

**ESTABLISHMENT OF THE
MANITOBA EDUCATION FOR SUSTAINABLE
DEVELOPMENT WORKING GROUP (MESDWG)
Planning Committee Meetings**

**September 19, September 2005
Southwood Golf and Country Club
Winnipeg, Manitoba**

**October 24, 2005
Centro Caboto
Winnipeg, Manitoba**

September 19th 2005 Planning Session

The following individuals participated in the September 19th establishment of the MESDWG planning committee meeting:

PARTICIPANTS	AFFILIATION
Asu, Vicki	Environment Canada
Balkin, Jim	MB Energy Science and Technology (representing John Clarkson)
Beaven, Dianne	Manitoba Forestry Association
Beresford, Diane	Manitoba Teachers' Association (representing Brian Ardern and Judy Bradly)
Bergen, Ken	Manitoba Association of School Business Officials - MASBO
Bruce, Graham	Pembina Trails School Division
Carruthers, Brendan	Manitoba Hydro
Clement, Joan	Manitoba Association of School Trustees, Russell, MB (representing Carolyn Duhamel)
Creech, Heather	International Institute of Sustainable Development
Froese, Hilda	Manitoba Association of School Trustees, Winkler, MB (representing Carolyn Duhamel)
Hardess, Lisa	Centre for Indigenous Environmental Resources
Havard, Allen	Manitoba Association of Parent Councils
Holst, Heidi	Lord Selkirk School Division
King, Lesley	University of Manitoba Faculty of Environment, Earth and Resources,
Laidler, Bob	Oak Hammock Marsh
McMillan, Barbara	University of Manitoba Faculty of Education
Meder, Cliff	Manitoba Association of School Business Officials - MASBO
Mushey, Gord	University of Manitoba Faculty of Agriculture
Nadolny, Barry	Manitoba Council for Leadership in Education – MCLE (representing Barry Nadolny)
Najduch, Aileen	School Programs Division, Manitoba Education, Citizenship and Youth (representing Diane Cooley)
Robinson, Gordon	Education Faculty (CRYSTAL), University of Manitoba
Rosset, Daniel	Environment Canada
Stoeber, Rodelyn	St. Boniface College (representing Len Rivard)
Toews, Aynsley	Fort Whyte Educational Interpretive Centre
Van Acker, Rene	University of Manitoba Faculty of Agriculture

Vianney Auclair, Jean	BEF, Manitoba Education Citizenship and Youth
Williamson, Lindsay	MB4 Youth, Manitoba Education, Citizenship and Youth
Wishart, Rick	Ducks Unlimited
Steering Committee Members and Support Staff	
Adamson, Bob	Learning for a Sustainable Future, Winnipeg
McDonald, Christina	SDI, Manitoba Education, Citizenship and Youth/Advanced Education and Training (and representing Gerald Farthing, and Dwight Botting)
Rubinoff, Elaine	Learning for a Sustainable Future, Toronto
Schwartzberg, Pamela	Learning for a Sustainable Future, Toronto
Tran, Yolanda	SDI, Manitoba Education, Citizenship and Youth/Advanced Education and Training

The following were invited invitees expressed their regrets for the September 19th meeting.

PARTICIPANTS	AFFILIATION
Cuthbert, Paul	Evergreen School Division - MASS
Keeper, Lorne	Manitoba First Nations Resource Centre
Steeves, Gord	City of Winnipeg/City Environmental Committee

The September 19, 2005 Agenda for the first planning session can be found in Appendix A

The following results arose from the planning meeting of September 19, 2005:

Welcome and Introductions

Bob Adamson welcomed all participants to the first planning session and introduced the Steering Committee. Pam Schwartzberg provided an overview of LSF / Green-Street. Chris McDonald thanked participants for attending on behalf of Manitoba Education Citizenship and Youth/Advanced Education and Training and commented that Education for Sustainable Development (ESD) is a priority in Manitoba and that the Province looks forward to working with other stakeholders on the proposed working group to move ESD forward in Manitoba. All planning group participants introduced themselves.

