

Education for Sustainable Development Forum (ESDF)

Assessment of need for Government Resourcing of ESDF

Strategic Context

Strategy / Policy / Evidence of need	Description of environmental need	How ESDF can deliver/meet and fill a gap in current provision
Education Authority Strategic Plan 2017-2027	<p>The Education Authority commits to working towards the success of Northern Ireland by:</p> <p><i>“...educating and equipping our young people to reach their full potential as citizens. In all of our efforts we will aim to contribute to the establishment of an equal flourishing society which contributes to the wider needs of all. We will also endeavour to contribute in a positive way, to the health, development and wellbeing of all children, young people and the communities in which they live.”</i></p>	<p>Resourcing ESDF will impact young people directly through formal and informal education. We will work with ESDF members to ensure that ESD is consciously signposted and that they know how their work is complimentary to the NI curriculum.</p> <p>We will also work directly with educators to ensure that they are confident to address ESD in their work with students.</p> <p>We will strengthen networks between ENGOs to widen their audience to increase delivery of ESD in formal and nonformal educational contexts.</p> <p>All of the above will assist young people to reach their full potential as citizens.</p>
OECD Skills Studies, OECD Skills Strategy Northern Ireland (United Kingdom) Assessment	<p>Developing relevant skills and using them effectively is crucial for Northern Ireland’s ability to thrive in an increasingly interconnected and rapidly changing world.</p>	<p>Resourcing ESDF will allow us to advise and support formal education authorities (CCEA) in the development of new accredited courses focused on sustainability and climate issues from Key stage 4 and above.</p>



<p>and Recommendations, June 2020</p>	<p>A wide range of skills is needed for success in work and life (p18):</p> <p><u>Transversal Cognitive and met-cognitive skills [are needed]:</u> including critical thinking, complex problem solving; creative thinking; learning to learn and self-regulation</p> <p><u>Social and emotional skills:</u> including conscientiousness, responsibility, empath, self-efficacy and collaboration</p>	<p>With ESDF assistance for ENGOS to work in partnership, complimentary NGOs will target businesses¹ and foundations to fund their educational work.</p> <p>Resourcing ESDF will allow us to support teachers to see how ESD is integral across the curriculum and how it can progress throughout a child’s journey through formal education.</p> <p>ESDF will amplify ESDF member expertise and passion which will help to develop teacher confidence and commitment to ESD, as we recognise that personal passion is a major driver for classroom practice.</p> <p>ESDF will assist ENGOS to develop short term placement opportunities for student teachers as part of their (non-school based) 3rd Year placements.</p> <p>Working with NI ENGOS, where appropriate we will encourage the development of a range of placements opportunities to support teacher professional learning such as ‘teacher as researcher’, secondments (shorter and longer term).</p> <p>We will share relevant insights into future skills, green jobs and the increasing potential for careers in the sustainable</p>
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¹ As a part of their commitment to Corporate Social Responsibility (CSR)

		development and environmental sectors. This will be achieved through attending school and university careers days, through networks and strategic partnerships.
<p>Northern Ireland Commissioner for Children and Young People, (NICCY): Advice on the Environmental Strategy for Northern Ireland: Public Consultation, February 2020</p>	<p>States have a duty to promote the development of respect for the natural environment as enshrined in Art.29(1)(e) of the Committee on the Rights of the Child. To this end, States should elaborate specific policies that include the views and proposals of children with a view to promoting their rights and educating young citizens. Teachers' training programs should adequately reflect the implications of rights-based environmental education.</p> <p>...Curriculums should be frequently updated to be responsive to rapidly changing environments. States are encouraged to promote direct involvement of children in environmental protection as a crucial component of their learning process and an exercise in social practices that constitute civic participation. (p23)...States should specify how these measures raise children's awareness of their rights and responsibilities with regard to the environment, instil an environmental stewardship ethic, impart the skills children need to become environmental agents and promote equal opportunities for all students to become actively involved.</p>	<p>Resourcing ESDF will allow us to develop short term placement opportunities for student teachers as part of their (non-school based) 3rd Year placements and a range of placements opportunities to support teacher professional learning such as 'teacher as researcher', secondments (shorter and longer term)</p> <p>ESDF will collaborate with universities involved in teacher education and professional learning delivered via the EA's School Development Service to offer courses on for example 'How to Teach Sustainability in the classroom', 'Connecting Personal well-being to planetary well-being,' 'Climate literacy', 'Futures Thinking' etc. NGO's expertise could assist with this design and delivery.</p> <p>ESDF will offer training and resources to ensure teaching staff are 'carbon literate' and have an understanding of the United Nations Sustainable Development Goals, as recommended by the UK's Climate Commission for Higher Education (2020).</p> <p>ESDF will provide opportunities to educate for sustainability using local case examples which provide children and young people with hands on, up close and personal engagement.</p>



