

5<sup>th</sup> UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education  
– where do we stand?

# Delivering ESD through the Seychelles Eco Schools Programme

Concurrent sessions 1

Session 1.2

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# Delivering ESD through the Seychelles Eco Schools Programme



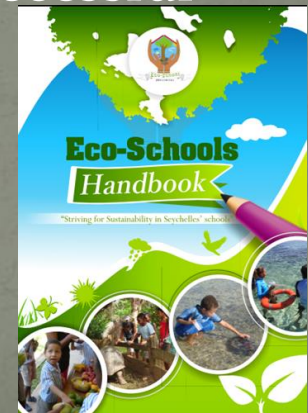
**STRIVING FOR SUSTAINABILITY  
IN SEYCHELLES SCHOOLS**

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Education For Sustainable Development Section  
Ministry of Education  
Seychelles

# Eco School Programme

- ❑ It all started in 1994
- ❑ As a project piloted in some state schools
- ❑ Aimed to engage teachers and students in environmental learning and greening of school grounds, as well as environmental management practices in extra-curricular activities
- ❑ Project became a success and in the early 21<sup>st</sup> century changed to become a programme
- ❑ More than 25 years in existence. One of the most successful

Pro





# Eco School Programme

- It is the only sustainability school programme in Seychelles
- A whole school approach to integrate sustainability in the daily operation of schools.
- It is a programme which concerns teachers, students, members from the wider community including environmental organisations to work together to integrate environmental learning and environmental management practices in the daily operation of schools.



# Eco School Programme

- ❑ A compulsory programme for all state schools (A total of 36 state schools) and Private schools can also joined. All private schools are on board since 2019.
- ❑ Many of the activities/competitions on ESD are also sent to Tertiary Education Institutions. SITE have a short Environment course for their teacher trainees.
- ❑ Responding to sustainable development strategies (e.g SSDS & GAP)
- ❑ Aiming to address the dimensions of ESD, such as learning content, pedagogy and learning environments...

ESD themes relevant to the Seychelles:

Climate Change



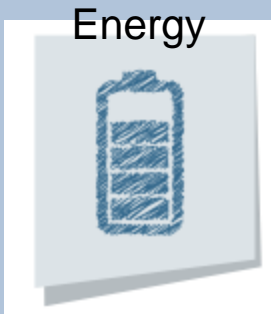
Water



Waste



Energy



Healthy living



Biodiversity



Soil & Air



Livelihoods



Cultural heritage



Ocean and Coast



Disaster Risk  
Reduction



# THE CRITERION

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graph TD; A[THE CRITERION] --> B[ADMINISTRATION & MANAGEMENT PRACTICES]; A --> C[ENVIRONMENTAL MANAGEMENT PRACTICES]; A --> D[ENVIRONMENTAL LEARNING]; A --> E[NETWORKS AND PARTNERSHIPS];
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**ADMINISTRATION &  
MANAGEMENT  
PRACTICES**

**ENVIRONMENTAL  
MANAGEMENT  
PRACTICES**

**ENVIRONMENTAL  
LEARNING**

**NETWORKS AND  
PARTNERSHIPS**

# Administration and management

- ❑ Overseeing the implementation of the Eco-Schools programme in schools
- ❑ School Environment leader (Focal point for Eco-Schools and chairperson)
- ❑ Eco-Schools committee
- ❑ Meet regularly to plan, implement, monitor and evaluate the integration of activities and projects through communication, decision making and taking actions



# Environmental management practices

- Use and management of resources, namely, water, energy, and solid waste and land in the Eco-School context
- Cleaning methods and materials
- School appearance
- Pest Management

# Environmental learning

- Curriculum planning
- Making use of the National curriculum and/or Teaching and Learning programme to prepare termly plans
- Also consider Calendar of Activities (MoE) which provides information on environmental theme days
- Teaching and learning
- Use termly plan to prepare lessons with activities that are guided by appropriate methods and objectives for the development of knowledge, skills and values in students.
- Make use of environmental learning support materials received as donations from partners

## LANGUAGES

Use of learning support materials such as newspaper articles, audio, video, books with environmental content for reading comprehension to develop language skills

Use of environmental topics for compositions, poem, essay and letter writing

Use of environmental topics to develop students speaking/ communication skills through debates, discussions and role plays. Some other strategies used by teachers with environmental foci are storytelling, field trips, report writing, guest speakers, research projects and vocabulary tests.

