



REPORT

MWIOPO

2013

TOGETHER,  
PROMOTING  
EDUCATION  
FOR SUSTAINABLE  
DEVELOPMENT



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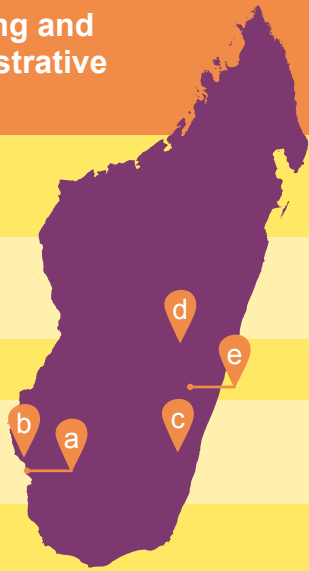
## Education

# Model schools in Education for Sustainable Development (ESD)

Since the 1980s, WWF has implemented an environmental education (EE) program in schools aiming for both teachers and students to develop an instinctive feeling for the environment. The research-actions conducted by the program team helped develop the concept called eco-teaching in 2004. Through its implementation, the eco-teaching concept has helped students to think and act like environmentalists, through innovative teaching methods and eco-management of the schools. However, since the students are thriving in a dynamic social, cultural and economic environment, the actions undertaken at the school must meet the need to improve the living conditions of students, the learning of life skills and also to give a meaning to their education to ensure that there is full commitment of the entire school community and ensure that the achievements are sustainable.

Towards the last quarter of 2011, WWF reflected on the contribution of education for sustainable development, which by definition, is a teaching and learning process based on the ideals and principles of sustainability. It is an evolving and reflective process aiming at integrating the values and perceptions of sustainability, not only in the education systems, but also in the individual and community life (at home, at work, in the community). Inside the two priority intervention landscapes for WWF Madagascar, five schools had been selected and they agreed to introduce the concept of education for sustainable development in their educational system.

Model Schools in ESD	Number boys	Number girls	Teaching and administrative staff
Belalanda secondary school (Toliara II) (a)	225	108	24
Ankilimalinike secondary school (Toliara II) (b)	83	115	10
Vondrozo high school (c)	189	88	17
Fandriana professional and vocational high school (d)	242	97	46
Saint Paul private secondary school in Ifanadiana (e)	269	268	24



## The whole school approach

Since ESD is a multidisciplinary approach, the approaches advocated need to impact the school as a whole; the principle of sustainability is integrated into the proper functioning of the school and is part of the daily life of the school and involves in a fair and democratic way the entire educational community in the decision making process. This is a challenge given the standard practice in public schools.

## Implementation steps

**September 2012:** Basic training of all of the staff in the model schools on sustainable development and education for sustainable development;

**March 2013:** Capacity building and exchange workshops between the model schools on the interpretation of the 6 themes of the whole school approach and on the implementation strategy;

**April – July 2013:** Action learning through the implementation of at least 3 themes chosen by each school;

**May 2013:** Monitoring and support to the implementation;

**September 2013:** Drafting a detailed action plan (taking into account the achievements of last year) for the 2013 – 2014 school year

## Values, culture and ethos



The values promoted within the Saint Paul secondary school in Ifanadiana

Each model school has its own specific settings: the living conditions of students, availability and personal commitments of teachers, local values and cultures, local issues, .... The educational community consisting of parents, local authorities, teachers and students have identified together and studied the key values to be acquired by students during the school year. Indeed, parents were pleasantly surprised to learn that teaching values is now part of the education at the schools. To start the approach, each school has chosen one value for the school year.

These values do not necessarily have a direct link with sustainable development and environment, but they reflect the daily lives of students and their educational needs, such as self-respect, respect for others and respecting traditions and customs. Action plans on teaching values are implemented including extra-curricular activities.

## The learner in focus

The approach promotes the involvement of students in the process of decision-making, at least on matters that affect their daily lives. Since their training, the teachers are more prone to listening to the students and are gradually taking into account their views. Clearly, the members of the Vintsy clubs have already learned to discuss issues and take decisions together and in a democratic way, but their involvement have been limited to the activities of the Vintsy club.

Another challenge for the school which required a certain level of motivation and humility on the side of the teachers is related to taking part in meetings and discuss with students. In high schools, two student representatives have always attended the meetings of the School Council, but it has never been an effective participation: never taking the opportunity to speak, did not understand the topic discussed, ...



Class representative in Fandriana

**Respect for others is one of the values promoted at the Vondrozo high school following a realization of the way students behave towards teachers.**

*“For some time now, we feel that our teachers are respecting us whereas in the past the comments of some of those same teachers were really hurtful and did not encourage us at all. We are now more motivated and we feel supported in our future endeavour” - Harifetra – Vondrozo high school.*

In addition, students are not used to being solicited to express their views inside the school. Some have struggled in reflecting on a particular topic or even in formulating recommendations on a topic that affects their daily lives. In the beginning, they were reluctant to take the floor. It took the schools 2 to 3 months to put in place a system that helps the class representatives to actually represent the views of their peers and to effectively participate in discussions and in the decision-making. They had to be supported in collecting ideas, speaking during meetings and also reporting to their peers.

The students were happy that their opinions were solicited and it has boosted their pride. The class representatives feel valued and capable to represent the views of their classmates and have confirmed their willingness and motivation to contribute to the process of decision making to stop being “victims” and take part in the overall life at the school.

