

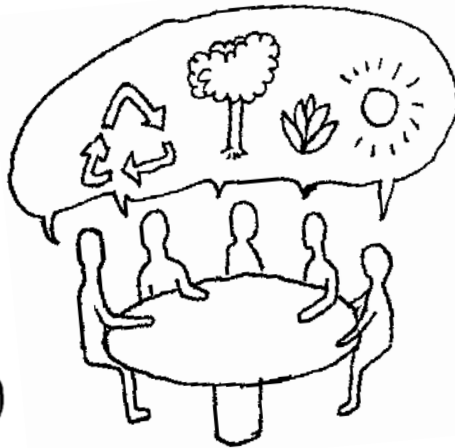


# TEACH for ESD

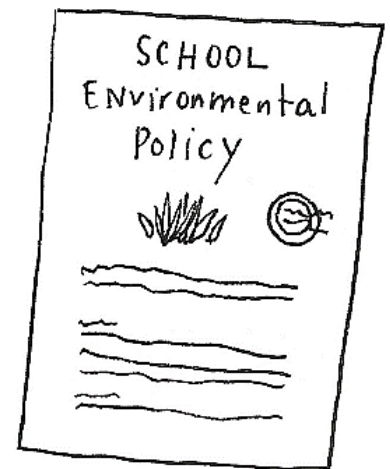
## DEVELOP ESD LEADERSHIP



ESD for Leaders  
& Management



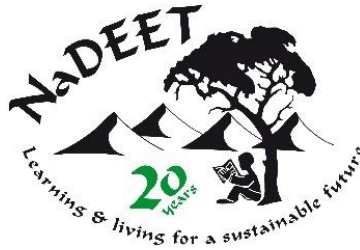
ESD Management  
Committee



School  
Environmental Policy

# Teach for ESD - Toolkit Guide 3.3

## DEVELOP ESD LEADERSHIP



Published in 2024 by the Namib Desert Environmental Education Trust (NaDEET).

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Printed in Namibia with the generous support of Bread for the World.

**Brot**  
für die Welt

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# OVERVIEW

The inclusion of sustainability as a core component of any institution including companies, government departments, NGOs and schools has become more common practice over the past years. An important aspect of becoming a sustainable school is to ensure that it is integrated in the school’s leadership - i.e., greening leadership or an ESD leadership. This is a vital component of the Whole-Institutional Approach as it integrates ESD fully instead of only having ESD as an add-on or afterthought.

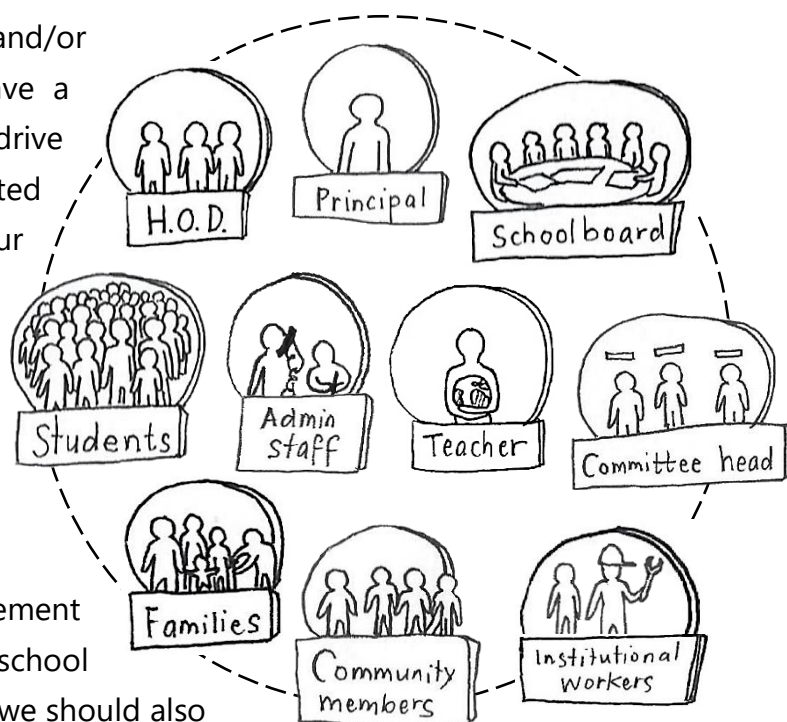
**Developing ESD leaders and management** in our school can help us facilitate the implementation of ESD activities. This can be through moral, institutional, financial, and physical support. Setting up an **ESD Management Committee** can be very useful to coordinate and monitor sustainability activities and progress across many departments at school. Developing a **sustainability vision** and **policy** are a good foundation to integrate ESD into all areas of schools such as the curriculum, management **plans** and the annual school activities calendar.

