

An Evaluation of the OMEP-UK Early Childhood Education for Sustainable Citizenship Award

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Abstract

The development of a 2nd edition of the OMEP *Educational Rating Scale for Sustainable Development in Early Childhood* (ERS-SDEC) Rating Scale (Siraj-Blatchford *et al*, 2016) provided an opportunity to carry out a critical evaluation of OMEP-UK's *Early Childhood Education for Sustainable Citizenship Award* scheme. The scheme employs a self-audit tool that was at first adapted from the original 2016 ERS-SDEC which was developed in a collaboration of OMEP preschools and academics from 10 countries. In 2019 the 2nd edition rating scale was created by an OMEP working party, and it is currently being presented for international collaborative evaluation. Our initial analysis presented here has been focused on comparing the provisions of the two rating scales and an associated self-audit tool. The ERS-SDEC has been found to be of value in the evaluation of curriculum developments in early childhood settings, in policy analysis, in initial teacher education contexts, and also in supporting the in-service training of practitioners. The analysis showed there was a need to address the question of those areas included in the 2nd Edition Rating Scale that are not currently included explicitly in the Audits: natural cycles, handwashing and plastics, and also the need for clean air, water, and nutrition/healthy foods. Plastics and Nutrition were also identified as priority areas. The study suggested that the 'Ground Rules (1.7) included in the Silver Audit should explicitly relate to UNICEF Rights Respecting School 'Charters'.

Introduction

The UNESCO (2020) *Education for Sustainable Development Roadmap* suggests the need for Countries; 'to monitor the progress of ESD for 2030' (Implementation Priority 4.6). In particular, Member States are invited to: "*Develop national indicators to monitor the progress of dedicated country initiatives on ESD for 2030 and contribute to the development of a meaningful scheme to monitor the outcome of ESD*". These priorities were also emphasised in the final report of the UN Decade for Sustainable Development (2005-2014) (UNESCO, 2014), and by Rieckmann (2018). This analysis and the application of early childhood *Educational Rating Scales* contributes towards these efforts.

The *Organisation Mondiale pour l'Education Préscolaire* (OMEP) was engaged in a formal partnership supporting UNESCO in its *Global Action Programme* (2015-2019) with a particular focus upon Priority Area 2: *Transforming Learning Environments*. Section 5.15 for priority action Area 2 was focused upon education and training settings, where attention has been required to promote whole-institution approaches that emphasise the importance and necessity for schools or other education institutions, at all levels from early childhood to higher education and lifelong learning in communities. There has been a perceived need to develop strategic policies and measures to reinforce the interaction and cooperation of the formal, non-formal and informal educational settings (p. 61). Continuity has been considered crucially important in this and a particular focus of our analysis of Rating Scales was therefore upon the implementation of ESD in a wide variety of preschool settings, in partnership with parents, in supporting of the home learning environment, and in the transitions to schools. The OMEP *Educational Rating Scale for Sustainable Development in Early Childhood* (ERS-SDEC) was from the beginning specifically developed in a collaboration of OMEP preschools and academics from 10 countries for this purpose (Siraj-Blatchford *et al*, 2016).

The *OMEP-UK Early Childhood Education for Sustainable Citizenship (ESC) Award* (Brock and Siraj-Blatchford, 2019) has now been developed in support of the above policy contexts and it employs a self-audit tool that was adapted from the 2016 ERS-SDEC. The Siraj-Blatchford *et al*, (2016) collaborative study concluded by arguing that the promotion of global citizenship, the development of practitioners understanding of children as active agents of change, and the interconnectedness of ecological, social and economic sustainability present the most significant ongoing challenges to early childhood education for sustainable development. The study also argued for an ongoing transdisciplinary effort in the development of ESD where practitioners, parents, children and researchers participate in developing our knowledge and understandings, and also the tools and resources that we apply. This study shows how this is now being realised in practice. As Kahrman-Pamuk *et al* (2019) have suggested:

“Future revisions of the measure could draw on existing evidence from the baseline studies to make practical recommendations for continued development of this important scale for use in early childhood education settings.” (p.12)

In 2019 the ERS-SDEC was adapted by an OMEP working party and it was presented for international collaborative evaluation as the OMEP ESD Rating Scale (Second Edition).

