

**Manitoba Education for Sustainable Development Working Group
Discussion Paper and Implementation Process
DRAFT**

October 18th, 2005

**Prepared by:
Steering Committee
(Learning for a Sustainable Future,
Manitoba Education, Citizenship and Youth)**

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INTRODUCTION

Learning for a Sustainable Future (LSF), in partnership with the J. W. McConnell Family Foundation, Environment Canada, and Manitoba Education, Citizenship and Youth is initiating the establishment of a Manitoba Education for Sustainable Development Working Group (MESDWG) and evaluating its effectiveness for potential use as a model. The establishment of the Working Group in Manitoba will be studied and used as a model for establishing other Working Groups in other jurisdictions across Canada in order to build a Canadian culture for ESD. The intent for the MESDWG is to support and foster the creation of a culture of ESD in Manitoba bringing together senior leaders from provincial Ministries, government, formal, informal and non-formal education sectors to support regional coordination, development and implementation of ESD.

The objectives for the MESDWG are to

- Build Education for Sustainable Development (ESD) into the formal/non-formal and informal education culture, including the body of generally accepted curriculum and learning activities, teacher training, facilities management, procurement, etc. An emphasis will be placed in the formal school system K – 12 and post-secondary with the post-secondary reflecting teacher training.
- 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 such HIV/Aids, climate change, poverty reduction, energy.
- Coordinate, facilitate connections and bring together stake-holders 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 of Education for Sustainable Development.

These objectives align and are supported by the proposed United Nations Decade of Education for Sustainable Development Draft International Implementation Scheme 2005 – 2014 (Appendix A Objectives p26):

1. Give an enhanced profile to the central role of education and learning in the common pursuit of sustainable development
2. Facilitate links and networking, exchange and interaction among stakeholders in ESD
3. Provide a space and opportunity for refining and promoting the vision of, and transition to sustainable development – through all forms of learning and public awareness.
4. Foster increased quality of teaching and learning in education for sustainable development.
5. Develop strategies at every level to strengthen capacity in ESD

The concept of sustainable development continues to change. For the purposes of this discussion paper, sustainable development focuses on three key areas – society, environment and economy.

Education for Sustainable Development (ESD) involves learning about social, environmental, and economic factors in relation to quality of life. Priority areas in each of these three dimensions are identified in the *United Nations Decade for Education for Sustainable Development (2005–2014) Framework* and the *2005 Provincial Sustainability Report for Manitoba*. All priority areas should be addressed using the sustainable development viewpoint, which incorporates social, environmental, and economic factors.

SUSTAINABLE DEVELOPMENT PRIORITY AREAS		
SOCIO-CULTURAL	ENVIRONMENTAL	ECONOMIC
<ul style="list-style-type: none"> • Human rights • Peace and human security • Justice • Gender equality • Cultural diversity and intercultural understanding • Community and culture • Health • HIV/AIDS • Governance • Demographics • Equity and rights 	<ul style="list-style-type: none"> • Natural resources: <ul style="list-style-type: none"> • water • energy • agriculture • biodiversity and habitat conservation • fish • forests • air • Climate change • Rural transformation • Sustainable urbanization • Disaster prevention and mitigation 	<ul style="list-style-type: none"> • Poverty reduction • Corporate responsibility and accountability • Market economy • Energy efficiency and conservation, • Consumption and waste management • Economic performance • Agricultural viability • Resource – Mining, Forestry, Hydro, Fisheries • Employment • Education

The scope of ESD is far-reaching and complex. Addressing ESD will depend on the strength of stakeholder commitments and cooperation at all levels. For an in-depth overview of education for sustainable development, refer to Appendix A (international perspective) and B (national/local perspective).

ESTABLISHMENT OF A NATIONAL ESD EXPERT COUNCIL (NESDEC)

Learning for a Sustainable Future (LSF) is a Canadian non-profit organization founded in 1991 by a diverse group of youth, educators, business, community members and government to implement education for sustainable development (ESD) into the formal school systems in Canada. The creation of the organization was part of Canada’s response to the Rio Conference on Sustainable Development and the acknowledgement that education is a key element to achieving a sustainable future. LSF strongly believes that by focusing on today’s youth, we directly help to shape an understanding of sustainability in our leaders of tomorrow. In the past decade LSF has accomplished many pan-Canadian Education for Sustainable Development initiatives involving advancement of education policies and curricula, support for educators and students, community capacity-building, and innovative programs, including web-based ESD courses and programs, and the creation of accessible networks of its stakeholders across Canada.

LSF, in partnership with the J. W. McConnell Family Foundation, Environment Canada, and Manitoba Education, Citizenship and Youth is actively pursuing their unique role in Canada as a promoter of ESD by initiating the idea of creating a National ESD Expert Council and establishing ESD Working Groups in Canadian jurisdictions (with Manitoba serving as a pilot).

