## IV Appendix

## **Endnotes**

1: Gough, A. (2020). Transforming education through schools: Trials, tribulations and tensions. In A. Gough, J. Lee, & E. Tsang (Eds.), *Green schools globally: Stories of impact on education for sustainable development* (pp. 412–438). Springer 2: Gough, A. (2020). Transforming education through green schools: Trials, tribulations and tensions. In A. Gough, J. Lee, & E. Tsang (Eds.), *Green schools globally: Stories of impact on education for sustainable development* (pp. 412–438). Springer.

3: Tannock, S. (2021). Curriculum Struggles: Knowledge, Truth ... Action? In *Educating for Radical Social Transformation in the Climate Crisis* (pp. 19-53). Cham: Springer International Publishing. p.32–33.

4: Wals, A.E.J & Mathie, R.G. (2022). Whole school responses to climate urgency and related sustainability challenges: A perspective from northern Europe. In: M. Peters & R. Heraud (Eds.), *Encyclopedia of educational innovation* (pp. ). Springer. https://doi.org/10.1007/978-981-13-2262-

5: See also; Sterling, S. (2004). Higher Education, Sustainability, and the Role of Systemic Learning. In P. B. Corcoran & A. E. J. Wals (Eds.), Higher Education and the Challenge of Sustainability: Problematics, Promise, and Practice (pp. 49-70). Dordrecht: Springer. And; Van Mierlo, Barbara & Halbe, Johannes & Beers, Pieter & Scholz, Geeske & Vinke-de Kruijf, Joanne. (2020). Learning about learning in sustainability transitions. Environmental Innovation and Societal Transitions. 34. 10.1016/j.eist.2019.11.001.

6: UNECE. (2021). Paper no. 6: Pre-final draft concept note for the post-2019 implementation framework: Strategic Document on ESD for the UNECE Region 2021-2030. Economic Commission for Europe Committee on Environmental Policy United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development Sixteenth meeting Geneva, 10-11th May 2021. Retrieved from: https://unece.org/environment/documents/2021/05/working-documents/information-paper-no-6-pre-final-draft-concept-note 7: UNESCO. (2021). Berlin Declaration on Education for Sustainable Development. UNESCO World Conference on Education for Sustainable Development. Retrieved from: https://en.unesco.org/sites/default/files/esdfor2030-berlin-declaration-en.pdf

8: European Commission (2022a). Proposal for a Council Recommendation on learning for environmental sustainability. 13 January 2022. European Commission, Directorate-General for Education, Youth, Sport and Culture. Retrieved from https://eur-lex.europa.eu/legal-content/EN/ ALL/?uri=COM:2022:11:FINAnd; European Commission (2022b). Commission Staff Working Document Accompanying the document Proposal for a Council Recommendation on learning for environmental sustainability. European Commission. Retrieved from https://education.ec.europa.eu/document/commission.staff-working-document-accompanying-the-document-proposal-for-a-council-recommendation-on-learning-for-environmental-sustainability 9: Henderson, K., & Tilbury, D. (2006). Whole-school approaches to sustainability: An international review of sustainable school programs. Australian Research Institute in Education for Sustainability: Australian Government. 10: UNESCO. (2020). Education for sustainable development: a roadmap. Paris, France, UNESCO publishing.

11: Tilbury & Galvin (2022a). European Commission Input Paper: A Whole School Approach to Learning for Environmental Sustainability. Expert briefing paper in support of the first meeting of the EU Working Group Schools: Learning for Sustainability. European Commission. Retrieved from https://education.ec.europa.eu/document/input-paper-a-whole-school-approach-to-learning-for-environmental-sustainability. p. 11.

12: Henderson, K., & Tilbury, D. (2006). Whole-school approaches to sustainability: An international review of sustainable school programs.

Australian Research Institute in Education for Sustainability: Australian Government.

13: Tilbury & Galvin (2022b). European Commission Input Paper: A Whole
School Approach to Learning for Environmental Sustainability. Expert briefing
paper in support of the first meeting of the EU Working Group Schools:
Learning for Sustainability. European Commission. Retrieved from https://
education.ec.europa.eu/document/input-paper-a-whole-school-approach-tolearning-for-environmental-sustainability p. 23.