Background to and Objectives of the Planning Meeting

Bob and Chris provided an overview of the agenda including the expected outcomes for the planning session including timelines and planned activities.

Feedback and input into the Draft Discussion Paper (A: a review of MESDWG Outcomes and Terms of Reference and B: An Inventory of where ESD is currently at)

Participants were assigned to horizontal groups (persons within sector distributed throughout all groups) and each group identified a recorder and facilitator. Each small group reviewed the MESDWG Outcomes and Terms of Reference (page 6/7 of September 19th Discussion Paper). The small groups also identified and developed an inventory of where ESD is currently at in Manitoba (page 16 of September 19th Discussion Paper) using the Formal, Non-Formal and Informal template (see Appendix B) provided. The small groups also reviewed the MESDWG Outcomes and Terms of Reference based on what they identified in their status of ESD activities. Each group reported on outcomes. The Discussion Paper and Implementation Process Draft of October 18th, 2005 reflects these discussions. (See Outcomes p.5 and Terms of Reference p.4 for revisions to September 19th draft document).

Input into the identification of WG participants

Each small group was asked if organizations/groups were missing that should have been included in the planning process to establish the MESDWG. Each of the small groups reviewed the Participants List on Page 8 of the September 19, 2005 Discussion Paper. Using the Chart in Appendix C, table groups identified organizations and or individuals that they deemed as missing from the list and provided a report to one of the steering committee members. Recorders reported on their group deliberations in plenary.

Organization of the Province-wide Consultation

The steering committee provided the rationale behind the notion of holding a Province-wide consultation process to establish the formal MESDWG. The committee highlighted the need to attain broader input on decisions and actions focusing on ESD activities Province-wide from the formal, non-formal and informal education sectors. After considerable discussion, the planning group recommended to the steering committee to not proceed with a Province-wide consultation prior to the establishment of the MESDWG. Instead, the planning committee recommended that the Province-wide consultation be organized by the MESDWG once established. The planning group suggested that they in large part already represent individuals or organizations across the formal, non-formal and informal sectors and could make up an interim working group to begin the process of moving ESD forward in Manitoba. The consensus of the planning group was that for the current year, the Working Group would be a transitional body and that one of their initial tasks might be to have a large province-wide consultation to foster participation, input and engaging in ESD from the broader Manitoba community.

Instead of focusing on a Province-wide consultation planning exercise, small group discussions focused on the identification of possible date, time and location of the next planning meeting. The group brought forward ideas on who should be included in the process and possible agenda items. It was agreed that the next planning meeting would be a facilitated session leading to the formation of the transitional/interim MESDWG. October 24, 2005 was identified as the date for the next planning meeting. The group also determined that this meeting be a full day working meeting that would allow them to focus on actions and tasks to guide the working group members.

Plenary to share results of small group work

The reporters for each of the small groups presented their group's discussions regarding the day's tasks including draft outcomes, terms of reference, inventory of ESD activities, participants list and suggestions for the next planning meeting agenda.

Next Steps, closing remarks and adjourn

Bob and Chris highlighted the main points coming out of the September 19, 2005 session. It was determined the next meeting would be held October 24, 2005 at the Caboto Centre. Participants were asked to reflect on the day's activities and to provide further feedback on both the process and in the identification of possible participants.

Steering Committee Outcomes

After discussion, it was determined that based on the recommendations of the planning group, no public consultation will be undertaken by the planning group. That instead, the October 24, 2005 planning group will result in the establishment of an interim MESDWG. In October, the

planning group will also begin to identify tasks and outcomes of the interim MESDWG. It was clear that a number of planning group participants had an interest in participating as interim MESDWG members. In preparation for the October 24, 2005 planning meeting the steering committee was to undertake the following activities: hiring a facilitator, developing of an agenda, revising the participant and invitation list to include those identified by the planning committee, and revising the Draft Discussion Paper. Revisions to the Paper include providing for a broader UN Decade of ESD perspective, revision of the MESDWG Outcomes and Terms of Reference including sector representation. The Steering Committee considered the following comments provided by the participants of the September 19, 2005 planning meeting:

The MESDWG needs to either provide the following information and / or to establish the process of:

1. Identifying the gaps within the activities currently undertaken in Manitoba
2. Specifying your targets ie K-12 and post-secondary
3. Targets of ESD my extend beyond Manitoba's borders
4. Working group needs to develop a means of communication for all parties
5. Ensure all groups are able to participate or are invited to participate
6. Activities need to have a curriculum fit
7. Should be a grassroots approach to the process
8. Look at long term funding in order to be sustainable over the decade
9. Focus on the how
10. Priorize areas of interest
11. Look at the new Social Studies curriculum for curriculum fits
12. Review existing models such as Natural Steps (Sweden)
13. Need to establish what ESD means
14. Need to engage the media
15. Need to include both youth and First Nations perspectives
16. Need to facilitate strong network and buy in from all participants
17. Need to have a goal statement to define were we are heading with this
18. Need to look at responsibilities for work, budget etc
19. Need to involve business
20. Need to have community support
21. Review after 2 years
22. Look at use of web site to promote program and efforts of group
23. Document the process in order to map the direction and focus change of the group

October 24th 2005 Planning Session

The following individuals participated in the October 24th establishment of the MESDWG planning committee meeting:

PARTICIPANTS	AFFILIATION
Asu, Vicki	Environment Canada
Carruthers, Brendan	Manitoba Hydro
Clement, Joan	Manitoba Association of School Trustees, Russell, MB
Cuthbert, Paul	Evergreen School Division/Manitoba Association of School Superintendents
Froese, Hilda	Manitoba Association of School Trustees, Winkler, MB
Gowanlock, Lorraine	Frontier School Division
Hardess, Lisa	Centre for Indigenous Environmental Resources
Havard, Allen	Manitoba Association of Parent Councils

Morrow, Dallas	Advanced Education and Training (representing Dwight Botting)
Peterson, Glenn	Manitoba Conservation
Robinson, Gordon	Education Faculty (CRYSTAL), University of Manitoba
Tetrault, Amanda	River East Transcona School Division
Wishart, Rick	Ducks Unlimited
Steering Committee Members and Support Staff	
Adamson, Bob	Learning for a Sustainable Future, Winnipeg
McDonald, Christina	Manitoba Education, Citizenship and Youth/Advanced Education and Training (and representing Gerald Farthing)
McLeod, Sheldon	SLMcLeod Consulting (Facilitator)
Rubinoff, Elaine	Learning for a Sustainable Future, Toronto
Schwartzberg, Pamela	Learning for a Sustainable Future, Toronto
Tran, Yolanda	Manitoba Education, Citizenship and Youth/Advanced Education and Training

The following invitees were unable to attend the October 24, 2005 planning meeting:

PARTICIPANTS	AFFILIATION
Balkin, Jim	Manitoba Energy Science and Technology
Beaven, Dianne	Manitoba Forestry Association
Beresford, Diane	Ass't General Secretary Manitoba Teachers' Society
Bergen, Ken	Manitoba Association of School Business Officials
Bruce, Graham	Pembina Trails School Division
Creech, Heather	International Institute of Sustainable Development
Holst, Heidi	Science Coordinator Lord Selkirk School Division
King, Lesley	Dean Faculty of the Environment, Earth and Resources
Laidler, Bob	Oak Hammock Marsh
Maxwell, Mona	Teacher
McMillan, Barbara	University of Manitoba – Faculty of Education
Mushey, Gord	University of Manitoba – Faculty of Agriculture
Nadolny, Barry	Manitoba Council for Leadership in Education (MCLE)
Najduch, Aileen	Manitoba Education Citizenship and Youth Curriculum
Rosset, Daniel	Environment Canada
Stroeber, Rodelyn	St. Boniface College
Toews, Aynsley	Fort Whyte Education Interpretive Centre
Van Acker, Rene	University of Manitoba – Faculty of Agriculture
Williamson, Lindsay	Mb4 Youth Advisory

The October 24, 2005 Agenda for the second planning session is found as Appendix D.

The following results arose from the meeting of October 24, 2005:

What does the Product of this Exercise Look Like?