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## 1. ESD FOR LEADERS & MANAGEMENT

Many environmental school projects, clubs and/or activities are led by teachers like us, who have a passion and love for nature. This provides the drive behind the activities, but we may not be supported enough by the rest of the school to take our activities further, especially if it is viewed as 'our project' instead of 'the whole school's project'. Management support of ESD and sustainable practices is one of the most important aspects of ensuring the long-term success and impact of our work.

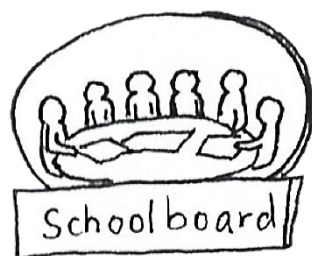


There are many different leadership and management roles in our schools. The obvious ones are the school principal and heads of departments (HODs), but we should also consider others like the school board, committee heads, the learner representative council (LRC) members, as well as leadership roles we assign to learners in our classrooms. This gives us many opportunities to integrate ESD responsibilities and role models throughout our school.



Read the Namibian research paper *Green School Leadership* and specifically look at the "Sustainable Green School Leadership Model" on **pg. 336**.

### SCHOOL BOARDS



School boards are made up of representatives from the school management, parents, and community members to serve the best interest of our schools. An active school board that works together with school management can help us achieve our environmental goals. School boards can establish a sustainability committee, or a portfolio within a committee such as the 'school development and maintenance committee' or the 'school health, feeding and safety committee'.

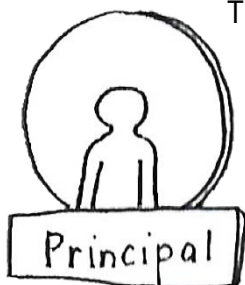


Review the manual on *Establishing and Maintaining Effective School Boards* including **pg. 12** on establishing committees in our schools.

The school board is responsible to help develop the strategic vision and plan for the school with broad stakeholder involvement. The specific committees may also help to secure resources for the school in the form of in-kind or financial donations.

## PRINCIPALS AND TEACHERS

### THE ROLE OF PRINCIPALS



The school principal is one of the most important members to have as part of our **sustainability leadership** and can make the journey to becoming a sustainable school much easier and more efficient. Our activities will not only be supported, but hopefully will be prioritised, linked to existing programmes, and celebrated. Principals can advertise the activities as belonging to the school and report on them within other forums, such as regional education meetings.



Read a reflection on what constitutes effective leadership for principals in *The School Principal as Leader* and adapt these concepts to integrating ESD in schools.

From our own interactions with our school principals, we can explore the key attributes that make up the role of the principal:



- Shaping a **vision**
- Creating a **conducive environment**
- **Cultivating leadership** in others
- **Improving teaching and learning**
- Managing for **improvement**



### LEADERSHIP QUALITIES

Judgment, discipline, compassion, a keen sense of what's right and wrong, concern about community and dedication to service.

KOFI ANNAN, 2018



Adapt concepts from *Namibia's National Safe Schools Framework Guide (Part A, B and C)* to developing effective ESD leadership especially **Part B: Section 5** and **Part C: pgs. 43, 47 – 48**.