14: Ed.Scotland. (2020). Whole school and community approach to learning for sustainability (LfS) Self-evaluation and improvement framework. Retrieved from https://education.gov.scot/improvement/self-evaluation/whole-school-and-community-approach-to-learning-for-sustainability-lfs-self-evaluation-and-improvement-framework/

15: UNESCO. (2017). Education for sustainable development goals: Learning objectives, UNESCO Publishing.

16: COE. (2018). Reference Framework of Competences for Democratic Culture – Volume 3. Guidance for implementation: Whole-school approach (Vol. 3): Council of Europe

17: UNGEI. (2018). School-Related Gender-Based Violence (SRGBV): A Whole School Approach to Prevent School-Related Gender-Based Violence - Minimum Standards and Monitoring Framework. Retrieved from New York
18: Chopin, N., Hargis, K., & McKenzie, M. (2018). Building Climate-Ready Schools in Canada: Towards Identifying Good Practices in Climate Change Education. In: Sustainability and Education Policy Network, University of

Saskatchewan.

19: Mogren, A., Gericke, N., & Scherp, H.-Å. (2019). Whole school approaches to education for sustainable development: A model that links to school improvement. *Environmental Education Research*, *25*(4), 508-531.

20: Rowe, F., Stewart, D., . (2011). Promoting connectedness through whole-school approaches: Key elements and pathways of influence. *Health Education*, *111*, 49-65. doi:10.1108/09654281111094973

21: Scott, B. (2005). Getting to the Heart of the Matter: Examining the Efficacy of a Whole-School Approach to Behaviour Management. *Kairaranga*, *6*(1), 29-34. 22: Shallcross, T., Robinson, J., Pace, P. and Wals, A.E.J. (Eds.) (2006). *Creating Sustainable Environments in our Schools*. Stoke On Trent: Trentham Publishers, 205 p.

23: Shallcross, T., & Robinson, J. (2008). Sustainability education, whole school approaches, and communities of action. In *Participation and Learning* (pp. 299-320): Springer.

24: Mathar R. (2015) A Whole School Approach to Sustainable Development: Elements of Education for Sustainable Development and Students' Competencies for Sustainable Development. In: Jucker R., Mathar R. (eds) Schooling for Sustainable Development in Europe. Schooling for Sustainable Development, vol 6. Springer, Cham. https://doi.org/10.1007/978-3-319-09549-

25: Mathar, R. (2016). Chapter 5. Global Development Education/ ESD - a task for the whole school. In T. Stukenberg (Ed.), *Curriculum Framework, Education for Sustainable Development - A contribution to the Global Action Programme. Education for Sustainable Development (Translation of German edition)* (pp. (pp. 401-419). Germany: Bonn: Engagement Global gGmbH.

26: Hunt, F., King, R. P. (2015). Supporting whole school approaches to global learning: focusing learning and mapping impact.

27: Bosevska, J., & Kriewaldt, J. (2020). Fostering a whole-school approach to sustainability: learning from one school's journey towards sustainable education. *International Research in Geographical and Environmental Education*, 29(1), 55-73. doi:10.1080/10382046.2019.1661127

28: The Whole School Approach Flower Model with its 6 key components (adapted from Wals and Mathie, 2022)