The steering committee described the product in the following way:

- It is a product in which all the interested parties are involved and work together collaboratively.
- Move education for sustainable development forward by:
 - Building sustainable development into the culture by focusing on critical issues and ensuring that the learning environment is reflective of or consistent with

sustainable development (including utilization of green procurement, green building technologies, and appropriate teacher training, for example).

- Students will know how to participate in decision-making in society through the application of lessons learned
- All is intended to support the ESD UN Decade

It was noted that there was a useful framework for education in Agenda 21.

Working Group Membership:

All participants noted in the table above (above the shaded row) agreed, tentatively, to participate as a Working Group member. Joan Clement and Hilda Froese indicated that as elected officials, their participation could not be assured past the next election (Fall 2006). They further indicated they would participate as a tag team, ensuring one of them would be at each meeting on behalf of MAST.

Sub-committee Organization:

The tentative Working Group concluded that the sub-committees should be organized by task or topic, rather than by sector or type of interest group. The strength of this approach were acknowledged to be that integration across interests was pushed down to the sub-committee level. The weakness was acknowledged to be that meeting logistics would be much more difficult. Ultimately, there could be three sub-committees. They would address the following topic groupings:

- Policy; Priorities; Guidelines and Regulations
- Curriculum; Professional Development; Learning Resources
- School as a Learning Facility; Models and Innovative Practices

The following topics are to be imbedded within the above listing:

- Incentive programs
- Recognition and rewards
- Governance
- Partnerships
- Communication

The tentative Working Group further decided that the approach should be to start with one or two sub-committees only and test the approach with one particular topic. This was seen as preferable to setting up a multitude of sub-committees each with a number of tasks. This latter approach embodies a number of management challenges and may lead to an unsustainable workload. The measured approach provides an opportunity to test and perfect the process and allows each topic to be examined at an appropriate level of detail, rather than superficially.

It was agreed that sub-committees would be chaired by a Working Group member but would include participants from outside the Working Group.

Small Group Work on Sub-committee Establishment

The following early considerations were identified for the attention of the sub-committee(s) break-out group:

- Select the topic areas to be covered by the sub-committee(s) and within that which topic is the first to be addressed.

- Identify what representation is required on the sub-committee and list potential candidates
- Ensure understanding of the reporting relationship to the Working Group
- Set appropriate timelines

The sub-committee break-out group concluded the following:

- The terms of reference for this and other sub-committees require a preamble to clarify their tasks and the context of their tasks.
- Only one sub-committee should be formed to start.
- This sub-committee should be identified to take on the area of Policy, Priorities, Guidelines and Regulations.
- Within this area, the first task should be to examine and develop an appropriate policy framework.
 - The deliverables would be taken from p. 5 of the discussion paper
 - A four-step process would be followed beginning with determining current status, moving to an examination of various models which already exist, using those models and the current status to determine the gaps which presently exist in the policy framework, and finally, developing an action plan to address the gaps. An appropriate consultation would then occur resulting potentially in adjustments to the action plan and then leading to its implementation.
- It is suggested that the membership of the sub-committee be acquired through a broad mail-out to those organizations and individuals potentially interested, relying on them to respond if they wish to participate.
- The relationship between the sub-committee and the Working Group would require the Working Group to receive and respond to progress reports, providing feedback on a timely basis, leading ultimately to the production of a final report to the Working Group.
- Timelines should be set for each task for each sub-committee.

The sub-committee break-out group outcomes were presented to the tentative Working Group and were not questioned in any substantive way.

Small Group Work on the Formation and Organization of the Working Group

The following early considerations were identified for the attention of the WG break-out group:

- What kind of support can the secretariat offer in support of the representatives of various organizations?
- What are the First Principles of Sustainability?
- What other representation is required for the membership of the Working Group? What is the desirable size of the Working Group and its sub-committees?
- What is the overall timeline for the various goals assigned to the Working Group?