	<p>“Get schools to promote saving the environment” ([NICCY Youth Panel] 2019) (p9-10)</p>	<p>ESDF will actively encourage schools to promote saving the environment.</p>
<p>New Decade, New Approach, January 2020</p>	<p>The Executive will establish an external, independent review of education provision, with a focus on securing greater efficiency in delivery costs, <u>raising standards</u>, access to the curriculum for all pupils, and the prospects of moving towards a single education system. (p7)</p> <p>In support of both economic and educational objectives, the Executive <u>will develop an enhanced approach to careers advice, curriculum, training and apprenticeships</u> to enhance employability and support economic growth. (p9)</p> <p>The parties agreed approach is to build on the outcomes in the previous Programme for Government, adding a <u>new focus on the priorities of housing; education; childcare; infrastructure and services; climate change; ending sectarianism; and tackling paramilitarism</u>. (p26)</p> <p>Deliver an enhanced approach to careers advice, curriculum, training, and apprenticeships to enhance employability. (p39)</p>	<p>Resourcing ESDF will allow us to provide insights into future skills, green jobs and the increasing potential for careers in the sustainable development and environmental sectors. This will be achieved through attending school and university careers days and through information on-line. Links with business will also be used to support this.</p> <p>ESDF will assist ENGOs to offer short term placement opportunities for student teachers as part of their (non-school based) 3rd Year placements.</p> <p>ESDF will assist ENGOs to offer a range of placements opportunities to support teacher professional learning such as ‘teacher as researcher’, secondments (shorter and longer term).</p> <p>ESDF will advise and support formal education authorities (CCEA) in the development of new accredited courses focused on sustainability and climate issues from Key stage 4 and above.</p>