The aim for the creation of a National Sustainability Education Expert Council is to create a culture of ESD in Canada bringing together senior leaders from Provincial and Federal Ministries, formal, informal and non-formal education sectors to support regional coordination, development and implementation of ESD policies, curricula, materials/resources and teacher education. Environment Canada funded the proposal with Manitoba Education, Citizenship and Youth serving as the Pilot jurisdiction to develop the first ESD Working Group and document its establishment and outcomes.

NESDEC Terms of Reference

The Expert Council will:

- Address cross cutting activities such as sustainability literacy and tracking, research, communication, sharing of best practices as well as advising Provincial/Jurisdictional Working Groups on program directions.
- Support the coordination and delivery of the formal education component for the UN DECADE 2005 to 2014 of the Provincial Working Group with LSF acting as the Secretariat.
- Review progress of the Provincial/Territorial Working Groups and give direction and advice as required.
- The initial term for the Expert Council will be two years with the intention for the council to be in existence for the entire Decade as set out by the UN.

NESDEC Outcomes

The NESDEC will support the Provincial/Territorial Working Groups to:

- Build ESD into the education culture, including the body of generally accepted curriculum and learning activities, teacher training, facilities management, procurement, etc. in the formal school system K to 12 and post-secondary, with the emphasis in post-secondary reflecting teacher training.
- Establish strategic collaboration between governments, education sector leaders, business, and community / NGO's to increase cohesion and leverage in creating a culture of ESD,
- Relay a sense of urgency and the latest science on critical issues such as air water and GHG's,
- Coordinate and enhance delivery of activities in support of the Decade of Education for Sustainable Development.

In order to better assess where we are now and to measure the impacts of both a NESDEC and Provincial Working Groups a national poll of the formal education sector to gather base-line data including student understanding and attitudes towards SD would be conducted. This data will be used as future reference points to measure the impact of both the NESDEC and Provincial Working Groups on meeting their respective outcomes during the UN's Decade of Education for Sustainable Development.

Indicators of Success (currently being developed)

NESDEC Participants

Participants will include representation from:

- Learning for a Sustainable Future (LSF),
- Manitoba Education Citizenship and Youth (MECY) /Advanced Education and Training (AET),
- Provincial ESD Working Groups*,
- National organizations (i.e., federal government departments, Teacher's Federation, Council of Ministers of Education/Ministers of the Environment, YENGO's),
- International organizations.

*Provincial representatives to include from the Provincial Steering Committee: Chairperson, and one representative from the formal K-12, formal post-secondary, non-formal, informal sectors and Youth.

NESDEC Meetings

The NESDEC will meet twice annually with a minimum of one face-to-face meeting opportunity and one follow up teleconference.

ESTABLISHMENT OF MANITOBA'S ESD WORKING GROUP (MESDWG)

The intent for Manitoba's ESD Working Group is to support and foster the creation of a culture of ESD in Manitoba bringing together senior leaders from provincial Ministries, federal government, formal, informal and non-formal education sectors to support regional coordination, development and implementation of ESD policies, curricula, materials/resources and teacher education. The MESDWG will provide representation to the NESDEC. It is a suggestion that the MESDWG be limited to 20 participants with an initial term of two years. The intent is to ensure that all sectors have an opportunity for representation at the table with the number of participants open for discussion.

MESDWG Terms of Reference

The MESDWG will work to:

- Identify past ESD activities undertaken in the formal, non-formal and informal education sectors within Manitoba; identify what activities are taking place presently; and identify goals, priorities and objectives for future ESD activities across the formal, informal and non-formal education sector in Manitoba,
- Report ESD progress (formal, non-formal and informal) to the NESDEC.
- Build ESD into the formal, non-formal and informal education sectors in Manitoba (curriculum, policies, research, teacher training, facilities management etc.),
- Establish strategic collaborations between local and provincial governments, education sector leaders, business, and community NGO's in order to increase cohesion and leverage in creating a culture for ESD in Manitoba,
- Apprise Manitobans of sustainability issues and what is being done to address these issues (economic, social and environmental),
- Coordinate and enhance delivery of ESD activities in support of the UN's Decade of Education for Sustainable Development in Manitoba.

- The initial term for the MESDWG will be one year as an implementation year with subsequent terms being set at two years with the intention for the working group to be in existence for the entire Decade as set out by the UN.
- Secure funding to sustain and enhance the education for sustainable development model.

