



EDUCATION
FOR
SUSTAINABLE
DEVELOPMENT



MADAGASCAR

– STRIVING FOR SUSTAINABILITY

Pupils' voices – Action Competence

Through the ESD program (Education for Sustainable Development), pupils have the opportunity to reflect on topics affecting their lives, express their points of view and make themselves heard by the community. In the town Ankilimalinike, the students have already used the skills they have learned to positively impact their lives, working with local authorities to change the market day from Wednesday to Sunday, to allow them to go to school each weekday.

Whole school approach

Each model school has its own specific setting: the living conditions of students, availability and personal commitment of teachers, local values and cultures, and local issues. The school community has together identified and studied the key values to be acquired by students during the school year. These values do not necessarily have a direct link with sustainable development and the 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. Indeed, parents have been pleasantly surprised to learn that teaching values is now part of the education at the schools.



BACKGROUND

Moving from Environmental Education to Education for Sustainable Development

Since the 1980s, WWF in Madagascar has implemented an environmental education (EE) program in schools aiming for both teachers and students to develop an environmental reflex 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 their living conditions, the learning of life skills and integrate the values and perceptions of sustainability, not only in the education systems, but also in the individual and community life (at home, at work and in the community). This is a challenge given the standard practice in public schools.

“Only a few teachers supported the activities of the (environmental) clubs from the start. Then, little by little, upon seeing the positive change within the high school, all teachers got involved. Some have even started their own market gardens using the techniques taught at school. Thanks to the ESD program, the school’s educational team is much livelier, as the teachers have so many educational ideas to share with their peers.”

Heriarilala, Vondrozo High School Principal

RECOMMENDATIONS FOR IMPLEMENTING ESD

- Integrate the concept of sustainability into existing educational policies
- Open the school to out-of-school children and young people
- Maintain the partnership between schools and the educational community



Education for Sustainable Development (ESD)

“To equip people with knowledge of and skills in sustainable development, making them more competent and confident while at the same time increasing their opportunities for leading healthy and productive lives in harmony with nature and with concern for social values, gender equity and cultural diversity.”

UNECE

Youth networking and voicing

In the town Toliara, a youth network has set up a partnership with two local radio stations to allow them, twice a week, to present and discuss topics affecting young people, such as:

- activities of the local environmental club
- making of heat-reflecting bricks and efficient stoves
- management of forest resources
- young people's reproductive health and sexual life
- neatness of the city and the beach
- coral reef and marine biodiversity
- young people's issues in trying to make themselves heard; youth responsibility for their own development and that of their country

Another innovation is the creation of a series of online debates on a special Facebook page.

Green entrepreneurship

The pupils and teachers of the public secondary school of Mahazony make hand-craft which is sold at local and regional markets. The reeds are grown at the school using compost made by the students. The students are also helping their families by making items that are useful in daily life, such as hats, baskets, rugs, and small mats for the table.

These activities and the decision making that is involved have made it possible to learn through:

1. reflecting on realities at the local level (markets, availability of raw materials)
2. learning democratic principles through exchanges of ideas, discussion, listening, democratic decision-making
3. learning about responsibility and fair sharing of roles in implementing the activities.

Community education

The ESD program is helping to bring the schools out into the communities and the communities into the schools. Parents are encouraged to be more involved in their children's schooling and are discovering the benefits that the program is providing for their children in terms of life values and skills. This has given meaning to education and more motivation for parents to be actively involved.

The schools are also impacting the communities. For example, the garden-showcase within St Paul secondary school in Ifanadiana allows the whole community to learn new agricultural techniques adequate for this region, such as micro-gardening, terrace gardening, and soil analysis and management. Moreover, students are increasingly motivated and yearning to be involved in community projects from which the community can benefit.

Policy work

An interdepartmental steering committee has been set up to support the introduction of ESD into the Malagasy educational system. With support from WWF, the committee has defined a vision for Malagasy citizens to be able to contribute actively to their own development and that of the country, while respecting Malagasy cultural and natural riches. A reference document has also been created, which is helping educators and decision-makers understand the principles and purpose of ESD. Future actions will include advocacy, communications and technical support.



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 with nature.

panda.org

CONTACT US:

WWF Madagascar and West Indian Ocean
Programme Office, B.P. 738 Antananarivo 101
+261 20 22 34885

This document has been financed with the support of Sida, the Swedish Agency for International Development Cooperation. Sida does not necessarily agree with the opinions expressed. The author alone is responsible for the content.