- 29: Sterling, S. (2004). Higher Education, Sustainability, and the Role of Systemic Learning. In P. B. Corcoran & A. E. J. Wals (Eds.), *Higher Education and the Challenge of Sustainability: Problematics, Promise, and Practice* (pp. 49-70). Dordrecht: Springer Netherlands.
- 30: Scientix Ambassador. http://www.scientix.eu/
- 31: See also Global School Program article on Activity book on sustainable Development goals for kids. https://www.globalschoolsprogram.org/post/activity-book-on-sustainable-development-goals-sdgs-for-kids
- 32: NGO Tagma https://somostagma.com/
- 33: ASP net schools (By Ministry of Education, Culture, Sports, Science and Technology) https://www.mext.go.jp/en/unesco/title04/detail04/1373243.htm 34: UNESCO World Conference on Education for Sustainable Development https://www.city.okayama.jp/kurashi/0000005287.html
- 35: Okayama Prefecture UNESCO Associated High Schools Network http://www.okayama-tbox.jp/esd/pages/10369
- 36: Yakage High School HP. http://www.yakage.okayama-c.ed.jp/index.php 37: Van Poeck, K, König, A. Wals, A.E.J. (2018) Environmental and sustainability education in the Benelux countries: research, policy and practices at the intersection of education and societal transformation, *Environmental Education Research 24* (9), 1234-1249.
- 38: SME-Advies. https://sme.nl/ Also. SME Eco-Schools https://eco-schools.nl/begeleidersoverzicht/sme
- 39: Leren Voor Morgen. Whole School Approach to Sustainable Development. https://wholeschoolapproach.lerenvoormorgen.org/en/
- 40: Eco-Schools Global. https://www.ecoschools.global/
- $\label{thm:coschools} \begin{tabular}{ll} $\tt 41: Eco-Schools. Seven steps how it works. https://eco-schools.nl/en/about-eco-schools/how-it-works. https://eco-schools.nl/en/about-eco-schools/how-it-works. https://eco-schools.nl/en/about-eco-schools/how-it-works. https://eco-schools.nl/en/about-eco-schools/how-it-works. https://eco-schools.nl/en/about-eco-schools/how-it-works. https://eco-schools.nl/en/about-eco-schools/how-it-works. https://eco-schools/how-it-works. https://ec$
- 42: Eco-Schools Netherlands. https://eco-schools.nl/en/about-eco-schools/international
- 43: Zone College. https://zonecollege.nl/over-zone-college/ and Zone college website about (in English) https://zonecollege.nl/over-zone-college/#international
- 44: South Africa Curriculum Assessment Policy Statements. https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS). aspx#:~:text=A%20National%20Curriculum%20and%20Assessment%20 Policy%20Statement%20is%20a%20single,Curriculum%20Statement%20 Grades%20R%20%2D%2012
- 45: Lotz-Sisitka, H. (2011). Teacher professional development with an Education for Sustainable Development focus in South Africa: Development of a network, curriculum framework and resources for teacher education. *Southern African Journal of Environmental Education*, 28, 30-71. P. 31 & 35.
- 46 The Wildlife and Environment Society of South Africa website. https://wessa.org.za/
- 47: Eco-Schools Programme South Africa. https://wessa.org.za/our-work/schools-programme/wessa-eco-schools/
- 48: Amanzimtoti primary school website, about Eco-Schools http://amanzimtotiprimary.co.za/eco-school-programme/
- 49: Eco-School Policy. https://www.pitlochryps.co.za/eco-policy.html 50: Amanzimtoti Primary School Eco-School programme. http://amanzimtotiprimary.co.za/eco-school-programme/
- 51: One Planet Network. https://www.oneplanetnetwork.org/about/the-one-planet-network
- 52: Eco-Schools South Africa WESSA. https://wessa.org.za/our-work/schools-programme/wessa-eco-schools/
- 53: Mpact recycling company https://www.mpact.co.za/about-us
- 54: Indwe Learning Centre https://www.backabuddy.co.za/charity/profile/indwe-learning-centre
- 55: Permaculture Princicple. https://www.permaculture.org.uk/knowledgebase/basics
- 56: Jojo water tank system https://www.jojo.co.za/
- 57: MiniSASS assessment tool for river monitoring. http://www.minisass.org/
- 58: Ecobrick Alliance. https://ecobricks.org/en/welcome.php
- 59: Clean Surf Project Instagram information page. https://www.instagram.com/cleansurfproject/
- 60: WESSA Twin-Streams environmental education training centre. http://www.wessabookings.co.za/
- 61: CCSSI. (2022). Home | Common Core State Standards Initiative. http://www.