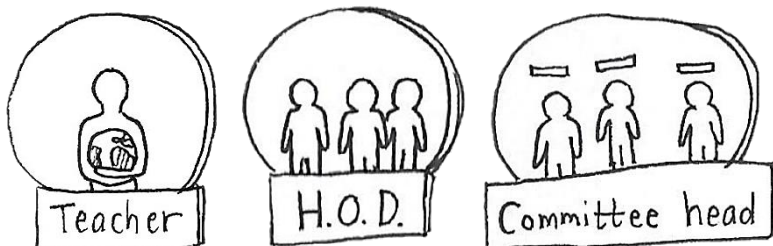
## THE ROLE OF TEACHERS

These leadership qualities are also important in all of us as teachers. Applying these in our schools, gives us the opportunity to lead by example and will help us to get others to join in our actions.

It is important to gain this support from other teachers at our schools, as they are our community – and may also be leaders, such as HODs and within management committees or activities.

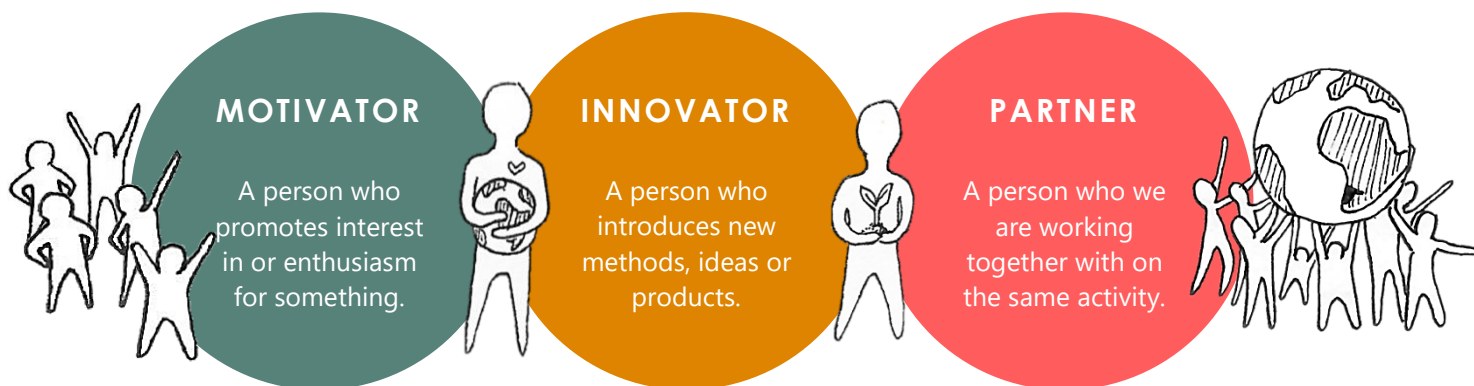


Look at the **Bush Telegraph: Tools for Sustainable Schools** in **Toolkit 3.6 – Reduce Resource Use**. For inspiration read the interview with teacher, now a principal, Martina Namutenya on **pg. 10**.



## LEARNERS

Leading from the bottom up: our learners are our greatest asset! They are our motivators, innovators, and partners in achieving sustainability at our schools. Many of our learners are way ahead of us in their ideas and aims for what ESD should be and can be in our schools and in the country. We need to listen to their ideas and help develop leadership skills to transform ideas into realistic and achievable action.



Some learners may often volunteer themselves through participation in ESD activities or a club. These learners are already leaders or have the potential to become leaders. Our environmental club is a great platform for youth ESD leadership within the school (see **Toolkit 3.4 - Strategize your ESD Actions**).



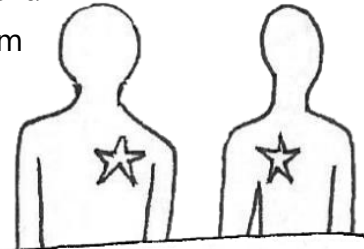
Show the video **Students' Experiences on Leadership and Sustainability Education** as an inspiration of student governance and developing leadership skills.