Problem statement

As Hadela and Anđić (2021) have noted it has widely been noted that:

“...there is still an insufficient number of studies related to the self-assessment of educators' competence to implement Education for Sustainable Development in their practice in preschool and kindergarten settings.” (*op cit*)

The OMEP-UK ESC Award scheme recognises that for all of us, sustainable development is something that we aspire to achieve, and that sustainable citizenship should be recognised as a life-long emergent capability (Siraj-Blatchford and Brock, 2016). As adults we are therefore sharing this journey with the children that we care for. One of the implications of this is that we should involve children in our day-to-day sustainable consumption and decision making; in our homes, as we make our choices in the supermarket or in selection of replacement transportation, white goods, such as purchasing a washing machine or choosing an energy provider. We should also be sharing our decision making with children in the operations of the preschool; in our procurement of sustainable materials, services and resources and the sharing and celebration of these sustainable choices should also be extended to the local community and include the sustainable actions and achievements of local volunteers and professional service providers.

In developing the OMEP-UK Award our intention has been to provide affordable support for settings in their development of these practices, and in their wider provisions of ESC in early childhood. The training materials and resources included in the Award support all aspects of the *UN Sustainable Development Goals*, and provide foundations for the achievement of UNESCOs (2017) *SDG Learning Objectives* for schools

OMEP-UK ESC Award was developed to provide preschools with support training also been created in support of Article 12 of the (1989) UN Convention on the Rights of the Child (UNCRC):

“When adults are making decisions that affect children, children have the right to say what they think and have their opinions taken into account”.

This is a principle of particular importance in the context of climate change, threats to bio-diversity, and world peace. Sustainable development is commonly defined in terms of; ‘developments that meet the needs of the present without compromising the ability of future generations to meet their needs’ - and as a group, young children clearly have the greatest stake (*and at stake*) in the future.



The Award scheme ‘Sustainable Citizen Passport’ provides a summary of the provisions of the 1989 UNCRC. Parents and primary carers are also provided with a series of *i-care booklets* that contain simple activities for home and local environmental learning that are linked to the broad themes of economic, environmental and socio-cultural sustainability, and also to emergent literacy and numeracy activities that are each provided with a practical sustainability ‘spin’. The activities range from the identification and naming of three wild birds, and the identification of wildlife habitats, to the recycling of waste materials, and the recognition of cultural and linguistic diversity.

As the children complete each of the ‘i-care’ statements with their parent or carer, each is signed off, and when the whole booklet is completed the child is awarded an eco-friendly sticker to put into their passport (like a visa). All of these activities are supported in the preschool as well, so that the parents and preschool practitioners are working together in partnership to support the child in completing the educational activities.

The approach that is adopted also celebrates sustainable achievements and innovations within the home, the preschool and the local community, and it encourages the children to feel themselves involved in the creation of a more sustainable future.

At the Silver level of the Award the agency of the children and collaborations with the community become stronger and setting are also supported in the development of partnership project with a preschool setting located in the global South. One of the fundamental aims of OMEP has been to develop global solidarity in ECCE, but there are some significant dangers of misperception to be overcome in the creation of preschool partnerships (Siraj-Blatchford and Huggins, 2015). Talking about ‘Third World’ poverty and inequality can lead to the children and parents in a more advantaged community contexts developing false notions of cultural superiority, and majority world dependency. The OMEP UK Award scheme therefore adopts a ‘carbon partnership’ approach (Siraj-Blatchford *et al*, 2016, Huggins and Siraj-Blatchford 2015). The identification of inequality in terms of the preschool carbon footprints reminds everyone involved that the UK preschools have been consuming more than their share of world resources, and in most cases are continuing to emit more carbon than is sustainable. The UK preschool communities are therefore in debt to their global South partners and any support they provide may be seen as compensatory, and as carbon offsetting rather than charity.