corestandards.org/

- 62: Feinstein, N. W., & Kirchgasler, K. L. (2015). Sustainability in Science Education? How the Next Generation Science Standards Approach Sustainability, and Why It Matters. *Science Education*, *99*(1), 121–144. https://doi.org/10.1002/sce.21137
- 63: Feinstein, N. W., & Carlton, G. (2013). Education for Sustainability in the K-12 Educational System of the United States. In R. McKeown & V. Nolet (Eds.), Schooling for Sustainable Development in Canada and the United States (pp. 37–49). Springer International Publishing. http://link.springer.com/chapter/10.1007/978-94-007-4273-4\_3 p. 121.
- 64: Niche. (2022). 2022 Most Diverse Private High Schools in Illinois. Retrieved February 22, 2022, from https://www.niche.com/k12/search/most-diverse-private-high-schools/s/illinois/
- 65: Sterling, S. (2013). The Future Fit Framework: An Introductory Guide to Teaching and Learning for Sustainability in HE (Guide). *Journal of Education for Sustainable Development*, 7(1), 134–135. https://doi.org/10.1177/0973408213495614b
- 66: P21 (2009). *P21 Framework*. Partnership for 21st Century Skills. https://fileseric-ed-gov/fulltext/ED519462.pdf
- 67: World Economic Forum (2015). *New Vision for Education Unlocking the Potential of Technology*. World Economic Forum. https://www3.weforum.org/docs/WEFUSA NewVisionforEducation Report2015.pdf
- 68: Freire, P. (2018). Pedagogy of the oppressed. (M. B. Ramos, Trans.) (50th anniversary). Bloomsbury Academic.
- 69: Cyprus Pedagogical Institute (CPI). (2012). "Οδηγός Εφαρμογής Προγράμματος Σπουδών Περιβαλλοντικής Εκπαίδευσης/Εκπαίδευσης για την Αειφόρο Ανάπτυξη για τους Εκπαιδευτικούς της Δημοτικής Εκπαίδευσης" [Guide for primary teachers for implementing the curriculum for environmental education/education for sustainable development]. Nicosia: MoEC/CPI/CDU.
- 70: Ministry of Education and Culture (MoEC) (2016). "ESD Indicators for primary education curricula", Retrieved from: http://www.moec.gov.cy/dkpe/synedria\_seminaria/2018\_diktyo\_diefthynton\_eparchias\_lefkosias/final\_deiktes\_epitixias\_kai\_eparkeias\_analytikou\_perivallontikis\_aeiforou.pdf
- 71: Cyprus Pedagogical Institute (CPI). (2012). "Εφαρμογή του Προγράμματος Σπουδών Περιβαλλοντικής Εκπαίδευσης/Εκπαίδευσης για την Αειφόρο Ανάπτυξη για τους Εκπαίδευτικούς της Δημοτικής Εκπαίδευσης». [Guide for primary teachers for implementing the curriculum for environmental education/education for sustainable development]. Nicosia: MoEC/CPI/CDU.
- 72: Zachariou, A. (2012). "Basic steps for implementing the curriculum of environmental education/ education for sustainable development. Paper presented in inspectors training courses for New National Curriculum". Nicosia.
- 73: Zachariou, A. (2013). "Teacher education for sustainable development: Cyprus example". Retrieved from:
- http://www.unece.org/fileadmin/DAM/env/esd/8thMeetSC/Presentations/Cyprus\_teacher\_education.pdf
- 74: See also Cyprus National Report on implementation of the UNECE Strategy for Education for Sustainable Development 2017-2019, Available at: https://unece.org/DAM/env/esd/Implementation/NIR\_2018/Final\_Cyprus\_3rd\_evaluation\_Cycle\_2017-2019\_.pdf. (p. 47-51)
- 75: Specialist Independent Education. https://www.rmt.org/course-subjects/ 76: Image: Tutor and student working collaboratively in the forge - https://www.rmt.org/our-method/
- 77: RMT (2022). Our curriculum and method: Practical Skills Therapeutic Education and Seven Fields of Practice. https://www.rmt.org/our-method/78: Gordon, A et al. (2012). Reimagining Potential the Development and Validation of Practical Skills Therapeutic Education: A collaborative Action Inquiry. R.S.U.C. Rudolf Steiner University College Masters Programme Educational Action Research: Oslo.
- 79: Cox. L. (Eds) (2021). The Field Centre Journal of Research and Practice journal 5, Summer/Autumn issue. Online open access: https://www.thefieldcentre.org.uk/journal (100pages). Image credit, *p.49*. 80: Cox. L. (Eds) (2021). The Field Centre Journal of Research and Practice journal 5, Summer/Autumn issue. Online open access: https://www.
- thefieldcentre.org.uk/journal (100pages). Image credit, p.49. 81: Briggs, M. (2014) What are the therapeutic and Pedagogical Benefits of Craft for Impulse Control related Disorders within the SEN Further Education Sector. MSc
- 82: NITI Aayog. http://www.niti.gov.in/