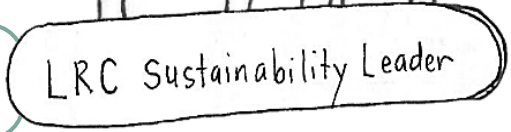
**GREENING LEARNER LEADERSHIP ROLES**

We can also consider adding ESD roles to other leadership positions that our learners may have such as head boy or head girl, Learner Representative Council (LRC) member, sports team captain and an extra-mural club chairperson. These learners are already in a leadership position and although their purpose may not currently include sustainability, it is a great opportunity to integrate it.

Add a sustainability portfolio to the LRC or give training to the sports team about ensuring their games are litter-free and zero waste. Teachers and principals can support us in this and can help develop the full potential of integrating ESD into school leadership.



For ideas on activities to develop leadership skills in learners see the manual **Building Environmental Youth Leadership**.



Class Captain

Learners are also in leadership positions throughout the main part of the school day. We can develop sustainability leaders within our classroom by having an “environmental class monitor” whose responsibility is to ensure that the school’s environmental policy is being implemented within the class. We can also extend this into the schoolyard and introduce ‘litter monitors’ for the breaktimes.

Support the team captain to lead the way by setting the example!

We may, of course, face challenges in getting everyone on board. This is to be expected; however, it is our right and our responsibility to care for our schools. Environmental education is one of the cross-curricular subjects and deserves to be at the core of education.



Use the comic **Taking Responsibility for your School** to illustrate why is so important that we each play our part - we have rights and responsibilities.

CLASS Duties

Clean-up litter	
Sort recycling bin & take recycling outside	
take compost to garden	
Shred scrap-paper for fireballs	



“We all have a duty to make our schools better...”

MINISTRY OF EDUCATION, ARTS & CULTURE, 2020

RESOURCES FOR ESD FOR LEADERS AND MANAGEMENT

Junior Primary

JP

Senior Primary

SP

Junior Secondary

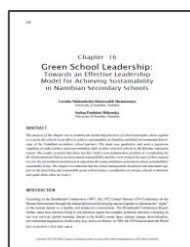
JS

Senior Secondary

SS

Teacher

T



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**Predictive Models for School Leadership and Practices**

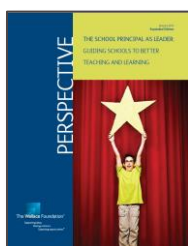
**CHAPTER:** This chapter entitled *Green School Leadership* examines leadership practices of principals focused on achieving school sustainability. Namibian teachers formed the study group making the results even more interesting.  
**AUTHOR:** C. N. S. Shaimenmanya, S. P. Shihomeka (2018)



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**Establishing and Maintaining Effective School Boards**

**MANUAL:** Aiming to strengthen school board capacity to perform its role most effectively and efficiently, this guide serves as an informative training guide on relevant principles and strategies for all school areas.  
**AUTHOR:** Namibian Ministry of Education, Arts and Culture (2016)



T

**The School Principal as Leader: Guiding Schools to Better Teaching and Learning**

**BOOKLET:** This booklet aimed at building leadership skills and knowledge of principals suggests 5 key practices of effective principal leadership and includes a case study and two perspectives of principals' roles.  
**AUTHOR:** The Wallace Foundation (2013)  
 Link: <https://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf>



T

**Namibia's National Safe Schools Framework (Part A, B, and C)**

**MANUAL:** These manuals guide on the establishment of a safe school giving background knowledge and contextualisation, practical guidance on achieving a safe school in Namibia and implementation strategies.  
**AUTHOR:** Namibian Ministry of Education, Arts and Culture (2018)  
 Part A: <https://www.ungei.org/publication/namibias-national-safe-schools-framework-part>  
 Part B: <https://www.ungei.org/publication/namibias-national-safe-schools-framework-part-b>  
 Part C: <https://www.ungei.org/publication/namibias-national-safe-schools-framework-part-c>





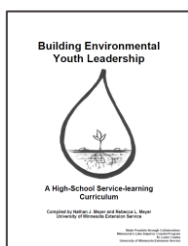
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### Students' Experiences on Leadership and Sustainability Education

**VIDEO:** This first-hand report of student leaders gives their perspective and experiences of leadership and education. It shows examples of their leadership efforts towards achieving sustainability at various levels.