<p>DEARA Environmental Strategy for Northern Ireland, Public Discussion Document, 2019</p>	<p>Many of the things that we do affect the environment in a bad way but there is a lot we can do to make it better. How we engage with nature can protect and improve our water, air, soil, living world and landscape. This is important because these elements support our lives, businesses and jobs, communities, families and our health. (p2)</p> <p><u>Environmental Engagement</u> We live, work and play in the environment (we are all part of it too) and when it is clean and healthy it is good for us in lots of ways but when it is not it can be very bad for us. The way we affect the environment can be good or bad too. How we connect, or engage, with the environment affects how well we understand it and look after it. This theme also encompasses issues such as: education and general public awareness</p> <p>Strategic Themes:</p> <p><u>Environmental Engagement</u> Many younger people around the world are leading the way in trying to protect the environment. Programmes such as Eco- Schools have helped and all of our primary and secondary schools are part of this scheme. We support these</p>	<p>Resourcing ESDF will allow us to:</p> <ul style="list-style-type: none"> • Provide opportunities to appreciate and connect with nature, promoting a sense of awe and wonder in the natural world • Provide opportunities to show the value of nature for its intrinsic worth and its uniqueness in our known universe • Expand on the most common ESD engagements (recycling and biodiversity) by introducing other areas and actions that support sustainability • Highlight the benefits of connecting with nature and its contribution to wellbeing through experience <p>This project will promote young people’s participation by:</p> <ul style="list-style-type: none"> • showcasing achievements with a ‘Power to the Pupil’ type event providing ‘peer learning’, sharing of best practice and learning from mistakes. • Creating a space for children and young people involved in EfS have regular opportunities to come together more informally to learn from each other • Linking to children and young people in other parts of the UK, Ireland and the wider world <p>ESDF will work with Eco Schools, in particular through the development of resources and support topics where uptake is lower, especially with regard to global dimensions</p>
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	<p>schemes but will also look for other ways to help people learn about the environment. (p7)</p> <p>We need to raise awareness of the environment and try to encourage school's good behaviour and prevent bad behaviour across all age groups. <u>We also need to find out what makes people want to take care of their environment.</u> (p8)</p>	<p>ESDF will highlight the benefits of connecting with nature and its contribution to wellbeing through experience</p> <p>ESDF will assist ENGOs to collaborate to support the development of quality material for schools, coming together to raise awareness and encourage action in the most pressing local and global issues</p> <p>ENGOs/NGO partnerships will be assisted to actively promote whole school approaches to ESD</p> <p>ESDF will actively support and encourage involvement in national campaign action groups, e.g., Teach the Future, Fridays For Future (school climate strikes) Parents for Future etc.</p> <p>ESDF will support ENGOs to become more familiar with funding strands available to schools through wider education initiatives such as those from the EA, e.g., 'Shared Education', 'Health Well Programme'.</p> <p>ESDF will assist ENGOs to tailor ESD offerings to coincide with relevant agendas, for example by offering advice and support on increasing biodiversity in school grounds, providing 'wellbeing in nature' courses or shared ESD opportunities for schools and community groups such as tree planting, pond</p>
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		digging, travel to school schemes, 'green corridor' or 'green spot' development for schools.
NI Skills Barometer 2019 & Skills in Demand – Department of the Economy	Employers will need individuals with a combination of both soft skills and hard skills. These two skills complement one another in the workplace. Whilst hard skills are most typically gained through the education system it is important that students are also able to acquire soft skills throughout their educational journey. Therefore, education institutions should continue to integrate the development of soft skills to the curriculum. (p101)	Soft skills like critical thinking; problem solving; decision making; resourcefulness and leadership are integral elements of ESD. Resourcing ESDF will allow us to connect ENGOs to schools to support soft skill development in formal and nonformal education.
Learning Leaders: A strategy for teachers professional learning, Department of Education, 2015	Policy Commitments – One of the five key areas: <u><i>Teacher Professional Learning</i></u> Teachers will have access to a coherent and career-long professional learning framework underpinned by revised teacher competencies and built on established best practice and collaboration at all stages. (p14) Teachers, as leaders of learning, with opportunities to develop specialist knowledge and skills in specific areas together with coaching and mentoring skills to enable them to share outstanding practices with others. (p16)	ESDF will assist teachers to develop the competencies needed to assist young people to contribute to sustainability in their lives and communities. ESDF will offer teachers the opportunity to learn specialist knowledge in the specific area of ESD and how they can take this knowledge and embed it in their teaching practice. The placements which are a part of the project will offer school leaders the opportunity to access a mix of experiential, vocational and academic professional learning.



	School leaders with ongoing access to a mix of experiential, vocational and academic professional learning to enable them to lead and inspire their teachers, pupils, and parents. (p17)	
Education and Training Inspectorate (ETI) review, Effective Practice in Education for Sustainable Development in a Sample of Primary, Post-Primary and Special Schools in Northern Ireland (February 2010)	The review highlighted the need for strong and inspirational leadership alongside a whole school commitment to ESD to ensure that it was effectively embedded in curriculum delivery.	Resourcing ESDF will help to meet the highlighted need for strong and inspirational leadership and relationship building with Education Authorities and schools to embed ESD in the curriculum and encourage whole school commitment.
Department for Education Northern Ireland, Every School a Good School (ESaGS) – A policy for School Improvement , (January 2008)	<p>The guide states that “Schools are strongly encouraged, in preparing their school development plan, to address ways in which they might promote sustainable development through the school’s teaching and learning, leadership and management and engagement with its community’. It goes on to say that ESD is more than environmental and citizenship education. The focus is on a concern for people and, in the context of schools, encompasses:</p> <ul style="list-style-type: none"> • Curriculum – motivating and equipping young people with the knowledge, skills and understanding to make informed and responsible decisions, promote healthy lifestyles and progress to future education and employment; 	<p>Resourcing ESDF will allow us to work directly with educators to ensure that they are confident to address ESD in their work with students.</p> <p>Conscious of the ESaGS, we will demonstrate to schools how they can meet the recommendations in the policy guide in all three areas through engagement with ENGOS.</p> <p>We will strengthen networks between ENGOS and schools.</p>



	<ul style="list-style-type: none">• Campus – the construction and operation of the school’s buildings, its internal and external environment (including to support the delivery of the curriculum), and the management of its resources (E.g., waste management, energy efficiency, procurement procedures, fair trade, active travel); and• Community links – addressing the school’s relationships with its local community such as working in partnership with other schools, colleges, business, community groups, and voluntary and statutory agencies, for example through extended services and the community use of school premises. <p>In this document the DE states that ESD has a critical role to play in delivering these objectives.</p>	
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