Dissertation, UWE University, UK

- 83: India's Central Board of Secondary Education. https://www.cbse.gov.in/
- 84: Center for Environment Education (CEE). https://www.ceeindia.org/
- $85: ASN\ Sr.\ Secondary\ School\ WSA\ report.\ https://www.asnschool.org/asn-sr.\ sec/pdf/WSAreport-SDG.pdf$
- 86: Delhi Public School, Nadergul and Sustainable Development Goal 4-Quality Education for All report. https://www.dpsnadergul.in/wp-content/uploads/2022/03/SDG4-4-1.pdf
- 87: Fairtrade Schools Fair Aware Award
- https://schools.fairtrade.org.uk/fairtrade-schools-awards/how-to/
- 88: Eco-School India. https://www.ecoschools.in/
- 89: National Geographic Learning. https://eltngl.com/
- 90: Independent Schools Act. Ministry of education and Research. https://
- 91: Montessori Norway 2030 agenda. https://montessori2030.org/drobak-montessori-ungdomsskole-powerhouse/
- 92: Montessori Norway 2030 website. https://montessori2030.org
- 93: Ingrid Stange and Nina Johansen presentation. Implementing the  $\it UN$
- ${\it Sustainable\ Development\ Goals\ in\ Montessori\ Settings-Montessori\ 2030}.$
- Montessori Europe's Sustainability Day held in 27-02-2021:
- https://www.youtube.com/watch?v=g\_loQqHZOQs
- 94: School gardening continued education course. https://montessorinorge.no/gronn-etterutdanning/
- 95: UN Norway. https://www.fn.no/
- 96: School Vision Drøbak Montessori Secondary school. https://
- drobakmontessori.no/in-english/#1593664973014-608d4d91-1f71 97: Montessori Model United Nations. https://montessori-mun.org/
- 98: Mervi Flugsrud translated from Norwegian. https://montessori2030.org/drobak-montessori-ungdomsskole-powerhouse/
- 99: Montessori cosmic education curriculum, in English. https://www.
- montessoricurriculum.org.au/cosmic-education
- 100: Eco-Schools Norway. https://grontflagg.fee.no/
- 101: The Natural School-bag. https://www.natursekken.no/
- 102: Hong Kong Education Bureau Environmental Reports. https://www.edb. gov.hk/attachment/en/about-edb/publications-stat/environmental-report/ Environmental%20Report%202020\_EN\_final.pdf
- 103: Hong Kong Environmental Bureau. https://www.enb.gov.hk/en/susdev/public/sop.htm
- 104: Hong Kong Government Programs for Environmental Education and Awareness in Hong Kong. https://www.epd.gov.hk/epd/english/envir\_education/enviredu aware/overview.html
- 105: Metanoia's website. http://www.metanoia-eco.com/
- 106: Metanoia's School Sustainability Assessment Tool. https://bit.ly/34psi27
- 107: Chinese International School Website. https://www.cis.edu.hk/
- 108: The Alliance for Sustainable Schools. https://www.dropbox.com/s/us0in531x50v8ig/2022.02%20General%20-%20TASS%20Infodeck.pdf?dl=0
- 109: International Baccalaureate website. https://www.ibo.org/
- 110: Finnish curriculum, ePerusteet. Retrieved from: https://eperusteet.opintopolku.fi/#/fi/perusopetus/419550/tekstikappale/426523
- 111: Mykrä, Niina. (2021).p.327, chapter 6. *Basic education building sustainable future challenges and possibilities Dissertation*. (Abstract in English page 11) Retrieved from: 978-952-03-1878-9.pdf (tuni.fi)
- 112: Nature School of Tampere, KORENTO. www.tampere.fi/luontokoulu
- 113: Green flag (Eco-Schools) Foundation for Environmental Education, Finland. https://feesuomi.fi/
- 114: Also discussed in. Mykrä, Niina. (2021).p.322, chapter 6. *Basic education building sustainable future challenges and possibilities Dissertation.* Retrieved from: 978-952-03-1878-9.pdf (tuni.fi)
- 115: MAPPA-material bank. Retreived from www.mappa.fi
- 116: LYKKY /LYKE-network. Retrieved from: What is LYKE-network? LYKE-verkosto (luontokoulut.fi)
- 117: Finnish UN. https://www.ykliitto.fi/kasvattajille/yk-osaksi-opetusta/kestava-kehitys-haltuun-verkkokurssi
- 118: SYKLI Environmental School of Finland, Sustainable skills. https://sykli.fi/sykli-creating-environmental-experts/
- 119: Learning for a Sustainable Future framework. https://lsf-lst.ca/about/ 120: The Council of Ministers of Education (2020). Ensuring inclusive and equitable quality education: Sustainable Development Goal 4 in Canada. p.40-41. https://www.cmec.ca/Publications/Lists/Publications/Attachments/407/