**AUTHOR:** Partnership for Sustainability Education (2021)

Link: <https://www.youtube.com/watch?v=T9GGZALf14o>



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### Building Environmental Youth Leadership

**MANUAL:** An example of environmental service learning, this booklet explores environmental youth leadership, guiding on the planning and process of it, followed by project curriculum including activity plans.

**AUTHOR:** N. J. Meyer, R. L. Meyer, University of Minnesota (2006)

Link: [https://www.lakesuperiorstreams.org/citizen/youthlead/Build\\_Env\\_Youth\\_Lead.pdf](https://www.lakesuperiorstreams.org/citizen/youthlead/Build_Env_Youth_Lead.pdf)



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### Taking Responsibility for your School

**COMIC:** This comic illustrates the significance of quality education in a safe environment and suggests ways learners can hold schools accountable to this using the story told of learners taking responsive action.

**AUTHOR:** Legal Assistance Centre (2020)

Link: [http://www.lac.org.na/projects/grap/Pdf/comicresponsibility\\_eng.pdf](http://www.lac.org.na/projects/grap/Pdf/comicresponsibility_eng.pdf)

## 2. ESD MANAGEMENT COMMITTEE

### GUIDING FRAMEWORK

Our schools can have a committee for all ESD matters. The Enviro Club is then the avenue in which many of the activities can be implemented.

An ESD Management Committee is a great way to create a framework to coordinate all aspects of ESD at schools. This committee can consist of various members but should ensure that it has representatives from various leadership positions at school. The ESD committee may be more of a coordinating body, or it may be fully active in implementing activities. See **Toolkit 3.4 - Strategise ESD Actions** for various ways to prepare and organise for activities such as an environmental club.



This guide **Getting Climate Ready** focuses on climate change education, but it has great ideas on setting up a committee, roles and responsibilities. The whole manual is helpful to give advice on greening our schools.

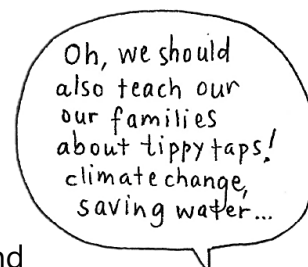
### COMMITTEE ROLES

The ESD Management Committee can develop and oversee a guiding framework that ensures linkages to all other school events and school resources including a school environmental policy. Depending on the mandate and scope of the ESD School Committee, there are several other additional roles and responsibilities it can fulfil.



### PROFESSIONAL DEVELOPMENT

Continuous professional development for teachers and school staff is an important role that the ESD Management Committee can implement. We often overlook that our colleagues may not have the same background and understanding regarding sustainability and the environment which can lead to a lack of support for our ESD activities. The UN Sustainable Development Goals are an excellent framework to use to teach our fellow teachers. It provides many opportunities to find linkages between sustainability within all areas of life. See **Toolkit 3.2 – Teach for a Sustainable World** and **Toolkit 2 – ESD** for many ideas and resources for teaching the SDGs.



### PARENT & COMMUNITY COMMUNICATION

It is important that we involve and share with our learners' parents, guardians and families, as well as the wider community our ESD activities. The ESD Management Committee can have this responsibility to ensure that parents are aware of the school's vision and that they are welcomed to support activities.



