

**“GOOD PRACTICE” IN EDUCATION FOR SUSTAINABLE DEVELOPMENT
IN THE UNECE REGION**

"Good practices in ESD" are initiatives closely related to Education for Sustainable Development, that demonstrate good practice, generate ideas and contribute to policy development. These good practices:

1. focus on the educational and learning dimensions of sustainable development.
2. are innovative. They develop new and creative solutions to common problems, such as:
 - ❖ ways to discover what the key local issues of sustainable development are
 - ❖ ways to adapt processes to relevant teaching and learning strategies
 - ❖ ways of fostering links between learning situations and the community
 - ❖ ways of integrating local knowledge and culture
 - ❖ curriculum development processes enabling content to be decided as locally relevant
 - ❖ starting points on how Education for Sustainable Development can best be put into effect.
3. make a difference. They demonstrate a positive and tangible impact on the living conditions, quality of life of the individuals, groups or communities concerned. They seek to bridge gaps between different societal actors/sectors and are inclusive, in order to allow new partners to join the implementing agents/bodies.
4. have a sustainable effect. They contribute to sustained improvement of living conditions. They must integrate economic, social, cultural and environmental components of sustainable development and reflect their interaction/interdependency in their design and implementation.
5. have the potential for replication. They provide effective methodologies for transdisciplinary and multi-sectoral co-operation. They serve as models for generating policies and initiatives elsewhere.
6. offer some elements of evaluation. They have been and can be evaluated in terms of the criteria of innovation, success and sustainability by both experts and the people concerned.

If you submit more than one "good practice", please indicate the priority 1, 2 or 3.

1. NAME OF THE INITIATIVE CONSIDERED AS A GOOD PRACTICE¹:
National ESD Expert Council and Regional Working Groups

2. RESPONSIBLE COUNTRY/ORGANIZATION:

Name:

- Manitoba Education, Citizenship and Youth/Advanced Education and Training (MECY/MAET) (departments of the Provincial Government)
- Environment Canada (EC) (department of the Federal Government);
- Learning for a Sustainable Future (LSF) (Canadian Not for Profit Organization)

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3. CONTACT PERSON (name and title):

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Daniel Rosset, Manager, Education and Youth, Public Education and Outreach Directorate, Environment Canada
Pamela Schwartzberg, Executive Director, Learning for a Sustainable Future

¹ Your response to this questionnaire should not exceed 2 pages. Font: Arial, size - 9; margins - 2 centimeters.

4. FOCUS OF THE INITIATIVE (check one or more box(es)):

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Education/Learning | <input type="checkbox"/> Environment | <input type="checkbox"/> Peace, Human Rights & Security |
| <input checked="" type="checkbox"/> Educators | <input type="checkbox"/> Water | <input type="checkbox"/> Policy, Regulation, Governance |
| <input type="checkbox"/> Overcoming Poverty | <input type="checkbox"/> Climate Change | <input type="checkbox"/> Intercultural Understanding |
| <input type="checkbox"/> Gender Equality | <input type="checkbox"/> Biodiversity | <input type="checkbox"/> Cultural Diversity |
| <input type="checkbox"/> Health Promotion | <input type="checkbox"/> Disaster Reduction | <input type="checkbox"/> Indigenous knowledge |
| <input type="checkbox"/> HIV/AIDS | <input type="checkbox"/> Rural Development | <input checked="" type="checkbox"/> Tools and materials (e.g. Media & ICTs) |
| <input type="checkbox"/> Sustainable Urbanization | <input type="checkbox"/> Sustainable Consumption | <input type="checkbox"/> Research / Development |
| <input type="checkbox"/> Corporate Responsibility | <input type="checkbox"/> Sustainable Tourism | <input checked="" type="checkbox"/> Regional / international cooperation |
| <input type="checkbox"/> Economy | <input type="checkbox"/> Citizenship | <input type="checkbox"/> other (please specify) |

5. INITIATIVE DESCRIPTION (provide brief description)

- Type (governmental, non-governmental, municipal, other):

Manitoba Education, Citizenship and Youth (MECY)/Manitoba Advanced Education and Training (MAET), Environment Canada (EC) and Learning for a Sustainable Future (LSF) have forged a partnership to establish a National Education for Sustainable Development Expert Council (NESDEC) and Regional Working Groups (ESDWGs) to promote a culture of ESD in Canada. The aim is to develop and strengthen the capacity of senior leaders from government, business, civil society, and the education sector to work together to incorporate Education for Sustainable Development (ESD) into the formal, non-formal and informal education systems.

- Working language(s):

English and French

- Setting / Target group(s) / Number of persons involved:

The NESDEC is comprised of a broad range of stakeholders with an interest in ESD. Members are appointed from each Provincial/Territorial ESDWG, national organizations (i.e., federal government departments, research institutes, teachers' federations, Council of Ministers of Education/Ministers of the Environment, national youth groups, etc.) as well as international organizations.

- Starting year and Duration:

In 2005, LSF in collaboration with EC and MECY/MAET piloted the establishment of the first provincial ESDWG in Manitoba and documented the process and outcomes. A series of six additional Provincial/Territorial ESD Working Groups (ESDWG) and the National Education for Sustainable Development Expert Council (NESDEC) were established in 2005-2006 with support and funding from LSF, EC and MECY/MAET.

- Budget and Funding Sources:

Environment Canada has provided funding of \$75,000,000 in fiscal year 2005/06 and \$200,000 for 2006/2007. In addition, each ESDWG provides considerable in-kind contributions and has raised funds regionally to support their initiatives.