Research questions

Iwan *et al* (2018) studied the characteristics of Award-winning Green Preschools in Bali, Berkeley and Hong Kong using two instruments; the OMEP Environmental Rating Scale for Sustainable

Development in Early Childhood (ERS-SDEC), and a simplified Leadership in Energy and Environmental Design (LEED) development). The study found striking similarities, with both scales showing the highest rating in the Green Preschool in Bali followed by Green Preschool in Berkeley and Hong Kong. Both this analysis and the original studies that informed the international development and trials of the ERS-SDEC have suggested high construct validity. The central concern that remained was to study the comparability of its two derivatives, the 2nd Edition and the OMEP-UK Award Self-Audit tool.

Purpose of the study

In this paper we focus upon our initial analysis in the UK, which focused on comparing the provisions of the two rating scales and the OMEP-UK ESC Award audit tool for the Bronze level Award, at first as a desk top analysis and then as they related to the practices that were developed in two Bronze level accredited settings. In the second phase of the project our intention is to progressively adapt and trial the revised Audit tool at the Bronze, and then at both the Silver and Gold level of the OMEP-UK Award.

As previously suggested, the Bronze, Silver and Gold Audit tools were developed from the 2016 ERS-SDEC but they were adapted and restructured to suit the purposes of the Award and accreditation scheme. The aim was to provide a self-audit that would support preschools in the development of curriculum development objectives, and on the achievement of those objectives a means by which they could evaluate their progress.

Research Methods

The research began with a literature review and desk-top analysis which produced an initial mapping of the critical content of each scale. This analysis was subsequently applied to evaluate the performance of the first early childhood settings that had successfully completed the Award scheme, and had been accredited at the Bronze level.

Findings

Several of the studies identified in the literature review have been referred to above. In the UK, Nikiforidou *et al* (2019) found that the ERS-SDEC had significant potential in supporting early childhood education for sustainable development in the UK and more globally, as long as it was applied in a child-centred manner. We also found the ERS-SDEC had been found to be valuable in studies carried out in Croatia (Bahtić, 2018), Portugal (Folque, *et al*, 2017, Serra, 2021, Silva, 2021), in the policy analysis of ESD in Northern Ireland (Boyde, 2017) and in Chile (Fermín-González, M. and Simonstein, 2020). In addition, the ERS-SDEC scale has been found valuable as an in-service training tool that has supported teachers in reflecting upon and changing their ESD practice (Ärlemalm-Hagsér, E., 2017, Ärlemalm-Hagsér, *et al*, 2021, Larsson and Pramling Samuelsson, 2019).

The initial desk-top mapping analysis (see appendix) shows that the Bronze level of the Audit tool is broadly in line with a rating of “Minimal” to “Good” on the rating scale. This was as intended – with Silver to be aligned with level 5 “Good” and Gold with level 7 “Excellent”.

The Bronze Audit added references to learning about ‘feeling states’ and empathy that were not included in the Rating Scale. Also ‘tallying’ to support conservation of resources, ‘book repairs’, supply of local food for snack, and the operation of pretend 2nd hand ‘shops’. All of these had been found especially valuable in the piloting of the draft resources in preschools.

The Bronze Audit did not include any references to the ERS-SDEC:

- provisions of additional books/posters (Socio-Cultural).
- children problem solving or investigating sustainability.
- the provision of counter gender and 'race'(sic) stereotypes.
- children's direct involvement in purchasing and procurement.

The 2019 Revised (2nd Ed.) Rating Scale added children's involvement in policy making, an emphasis on the 'sharing' of resources, 'visits to wild areas', the removal of unsustainable/unhealthy toys and equipment, and the preschool setting involvement in community campaigns. It also has explicit references to children learning about natural cycles, handwashing and plastics, and also the need for clean air, water, and healthy foods. It is structured for rating the same way as the ERS-SDEC but incorporates new sub headings and an open-ended "additional Topic" rating provision:

Social and Cultural Sustainability: 1) Representations in Books
2) Social Cultural Diversity
3) Equity and Equality
4) Collaboration beyond setting
5) Additional Topic

Economic Sustainability (Equity): 1) Consumerism
2) Budgeting and Money
3) Waste sorting and recycling
4) Sharing Resources
5) Additional Topic

