i>	
Yes X	<p>Manitoba adopted the UNECE priority action area of encouraging every school to have a sustainable plan by 2015. In 2013, a survey was conducted to obtain baseline data as to the number of schools having a sustainable school plan in place. Schools were provided with a description of what a sustainable school plan should include. 52% of the schools responding to the survey indicated a sustainable school plan was in place. (537 funded schools out of 747 responded to the survey). A follow up survey will be conducted in 2014.</p> <p>As indicated above, there was no prior baseline established until 2013 to assess whether there has been an increase in the number of schools adopting whole school approaches. Based on anecdotal evidence we believe, the numbers have increased. Now that a baseline has been established a more accurate response can be provided in the future.</p>
<p>2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support a whole institution approach to SD/ESD?</p>	
<i>Nova Scotia</i>	
Yes X No <input type="checkbox"/>	<p>Summer institutes and various workshops have been available and will continue to be available.</p>
<i>Newfoundland and Labrador</i>	
Yes No X	<p>N/A</p>
<i>British Columbia</i>	
Yes X No	<p>In 2015, BC Lieutenant Governor, Honourable Judith Guichon, will be implementing one of her priority programs, Stewards of the Future. This is a legacy-recognition program which focuses on building awareness, action, leadership in BC secondary schools and their communities: “Her Honour will promote the concept of a holistic approach to our endeavours based on respect for the land, positive relationships among its people, and the responsibility we share for the success of future generations. Each citizen is a steward of the future and through healthy land, healthy people and healthy communities; we can ensure the best quality of life for future generations in British Columbia”</p>

	(see http://www.ltgov.bc.ca/lg/priority-programs/default.html).
<i>Manitoba</i>	
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p>The ESD-LC subcommittee on school plans is continuing to address the implementation of ESD school plans based on the following:</p> <ul style="list-style-type: none"> ○ All schools and post-secondary institutions have an ESD plan in place by 2015. ○ System wide policies and criteria exist for procurement, school management and resource use based on sustainability practices. ○ Professional learning and support are provided to assist in sustainability practices. ○ Every school conducts regular audits and reports results related to school plans ○ A policy is in place for the provision and weekly use of outdoor space <p>Provincial policy development is being explored along with developing exemplars and further tools and resources to support schools in their sustainability efforts.</p> <p>Manitoba Education and Advanced Learning in partnership with the ESD-LC are working on creating a Sustainable School Plan section on the ESD website. The planning tools will support schools from those starting on their journey toward sustainability through to those that are reviewing and updating existing sustainability plans. This site will make it easier for schools/school division to find resources specific to developing sustainable school plans.</p>
3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g. online)?	
<i>Nova Scotia</i>	
Yes <input type="checkbox"/> No X	- There are no materials at this time.
<i>Newfoundland and Labrador</i>	
Yes X No <input type="checkbox"/>	- The City of Kamloops has developed a resource to support EE/ESD in the classroom (see http://www.city.kamloops.bc.ca/environment/pdfs/EnvironmentEdu-Teachers.pdf)
<i>British Columbia</i>	
Yes <input type="checkbox"/> No X	- N/A
<i>Manitoba</i>	
Yes <input type="checkbox"/> No <input type="checkbox"/>	- Domain Framework for Whole System Approach to ESD < www.edu.gov.mb.ca/k12/esd/pdfs/seda_domain_framework.pdf >

III. Priority action area (c) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy
1. Has there been advancement towards a structural re-orientation of