MESDWG Outcomes

The outcomes include:

- The status of ESD activities currently undertaken in the formal, non-formal and informal education (past present) will be identified,
- Examine existing models of integrating sustainability (I.e. The Natural Step – Sweden and Factor 10 – Germany). Review of best practices in other countries.
- Establish 1st order principles of sustainability.
- Identify the gaps in both formal curriculum and non-formal/informal ESD in Manitoba
- An ESD Action plan will be developed for the formal, non-formal and informal education sector (goals, priorities and objectives for future ESD activities across the formal, informal and non-formal education sector in Manitoba will be developed), This includes: Securing the commitment of the working group members and to set realistic timeframes for work schedules
- A report on Manitoba ESD activities will be developed and shared nationally with the NESDEC,
- System-wide implementation of an ESD Action Plan will be coordinated,
- ESD will be built into the activities of the formal, non-formal and informal education sectors in Manitoba,
- A culture for ESD in Manitoba will be created through strategic collaborations/ partnerships between local and provincial governments, education sector leaders, business, and community NGO's,
- Manitoba will be appraised of the Manitoba's sustainability issues and how all sectors are working to address these issues,
- Manitoba will be seen as supporting the UN's Decade of Education for Sustainable Development and implementing some of the recommendations identified in the UNESD framework and implementation plan.
- Development of an assessment model to map how we are doing with curriculum and implementation

MESDWG Vision

All educational stakeholders in Manitoba will have a role in determining the goals, priorities and objectives for education for sustainable development (ESD) activities in Manitoba and will work together to contribute to addressing the goals and objectives to move ESD forward in Manitoba.

MESDWG Participants

Suggest that participants will include representation from each of the following:

- Steering Committee – 3 ex officio members
- Provincial Government – suggestion for 6 representatives,
 - Manitoba Education Citizenship and Youth (MECY)
 - Advanced Education and Training (AET),
 - Manitoba Conservation

- Manitoba Science and Technology,
- Manitoba Health
- Government staff responsible for curriculum, staff responsible for ESD activities (K-12)
- Staff within departments that develop learning resources for educators (agriculture, forestry, water resources, climate change, etc.),
- Other Government - suggestion for 2 representatives,
 - Municipal Government - Civic environmental committee,
 - First Nation Community
- Non-formal and informal education sector – suggestion for 6 representatives,
 - NGO's,
 - Industry
 - Faith based organizations
 - Media
 - Private
 - Public / youth group organizations
- Formal education sector (post-secondary and K-12) – suggestion for 7 representatives,
 - K-12,
 - School division administrators (MASS, MAST, MASBO, SSAAM),
 - Teacher's Society/Association representatives (MTS),
 - Parent advisory group – school councils representatives (MAPC, SSM, MPIC, MCLE),
 - Youth representatives,
 - Adult learning representatives
 - Post-secondary,
 - Staff from within Faculties of Education, Agriculture, Environment, Earth and Resources.
 - Traditional knowledge
- Local Federal government or International representatives
 - Environment Canada
 - International Institute of Sustainable Development

MESDWDG Meetings

The MESDWDG will convene a minimum of 9 times annually and will use technology to communicate whenever possible. ESD working sub-groups will be established as the need arises.

Implementation Process for the Establishment of Provincial Working Group

The following description provides an overview of the steps taken in Manitoba to develop and form the Manitoba Education for Sustainable Development Working Group (MESDWG).

Step 1: Formation of a Steering Committee

The first step is to form a steering committee (SC) comprised of members of LSF, Manitoba Education Citizenship and Youth and a chairperson (appointed by LSF) to co-lead the process in Manitoba. The steering committee had the responsibility of bringing together key members of the ESD community to participate in all aspects of the development and planning process associated with the establishment of an ESD Working Group in Manitoba. The SC undertook the following tasks:

- Develop a detailed discussion paper and implementation process (via electronic communication – email/telephone)
- To forward discussion paper to MECY internal staff and the International Institute for Sustainable Development (IISD) for review and feedback.

The role of the chairperson of the SC is to:

- Develop a detailed discussion paper with input from the steering committee and then further input from both the planning group,
- Coordinate the organization of a one-day consultation to engage stakeholders in creating a common vision, objectives and deliverables for a MESDWG,
- Coordinate an implementation plan for Phase 2 in Manitoba,
- Document the process undertaken including lessons learned,
- Support the process and meetings of the MESDWG,
- Report on the process and meetings bi-annually to LSF, Environment Canada and the J.W. McConnell Family Foundation,
- Support the establishment of working groups in other jurisdictions.