- Sustainable % 20 Development % 20 Goal % 204% 20 in % 20 Canada % 20 EN. pdf
- 121: Sustainable Future school. https://lsf-lst.ca/
- 122: Susan Elliot (2021). A Whole School Approach to teaching the UN Sustainable Development Goals. Retrieved from https://www.edcan.ca/articles/a-whole-school-approach-to-teaching-the-un-sustainable-development-goals/
- 123: Credit Valley Conservation Authority. https://cvc.ca/
- 124: Eco Caledon's 'Just Eat it' https://ecocaledon.org/just-eat-it-caledon-food-waste-challenge/
- 125: Kazakhstan National Curriculum Reform. https://www.inform.kz/en/kazakhstan-launches-environmental-education-project a3657454
- 126: International British curriculum website. https://world-schools.com/the-british-curriculum-guide/#:~:text=The%20British%20Curriculum%20is%20a%20 rigorous%20program%20of%20study%20that,their%20learning%20and%20 life%20skills
- 127: Climate Psychology Alliance
- https://www.climatepsychologyalliance.org/
- 128: Anon, (n.d.). Little Hands Design 20th Birthday Book- "Looking Good without Harming our World" | Little Hands Design Sewing and Crafts Classes London.
  [online] Available at: https://littlehandsdesign.com/product/lhd-book-2/
- 129: Haileybury Almaty School website. https://www.haileybury.kz/en/almaty/sustainability
- 130: Climate Action Project: http://www.climate-action.info/about/
- 131: Scholars for Sustainability' Climate Action Project videos. https://www.haileybury.kz/en/almaty/climate-action-projects-by-haileybury-almaty-scholars
- 132: Little Hands Design website https://littlehandsdesign.com/
- 133: Anon, (n.d.). Little Hands Design 20th Birthday Book- "Looking Good without Harming our World" | Little Hands Design Sewing and Crafts Classes London.

  [online] Available at: https://littlehandsdesign.com/product/lhd-book-2/
- 134: UNEP Green nudges website. https://www.unep.org/explore-topics/education-environment/what-we-do/little-book-green-
- nudges#:~:text=What%20is%20the%20Little%20Book,concise%20and%20user%2Dfriendly%20publication
- 135: Anon, (n.d.). Little Hands Design 20th Birthday Book- "Looking Good without Harming our World" | Little Hands Design Sewing and Crafts Classes London.
  [online] Available at: https://littlehandsdesign.com/product/lhd-book-2/
- 136: Haileybury Climate Charter. https://www.haileybury.kz/storage/uploaded/236031909662304a357adc12.64634241\_Haileybury%20Climate%20Charter.pdf
- 137: MOEST. 2019. Sustainable Development Goal 4: Education 2030. Nepal National Framework. https://moe.gov.np/assets/uploads/files/SDG\_4\_Nepal\_
- National\_Framework\_(Final\_Print\_Ready\_Copy)\_July\_2020.pdf
- 138: Upreti, Y. R., Bastien, S., Bjønness, B., & Devkota, B. (2021). The socio-ecological model as a framework for understanding junk food consumption among schoolchildren in Nepal. *Nutrition and Health*, *27*(3), 337-346.
- 139: Namobuddha Municipality. (2022). Namobuddha Municipality "Agriculture, Trade and Tourism: Our Strong Campaign". Retrieved on February 19, 2022 from https://namobuddhamun.gov.np/en/node/4
- 140: Science, Technology, Engineering, the Arts and Mathematics (STEAM). https://artsintegration.com/what-is-steam-education-in-k-12-schools/
- 141: Andresen, M. U., Høgmo, N., & Sandås, A. (2015). Learning from ESD projects during the UN Decade in Norway. In Schooling for Sustainable Development in Europe (pp. 241-255): Springer.
- 142: Sandås, A. (2018). The story of ENSI in Norway and its impact on the Norwegian strategy for ESD. In *C. Affolter & A. Varga (Eds.)Environment and School Initiatives: Lessons from the ENSI Network-Past, Present and Future* (pp. 88-97). Budapest Environment and School Initiatives ENSI. P.89
- 143: Core curriculum values and principles for primary and secondary education. Retrieved from https://www.udir.no/lk20/overordnet-del/?lang=eng 144: UDIR. (2020). Core curriculum: Intierdiscplinary topics Retrieved from https://www.udir.no/lk20/overordnet-del/prinsipper-for-laring-utvikling-og-danning/tverrfaglige-temaer/?lang=eng
- 145: Lejonberg, E., Elstad, E., & Hunskaar, T. S. (2017). Behov for å utvikle" det tredje rom" i relasjonen mellom universitet og praksisskoler. *Uniped, 40*(1), 68-85
- 146: Sterling, S. (2004). Higher Education, Sustainability, and the Role of Systemic Learning. In P. B. Corcoran & A. E. J. Wals (Eds.), *Higher Education and*