Environmental Sustainability: 1) The natural world
2) Guardianship
3) Placed-based education
4) Healthy Environment
5) Additional Topic

There are also areas that were included in the ERS-SDEC that are no longer addressed in this revision:

- Gardening
- Adult modelling
- Sustainable School Buildings
- Involvement of parents in the setting
- Rights
- Language awareness
- Solidarity
- Play
- Socio-cultural participation across boundaries
- Exploration of unfamiliar cultures
- Current Economic News
- Action to support low income families
- The hidden costs of products

We are already discussing the possibility of some revisions at the silver level to provide parity and *recognition of prior learning* (RPL) with the UNICEF *Rights Respecting Schools* Award scheme.

Bronze Level Award case Studies

The following Bronze Award cases may be considered typical of the initial developments facilitated by the scheme. Grading can sometimes be subjective and the differences between (1) minimal, (2) good, (3) excellent and (4) exemplary were clarified as follows:

- 'Minimal' suggests that there are some resources, or some opportunities.
- 'Good' reflects that there are many relevant resources and frequent opportunities.
- 'Excellent' would suggest that children frequently engage in the activity or use of the resource, which is permanently available for their independent access.
- Settings providing 'Exemplary' practice in an area will be able to provide leadership and support to other local early years settings and providers.

Midfield Primary School Reception Classes **Victoria Moyle**

I provided the practitioner training, and led the policy and practice development at Midfield Primary School in Bromley. I had attended two half days of OMEP/SchemaPlay training to train for the Award, and was then able to use the supplied resources to train the staff. The training was extremely well received, notably empowering the teaching assistants in particular, and stimulating a great deal of excitement about spotting and responding to the children's operational 'schemes', practices that have now become embedded in practice with staff seeding the children's play and introducing new ESC activities very much with individual schemes in mind.

The parents were introduced to the Award, and to the UN Sustainable Development Goals, and this was backed up by materials posted on the school website. The parents response and level of engagement with the home learning ESC *i-care booklets* was really impressive. In many cases, parents who had previously been difficult to engage, participated with enthusiasm. They appreciated the prompts that the *i-care booklets* provided in focusing the children's attention on danger signs and symbols (*i-care statement for Social and Cultural Sustainability*). The parents were often surprised by the children's fascination with aspects of home life that they themselves took very much for granted: issues concerned with energy and water consumption, and the supply of water that came into the house through the pipes under the sink (*i-care statements for Economic Sustainability*).



Fig. 1. Strong Motivation

As far as the children's activities in the preschool were concerned there were many highlights. The children were given increased access to play in an area that includes a variety of plants and shrubs, and a variety of surfaces, levels, rocks and logs. The adults modelled and shared the experience of providing environmental maintenance and care. They engaged with community schemes, such as the local food bank, and organised 'litter picks'. The children now have a heightened awareness and concern for fairness and social justice, and they were strongly motivated in all of these activities (Figure 1). There were also activities associated with growing plants and composting in the Eco-Garden, the children engaged fully in the BBC Bird watch, and they really enjoyed learning about Wangari Maathai's Nobel Prize winning tree planting campaign in Kenya. They planted their own tree in response. The children also participated in local ethnic minority festivals, celebrations and events and their role play included the development of a supermarket, a post office and a garden centre.

"We made rain catchers using things we could find around the class room. We talked about how they would fill up and discussed the best places to put them. After a few days we went back and checked how full they were. We chose what to use to measure."

“We poured the water onto the plants and also put some in our bird baths.”

Some of the children used non-standard measures like multilink while some wanted to use standard measure and found tapes and rulers. They predicted which one would catch more and why.



Fig. 2. Mr Mehmet, the school keeper

The OMEP Award Scheme provided a baseline audit that supported us in identifying priority areas of the curriculum that were in need of development, and one area identified as in particular need of development was the economic reuse, repair and ‘upcycling’ of materials. Parents were contacted to see if anyone carried out repairs for a living, or as a hobby and would be willing to come in to demonstrate what they did. We began by drawing the children’s attention to the repairs that we already being carried out in the preschool environment.