The WG break-out group concluded the following:

- Ideas for supporting members in getting their organizations on board would include:
 - Media recognition of the supporting organizations
 - A consultation and communication plan, making use of the UN Decade
 - A letter should be sent to the organizations from which Working Group membership is to be drawn. This letter would:
 - Articulate the outcomes of the process
 - Ask for institutional buy-in
 - Invite the organization to identify one or more participants with appropriate interest, skills and expertise

- In some cases, this letter would have to go to member or regional boards (MAST)
 - In some cases (parent associations), the information in the letter could be attached to the monthly newsletter
 - The letter should be written in a completely non-partisan and apolitical manner so as not to be easily dismissed by the recipients
 - The tone and wording of the letter must convey the collaborative approach, the desire of the Ministry to be supportive of the broader coalition of interests, but not to convey that this is a departmental initiative. This last would give the impression of the initiative being top-down which with some organizations, would sink it.
 - This could be done as a short letter with a more complete attachment.
 - The letter/attachment should note that Manitoba is a pilot and thus is somewhat in the vanguard
 - The letter should be clear about where additional information can be acquired.
 - A second letter should be sent to potential supporters of the initiative. This letter would have many of the same characteristics as that described above. However, in addition:
 - The letter could go to industry associations. While seeking direct engagement, it could also explore the possibility of having an industry assist in sponsoring regional involvement with travel costs, for example.
 - The letter should go to small and medium-sized enterprises (SMEs).
 - The letter could go to professional associations.
 - The letter should explain the various levels of involvement possible.
- The break-out group identified the following as potential additional members of the Working Group.
 - Ensure that NGO representation is sufficiently broad. This may be a question of whether the small number of NGO reps currently on the tentative Working Group can represent the breadth of interested NGOs, rather than adding more NGO reps.
 - Community Health
 - Manitoba Teachers' Society
 - First Nations at the governance level
 - Metis Nations at the governance level
 - First Nations elder to address traditional knowledge
 - Additional industry representation
 - Youth
 - Post-secondary college representation
 - Deans of education
 - Manitoba Round Table on Sustainable Development
 - Pre-school and Day Care
- It was acknowledged that this made the Working Group too large. Two or three volunteers (Brendan Carruthers and Lisa Hardess) were identified to work with Chris McDonald in the next ten days or so to rationalize the list so that appropriate invitations could be issued for the first full meeting of the Working Group.
- The break-out group identified the following required agenda items for the first meeting of the full Working Group:
 - First-time attendees/members to be asked to come one-half hour early and to be provided introductory material that will have them able to begin on the same page as the returning attendees/members.
 - Confirm draft operational procedures for the Working Group

- Draft to be provided by Sheldon McLeod in time to be distributed well before the meeting date
 - Ask that each member who represents an organization or particular interest identify an official alternate
 - Confirm “decisions” made on October 24th:
 - About Working Group
 - About sub-committee
 - Identify and appropriately charge the first sub-committee
 - Presentation that will help guide the development of First Principles of sustainability to be provided by Gordon Robinson
 - It is hoped this discussion will lead to the agreement on First Principles. One representative’s view of potential First Order Principles included:
 - Develop a perspective on the ecological status of the planet, ensuring that the services the ecosystems provide are understood so they can be included in the balance sheet in the future
 - Understand the causes of the current status of the planet
 - Understand the consequences of doing nothing or not changing our approach
 - Development and implementation of strategies for sustainable development which will address the causes
 - If so, the next step of defining first principles of sustainable development education could also be explored.
 - Consider potential presenters or presentations by someone who has actually done this before for Meeting No. 2.
 - Identify regular meeting times
- The break-out group provided the above outcomes to the tentative Working Group and they were not substantively questioned.

First Meeting of the Working Group

It was decided that the first formal meeting of the Working Group will be held on 9th December from 9 a.m. to 3 p.m.

