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Canadian Commission

## Call for case study submissions for the forthcoming toolkit:

### *Teaching a Green Mindset: Education for Sustainable Development Actions in Canada*

The Canadian Commission for UNESCO (CCUNESCO) is inviting civil society organizations, educational institutions, and individuals engaged in the field of Education for Sustainable Development (ESD) to submit short case studies of completed or in-progress initiatives to be potentially showcased in its upcoming publication. The toolkit aims to contribute to the global conversation on ESD and will highlight best practices in environmental and climate change education from across Canada, with a special focus on Indigenous perspectives and youth engagement.

#### **Toolkit description:**

In alignment with the [ESD for 2030 framework](#), the toolkit **Teaching a Green Mindset: Education for Sustainable Development Actions in Canada**, funded by Environment and Climate Change Canada (ECCC) and developed by the Canadian Commission for UNESCO (CCUNESCO), aims to address the current definitions and context of ESD in Canada. It seeks to highlight existing Canadian ESD initiatives, sharing them both domestically and internationally. Additionally, the toolkit recognizes the pivotal role of diverse Indigenous knowledges in shaping the future of education in Canada, with a strong focus on Indigenous and Land-Based Education.

Towards the development of the toolkit, CCUNESCO established two key working groups who will play an advisory role: the Expert Working Group on ESD and the Expert Working Group on Land-based Education. These groups include diverse rights holders such as local and regional representatives from Indigenous and non-Indigenous organizations, youth leaders, and academics. They provide a general view on both topics and offer direction on developing educational resources for educators by sharing successful case studies on ESD in Canada.

A major component of the toolkit's development is the completion of a national environmental scan to assess the current state of ESD in Canada. This scan will facilitate the identification of ESD initiatives, highlighting gaps and challenges within formal and informal K-12 educational settings. This research will be summarized within the toolkit, providing educators and the public with practical resources on ESD and guidance on incorporating the ILBE framework respectfully in non-Indigenous contexts. The toolkit will be available in both official languages (English and French) to ensure broad accessibility.

The toolkit content will be published on CCUNESCO's website, and disseminated through social media and presentations to key international and national partners. By including Indigenous perspectives and input from stakeholders from across the regions, the aim is to create a robust, inclusive framework for ESD in Canada, supporting educational actors both nationally and internationally in fostering sustainability awareness.

## Guidelines for case studies

We are seeking to showcase initiatives delivered or in progress for K-12 students that:

- **Demonstrate promising practices:** highlight innovative and effective approaches to integrating sustainability into education.
- **Feature Indigenous perspectives:** showcase land-based education or other forms of Indigenous knowledge and how these perspectives contribute to environmental and climate change education.
- **Incorporate youth engagement:** share projects that have successfully engaged youth in sustainable development education.
- **Describe transferable models:** offer methods or practices that could be adapted to other educational contexts.

Each case study should provide a comprehensive understanding of the ESD subject by exploring its context, key characteristics, and implications through concrete actions in environmental and climate change education (K-12), locally or nationally in Canada. Selected case studies will be featured on CCUNESCO's website, and links to the case studies will be included in the toolkit. Information provided in case studies will also help CCUNESCO to track the scope and depth of ESD initiatives in Canada as part of its monitoring and reporting to UNESCO.

## Who Can Submit?

We welcome submissions from:

- Educational institutions (K-12)
- Higher education institutions with focus on K-12 community engagement
- Non-governmental organizations (NGOs)
- Indigenous communities and organizations
- Environmental organizations
- Government agencies at all levels
- Individuals with experience developing climate and environmental education initiatives

## Submission Guidelines

- Case studies should be submitted in either English or French
- Each submission includes the following section headings:
  - Title and description of the project
  - Key stakeholders involved
  - Challenges and solutions
  - Results and impact (measurable outcomes preferred)
  - Adaptability to different environments or the potential to scale up the initiative

- Lessons learned and recommendations for future efforts
  - Region
  - Photos or videos (optional but encouraged)
- Submission Deadline: October 31<sup>st</sup> 2024
  - Submit your application [here](#). For any questions or clarifications, please contact: [sergio.rodriguez@ccunesco.ca](mailto:sergio.rodriguez@ccunesco.ca)

## Selection Criteria for Case Studies

Criteria	Description	Points __/80
<b>Relevance to ESD 2030 framework</b>	Case studies should align with the themes of Education for Sustainable Development, including environmental and climate change education.  Submissions should integrate at least one of UN's Sustainable Development Goals (SDGs) and this should be clearly identified.	__/10
<b>Indigenous Perspectives</b>	Submissions that incorporate Indigenous knowledge and approaches to land-based education will be highly valued.  Strong emphasis on cultural sensitivity and authenticity in presenting Indigenous experiences and knowledge.	__/10
<b>Impact and Measurable Outcomes</b>	Case studies should demonstrate clear results or impacts, particularly in increasing awareness, behavioral change, or sustainable practices.  Show evidence of long-term sustainability for the project or initiative.	__/10
<b>Innovation and Creativity</b>	Case studies should showcase innovative approaches to addressing sustainability issues within education.  Projects can highlight creative solutions or novel methodologies.	__/10
<b>Youth Engagement</b>	Active involvement of youth in the initiative, especially in leadership roles or decision-making processes.  Projects can demonstrate how youth participation contributed to the success of the initiative.	__/10
<b>Scalability and Replicability</b>	Describe how the project could be scaled to larger communities or adapted for other educational contexts.  Case studies should provide recommendations on how other organizations or educators can adopt similar approaches.	__/10
<b>Diversity and Inclusivity</b>	Submissions should highlight any efforts to promote inclusivity, with attention to marginalized or vulnerable populations.  Representation of diverse voices, including, geographical representation, women, Indigenous peoples, and minority groups.	__/10

<b>Theoretical Frameworks</b>	Reference relevant theoretical frameworks or models that guided the initiative. This should also include the projects' methodology and the rationale behind the methods.  Projects should share if or how the use of data or qualitative evidence was used to support the reported claims.	__/10
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