

ECO-GLOBE SCHOOLS

Recognizing Education for
Sustainable Development
in Kindergarten to
Grade 12 Schools

"Sustainable development is 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, 1987*



Manitoba 

PROGRAM DESCRIPTION

The Eco-Globe Schools annual recognition program has been developed by Manitoba Education, Citizenship and Youth (MECY) to:

- recognize that Manitoba schools are involved in a variety of activities that promote and integrate Education for Sustainable Development (ESD)
- acknowledge Manitoba schools that demonstrate a commitment to ESD
- facilitate the sharing of ideas and innovative practices

Schools may apply for one of three levels of participation:

1. Awareness Level
2. Action Level
3. Transformation Level

Manitoba Education, Citizenship and Youth (MECY) encourages schools to apply for recognition. For more information about the application process and detailed criteria for each level of participation, refer to the ESD website at www.edu.gov.mb.ca/k12/esd.

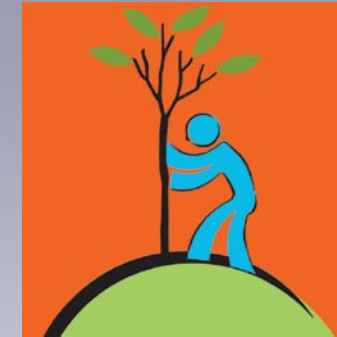
All Manitoba provincially funded schools may submit an online application by May 15. In the fall of each school year, Manitoba Education, Citizenship and Youth will recognize Eco-Globe Schools for their ESD initiatives.



AWARENESS LEVEL

A school community at this level has a general awareness of the principles and practices of sustainability, such as the following:

- Principles of ESD are part of the school vision and code of conduct.
- Environmental education is an important part of teaching and learning, and students are aware of their responsibility for the environment.
- The school promotes responsible citizenship and healthy living.
- Evidence of ESD is highly visible in the school.
- All staff and students know what sustainable development means.



ACTION LEVEL

This level includes ESD awareness and is characterized by a school community committed to a variety of ongoing sustainability practices, such as the following:

- The school has an ESD action plan with descriptors of staff and student responsibilities.
- School grounds and facilities are maintained in collaboration with the student population and the local community.
- Innovative projects have a social, economic and environmental focus.
- Staff time is allocated for collaboration and ESD planning.
- The school is engaged in community partnerships.
- ESD is embedded in the curriculum, giving many opportunities for interdisciplinary approaches to learning.



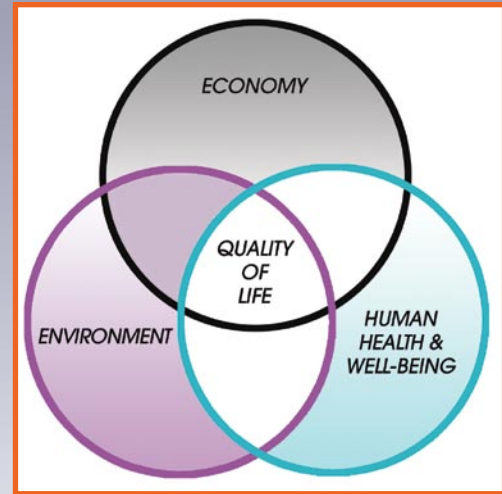
TRANSFORMATION LEVEL

This level incorporates awareness and action, and is characterized by a school-wide culture transformed by an ongoing commitment to the principles and practices of ESD, such as the following:

- School-wide programs and activities (e.g., assemblies, track and field days, student council events) are governed by ESD principles.
- The culture and ambiance of the school reflect ESD values and include student voice in planning.
- ESD initiatives have a national or global component.
- Teaching practices and school infrastructure have been changed to support ESD principles.
- An ESD self-evaluation process and a plan for continued growth is evident.

Visit the ESD website: www.edu.gov.mb.ca/k12/esd

Education for Sustainable Development involves incorporating key themes of sustainable development – such as poverty alleviation, human rights, health and environmental protection, climate change – into the education system. ESD is a complex and evolving concept and requires learning about key themes from a social, cultural, environmental and economic perspective. This Venn diagram represents the interrelationship and interdependence of the themes.



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Reference:

World Commission on Environment and Development. *Our Common Future: Report of the World Commission on Environment and Development*. N.p.: Center for a World in Balance, 1987.