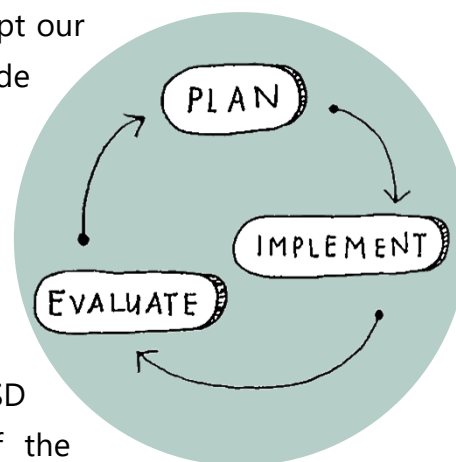
We often rely on parents and the community to support fundraising activities (see **Toolkit 3.4 - Strategise ESD Actions**), but we can also consider providing ESD learning opportunities to our learners' families.



## MONITORING AND EVALUATION

Monitoring our ESD activities is an important part of implementation. This will help keep us on track. The ESD Management Committee can play an important role to ensure that we track activities on an on-going basis and provide feedback at environmental club meetings, staff meetings and/ or at school board meetings to ensure all our stakeholders are well-informed.

As we monitor our progress in ESD activities we may also need to adapt our action plans. This is part of the process and may occur due to outside challenges (i.e. COVID-19) or due to internal challenges (i.e. unexpected opportunities) that delay or alter plans. The ESD Committee can ensure that action plans are aligned with changes to the overall school management plans and that the results of our on-going monitoring and evaluation *inform* future planning.



The ESD Management Committee can also monitor the integration of ESD into the classroom, specifically into lesson plans and teaching of the environmental learning part of the curriculum.

## WHOLE SCHOOL APPROACH

Around the world, schools, universities and organisations are redesigning their approach towards sustainability by aiming to implement a Whole Institutional Approach or, in our case a **Whole School Approach**. This model, at its core, must have environmental policies and leadership in place to provide the guidance and support for sustainability activities to be long-term. An ESD Management Committee can play a key role in coordinating this wide-scale approach.

### WHOLE SCHOOL APPROACH

Address unsustainable practices that are institution-wide, and thus create within the institution momentum for collective behavioural and social change.

UNESCO, 2018



Refer to **Toolkit 2 – ESD** and the ESD manuals for more information on Whole Institutional Approaches.



Refer to the **Eco-Schools Namibia Handbook** for an explanation of a Whole School Approach being implemented in Namibia with examples of policies and management structure on **pgs. 12 - 13**.

RESOURCES FOR ESD MANAGEMENT COMMITTEE

Junior Primary

JP

Senior Primary

SP

Junior Secondary

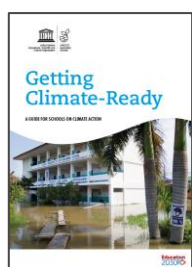
JS

Senior Secondary

SS

Teacher

T



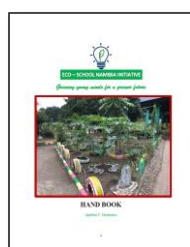
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**Getting Climate-Ready: A Guide for Schools on Climate Action**

**MANUAL:** This manual on adapting and adopting climate change considerate practices guides on a whole school approach to achieving school sustainability, including examples, information and evaluation methods.

**AUTHOR:** N. Gibb (2019)

Link: [https://www.unesco.de/sites/default/files/2019-03/Getting\\_Climate-Ready-Guide\\_Schools.pdf](https://www.unesco.de/sites/default/files/2019-03/Getting_Climate-Ready-Guide_Schools.pdf)



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**Eco-Schools Namibia Handbook**

**MANUAL:** This informative booklet on the Eco Schools programme and its functionality in Namibian schools, informs on and contextualises the initiative, followed by documenting its objectives, methods and activities.

**AUTHOR:** A. F. Shakumu (2018)

### 3. SCHOOL ENVIRONMENTAL POLICY

Do you already have an environmental policy? Make sure to share it and keep it updated!