While Mr Mehmet the school keeper would normally have repaired the children’s bridge when they had gone home, mending it during a session attracted a great deal of attention and provided an excellent opportunity to talk to the children about the whole idea of thrift and mending (see figure 2).

Emma wanted to know how to repair a book (Figure 3):

Emma: *“We mended this book because why would you throw it in the bin when you can mend it and read it. It’s wasting money”.*

We looked at a range of objects with the children that used to be something else - they had to guess what they would have been before being upcycled. They loved that idea and it inspired them to make their own new things. We then decided to draw special attention to the activity by creating a specific upcycling area.



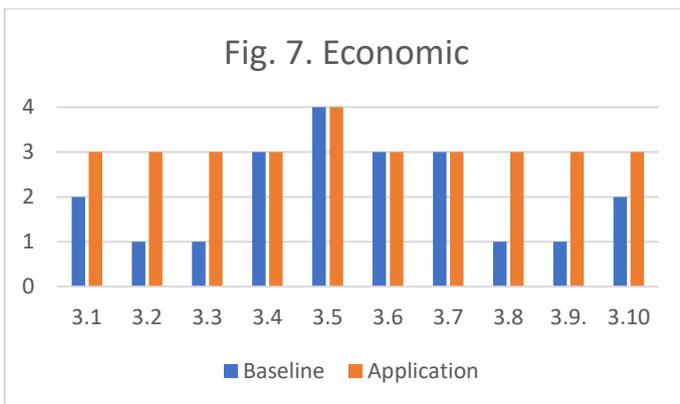
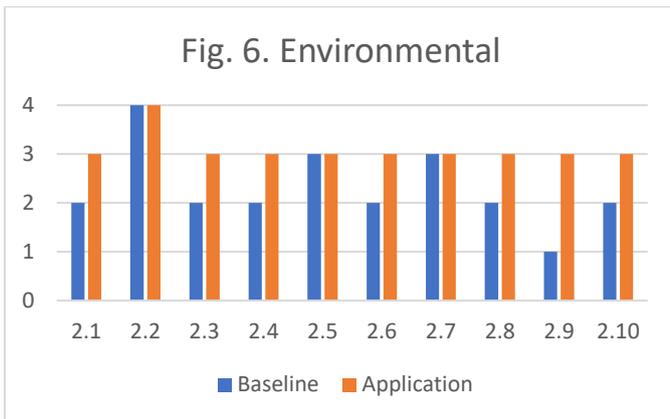
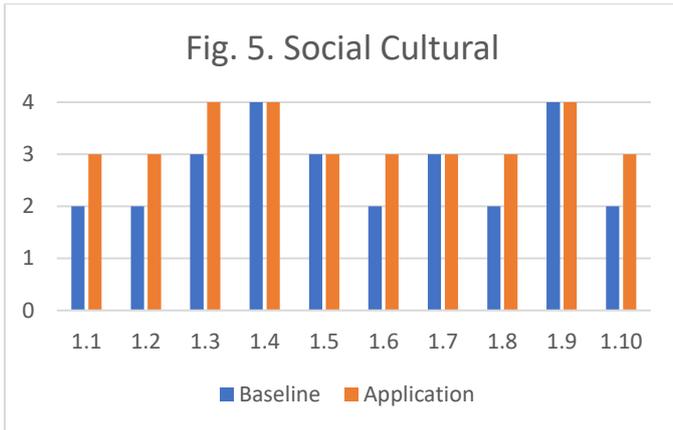
Fig. 3. Repairing a Book



Alex: *“I made an aeroplane, I joined paper and a milk bottle. I used glue and cut the green paper to make the wheels and orange paper for the windows. It’s flying to London. We can re-use stuff because you can’t put it all in the bin every day or just throw it away, our planet will get too messy. Animals might get stuck in the rubbish”* (Figure 4).

The following Figures (5 - 7) show the achievement that led to the Award as recorded in the baseline audit and on our application for accreditation.