TVET towards ESD?	
<i>Nova Scotia</i>	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	- Technology Education uses the cradle to cradle approach.
<i>British Columbia</i>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	- N/A
<i>Newfoundland and Labrador</i>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	- N/A
<i>Manitoba</i>	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	- Manitoba Technical Vocational Education unit is developing new curriculum for 19 technical-vocational subject areas. The curriculum for each course includes sustainable “learning outcomes.” The draft curriculum for seven of these TVET subject areas (starting with the most frequently offered programs and totalling 61 full credit courses) has been completed.
2. Have any incentives and assistance measures been made available that support the re-orientation of TVET towards SD?	
<i>Nova Scotia</i>	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	- Curriculum support and funding has been given to Technology Education.
<i>British Columbia</i>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	- N/A
<i>Newfoundland and Labrador</i>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	- N/A
<i>Manitoba</i>	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	- Manitoba has funded the development of a new technical/vocational program in alternative and sustainable energy in September 2012 housed at W.C. Miller Collegiate in Border Land School Division, which is part of the Red River Technical Vocational Area. - The green economy and green jobs were included for the first time in the Manitoba Economic and Review Outlook document that is part of the annual budget. Green jobs were specifically mentioned in the budget speech. “The goal is to enhance enabling conditions that will generate a positive business environment, build climate resilience, ensure sustained green economic development, and create green jobs for Manitobans. It is part of an eight-year environment plan termed “TomorrowNow”. The collaborative effort will feed into the development of the province’s first Green Economy and Green Jobs Action Plan.”

3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g. online)?	
<i>Nova Scotia</i>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	- There are no materials at this time.
<i>British Columbia</i>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	- N/A
<i>Newfoundland and Labrador</i>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	- N/A
<i>Manitoba</i>	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	- All of the new curriculum material are posted on line at: < www.edu.gov.mb.ca/k12/cur/teched/sy_tech_program.html >

IV. Implementing education for sustainable development beyond the UN Decade for ESD	
1. Is there already a political commitment / indication that ESD implementation will continue to be supported after the UN Decade for ESD?	
<i>Nova Scotia</i>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	- There is no policy document at this time. However, there is a plan and parts of the plan are now being implemented. Also, all of our buildings are built to the LEED gold or platinum level.
<i>British Columbia</i>	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	- BC has had an active EE/ESD community in place since the 1970's and awareness has grown toward a whole-school approach. Recent provincial legislation on Carbon Neutrality re-focused government attention on climate change in particular and EE/ESD in general, resulting in increased participation at the provincial level. The BC Ministry of Environment leads a cross-Ministry "Healthy by Nature" working group, focusing on the health and education benefits of spending time outdoors./WildBC, an organization within the BC Ministry of Environment supports the implementation of EE/ESD through continuous teacher professional development, including in-person workshops and online training. Finally, BC's Lieutenant Governor has identified environmental stewardship as a priority program, a legacy recognition-based program which focuses on building awareness, action, leadership in BC secondary schools and their communities.
<i>Newfoundland and Labrador</i>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	- N/A

<i>Manitoba</i>	
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p>Yes, ESD is at the centre of the 'overarching goals' for education in Manitoba: "To ensure education in Manitoba supports students experiencing and learning about what it means to live in a sustainable manner", ESD is also listed as one of six 'priority action areas'.</p> <p>In 2012, TomorrowNow: Manitoba's Green Plan was released, and the role of education is outlined in achieving the goal that Manitoba becomes "one of the most sustainable places to live on earth". TomorrowNow is an eight-year strategic plan.</p>
2. Is there an indication of what will (continue to) be priorities of your country for future ESD implementation?	
<i>Nova Scotia</i>	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	This will be determined. It is embedded in curriculum and we are moving forward with support resources.
<i>British Columbia</i>	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	See above statement.
<i>Newfoundland and Labrador</i>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	N/A
<i>Manitoba</i>	
Yes <input type="checkbox"/> No <input type="checkbox"/>	<p>Manitoba Education will continue with our ESD priority, and focus will be on the following:</p> <ul style="list-style-type: none"> ○ Working on the 3 priority areas of action : 1) to ensure that there is an ESD school plan in every school by 2015; 2) promote the introduction of ESD into teacher education; and 3) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy. ○ Completing, the multi stakeholder 3 year ESD Action plan. ○ Developing a process for ESD school plans and reporting. ○ Providing professional development and research which will continue to support and frame ESD. ○ Developing resources: Learning in the Outdoors is set for release in 2015 and ESD learning experiences and centre activities for K-4 students is set for release in late 2015.