Steering Committee Outcomes

After discussion it was determined that based on the recommendations of the planning group that the first formal meeting of the Working Group will be a facilitated session. All attendees at the planning group meeting expressed an interest in participating on the interim Working Group and assisted in identifying possible members for the group in order to meet the goal of having a diverse committee with a broad representation of the formal, non-formal and informal education sectors. In preparation for the December 9th working group meeting the steering committee was to undertake the following activities: retain the services of the October 24th facilitator, developing of an agenda, revising the participant and invitation list for the MESDWG, and the drafting of Operational Procedures for the MESDWG (See appendix E for the Operational Procedures draft). The steering committee using the recommendations and guidelines proposed by the planning group meeting identified the makeup of the interim working group while ensuring broad representation of the formal, non-formal and informal education sectors. (See Appendix F for the proposed membership of the interim MESDWG). The steering committee acting on the recommendations of the planning group will introduce the initial sub group to be established by the MESDWG at the December 9th meeting. The sub group will focus on Policy, Priorities, Guidelines and Regulations. (See Appendix G for template for sub-group participation) The

steering committee is also preparing a Draft Terms of Reference for the MESDWG. The Draft Terms of Reference is being prepared from all documentation provided to date as well as from the input all participants have provided at the September 19, 2005 and October 24, 2005 planning group meetings. This Draft will be provided with the December 9, 2005 Working Group meeting for discussion, amendments and ratification. The Terms of Reference will then be provided to all who have participated in the establishment of the MESDWG.

Appendix A

AGENDA
PLANNING SESSION
FOR THE ESTABLISHMENT OF THE
MANITOBA EDUCATION FOR SUSTAINABLE DEVELOPMENT WORKING GROUP

September 19th, 2005
Southwood Golf and Country Club
101 Markham Road
Winnipeg, Manitoba

- | | |
|----------|--|
| 12:10 hr | Welcome – Bob Adamson (Chair of Steering Committee)
Introduction to Steering Committee
Lunch |
| 12:50 | Formal Introductions
Background to and Objectives of the Planning Meeting |
| 1:10 | Part 1 - Feedback and input into the Draft Discussion Paper <ul style="list-style-type: none">- A: A review of MEDSDWG Outcomes and Terms of Reference- B: An Inventory of where ESD is currently at- C: Based on “B”, is “A” still relevant |
| 2:10 | Refreshment Break |
| 2:15 | Part 2 – Input into the identification of WG participants |
| 2:30 | Part 3 – Organization of the Province-wide consultation |
| 3:15 | Plenary to share results of small group work |
| 3:45 | Next Steps, closing remarks and adjourn |

Appendix C

Manitoba Education for Sustainable Development Participant list – Working Group and Consultation

Please suggest the names and affiliations of stakeholders who should attend a consultation workshop and whom may wish to be involved with the MESDWG. Fax to Bob Adamson at 261 – 7624 or Chris McDonald at 948 –3286 ASAP

Stakeholder sector	Name(s)	Organization/Affiliation	Contact inform (telephone or e-mail)
Formal – I.e. School systems, training centers, colleges, Universities,			
Non-formal – I.e. NGO's, interpretive centers, youth organizations			
Informal – I.e. Media, industry, government			

Appendix D

AGENDA EDUCATION FOR SUSTAINABLE DEVELOPMENT WORKSHOP 24 October 2005 Caboto Centre, 1055 Wilkes

Time	Item
0830 hr	Registration; Coffee
0900 hr	Introductions and Background <ul style="list-style-type: none">• Introduction by Steering Committee Co-chairs<ul style="list-style-type: none">○ Self-introductions around the room○ Description of how this meeting has come about○ Introduction of the facilitator• Explanation of objectives of the meeting• Agreement on the agenda• Confirm numbers and make-up of the Working Group (building on the work done on 19th September)
0945 hr	Sub-committee Structure and Terms of Reference <ul style="list-style-type: none">• Identify five possible sub-committees• Explain what the task of each would be• Suggest the possible make-up of the sub-committees• Obtain agreement to proceed with the suggested (or altered) structure
1030 hr	Refreshment Break
1045 hr	Discussions within Sectors or Interests <ul style="list-style-type: none">• Have multiple-member sectors or interests meet together• Facilitator guides single participant sectors or interests• In each case examine<ul style="list-style-type: none">○ What does this mean to us? What are the implications?○ Who else do we need to engage (within our sector)?○ How will we communicate within our sectors/interest areas? What is an acceptable protocol?
1145 hr	Establishing, tentatively, the Working Group and Sub-committees <ul style="list-style-type: none">• Through process of self-selection, primarily, identify the members of the Working Group• Through process of self-selection, primarily, identify the members of the sub-committees<ul style="list-style-type: none">○ First from those not on Working Group○ Then from those on Working Group
1215 hr	Lunch
1315 hr	Developing Sub-committee Workplans <ul style="list-style-type: none">• Participants meet in their sub-committees to consider:<ul style="list-style-type: none">○ Any membership gaps? Who else needs to be involved?○ Where do we go from here (some “next steps” for the sub-committee, including next meeting date)?