the Challenge of Sustainability: Problematics, Promise, and Practice (pp. 49-70). 147: Bjønness, B., Sinnes, A. T., (2019). Hva hemmer og fremmer arbeidet med Utdanning for Bærekraftig Utvikling i videregående skole? *Acta Didactica Norge*, 13(2), 4-20 sider.

148: Swiss Agency for Cooperation and Development website. https://www.eda.admin.ch/countries/mongolia/en/home/representations/cooperation-office. html

149: ESD web-based platform for teachers in Mongolia. http://www.esd.mn/  $\,$ 

150: Eco-Schools www.ecochools.mn

151: See also - FEE Mongolia - https://www.feemongolia.mn/

152: Swiss Agency for Cooperation and Development 2019 fact sheet. https://www.eda.admin.ch/countries/mongolia/en/home/international-cooperation/projects.html/content/dezaprojects/SDC/en/2013/7F08784/phase2.

 $\label{lem:html} html?oldPagePath=/content/countries/mongolia/en/home/internationale-zusammenarbeit/projekte.html$ 

153: Dinçel, D. (2019). Türkiye'de sivil toplum kuruluşlarının çevre ideolojileri ve çevre eğitimleri [Environmental ideologies and environmental education programs of non-governmental organizations in Turkey]. Unpublished dissertation. Ankara University.

154: Republic of Turkiye, Ministry of Development [RTMD]. (2016).Report on Turkiye's initial steps towards the implementation of the 2030 agenda for sustainable development. Ankara: Ministry of Development.

155: Republic of Turkiye, Ministry of Development [RTMD]. (2012). Turkiye's sustainable development report: Claiming the future. Ankara: Ministry of Development.

156: Ministry of National Education (MoNE) (2018a). Fen bilimleri dersi öğretim programı (3-8. sınıflar) [Science course curriculum (grades 3-8)]. Retrieved from http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=325

157: Ministry of National Education (MoNE) (2018b). Sosyal bilgiler dersi öğretim programı (4-7. Sınıflar) [Social science course curriculum (grades 4-7)]. Retrieved from http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=354

158: Sıfır Atık [Zero Waste] (2021). Sıfır atık nedir? [What is zero waste?] Retrieved from https://sifiratik.gov.tr

159: Zero Waste Project. http://zerowaste.gov.tr/

160: Ministry of National Education [MoNE] (2022). Çevre ve iklim dostu okullar politikası. [Environment and climate friendly schools policy]. Retrieved from https://www.meb.gov.tr/yuz-yuze-egitime-gecis-surecindeki-projeler-yuz-yuze-egitime-donuste-180-gun-adiyla-kitaplastirildi/haber/25297/tr

161: Ministry of National Education [MoNE] (2022). Çevre ve iklim dostu okullar politikası. [Environment and climate friendly schools policy]. Retrieved from https://www.meb.gov.tr/yuz-yuze-egitime-gecis-surecindeki-projeler-yuz-yuze-egitime-donuste-180-gun-adiyla-kitaplastirildi/haber/25297/tr

162: Türkiye Çevre Eğitimi Vakfı [TÜRÇEV] (2021). Eko-Okullar [Eco-Schools]. Retrieved from http://www.turcev.org.tr/V2/Default.aspx

163: Taşar, M. F. (2020). Impact of the eco-schools program on Education for Sustainable Development in Turkey. In A. Gough, J. C.-K. Lee, & E. P. K. Tsang (Eds.), Green schools globally: Stories of impact on education for sustainable development. Cham: Springer.