Fig. 4. Alex ‘upcycling’



Jayne's Nursery
Dianne Yewman

Working through the OMEP/SchemaPlay ESC Award Audit with our staff helped us to develop a deeper understanding of what sustainability means for us as early educators. We began to understand that being a 'sustainable nursery' means more than teaching children to plant seeds or showing children how to recycle rubbish (important though this is) but it is rather a means of empowering children, recognising them as active participants rather than passive onlookers in their surroundings. As we learned more about the three pillars of sustainable development, we reflected on our provision and identified our strengths and challenges. Completing the audit helped us to develop a clear picture of where we were and what we needed to do going forward. It gave us clarity.

We were confident that we were already doing a good job in the socio-cultural pillar, although there were still some areas (1.1, 1.2, 1.4 and 1.10) for development. We were already beginning to do a lot of work around environmental sustainability, especially with our allotment project and our repurposing and recycling initiatives but the audit helped us to see where we could extend and offer even more meaningful experiences to the children and support our practitioners. The Economics Pillar provided the biggest 'light bulb' moment for many of our practitioners, who had not thought of children participating and having agency in economic decisions. The issue tested their views on childhood as being participatory or passive. We realized we had to do more to offer our children opportunities to become active participants rather than to treat them as passive bystanders in our initiatives to be involved in community projects. This was for some practitioners a turning point in their view of childhood but the way in which children demonstrated their competence in offering their ideas and opinions became a wow moment for us all and supported understanding of children's agency in the nursery.

Bins were made accessible to children and they took on the responsibility of recycling with gusto and became experts at sorting, and their learning was supported with books and videos about recycling. The recycling activity led to discussions about consumption and plastics in the environment and a tuff tray was set up which represented plastics in the ocean (rubber bands were wrapped round plastic animals) which children had to remove, and this helped them to understand how ocean animals were affected by plastics. The children have asked questions about where water went when it went into the pipes, and this raised the opportunity to support children's learning with discussions, books and videos. Children and adults shared ideas on what 'consumption' means, and it wasn't long before parents were reporting that they were being reminded to turn lights off at home when they leave a room!

With the support of our practitioners, we have now reduced the use of plastic gloves, laminating, and we remind each other to use less paint in paint pots, and have reduced the amount of paper and ink we use in the nursery. Opportunities to engage in role play and point of sale activities have become a favourite activity and the children spent many happy hours making tickets, selling them to children and staff in the nursery and then seating guests and 'selling' refreshments to them. The picture shows a puppet show and more recently we all enjoyed 'The Three Little Pigs' which was presented on a stage built by one of the children in the garden.

The children have also been learning new skills like sewing and knitting, and using these and other skills to mend books or puzzle boxes or torn dressing up clothes and now when something breaks in the nursery children show concern and ask us to help mend the items instead of 'ignoring it'. It has been lovely to see how children are demonstrating more care in looking after resources.

One of our senior practitioners has taken responsibility for developing and maintaining relationships with the local senior citizens home which has led to rich and exciting cross generational opportunities for both the children and the residents. With staff support we have eliminated paper hand towels in the children's and adults bathrooms, eliminated wet wipes, and replacing kitchen towels with soapy water and cloths to clean and wipe up spills, and most bravely of all..... we have eliminated glitter in the nursery! The children questioned this, but now understand why the glitter is no longer used in the nursery. A lesson we hope will influence their views at home, and in other settings.