## MATHEMATICS

Undertake activities through Environment Education such as word problems, model making, data collection, analysis and presentation, statistics, measuring volume, surveys, etc...

A good example is compiling a quantitative report on the amount of water and energy used at school. This can be interpreted in diagrams and graphs.

## SOCIAL SCIENCES

Depending on the topics, students develop knowledge of the place where they live, the values, culture and heritage of their families and communities; understand inter-relationships between people, their cultures and contexts; understand the interdependence of the natural world and human endeavour; understand the impact of industry, technology and enterprise on their health and well being, their environment, the local and global communities, etc... Students engage in a variety of activities such as map reading, field work, and investigations.

## SCIENCES

Students are able to understand the living, material and physical world within this subject through:

Research, experiments, investigations, scientific tests, problem solving scenarios, working models, field trips, data collection, etc...

# Environmental Education Across the curriculum

## TECHNICAL & VOCATIONAL EDUCATION

Include environmental themes in practical learning opportunities such as designing products, evaluate technical processes and products, use of information and communication technology, assess impact of technologies for action based on informed decisions, etc...

## THE ARTS

Use of strategies that enables students to re-interpret their understanding of the environment through visual arts, dance, drama, music and graphic arts

Use of recycled materials to produce art-work and other art forms.

## PERSONAL, SOCIAL & CITIZENSHIP EDUCATION

Depending on the topics, students learn how to maintain a healthy and active lifestyle; take responsibility for their well-being; develop awareness of personal and environmental values, rights and responsibilities towards self and the environment; appreciating difference and diversity; understand concepts of social justice; developing environmental awareness, civic responsibility and promoting ecological sustainability, etc...

## INFORMATION & COMMUNICATION TECHNOLOGY

Depending on the topics, teachers usually include environmental themes for particular projects/tasks that require the use of ICT. This may include producing a report in office word, entering data collected from a field work into a digital database. Students are also able to learn what the impacts of technologies on the environment are, evaluate technological processes and products, taking into account cultural, environmental, economical and ethical factors, etc...

# Environmental learning (cont)

- Co-curricular activities
- Activities organised to commemorate environmental theme days
- Environmental clubs
- Learning through environmental projects



# Networks and partnerships

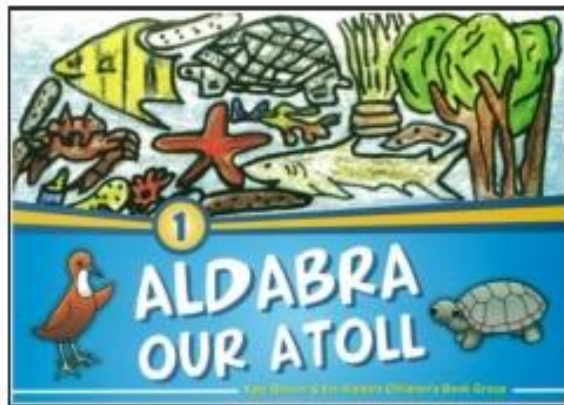
- The school's partnership with parents and the wider community establishes a wide array of support such as donation of educational resources to support environmental learning, facilitating classroom activities or conducting presentations in Eco-schools, and funding for projects in schools, to name a few.
- Schools gain access to resources that the school cannot provide or resources that are not available. The resources can be in the form of funds to support environmental projects and technical support for development and implementation of projects, amongst others