We can create a common vision and develop a policy to guide our school's ESD initiatives. Our school should already have policies in place such as a code of conduct. Adding sections to an existing policy or developing a stand-alone policy are both effective approaches. Namibia's National Environmental Education/Education for Sustainable Development (EE/ESD) Policy is a valuable reference document.



Use the *National EE/ESD Policy* and *National EE/ESD Strategy and Action Plan* in *Toolkit 2 – ESD* as guiding documents.

#### DEVELOPING THE FOUNDATION

#ESDfor2030

Creating a **vision** and **mission** is the first step of policy development. We can begin with a visioning exercise to conduct a self-evaluation together with key stakeholders - our ESD leaders. This can help us to reflect on how well the school is doing and to brainstorm and focus on ideas that are most important. It can also reveal possible areas of collaboration within and outside of our schools.

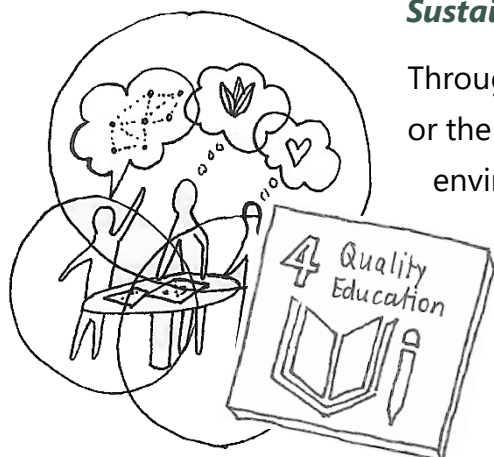


Adapt policy writing concepts from the *Namibia's National Safe Schools Framework* to environmental policies, especially **Part B: Section 1 & 3** and **Part C: pgs. 3-4, 15 and 27**.



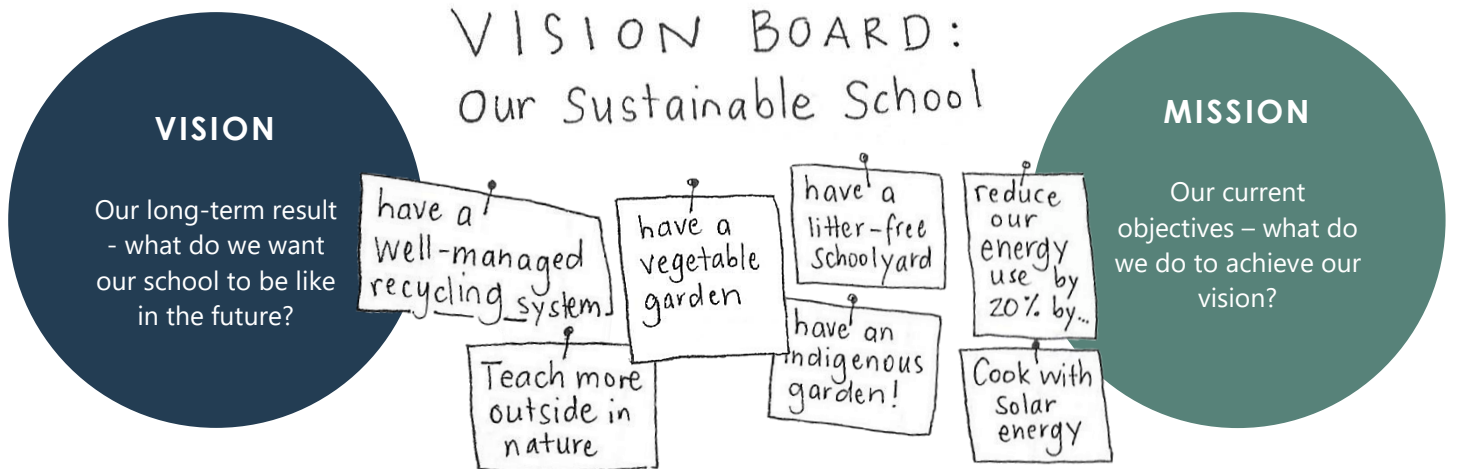
See **pgs. 22 - 23** for an example of a vision, mission, values and principles in the *NYCCC Youth Action Programme*.