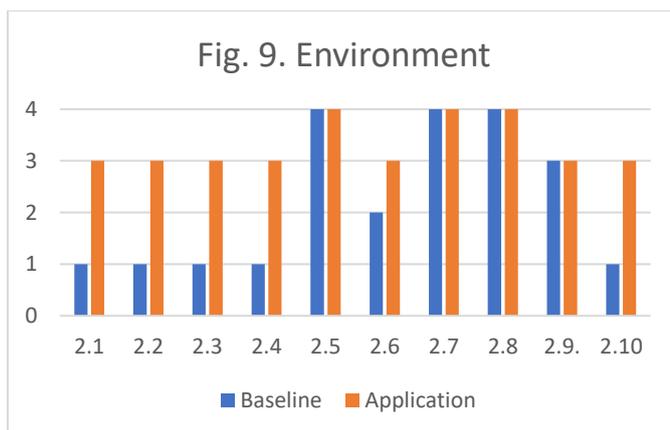
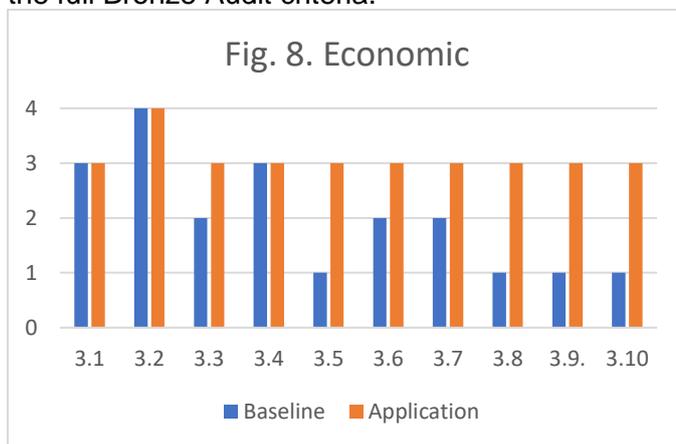
The children have really enjoyed taking part in the Bronze Award. The i-care booklets were a huge success with one child proudly announcing to his parents that it was his 'homework'. Children collaborate enthusiastically with practitioners to complete booklets where there were gaps and putting their Bronze sticker in their passports was a proud moment for everyone.

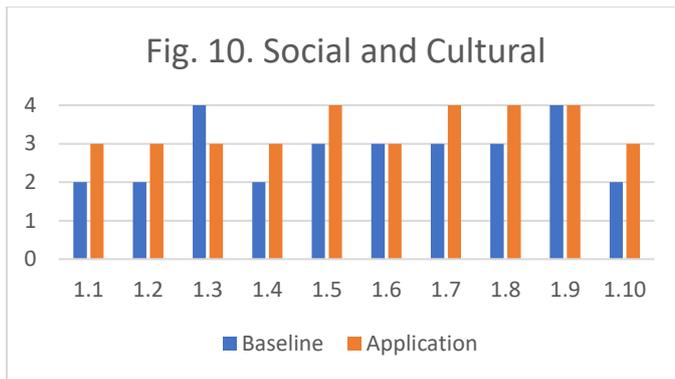
The allotment project has been an ambitious one as we wanted to support children's understanding of 'seed to plate' and where their food comes from. The children have learned the importance of watering and taking care of plants, and what a healthy plant looks like, and they have helped to

make compost and learnt the importance of it. Children have made friends with some of the allotment holders who invite them to look at their own allotments and share produce with them. We have used the food we grow to make nutritious dishes that people may eat in other countries, for instance, we made paella and enjoyed chopping up vegetables and cooking them in an outdoor wok while enjoying the smells and chatting about Spain.

The children visited the forest, the park and Jayne’s garden to spot birds and to tick them off on their checklist. The staff threw themselves into initiatives like the RSPB Bird Watch campaign in 2021. The children were introduced to binoculars for the first time and enjoyed experimenting with what they could see through them. They listened to bird songs and identified the birds. Some of the children made bird food from fat and seeds and hung them in the nursery garden and watched patiently to see if their work would be rewarded by a visiting bird. They shared ideas with each other and the practitioners about pollution and protecting bird habitats. They looked at books, sang songs and wondered at the variety of birds who lived just in the area they live. This wonderful project supported children's emergent writing skills, listening skills as they listened for bird song and promoted lots of wonderful discussion which all the children could participate in.

Overall, the OMEP ESC Accreditation Board felt that the setting provided a comprehensive submission that provided a wealth of experiences for ESC to be celebrated and the Bronze Award was made in April 2021. The following Figures (8 – 10) show the progress that was made against the full Bronze Audit criteria.





Discussion

The Midfield Primary and Jaynes Nursery settings would both have scored 2 (above “Inadequate”) for economic sustainability on the 2016 ERS-SDEC. The level 3 ‘Minimal’ would not have been scored because the children were not involved in purchasing decisions (and the audit does not require this until Silver level. On application of the 2nd Edition rating scale the settings might have been considered to have scored 1 as ‘Inadequate’ in economic sustainability as the children were not involved in discussing purchases, or the policy and practice of sharing (2.1, 4.1).