# Facilitating environmental learning inside and outside the classroom

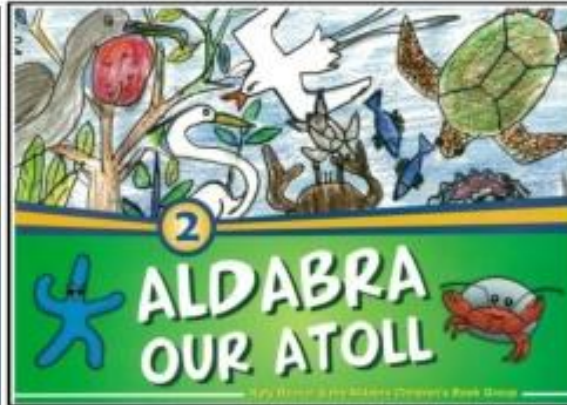




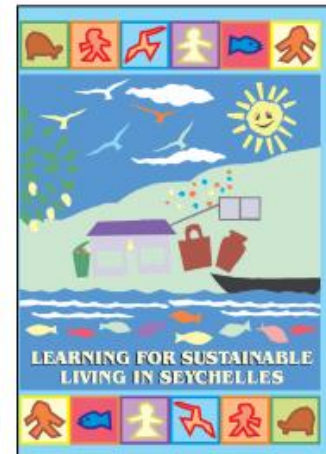
# Making use of appropriate methods and learning support materials to guide environmental learning



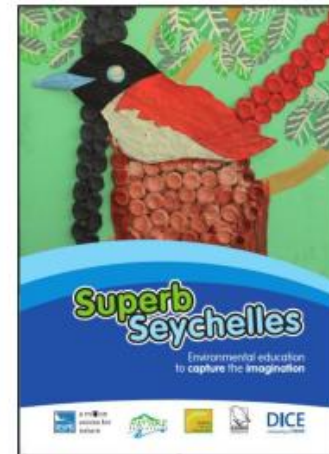
Seychelles Island Foundation



Seychelles Island Foundation



Wildlife Clubs of Seychelles



Wildlife Clubs of Seychelles



# Managing and improving the physical surrounds of the school





# Managing resources such as water, energy and waste





# Participating in national campaigns, festivals and competitions





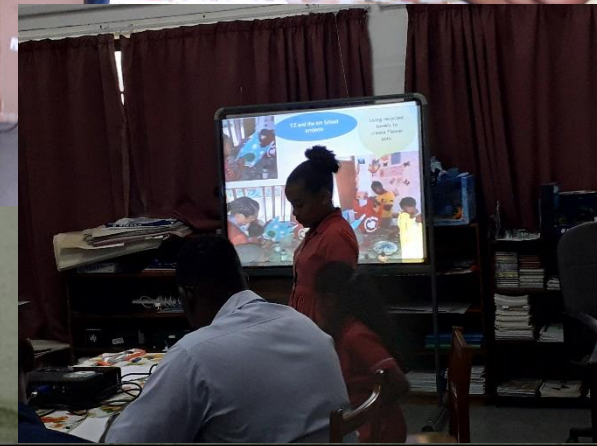


# Eco-Schools award

- ❑ Every year schools are assessed on their implementation of the Programme
- ❑ Schools have to prepare a Presentation and submit a Portfolio
- ❑ Judges (Maximum 4) assess schools using given criteria
- ❑ Schools are placed on a level (Level 1, 2 or 3) according to total points obtained for participation in national/international competitions/campaigns, presentation, portfolio of evidence and school visits