- What do we need from the Working Group and when (to help the WG in its planning)?

1445 hr Refreshment Break

1500 hr Plenary

- Reports from Sub-committees with questions and comments
- Adjourn for some participants

1550 hr Preparing Next Steps for the Working Group

- After other participants have left, Working Group meets to identify their Chair and their meeting date and critical agenda items

1630 hr Adjourn (for WG members)

Appendix E

OPERATIONAL PROCEDURES Manitoba Education for Sustainable Development Working Group

Background to Committee

The Manitoba Education for Sustainable Development Working Group was established under the United Nations Decade of Education for Sustainable Development to advance the objectives of the Decade, which runs from 2005 through 2014.

Representatives from key stakeholder/interest groups were invited to an initial meeting on 19th September 2005. At that time, the assembled people were identified as the planning committee. Their enthusiasm to get at the task led to a follow-up meeting held on 24th October 2005, which became the first meeting of the interim Working Group. The first formal meeting of the Working Group was convened on 9th December 2005. These operational procedures were initially approved/alterd at the December 9th meeting. These Operational Procedures are continually evolving. Proposed changes to the operational procedures are identified in italicized text until approved.

Purposes and Objectives of the Committee

The expected product of the Working Group and its sub-committees is defined as follows:

- It is a product in which all the interested parties are involved and work together collaboratively.
- It moves education for sustainable development forward by:
 - Building sustainable development into the culture by focusing on critical issues and ensuring that the learning environment is reflective of or consistent with sustainable development (including utilization of green procurement, green building technologies, and appropriate teacher training, for example).
- Students will know how to participate in decision-making in society through the application of lessons learned
- All is intended to support the ESD UN Decade

Membership of the Committee

The following are full members of the Committee or shall be invited to become members:

- **Insert the list identified by Chris, Brendan and Lisa here (See Appendix F of this document)**

The following are *ex officio* members of the Committee and are present to provide information, updates, to be a resource to the Committee and to hear the issues and recommendations of the Committee first hand.

- The Education for Sustainable Development Steering Committee, including Learning for a Sustainable Future and Manitoba Education, Citizenship and Youth/Advanced Education and Training (three representatives).

Responsibilities

The following are the responsibilities of the full and *ex officio* members of the Committee:

- Members will represent and explain the interests, needs and concerns of the organization or interest they represent

- Members will seek to understand the interests, needs and concerns of the other members of the Committee
- Members will maintain a strong connection with the organization they represent and ensure a timely exchange of information and opinions with their organization, such that the organization/interest group is well informed of the activities and considerations of the Committee and the Committee is well informed of the evolving needs and interests of the organization.
- Members will endeavor to identify solutions and recommendations, which meet the needs of all members of the Committee.
- Members will attend all meetings of the Committee or will, when unable to attend, identify an alternate, and ensure that the substitute is fully prepared for the meeting.

The following are the responsibilities of the Secretariat (Learning for a Sustainable Future and Manitoba Education, Citizenship and Youth/Advanced Education and Training):

- Meeting organization and arrangements, the production and distribution of meeting materials. Meeting materials will normally be provided at least one week in advance of the meeting date.
- Ensuring notes are taken during the meetings and that a meeting record, which meets the needs of the Working Group, is prepared in a timely way following each meeting. The Meeting Record will normally be prepared and distributed in draft form within one week following the meeting.