Our policy should include our underlying principles and values, as these inform stakeholders of what we believe in. These should be reflected in our vision statement. Refer back to *Toolkit 3.2 - Teach for a Sustainable World* on environmental ethics as a refresher.



Through our visioning process we will have developed our key objectives or the goals of the policy. These are often structured according to different environmental areas, but we should contextualise our policies within an ESD framework and remember to include learning goals as well. We can also write our vision and mission statements in the form of a declaration of our commitment. The purpose and content are similar; however, it is presented in a different format.





## WRITING THE POLICY

Now that we have the key components for the policy, we need to write the policy document. There are many different ways we can structure our environmental policy. It is important that we write it in our own words and context that it reflects the school's culture and practices. We want to ensure that everyone at the school has access to the policy and can understand its purpose.



Look at the two **Namibian School Environmental Policy Examples** from Cimbebasia Primary School and Uupindi Primary School.



Refer to the **CERES Sustainability Policy** examples which can be used as templates and to get additional ideas.



Many policies already include implementation or action points. We can add these in our policies or we can develop a separate implementation or action plan that is based on the policy. We can use the approach that works best for our school setting.

*"The school has the duty to prepare future generations with the knowledge and skills to manage the world's resources wisely. Through our actions, we should develop good habits and behaviour patterns in order that every member of society can contribute to a sustainable future."*

CIMBEBASIA PS ENVIRONMENTAL EDUCATION POLICY



## RESOURCES FOR A SCHOOL ENVIRONMENTAL POLICY

Junior Primary



Senior Primary



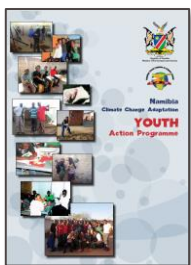
Junior Secondary



Senior Secondary



Teacher

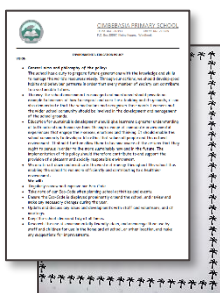


### Namibia Youth Coalition on Climate Change Youth Action Programme

**MANUAL:** The national coalition resulted from the 2011 Namibia Climate Change Adaptation Youth Conference. This guideline and tool is for those developing and implementing climate change activities with a youth focus and provides helpful tools.

**AUTHOR:** Namibian Youth Coalition on Climate Change (2011)

Link: [http://www.iecn-namibia.com/CCA%20YAP\\_LowRes.pdf](http://www.iecn-namibia.com/CCA%20YAP_LowRes.pdf)



### School Environmental Policy Examples

**POLICY:** These two examples from Namibia show various ways of setting out a school environmental policy. It illustrates that school policies can be done that they are appropriate to the context of the school. The policies can be used to give ideas for own school policy development.

**AUTHOR:** Cimbebasia Primary School, Uupindi Primary School (n.d., 2022)



### CERES Sustainability Policy Examples

**ACTIVITY SHEET:** These interactive templates provide the framework to a school sustainability policy, including the necessary policy components, structure and environmental considerations.

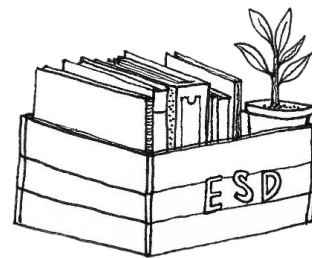
**AUTHOR:** CERES School of Nature and Climate (n.d)

Link: <https://sustainability.ceres.org.au/resourcesmart-schools/resources/>



# TEACH for ESD

DEVELOP ESD LEADERSHIP  
is part of the TEACH FOR ESD TOOLKIT.



*Improving ESD Teaching & Learning Experiences in Namibia*