# Assessing Schools

## Schools doing their Presentation

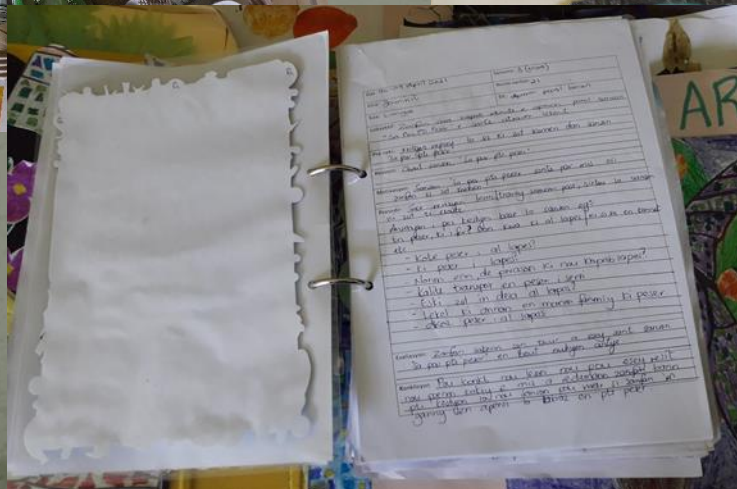
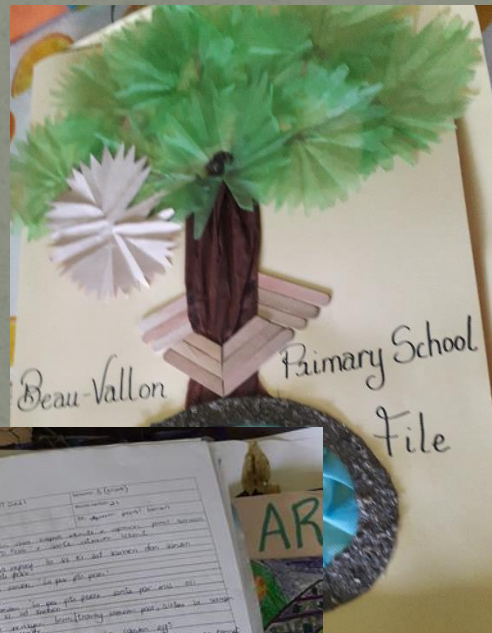




# Assessing Schools

## Schools Portfolio

- The Portfolio provides evidence of the activities /meetings conducted under the Eco School Programme





# Assessing Schools

## School Visits





Level	What does it mean?	Total number of points (Example)	What do they win as prize (s)?
1	Get going (Room for improvement)	<175 points	A certificate only
2	Almost there (Good work and can work harder-medium)	Between 176-299 points	A yellow flag, certificate and cash prize
3	Finally there (Very good performance)	>300 points	A green flag, certificate and cash prize
	Outstanding performance in primary and secondary category	The highest points from one school in each category	A green flag, certificate, trophy, cash prize and educational trip



# Eco-Schools award

Schools are rewarded  
for their effort in  
pushing the ESD  
Agenda in their  
schools through the  
Eco School  
Programme



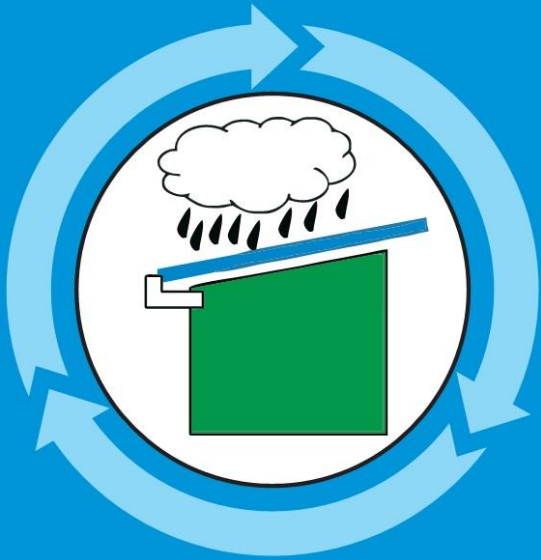




# Eco School Award Exhibition



# Other prizes



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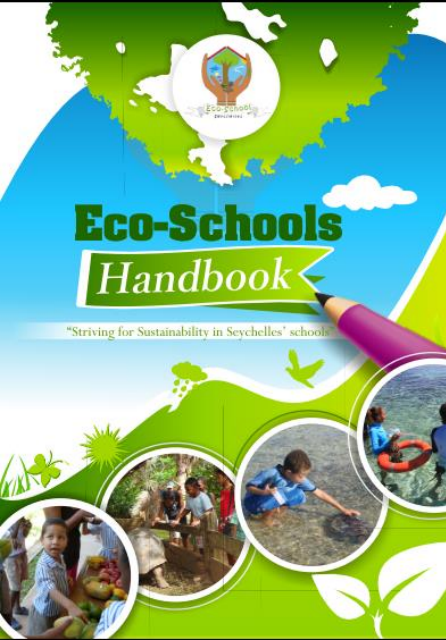


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*Thank you!*