Step 2: Establishment of a Planning Group

The second step is to establish a Planning Group. The SC engaged in numerous brainstorming sessions (via teleconference) to identify the key representatives from Manitoba's formal, informal and non-formal education sector. The idea was to have representatives from the formal, non-formal and in-formal education sectors engage in the planning and organizational process for a MESDWG at the beginning stages of establishment. The SC undertook the following tasks:

- Establish a Planning Group through the identification of representatives from Manitoba's formal, informal and non-formal education sector,
- Contact representatives and prepare and send an invitation letter to Planning Group to participate in a planning meetings (including telephone contacts and follow up),
- Develop a set of meeting agendas for the Planning Group meetings:
 - **First Planning Meeting:** September 19th, 2005 - 12:00 to 4:00 PM at Southwood Golf and Country Club, Winnipeg Manitoba
 - **Second Planning Meeting:** October 24, 2005 – 9-4 at the Caboto Centre, Wilkes Avenue, Winnipeg Manitoba.

The role of the Planning Group is to

- Assist the SC with the identification of participants for a MESDWG
- Provide feedback and input into the draft Discussion Paper
- Begin to identify past and present ESD activities in Manitoba in each sector, formal, informal and non-formal

Step 3: Establishment of the MESDWG

Step three is to establish the MESDWG. Following the first planning meetings, the Planning Group will reconvene to reflect on the outcomes of first meeting and recommend to the SC who should serve on the MESDWG. The outcome for this meeting is for the planning group and SC to:

- Review the outcomes of the first planning meeting
- Establish the MESDWG and its sub-committees
- Set out the Terms of Reference and Outcomes for the MESDWG and determine how long the working Group should be in effect (1 year in the initial year, then two years following)

Suggested Timeline for Process

July 2005	Establish the SC
August 2005	Prepare a draft discussion paper Prepare a Planning Group participants list Prepare an invitation for the proposed Planning Group Prepare an agenda for the initial Planning Group meeting
September 2005	Planning Group meeting
Oct./Nov. 2005	Planning Group meeting and Establishment of MESDWG
January - Dec 2006	Regular meetings of the MESDWG Preparation for a consultation session that: <ul style="list-style-type: none">• Assesses and reviews what happened with the priorities of 2005 / 2006• Re-establish the MESDWG• Determine and revise priorities and goals• Provide opportunity or forum to showcase best practices (i.e., plan a province-wide consultation based on the priorities and goals as set out by the MESDWG)
January 2007 –	Regular meetings of the MESDWG
May / June 2007	Best practice showcase (Consultation Session)

APPENDICES

Appendix A. United Nations Decade of Education for Sustainable Development 2005-2014 Draft International Implementation Scheme. 2005. (binder)

Appendix B. Background: Education for Sustainable Development

Appendix C: UNESCO – Economic Commission for Europe Committee on Environmental Policy. Addendum Explanatory Notes (to be made available in Planning Session binder)

Appendix D: UNESCO – Economic Commission for Europe Committee on Environmental Policy. Addendum Background (to be made available in Planning Session binder)

Appendix E: Education for a Sustainable Future – Historical Overview of Sustainable Development (see Education for a Sustainable Future – appendix C, page 51) (to be made available in Planning Session binder)

Appendix F: Framework for Assessing ESD

REFERENCES

Print material:

1. Supporting the United Nations Decade on Education for Sustainable Development
2. A Framework for Environmental Learning and Sustainability in Canada
3. The Education and Engagement Pillar of the CESF (Competitiveness and Environmental Sustainability Framework)
4. Education for a Sustainable Future – A Resource for Curriculum Developers, Teachers and Administrators
5. UNESCO – Economic Commission for Europe Committee on environmental policy. Addendum
6. Report of the Canadian Delegation on the United Nations Economic Commission for Europe High Level Meeting of Environment and Education Ministries Vilnius, Lithuania March 17-18, 2005
7. McDonald (2003). Engaging a Grade Six Teacher and her students in Educating for Sustainability: A teacher-researcher collaborative study. Ph.D. dissertation. University of Manitoba, Winnipeg, Manitoba, Canada. 425 pp.
8. Hopkins, Charles. The Role of Education in the Pursuit of a Sustainable Future. LSF AGM. Powerpoint presentation. Toronto, Ontario Canada. 11 pages.

Web resources:

- www.gov.mb.ca/conservation/sustainabilityreport/index
- www.gov.mb.ca/conservation/susresmb/mrtsd
- www.iisd.org/about
- www.iisd.org/worldsd/canada/canada.htm
- www.nrtee-trnee.ca
- www.gov.mb.ca/conservation
- www.esdtoolkit.org
- www.earthcharter.org
- www.unesco.org/education/tlsf

Appendix B - Background

What is Sustainable Development?