164: ODTÜ GV school blog. https://cevreciogvo.wordpress.com/
165: Bennell, S. J. (2015). Education for sustainable development and global citizenship: Leadership, collaboration, and networking in primary schools. *International Journal of Development Education and Global Learning, 7*(1), 5–32 and; Carr, K. (2016). Leading sustainability in schools. *Management in Education, 30*(3), 126-130. https://doi.org/10.1177/0892020616653177

166: Young Reporters for the Environment. https://www.yre.global/ 167: CEA (2022). Northern Ireland Statutory curriculum. retrieved from. https://

ccea.org.uk/learning-resources/statutory-curriculum-key-stage-3 168: Eco-Schools Northern Ireland. https://www.eco-schoolsni.org

169: Translink 25th Anniversary Eco-Schools webinar presentation. Retrieved from. https://www.youtube.com/watch?v=v0inE10pCSI

170: Translink Case study https://www.eco-schoolsni.org/eco-schoolsni/documents/006834.pdf

171: Global Learning case study https://www.globallearningni.com/case-studies/ulidia-integrated-college

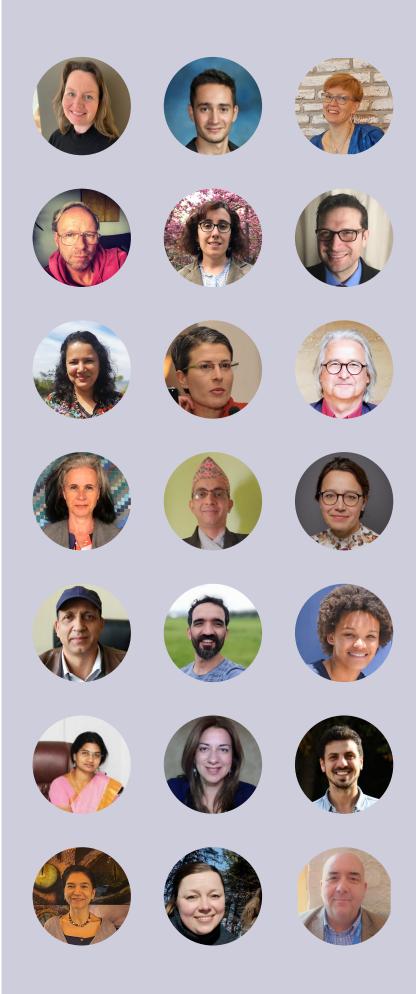
172: CO26 Teacher event report https://drive.google.com/file/d/19al18uYUsar3ICqZlJOT\_YqAdEy5YPo-/view

173: Freire, P. (2018). Pedagogy of the oppressed. (M. B. Ramos, Trans.) (50th anniversary). Bloomsbury Academic.

174: European Commission Whole Government Approach to Sustainable Development. Retrieved from: https://ec.europa.eu/info/strategy/international-strategies/sustainable-development-goals/eu-holistic-approach-sustainable-development\_en

## Report contributors portraits

A big thank you to all the contributors! The faces behind the names: (from the top left to bottom right) Cecilie Fosseidbråten, Norway Sasha Manu, Hong Kong Jenni Skaffari, Finland Hiroko Shibakawa, Japan Kiran Kanna, India B. Rakesh, India Chetna Bhardwaj, India Ingrid Eikeland, Norway Henning Johannessen, Norway Guliz K. Semiz, Türkiye Aaron Moring-D'angier, USA Janice Haines, Canada Khushbu Shah, India Matt Briggs, UK Mita Goswami, Mongolia Jun Takagi, Japan Arefa Haffejee, South Africa Aravella Zachariou, Cyprus Aonghus Gordon, UK Nisha M Subba, Nepal Nomfundo Ndlovu, South Africa Sean Lynch, Hong Kong Pinar D. Atay, Türkiye Renuka Rawat, India Astrid Jacoby Kazakhstan Bal C Luitel, Nepal Berit Ørjasæter, Norway Roshani Rajbanshi, Nepal Victoria Astle, Hong Kong Shinetsetseg Erdenebayar, Mongolia Snorre Nordal, Norway Stephanie Leite, USA Bimsen Devkota Nepal Çelebi Kalkan, Türkiye Cindy-Lee Cloete, South Africa Swarnima Luthra, India Teena Shilpakar, Nepal Vasilis Papastavrou, Cyprus Mansi Shah, India Zolzaya. M, Mongolia Padma Jyothi Turaga, India Diamando Georgiou, Cyprus Diego Posada, Uruguay Caitlin Shem, Hong Kong Sandra Patterson, Northern Ireland Pamela Gibson, Canada Vivian Siebering, The Netherlands Anthony Dixon, Hong Kong Fulda Bol, Türkiye Katri Korpi, Finland Keith Griffiths, UK Nina Johansen, Norway Siri Dybdal, Norway Nicolette Tauecchio, The Netherlands Rosalie Mathie, Norway



Arjen Wals, The Netherlands

