

Comhar SDC/RCE
Education for Sustainable Development:
Stakeholder Vision and Role of the Media

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Education for Sustainable Development – A Stakeholder Vision

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Setting the Scene...

- UN Decade of Education for Sustainable Development 2005-2014 - now past its mid-way point - insufficient awareness of, or action on, the aims of the Decade in Ireland.
- Ireland developed a draft strategy – overseen by a National Steering Committee – consultation by ECO-UNESCO in 2007
- As of November 09 – still not published



What is the draft stakeholder vision...

- RCE – Ireland has linked with a number of development and environmental NGOs to develop this draft 'vision' for the rest of the decade.
- A voluntary vision created by stakeholders



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- This 'vision' has been developed for and by civil society group
 - contains recommendations for both civil society groups and for state bodies.



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- It adopts and re-focuses the headings used in the Draft National Strategy of 2007 and seeks to build upon that work and these initiatives by highlighting additional areas for attention.



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- It is in draft format.
 - Open for consultation and feedback.



Four key ESD objectives for the remainder of the Decade to 2014

- **Embed Education for Sustainable Development at every level of the education system**
- **Promote public awareness of Education for Sustainable Development designed to provide the knowledge skills and values to encourage individuals, businesses and organisations to take action in support of a sustainable and just society, care for the environment, and responsible global citizenship.**
- **Promote Capacity Building in support of ESD**
- **Promote a virtuous cycle of high standards of environmental management in public institutions, and the use of these institutions as demonstration and public education sites in ESD**



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- **Objective 1: Embed Education for Sustainable Development at every level of the education system**



Obj. 1: Key actions for the state sector by 2014:

- Develop and implement the proposed **Senior cycle subject in Politics and Society**, with a strong focus on sustainable development issues.
- The Department of the Environment, Heritage and Local Government to commission a **curriculum audit** of the opportunities for addressing **sustainable development issues across the primary and post-primary curricula**.
- The **Teaching Council** to **research and report** on the extent to which sustainable development teacher education is addressed across **teacher education programmes**
- The **Higher Education Authority** to establish a Working Group to **embed appropriate ESD content, values and approaches into higher education programmes**, particularly in regard to training of teachers, and training for the business, science, construction, engineering, technology, energy and environmental sectors, as well as the legal, social science and humanities fields
- **Department of Education and Science** to provide guidelines to **textbook manufacturers** on the appropriate integration of sustainable development case studies across all syllabus areas and years.



Obj 1: Key actions for the civil society sector by 2014

- NGOs to work with professional bodies (College of General Practitioners Engineers Ireland, Institute of Chartered Accountants, Teaching Council and so on) to ensure that sustainable development competencies are included in their accreditation requirements for professional education programmes in Medicine, Engineering, Accountancy and Education.
- NGOs to ensure that educational materials developed reflect the interrelationship between environmental and global development issues
- NGOs to ensure that educational materials developed which are intended for school use are targeted at specific learning outcomes within the school syllabuses



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- **Objective 2:** *Promote public awareness of Education for Sustainable Development designed to provide the knowledge skills and values to encourage individuals, businesses and organisations to take action in support of a sustainable and just society, care for the environment, and responsible global citizenship.*



Obj.2: Key actions for the state sector by 2014:

- **State bodies** across all departments involved in public awareness to **audit how they can include a sustainable development focus** in their public awareness work
- The Department of Environment, Heritage and Local Government to ensure **a change in the criteria for the Tidy Towns** competition to reflect both sustainability and global development (e.g. fair trade) criteria
- The Departments of Environment, Heritage and Local Government and Irish Aid to collaborate on the development of a Sustainable Global Development Business Award on the Tidy Towns model.
- **Irish Aid and Comhar to expand their work on promoting a media interest** in sustainable global development issues.



Obj 2: Key actions for the civil society sector by 2014:

- NGOs to work with the **Press Council and media groups** on the representation of sustainability and global development issues in factual programming and reporting, with a particular emphasis on the media's responsibility to distinguish between authoritative and non-authoritative sources.
- NGOs to work with **media groups** on the representation of sustainability and global development issues in **fictional programming.**
- NGOs to reflect the relationship between **environmental sustainability and global development** issues in their public information work.



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- **Objective 3: *Promote Capacity Building in support of ESD***




Obj.3: Key actions for the state sector by 2014:

- Irish Aid to continue to support the integration of sustainability and development issues into primary and post-primary teacher education and non-formal education.
- FETAC to research and report on how sustainability and global development issues and skills can be integrated into apprenticeship and skills training programmes.
- The prioritisation of research into the educational processes that support the development of knowledge, skills, attitudes and actions which are conducive to sustainable development in research funding programmes (such as PRTLTI, IRCHSS, IRCSET) or through the development of a new research funding line on the model of the HEA/ Irish Aid Programme of Strategic Co-operation Fund.



Obj 3: Key actions for the civil society sector by 2014:

- NGOs to **promote in-career development** for their staff in the areas of sustainability and global development.
- NGOs to work with **both initial and in-career teacher education bodies** (e.g.SLSS) to ensure that sustainable development issues are represented in teacher education across the professional education continuum
- **NGOs to build networks** which bring together groups, bodies and individuals who work in the 'development' and 'environment' sectors.

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- **Objective 4:** *Promote a virtuous cycle of high standards of environmental management in public institutions, and the use of these institutions as demonstration and public education sites in ESD*



Obj 4: Key actions for the state sector by 2014

- The Department of Education and Science Building Unit to ensure that **new educational buildings and refurbishments have a low carbon footprint**, and use pro-sustainable global development building materials through its Generic Repeat Design programme
- The Department of Education and Science move to a **life-cycle accounting** approach to building and managing educational institutions
- The Office of Public Works ensure that new public buildings and refurbishments have a low carbon footprint, and use pro-sustainable global development building materials



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- Local Authorities to **adopt enhanced guidelines on low carbon footprint building** and on the use of pro-sustainable global development building materials in their development plans and building regulations.
 - Public bodies involved in capital building **use opportunities to provide public information and education** on low carbon footprint building and on the use of pro sustainable global development building materials.



Obj. 4: Key actions for the civil society sector by 2014:

- NGOs to expand the **current work on environmental management** with schools to also include a focus on pro-global development management system (e.g. 'a 'Rainbow Flag' Scheme to complement the Green Flag scheme).



Feedback requested...