Sustainable development is defined as development “that meets the needs of the present without compromising the ability of future generations to meet their own needs (World Commission on Environment and Development Report, 1987). Sustainable development encompasses economic, environmental and social dimensions and interrelationships. In other words, development is essential to satisfy human needs and improve the quality of human life. At the same time, development must be based on the efficient and responsible use of all of society’s scarce resources – natural, human and economic. **(5)** Sustainable Development is an approach to daily decisions that integrates probable consequences to the environment, the economy and human health and well-being. It is a way of making decisions that balances the needs of today without sacrificing the ability of future generations to meet their own needs. **(4)**

The United Nations vision of sustainable development is:

- **Society:** an understanding of social institutions and their role in change an development, as well as the democratic and participatory systems which give opportunity for the expression of opinion, the selection of governments, the forging of consensus and the resolution of differences.
- **Environment:** an awareness of the resources and fragility of the physical environment and the affects on it of human activity and decisions, with a commitment to factoring environmental concerns into social and economic policy development.
- **Economy:** a sensitivity to the limits and potential of economic growth and their impact on society and on the environment, with a commitment to asses personal and societal levels of consumption out of the concern for the environment and for social justice. **(1)**
It is also recognized that a good environmental situation will not develop unless people have a decent social and economic situation, and that a healthy environment is a prerequisite for a vital economy in the long term. Thus environmental, social and economic aspects are interwoven in ESD. Ethics and justice, as expressed in democratic government and social and global responsibility, become important components in the larger context of ESD. (5)

What is Education for Sustainable Development?

The four major thrusts of Education for Sustainable Development (ESD) are:

- Public awareness and understanding
 - Access to quality basic education
 - Reorienting existing education
 - Training programs for all sectors
- (Agenda 21 -92, UNESCO-96, UNCSD -98, JPOI-2002)(8)*

The term Education for Sustainable Development has been used interchangeably with such terms as education/learning for a sustainable future, learning for sustainability, environmental learning for sustainability (ELS) and other terms. Education for Sustainable Development is a lifelong process of learning ecological and sustainability principles, knowledge, values and

attitudes that lead to informed and involved citizens having economic, and social commitment to engage in responsible individual and cooperative actions that lead to a sustainable future for all species on the planet. Thus the goal for ESD is to prepare learners for lives in the environmental, economic, political, cultural, and historical systems of which they are a part, and to help citizens acquire an understanding of how these systems are interdependent and interconnected. (7) The aim is to empower Canadians to be able to make informed life decisions and take actions that contribute to a sustainable future. It is also about being able to ask the appropriate questions in the decision making process that build on sound and balanced sustainable development practices to protect our health, economy and environment. ESD motivates, equips and involves individuals, and social groups in reflecting on how we currently live and work, in making informed decisions and creating ways to work towards a more sustainable world. ESD is about learning for change amongst adults as much as with youth. The importance for the embedding of ESD in curriculum for youth is that it not only meets the present needs of youth, but also prepares youth for their role as the next generation of care givers for our environment, both locally and globally.

ESD has crystallized as a result of international agreements and the global call to actively pursue sustainable development. The United Nations Conference on the Human Environment (1972) recommended that the UN system should establish an international, interdisciplinary, in school and out-of-school environmental program directed toward the general public to educate people about simple steps they could take to contribute to environmental sustainability. Out of this conference came the United Nations Environmental Programme (UNEP) and the Convention Concerning the Protection of the World's Cultural and Natural Heritage. (6)

In 1983, the United Nations created the World Commission on Environment and Development that four years later produced the landmark report *Our Common Future*, also known as the "Brundtland Report" after the Commission's Chair, Gro Harlem Brundtland. The report warned that without changes to the way we live and work, the world would face unprecedented human suffering and irreversible environmental damage. The report also provided what has become the most widely accepted definition of sustainable development: *Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.* (6)

Our Common Future led to the United Nations Conference on Environment and Development (Rio de Janeiro, 1992) popularly known as the Earth Summit, which included world leaders, representatives of UN organizations, municipal governments, business, the scientific community, and NGOs. The Earth Summit concluded with the adoption of Agenda 21 that included the message "think globally, act locally" and emphasized the need for partnerships with all segments of society to change wasteful consumption patterns, halt environmental degradation, and eradicate poverty. (6)

To ensure follow-up to the Earth Summit, the United Nations Commission on Sustainable Development was created in 1992 to monitor major sustainable development issues, a "Rio + 5" meeting was held in 1997, and the World Summit on Sustainable Development was held in Johannesburg in 2002 to undertake a comprehensive assessment of the progress in the implementation of Agenda 21. From this World Summit came the idea of creating a Decade for Education for Sustainable Development (2005–2014) that the UN General Assembly proclaimed in 2003. UNESCO – the United Nations Educational, Scientific, and Cultural Organization - was named lead agency for the decade to ensure a holistic approach to sustainable development. (6)

See Appendix E and D for a historical timeline and backgrounder for sustainable development.

Why ESD is important from a global/Canadian perspective?