Working Group Decision-making

The following describe the decision-making process for the Working Group:

- The Working Group will make decisions by consensus.
- Consensus will mean no significant dissent
 - This means every member can live with the result
 - This means every member effectively has a veto on consensus
 - Consensus will not normally be revisited except when the Working Group agrees
- If and when consensus cannot be achieved, decisions will be made by a vote. A two-thirds majority will be required for a decision.

Meeting Schedule

- The Working Group will set the meeting schedule several months in advance.

Other Operational Procedures

- Members will reveal the interests and needs of their organization early in any discussion to enable the inclusion of those needs in joint problem solving
- Members will respect fellow members and their diverse views
- Members will listen when their fellow members are speaking
- Members will not attempt to dominate the discussion, recognizing that all members have an equal right to the floor
- Members have a dual accountability – to their organizations and to their fellow members

Sub-committees

- The Working Group may establish sub-committees for specific tasks.
- The Working Group must define those tasks and identify the critical interests or organizations, which should be represented on the sub-committee.
- A member of the Working Group will normally be the Chair of any sub-committee

- Sub-committee membership will normally largely be drawn from outside the Working Group.
- Sub-committees will operate according to these Working Group operational procedures.

The Meeting Record

- The meeting record will be an elaborated record of decisions, highlighting decisions made and the rationale for each decision, but not including exhaustive detail.
- Specific remarks will not normally be attributed to the spokesperson in the record unless requested by that person. This should lead to open and frank discussion.
- Records will identify areas of consensus by ensuring the statement of agreement is in **bold type**.
- Members shall be free to distribute a draft or approved record to their constituents / members of their organizations.
- Records are available to any who request them once approved.

APPENDIX F

MESDWG Participant List

The following individuals or organizations have agreed to stand for the interim Working Group. In some instances the individuals or organizations have not been contacted or confirmed and are indicated by *.

Steering Committee: (3)

Pam Schwartzberg LSF & Elaine Rubinoff LSF
Chris McDonald MECY
Bob Adamson LSF

Education for Sustainable Development Working Group

Government: (5)

Dallas Morrow – Manitoba Advanced Education and Training
Glenn Peterson – Manitoba Conservation
Jim Balkin – Manitoba Energy Science and Technology
*MECY – Curriculum and Instruction
*Manitoba Health or Healthy Living

Community: (2)

*Municipality Environmental Committee
*First Nations Community
*Metis Community

Non-formal and Informal Education Sector: (6)

Lisa Hardess – CIER
Rick Wishart – Ducks Unlimited
*Aynsley Toews – Fort Whyte
Brendan Carruthers – Manitoba Hydro
*Industry rep.
*Mennonite Central Committee (Faith Based Organization)
*Mb4 Youth (Lindsay Williamson)

Formal Education Sector: (7)

Paul Cuthbert – MASS – Evergreen School Division & Graham Bruce – Pembina Trails School Division
Hilda Froese – MAST & Joan Clement MAST
*Barry Nadolny – MCLE
*Allen Havard – MAPC
Lorraine Gowanlock – Frontier School Division & *Heidi Holst Lord Selkirk SD
Amanda Tetrault – River East Transcona School Division
*MTS

Post Secondary: (4)

*Lesley King University of Manitoba Faculty of the Environment
*Len Rivard – St. Boniface College
*Dean of Education – University of Manitoba
*Director - Red River Community College

Federal Government and International: (2)

Vicki Asu – Environment Canada & Daniel Rosset Environment Canada
*Heather Creech - IISD

APPENDIX G

Manitoba Education for Sustainable Development Participant list – Sub-committee on: Policy; Priorities; Guidelines and Regulations

Please suggest the names and affiliations of stakeholders who should attend a planning meeting and whom may wish to be involved with the MESDWG subcommittee on Policy; Priorities, Guidelines and Regulations.. Fax to Bob Adamson at 261 – 7624 or Chris McDonald at 948 –3286 ASAP

Preamble:

Stakeholder sector	Name(s)	Organization/Affiliation	Contact inform (telephone or e-mail)
Formal – I.e. School systems, training centers, colleges, Universities			
Non-formal – I.e. NGO's, interpretive centers, youth organizations			
Informal – I.e. Media, industry, government			