

Appendix B Collated Responses

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1 Natural History Museum – Dr Bob Bloomfield

Discussion paper – Some immediate notes....

The UK Future of Education for Sustainable Development - eight responsibilities for education?

Dr Robert M Bloomfield OBE
bob_bloomfield@bobania.f9.co.uk

08 Oct 12

Thank you for the opportunity to respond to the discussion paper – which in the most part I have broad sympathy and support for. I think my remarks below are more a response to highlight the dislocation between educational practices and the need for accelerating outcomes to address problem solving for real-world issues. My comments point primarily to gaps where university and more broadly the wider curricular authorities and education experts should be seeking improvement in order to ensure we have a more aware, engaged society better able to address the formidable challenges ahead. The UK has huge potential to lead in this area, for our own economic benefit and to be a global leader on green economy approaches – a) but a sufficient political vision has yet to emerge which supports the education-policy sector to b) lead to the concerted sea-change of emphasis and need for capacity building in the sector which is required.

a) Scale of the educational issue

It is evident from many lines of evidence that the issues of sustainability which will be with us for immediate future generations will be a monumental challenge. The calls for a 'sea-change' in response and that 'business as usual is not possible to achieve a sustainable future' need to be addressed. The implication of this is a massive reassessment of curriculum emphasis and people and capacity development, on an unprecedented scale, using new and novel methodologies and integrated across subject areas - to increase the quantity and quality of environmentally informed and literate students able to contribute to the issues facing society.

b) Issues include a need for more emphasis in more 'whole system thinking' across the breadth of learning – for example looking at environment within history – such as the relationship between the rise of and fall of civilisations and their agriculture, forestry and land degradation impacts, the rise of cities in bio-diverse deltas etc. However issue is especially evident in science where specialist research areas and reductive thinking often results in very narrow peer-subject outlooks. However active environmental solutions have to take a wider, holistic view within complex environmental systems and multi-stakeholder groups in society. Currently many leave tertiary and graduate education poorly equipped to respond to the issues as they have limited wider social/environmental outlook and capability to engagement with multi-stakeholder approaches – AKA Big Society.

c) A lack of understanding of the interdependencies within ecological systems – an ecosystems approach should be a strong emphasis of the national curriculum at foundation level and continued throughout – as part of core national curriculum

- d) There is a lack of awareness of the interdependency of the primary issues – notably the interrelationship between environmental change, biological diversity loss and sustainable development for human societies – which need to be considered side-by-side for effective solutions.
- e) There are significant holes in current curriculum at tertiary and undergraduate level relating to the ability to effectively engage in natural capital accounting, which include understanding a) the biological/environmental and ecological understanding of ecosystem services and then b) the ecological/economic analysis to transfer these into expressions of value from which an appreciation of Natural Capital and models for assessing it can emerge.

2 Scottish Funding Council – Mark Batho

The issues are of course important but are also, to a great extent, beyond the remit of the Scottish Funding Council. I note that various UK government ministers are involved in the event. The Scottish Funding Council works, as you know, within a policy framework and objectives set by the Scottish Government. This has in the past included SFC supporting the UN Decade of Education for sustainable development. I am sure the Scottish Government will let us know of any specific actions for SFC arising from the Rio+20 agenda.

3 University and College Union – Graham Petersen

University and College Union Submission to the Post Rio + 20 event

Question 1 – What supporting mechanisms should government and civil society put in place to enable and strengthen UK delivery of the educational commitments agreed in ‘The Future We Want’?

Response

The mechanisms we favour are outlined in the Green Skills Manifesto which the UCU is signatory to.

<http://www.ucu.org.uk/index.cfm?articleid=3386>

This sets out 8 key requirements that are needed if the 8 responsibilities in ‘The future of ESD in the UK’ document are to be realised. In particular:

Government leadership – A minister with overall responsibility for ESD should be appointed. Currently there is no effective co-ordination across government departments. At national and international level we need support for the implementation of a ‘just transition’ model to a low carbon economy.

Role of inspection, examination and awarding bodies – The effective integration of ESD into the education sector requires a framework to support it. These bodies have a crucial role to play but ESD is not currently a sufficient priority for them to fast-track this.

Recognising the role of key stakeholders – Teaching staff in the FHE sector have a crucial role to play in the delivery of ESD. It is also central to their future employability and that of their students. Institutions need to make policy and implementation commitments to engage staff and their trades unions.

Targeted long-term strategic funding – Currently funding is too short-term and fragmented to have the impact required. Additional resources must be targeted towards course development with consideration given to reduced tuition fees and grants provided in key subject areas to encourage take up.

Community focus - Quality work experience in sustainability is not available for the vast majority of students. Linking up with organisations in the community who are implementing low carbon initiatives is one way in which this can be overcome. Local authorities have a pivotal role but their capacity is being reduced under the impact of budget cuts.

Question 2 - What actions are your organisation/institution/party taking to facilitate delivery on this agenda immediately, in the near future (by 2015) and in the longer term (next ten years)?

Response

The UCU is taking action at community, FHE institution, national and international level. The actions below are all current but also have a medium and long term perspective.

Community – Promoting alliances of organisations inside and outside the education sector to maximise the supply and demand for ESD. UCU is running an innovative project with South Thames College to demonstrate the opportunities available. We are also members of the Green Skills Partnership which is an alliance of employers, unions, colleges and community groups.

FHE sector – Encouraging our branch reps to work with the student body to promote the integration of ESD into the curriculum. This has been designated as a priority area for UCU Environment reps. It is also something that our branch Union Learning Reps can contribute to. We have an ongoing engagement with the key sector bodies – EAUC, LSIS, HEA – and sit on a number of advisory committees.