Originally perceived as education *about* sustainability ESD is being increasingly recognised, through the influence of Agenda 21 and the more recent World Summit on Sustainable Development at Johannesburg, as more than the dissemination of knowledge with emphasis now focusing on Education *for* Sustainable Development. It is now understood that sustainable development is a *process* of adaptive management and systems thinking, requiring creativity, flexibility and critical reflection. Through teamwork – stakeholder dialogue and decision-making – and working across disciplines, social groups learn from each other as they consider options and the consequences of these options to the future. Critical to Education *for* Sustainable Development is learning to access and influence systems for public participation for decision-making. **(1)**

It is important that Canadians know and understand sustainability issues (issues that have economic, environmental and social connections), that they develop the skills required, and explore that attitudes and motivation needed to make informed choices, to consume wisely, to ask good questions, to question the answers, and to take meaningful actions if we are all to participate in creating a sustainable future.

With increased awareness, knowledge, skills, attitudes, values, and motivation, Canadians can become more ecologically literate and act competently to build a sustainable future for humans and for ecosystems. **(2)**

Canadians care deeply about the *environment* now and in the future. They care about their vast country which touches three oceans and which contains a large share of the Earth's fresh water and wetlands. They care about the country's forests, mountains, plains, valleys and shores, and the creatures and plants that inhabit the ecosystems of all regions. Canadians are concerned about the quality of the air they breathe, the water they drink, safe food production, quality of life and social justice, threats to biodiversity, climate change and the integrity of our ecosystems. Increasingly, they see the connections between and among issues of a healthy environment, a productive society, and economic prosperity for all. They look to a future that will provide environmental, social and economic well-being for themselves and their children.

Canadians care about *people*. They also have an interest in and appreciation of the rich cultural heritage, traditional knowledge and wisdom of aboriginal peoples, and of the local knowledge, which has been passed on from one generation to the next since the first settlers came to our shores. Canadians are also aware of the hopeful eagerness of those who continue to come to Canada now, new citizens who want to contribute to the prosperity of our great nation.

Canadians care about the *economy* now and in the future. They want what a strong economy provides: good long-lasting jobs that work to make communities sustainable, good transportation systems, education systems and health care.

To ensure such a sustainable future, citizens of Canada and the world must learn about the interconnectiveness of environmental, society and economic factors so that they can act mindfully, competently and responsibly when making decisions and taking actions that affect their present and future situation. **(2)**

United Nations Decade on Education for Sustainable Development 2005 – 2014

The United Nations (UN) has declared the period from 2005 to 2014 as the Decade of Education for Sustainable Development (DESD) and has placed responsibility for the coordination of the DESD with the United Nations Education, Scientific and Cultural Organization (UNESCO). Time and again since Rio in 1992, the role of education in all its variations (formal education, non formal education, informal education, public awareness and training programmes, adult learning, lifelong learning) has been recognized as a crucial mechanism for moving sustainable development forward.

The UN has developed an ESD Framework and Implementation Plan that clearly identifies priorities and themes to be addressed by all countries. The following actions are recommended:

- Set up a high level Task Force to oversee national plans for the UN Decade, or add this task to existing structure,
- Initiate a dialogue on the UNESD DECADE at the national level including NGO's and major groups to identify a plan of action to magnify current effort,
- Invite all sectors to consider how to mainstream ESD into their work in recognitions of the Decade, reaching out to all major Groups including those which have not been the focus of ESD initiatives to come up with a plan,
- Develop a national policy with social groups to facilitate the integration of education for SD,
- Establish a national fund to facilitate innovation in ESD;
- Provide (national or regional) coordination of ESD efforts and promote networking,
- Set up an internet portal to link the activities being undertaken in ESD in the country and to make experience available to other countries,
- Draw up and share criteria, methods and approaches for effective ESD that draws on modern ways to learning that are less oriented to content to be taught than to a process that engages people in working on solutions and actions,
- Reflect on and document the experiences and lessons learnt in ESD over the past ten years with a view of consolidating the learning and sharing this nationally and internationally,
- Explore ways to magnify the impacts of ESD – moving pilot projects to scale,
- Address inequalities in ESD, particularly in respect of provisioning and quality of education,
- Integrate sustainable consumption education into ESD in developed countries,
- Integrate ESD into basic education in working towards the Millennium Development Goals,
- Address the education for women in sustainable development as part of the Millennium goals on empowerment,
- Invite bilateral and multi-lateral donors to support the process where required. **(1)**

Despite recognition of the critical role that ESD must play in achieving sustainable development, the full potential of ESD has not been realized even ten years after Rio. It is time to draw increased attention to this issue to mobilize and magnify the impact of the many actions that have been undertaken. It is time to heat up society – to get a critical mass active and on board.