On environmental sustainability the two settings would have scored 4 (between Minimal and Good) on the ERS-SDEC. On the 2nd edition rating scale they would be considered “Inadequate’ despite scoring 4 or 5 ‘Good’ on ‘Place-based education’. There is the possibility that their outdoor environmental experiences might not be considered ‘wild’, but more significantly their inadequate rating would have been given because there will probably have been *“limited discussions on how to make a greener world”* (2.1), and limited awareness of the need to *“use organic cleaning products and stopping the overuse of plastic”* (4.1). A Minimal score in the 2nd Edition also requires attention to *“ensuring a poison free environment”* (4.3) which is only included in the Award Application Report at Silver level. There is also a reference to the *“responsible use of penicillin”*, which might not be considered relevant in the UK where it is not available over the counter (4.3).

In terms of Social and Cultural sustainability, both Midfield and Jaynes would have scored a 2 (above “Inadequate”) on the ERS-SDEC. The level 3 ‘Minimal’ score would not have been awarded as the children were not engaged in discussing “issues associated with inequality and suggesting their own ideas for achieving social justice” (3.5) (included in the Silver Audit). The 2nd Edition would also have scored them both ‘Minimal’ level 3 although they would have been rated as level 7 ‘Excellent’ in terms of their collaboration with the local community beyond the setting.

The OMEP-UK Award was developed with three levels to ensure that settings saw themselves embarking upon a long term, and ultimately open-ended, developmental path towards sustainability, social and economic justice. One implication of this is that the rating scales will inevitably show fairly low ratings at Bronze level. One possible reason that the 2nd Edition rating scale is more demanding in terms of children’s engagement in problem solving and discussion may be that the group revising the Rating Scale may have had in mind older children than the preschool under 5s considered in England.

Conclusions

Our initial item mapping exercise has shown significant differences between the three documents (see Appendix Table). There is clearly a need to address the question of those areas included in

the 2nd Edition Rating Scale that are not currently included explicitly in the Audits: natural cycles, handwashing and plastics, and also the need for clean air, water, and nutrition/healthy foods. Plastics and Nutrition have already been identified as priority areas and i-care booklets are already being prepared as extension materials.

The Silver Audit includes the following which we will now elaborate to explicitly relate to UNICEF Rights Respecting School 'Charters':

1.7 'Ground Rules' are agreed collaboratively and are prominently displayed. (In order to foster children's sense of belonging, self-respect and respect for others in the community, ground rules or golden rules which are supported with positive language are a great tool. In addition to encouraging freedom of expression children learn to agree collaboratively and can develop the skills to overcome disagreements and learn about compromise.)

While we have gained a better understanding and awareness of progression in ESC, and the evidence suggests that at this initial Bronze level the Award Scheme requires only minor adjustments, more work needs to be done if we are support progression in the OMEP-UK Award beyond the preschool and its application in schools for 5-7 year olds.

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Appendix One

OMEP-UK ESC Award Audit		Education Rating Scale: ERS-SDEC 2016			OMEP ESD Rating Scale (2019 2 nd Ed.) [
		SocCult	Environ	Econ	SocCult	Environ	Econ
Bronze	.1	SP	3.2/5.2/5.3	3.3	- feeling states	3.7	3.3, 3.5
	.2	5.2, 7.2	SP	- local food	- participation	- continuous	- local food
	.3	5.4	3.3	3.4	4.7	- animal care	1.3, 1.5
	.4	SP	3.4/5.3	3.1	- play	3.5	2.3
	.5	SP	3.4	- tally	- communication	3.3, 3.5	- tally
	.6	7.2	3.3	- repairs	-lang aware	- care	3.5
	.7	3.2	3.2, 3.3	3.1	- commonalities	- garden	2.3
	.8	SP	5.3	3.4	- solidarity	-modelling	1.7
	.9	5.4		- 2 nd hand	4.5, 4.7	- visitors	-2 nd hand
	.10	7.2	7.3	7.5	2.3, 2.5	- policy	- policy