At the vocational training high school in Fandriana, the student representatives participated in amending the school discipline in April. For some time, the students stopped following the discipline set at the school, namely on the time-schedule; they often skipped classes and did not always wear the appropriate uniform when coming to school. After considering the different proposals for a timetable that would be appropriate for all, everyone agreed to maintain the current one but committed to respecting the time. In addition, the students have also demanded that all teachers wear a blouse. They are particularly proud of this addition into the discipline at the school, and so far the teachers are abiding by it.



## Teaching and learning method

In the whole school approach, adopting new different teaching methods remains a significant challenge to teachers. However, they are fully convinced of the relevance of the concept, the need to change the usual teaching method in order to improve the life skills of students. They do however lack creativity and time for preparing their classes. In addition, several teachers and trainers in the model schools have learnt teaching techniques on the job because they did not follow any training on the different teaching and learning methods. As a result, some have experimented with new other methods while to some it took a certain time to change.

Discussion and exchange between teachers are shyly taking place, but more willingness is required on from everyone. Learning and understanding from the experiences of others require a certain humility. Moreover, for socioeconomic reasons, most teachers teach classes in other schools and their time schedule often does not allow them to participate in the sharing sessions. However, the implementation of the teaching team at the school (EPE) – on which there is already a provision in the Malagasy education system though it has not been implemented so far – has been strengthened in the model schools. This structure will naturally help teachers of the same subject to share and learn together.

*"I have changed my method by asking the students to seek themselves the information – subjects and contents of the class. They have become very active, very enthusiastic, in the classroom. They never stop talking, they all want to speak and share the results of their research. It was not easy for me to complete the lesson. We are convinced of the relevance of this method as we seek to develop various skills in our students: research, presentation, courage, self-fulfilment, self-confidence, etc." – Miarisoa, English teacher – Saint Paul secondary school in Ifanadiana.*

## Involvement of the educational community

A school usually solicits the parents' association for fundraising, and this association is often represented by the president and a member of the board in decision making meetings. In the model schools, all the parents and local authorities are involved in the education of students:

- Involvement of parents and the authorities in the classroom to teach students on relevant themes to education and to the students' future (LORET);
- Inviting the parents to contribute to the research works conducted by the students;
- Participation of students in community actions;
- Extending the environment activities of the students into the community: mobilizing peers, mobilizing the local population, etc.



Owner of a greasy spoon at the market place using the energy efficient stoves made by the students from the secondary school

*“For years, Wednesday was the market day in Ankilimalinike. Students skipped classes on that day because they needed to help their parents in the market place. In dealing with this issue of many students missing school, the wider education community had a meeting following a summoning of the students and the teachers. The whole educational community has asked for the market day to be changed. Immediately after, the market day was changed to Sunday every week.” – Mrs Pauline Tsiaria – Director of the secondary school in Ankilimalinike*

Also, the school, the students and the education community jointly manage the subsidy granted to the model schools: democratic decision-making, transparency and fair sharing of responsibilities.

## The school estate and management of the school

Through Vintsy clubs, schools are used to conducting environmental activities, they have started with some agriculture activities, setting nurseries, composting, orchard, agroforestry and gardening. The school estate has not only become an teaching forum for the students but it has also targeted the youth who are not enrolled in school and the community members in general.

The activities have been slowly extending to the rational management of resources such as water, namely in Toliara – an arid and dry area and yet there hygiene is a priority for the students living in these extreme conditions

*“A site for the demonstration of a micro-garden re-using waste has been set up at the Vondrozo high school. This site helped us learn about new techniques for fighting against insects using organic methods and it has also helped us learn about new varieties of vegetables such as peas. The Vondrozo high school has introduced this vegetable to the local community and they were the first to sell peas at the market place” - Dera –Vondrozo high school*



Micro-gardening and micro-irrigation in the site for demonstration





## Monitoring and evaluation

All schools have conducted a self-assessment of the aspects of education for sustainable development in their school life. This is a new tool for schools for whom the word “assessment” is often understood as an assessment of the knowledge acquired through a test. Adapting, or even reviewing the indicators remain a challenge for the 2013 – 2014 academic year. However, measures have been put in place to help each structure

to monitor the actions. This learning process is done in a progressive way and require more support throughout the year. The results of the monitoring and evaluation inform the gradual improvement of the on-going process, thus helping to consolidate the motivation, skills, and pride in having accomplished together something positive, especially that the current context does not help foresee any hope for possible improvement....

## Future prospects

The experiences carried out in a few months at the 5 schools have helped convince the main leaders and officials of the Ministry of national education (MEN) and the Ministry in charge of vocational training and professional teaching (METFP) of the relevance and the feasibility of the concept, even during this time of crisis.

A first draft of a reference document on education for development in schools has been developed in partnership with the relevant Ministries. This document links up the conceptual framework to the actual reality and practice by presenting the expected results on the short and long term. A committee was set up in order to study in detail the integration of sustainability into the national education policies in place on the one hand, and the training documents of the agents of the ministry, which are being drafted, on the other.



Capacity reinforcement of curriculum developpers from the ministries of education and vocational training

### This document was produced by :

Madame Senn Harifetra Rachel

**Senior Education Officer / WWF Madagascar Country Office**

Po Box 738 - Antananarivo (101) - Madagascar / Tel : +261 34 49 814 09 / Email : rsenn@wwf.mg



#### Why we are here.

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony and nature.