Internationally, Canada has signalled its support for the DECADE and has begun to formulate what the framework for engagement will look like. For example, in Vilnius on 17-18 March 2005, 200 delegates participated in a high-level meeting of Environment and Education Ministries. The purpose of the High Level Meeting of Environment and Education Ministries was to adopt

the Strategy for Education for Sustainable Development and the Vilnius Framework for its implementation. The meeting officially launched the UN Decade for Education for Sustainable Development (2005–2014) in the Europe Region. Both the Strategy and implementation plans were adopted at the meeting. Additionally, a steering committee and an expert group on indicators was set up in order to facilitate the coordination and review of the Strategy's implementation. The participants also debated progress in implementing education for sustainable development (ESD) as well as good practices in the region and identified the key challenges ahead. Over 200 delegates participated in the meeting including representatives of ministries of education and of the environment. Approximately 42 Member States of the Europe Region participated (Canada is a member of the Europe Region of the United Nations and of the UNECE) including 33 NGOs, UN organizations, the Council of Europe, the Organization for Security and Cooperation in Europe, the Nordic Council of Ministers, several regional environmental centres, academic research centres, and representative of industries such as Toyota. The Canadian delegation consisted of Gerald Farthing, Acting Deputy Minister, Manitoba Education, Citizenship and Youth; Suzan Bowser, Acting Director General, Environment Canada (Environment Canada has accepted responsibility for working with others to move ESD forward in Canada); Diane Rochon, Program Officer, Ministère de l'Éducation, du Loisir et du Sport (Québec); and David Walden, Secretary-General, Canadian Commission for UNESCO.

In Canada the UN-DESD is an opportunity to engage all Canadians, in both their professional and individual capacities, in fostering a paradigm shift towards a more balanced consideration of the pillars of sustainability. The Decade offers Canadians a vehicle by which to create a synergistic approach that fosters private sector (Private Sector), governments (Government at all levels), not for profits, indigenous people, youth, faith and ethnic groups and individuals (Civil Society) to work in tandem and through partnerships for sustainability gains. It is through our aggregated efforts in our spheres of influence that Canada can move steadily towards sustainability.

The societies of the future are going to be learning societies, valuing and drawing on the creativity of their people in businesses, local government, agriculture, transport, energy and tourism. They will be built on sharing knowledge and learning. **(1)**

Appendix E

Framework for Assessing ESD in Manitoba

Where is education for sustainability at in Manitoba (what has been done, what is currently being done (this is an outcome of the MESDWG)

What has the Manitoba Government done to move ESD forward in Manitoba? (Move these things into formal sector wherever appropriate)

- Manitoba's SD Act (Province)
 - Manitoba Round Table process on ESD (concept paper developed, consultation held and report written)
 - Awards of Excellence
 - Scholarships
 - Youth Round Table
 - SDIF and projects undertaken in all education sectors (all education stakeholders)
 - Sustainability Indicators and Reporting
 - Guidelines Regulation (procurement and financial management)
- Curriculum Integration (MECY)
- Curriculum framework Document developed (Resource for Educators and others) (MECY)
- Action Plan developed focusing on Teacher PD (MECY)
- Research: Research report – (A Manitoba researched and written report on the status of ESD education across Canada) (MECY)

What has happened in the Formal Education Sector?

Formal including Post Secondary and K to 12 Sectors

Formal learning takes place in education and professional training institutions, libraries and academic publishers leading to recognized diplomas and qualifications. (From UNESCO website)

Policy – whether there are policies re ESD within organizations. (I.e., Manitoba Education has a policy that requires SD to be integrated into curriculum wherever appropriate.)

Priorities – whether organizations identify SD as a priority in strategic planning exercises. (I.e., Manitoba Education has ESD priorities identified in planning, budgeting and reporting.)

Guidelines/regulations – whether organizations have guidelines that work to address ESD in their organization. (I.e., Manitoba has developed a guidelines regulation affecting the financial management and procurement decisions of school divisions and post-secondary institutions.)

Curricula – whether SD is integrated in formal education curricula (K-12) and within Teacher Education Programs. (Manitoba is undertaking a study to determine the extent to which ESD has been integrated into core and option curricula at the S2-S4 level. Manitoba has also developed a resource for curriculum developers, teachers and administrators, “*Education for a Sustainable Future*”.)

Professional Development – whether organizations are focusing on SD in teacher professional development or administration PD (superintendents, principals, trustees, parents, etc). (School divisions are identifying PD days with a focus on SD teaching and learning.)