- Partner organisations involved (if any):

Lead organizations for the establishment of the NESDEC include:

Learning for a Sustainable Future

Environment Canada

Manitoba Education, Citizenship and Youth/Manitoba Advanced Education and Training

Lead organizations for each of the ESDWG's include:

Simon Fraser University

Saskatchewan Council for International Cooperation

Ducks Unlimited Canada

New Brunswick Environmental Network

Nova Scotia Environmental Network

Department of Education, Government of Nunavut

- Stakeholders involved (e.g. local community). Describe their involvement in this initiative and the kind of relationship you have with them.

Each working Group has engaged regional champions from government, business, civil society, academia, youth, labor, etc. For example, the Manitoba ESDWG is comprised of 25 formal members represented by youth, business, academia, government (municipal and provincial), international organizations, educators, education associations including labor. Additionally, three sub-committees of the Working Group include members and interested others from the local community. The chairs of the ESDWG and the Steering Committee of the NESDEC communicate at least monthly usually through teleconference to oversee the process, review next steps, share best practices, address concerns and celebrate successes. Other stakeholders will become involved in ESDWG activities through public forums and consultations in regards to ESD.

6. MAIN OBJECTIVES OF THE INITIATIVE *(provide brief description)*

NESDEC objectives:

- Promote the building of ESD objectives into the education sectors;
- Support the objectives of the UNECE Strategy for ESD, in cooperation with the regional Working Groups;
- Engage leadership of government officials at all levels;
- Develop and strengthen the capacity of stakeholders to act on ESD;
- Monitor and report on progress in ESD in Canada;
- Liaise with other relevant National and international structures;
- Coordinate and facilitate delivery of national activities in support of the Decade of ESD in Canada, including sustainability literacy and tracking, research, communication, and sharing of best practices.

ESDWG objectives:

- Build ESD into the education culture, including the body of accepted curriculum and learning activities, teacher training, facilities management, procurement, etc.;
- Establish strategic collaborations between governments, education sector leaders, business, and community NGO's in order to increase cohesion and leverage in creating a culture for ESD;
- Relay a sense of urgency and the latest science on critical sustainability issues;
- Coordinate, facilitate connections and bring together stakeholders from the formal, non-formal and in-formal education sector for policy input, debate, exchange, planning to enhance delivery of ESD activities in support of the UN's Decade on ESD.

7. METHODOLOGY *(provide brief description)*

Methods/approach for this initiative *(list key background materials that were used; If necessary, use a separate sheet)*

This approach is built on a collaborative engagement model. It is bottom- up and place-based. The Provincial/Territorial ESDWGs build on the strengths of local initiatives. The NESDEC builds on the strengths of provincial/territorial initiatives. The piloting of the establishment of an ESDWG in Manitoba and the documentation of the process and outcomes provided a useful model to replicate in terms of structure, process and outcomes for other ESDWGs wanting to establish their own Working Groups in other regions of Canada. A discussion paper was prepared by the leading organizations and provided to all interested jurisdictions.

7. RESULTS AND EVALUATION OF THE INITIATIVE *(provide brief description and assessment)*

The successful piloting of the establishment and communication regarding of the first ESD Working Group in Manitoba has resulted in six other jurisdictions taking the initiative to establish similar Working Groups in their respective jurisdictions.

Having stakeholders within and among jurisdictions in Canada working together to advance ESD in the formal, non-formal and informal education sector is proposed to have the following impacts.

- A culture of Education for Sustainable Development is fostered in Canada;
- Policy, regulatory and operational frameworks that support ESD;
- SD promoted through formal, non-formal and informal learning;
- Educators equipped with the competence to include SD in their teaching;
- Tools and materials for ESD are available and accessible;
- Research on ESD and its impacts on Canadian society;
- Cooperation on ESD strengthened at all levels

▪ Strengths

Since provinces/territorial governments have responsibility for formal education in Canada, this model of provincial/territorial ESD Working Groups engages stakeholders in the jurisdiction where action can be taken. The NESDEC can work to facilitate the co-ordination and delivery of the objectives of the UNECE Strategy for Education for Sustainable Development, including sustainability literacy and tracking, research, communication, and sharing of best practices across the formal, non-formal and informal education sectors.

• Weaknesses and risks

The activities undertaken by ESDWGs will vary across the country, addressing local interests and needs. This may pose some challenges for reporting at a national level.

The establishment of ESDWGs is based on a staggered model (six in 2006; seven in 2007). It is imperative that ESDWGs are established in all jurisdictions in Canada to ensure equitable representation on the NESDEC and a national perspective. There is a risk that some jurisdictions may opt out of the commitment to establish ESDWGs, although at this time, there is no indication that this may be the case.

- Problems encountered: *(fill in if applicable)*

Manitoba has had some difficulties acquiring appropriate representation from the non-formal, formal and informal education sectors on its ESDWG, in particular representation from Aboriginal and youth groups. Ensuring that all stakeholders are informed of ESDWG activities and securing appropriate membership from all sectors is a constant challenge as the ESDWG membership evolves. To some extent, these problems have been addressed through the dissemination of information about the ESDWGs through government communication to stakeholders, presentations to youth and other groups.

- Conditions for successful replication *(fill in if applicable)*

It has been noted through evaluation that conditions for successful replication of the establishment of ESD Working Groups in Canada requires representation from formal education authorities (i.e., provincial/territorial ministries/departments of education).

- Unresolved issues *(fill in if applicable)*

Funding is required to seed the development of ESDWGs in the remaining provinces/territories in Canada. Additional support is required to help sustain the activities of the NESDWG and ESDWGs over the decade.

- Why do you consider this a good practice?

This is an excellent model for jurisdictions in which the federal government does not have jurisdiction for formal education. It is also an excellent model for engaging broad networks of stakeholders to addresses a common framework.