Learning resources – whether learning resources are being developed and used to teach students how to live a sustainable lifestyle on the planet. (A Manitoba school division developed in partnership with MB Hydro, learning resources focusing on energy efficiency)

School as a learning facility – whether organizations model curriculum in terms of infrastructure and school yard environment. (Manitoba school divisions have done extensive retrofitting turning schools to green buildings, engaging in outdoor education activities, visiting local bioreserves, implementing schoolyard naturalization projects, building greenhouses that model and provide students with opportunities to practice what they are learning in the curriculum.)

Models and innovative practices- whether there are innovative practices/models that help students to learn to live a sustainable lifestyle. (Manitoba schools participate in the UNESCO ASPnet program that focuses on local and global issues – SD is the key concept that is being implemented throughout the network.)

Incentive programs – Funding programs. (Whether schools have funding programs that encourage ESD in schools.) Manitoba has a 3.6M SDIF fund that supports educational activities; Manitoba has a Star Program that provides for an honorarium up to \$500 to each school wanting to implement environmental programs/projects/recycling etc. Manitoba has a speaker's bureau that oversees over 250 presentations in schools on environmental issues all funded by Manitoba Product Stewardship Corporation.

Recognition and rewards – whether the community is recognized for practicing SD. Manitoba has a SD Award and Recognition program.

Governance – i.e. youth voice

Partnerships – i.e. universities and schools, educators and government (whether organizations collaborate on ESD initiatives). Manitoba collaborates extensively in this regard.

Communication – Website and awareness building. Whether there are communication mechanisms that support the teaching and learning of ESD in schools. (Manitoba is developing a website to support ESD in schools.)

Non – Formal

Non-formal learning takes place outside and sometimes parallel to mainstream systems of education and training, and does not typically lead to formal certificates. Non-formal learning may be provided at the workplace and through the activities of civil society, organizations and groups; youth organizations, cultural centres service clubs, trade unions and political parties. It can also be provided through organizations or services that have been set up to complement formal systems; interpretive centres, parks, museums and science centres, environmental advocacy and first nation organizations as well as arts, music and sport classes or private tutoring to prepare for examinations. (From UNESCO website)

Policy – whether there are policies re ESD within organizations.

Priorities – whether organizations identify SD as a priority in their strategic planning exercises.

Guidelines/regulations – whether organizations have guidelines that work to address ESD within their organization.

Curricula – whether SD is integrated in formal education curricula (K-12) and within teacher education programs.

Professional Development – whether organizations are focusing on SD in teacher professional development or administration PD (superintendent, principal, trustees, parents, etc.

Learning resources – whether learning resources are being developed and used to teach students how to live a sustainable lifestyle on the planet.

School as a learning facility – whether organizations model curriculum in terms of infrastructure and school yard environment, engage in outdoor education activities, visit local bioreserves, implement schoolyard naturalization projects, built greenhouses that model and provide students with opportunities to practice what they are learning in the curriculum.

Models and innovative practices- whether there are innovative practices/models that help students to learn to live a sustainable lifestyle.

Incentive programs – Funding programs. Manitoba has a 3.6M SDIF fund that support educational activities, Manitoba has a Star Program that provides honorarium of up to \$500 to each school wanting to implement environmental programs/projects/recycling etc. Manitoba has a speaker's bureau that oversees over 250 presentations in schools on environmental issues (all funded by Manitoba Product Stewardship Corporation)

Recognition and rewards – whether the community is recognized for practicing SD. (Manitoba has a SD Award and Recognition program)

Governance – i.e. youth voice

Partnerships – i.e. universities and schools, educators and government (whether organizations collaborate on ESD initiatives. (Manitoba Collaborates extensively)

Communication – Website and awareness building. Whether there are communication mechanisms that support the teaching and learning of ESD in schools.

Informal

Informal learning is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and as such may not even be recognized by the individuals themselves as contributing to their knowledge and skills. (From UNESCO website) Includes private sector, industry, corporate and tourism; multi-levels of governments and agencies; artists, entrepreneurs and volunteers; journalists, multi-media news, documentaries and commercial entertainment. (EECOM Strategic Plan)

Policy – whether there are policies re: ESD within organizations.

Priorities – whether organizations identify SD as a priority in strategic planning exercises.

Guidelines/regulations – whether organizations have guidelines that work to address ESD in organization.

Curricula – whether SD is integrated in formal education curricula (K-12) and within Teacher Education Programs.

Professional Development – whether organizations are focusing on SD in teacher professional development or administration PD (superintendent, principal, trustees, parents, etc.

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Recognition and rewards – whether the community is recognized for practicing SD. (Manitoba has a SD Award and Recognition program)

Governance – i.e. youth voice

Partnerships – i.e. universities and schools, educators and government (whether organizations collaborate on ESD initiatives).

Communication – Website and awareness building. (Whether there are communication mechanisms that support the teaching and learning of ESD in schools organizations.)