National – UCU is working with the National Union of Students to produce resources to encourage the integration of ESD. We are also working with Unionlearn and the TUC to influence the ESD agenda within government. UCU attended the first meeting of the Skills sub-group of the Green Economy Council that has been tasked with setting a policy framework. UCU co-ordinates the Greener Jobs Alliance It is a coalition of unions, student organisations and NGOs. In 2012 a Green Skills Manifesto was launched (ref above).

International –UCU is a member of Education International, the global trade union federation. At the 2011 World Congress our motion on ‘Education Unions mobilising on Climate Change’ was adopted. It called on member organisations to take action in 9 key areas.

Graham Petersen
UCU Environment Co-ordinator
31/10/12

4 South West Learning for Sustainability Coalition (SWLfSC)- Paul Vare

South West Learning for Sustainability Coalition (SWLfSC)¹ thanks you for the opportunity to respond to your discussion paper *The UK Future of Education for Sustainable Development – eight responsibilities* and specifically the two questions you raise.

It is helpful to see key themes from Rio+20 as expressed in *The Future We Want* explored and linked directly to education in this paper. However, it could be said that this is ‘*the future we have wanted for some time now*’ and from this observation, a key question arises for us to pose to government and civil society. What have been the barriers to the changes we have wanted to see since the first Rio and even Tbilisi? Rather than suggesting mechanisms to government and civil society that can support the educational commitments expressed in Rio+20, should we perhaps be asking what was done (or not) previously to bring *earlier* statements of intent into practice? We can then evaluate these mechanisms and actions, identify what were the barriers to change and *then* draw up suggestions for possible mechanisms, which could perhaps be more effective. Lewin’s Force-field analysis model² can assist with this process and perhaps activities using such an approach could be utilised by the SW Coalition and also suggested to government and civil society.

Having said this, the SW Coalition notes that the paper does highlight some important areas for action outlined in *The Future We Want*. These include the development of understanding of a Green and Fair economy, GDP and natural capital concepts and terminology, the issue of the voice of young people and minorities and ways to build relationships within and between the local and global community. The SW Coalition can provide educational opportunities to its members on these aspects; it can also encourage the exchange of ideas between its members who come from across the spectrum of educational sectors, including formal (school, college, HE, Adult and community education) and non-formal sectors. Such exchanges could initiate the development of ESD programmes that are locally specific but also relevant to national government and civil society more broadly. They might form the basis of change in formal structures, such as curricula and qualifications, and empower and enable change agents working in campuses and communities across the country. Our inputs on the proposed ‘Big Green Gap Year’ programme represent one example of this.

One point to note, regarding the discussion in the paper of the *Eight Responsibilities for Education*, is that these eight responsibilities need to be viewed as part of one whole. ‘Voice’ is *not* separate from ‘skills development’, or ‘understanding natural capital accounting’. In the same vein, whilst it is useful to draw out keys points relating to education in the Rio+20 document it is important that we do not isolate education from the overall document. The economist Amartya Sen³ emphasises that education should not be seen as something which countries and communities aim to afford as a result of development. Rather education provides individuals with capabilities *to* develop.

Education is not a luxury: it is an integral part of development, including sustainable development. This is a point that needs to be put to government and civil society and

¹ A Community Interest Company that links a network of over 120 organisations and individuals in the South West of England who understand that learning is crucial to support and accelerate the development of a sustainable South West.

²An introductory overview to Force-field Analysis is provided at http://www.valuebasedmanagement.net/methods_lewin_force_field_analysis.html. Also see Johnson, G., Whittington, R. and Scholes, K. (2010) *Exploring strategy Text and Cases* (9th edition) London: Pearson pages 469-471

³ Sen, A. (2001) *Development as Freedom*, Oxford: Oxford University Press
Sen, A. (2010) *The Idea of Justice*. London: Penguin

members of the SW Coalition will continue to discuss and suggest what such an education could look like.

5 Higher Education Funding Council Wales – Chris Cowburn

What supporting mechanisms should government and civil society put in place to enable and strengthen UK delivery of the educational commitments agreed in the Future We Want?

In Wales we are currently working our way towards a sustainable development bill which inevitably will need to contemplate the aspirations set out within The Future We Want. The Welsh Government has in advance of a white paper undertaken a considerable amount of public consultation both with those organisations and individuals actively engaged in this agenda but has also attempted to expand this to cover those who are not. The legislation as proposed will relate only to a defined set of public sector bodies.

This process to date has highlighted some real tensions between those who believe that SD can be delivered by a top down process focussed around planning and reporting based on a clear vision and definition of sustainability. There are also many who do not believe that this approach in isolation will not work and believe that the role of government should be to nudge and steer sectors to develop their own clear role in taking this agenda forward and in doing so develop a higher level of commitment. It is this latter approach that in my view has motivated many to lobby for a legislative approach that challenges sectors to find an approach which is relevant to their role rather than allowing the proposed legislation to become yet another set of statistics/targets that must be completed annually. The bill also contains a proposal to establish an independent sustainable development body both to hold government to account and to support the development and dissemination of best practice. This is an approach that has been tried before and the irony of establishing an additional quasi government organisation in the current climate is not without its challenges.

What actions are your organisation /institution taking to facilitate delivery on this agenda immediately, in the near future (by 2015) , and in the longer term (next ten years)

HEFCW continues to work with the HEA to support the development of curriculum based ESD within the HE sector. We are also reviewing and updating our impact assessment processes to ensure that these cover not only the statutory equalities issues but also SD. As an organisation we have defined our role in supporting the HE sector in Wales to delivering enhanced sustainability and are increasingly reflecting this within our reporting and within our inter actions with the sector. The Reaching wider agenda in Wales is well defined and looks to address educational disadvantage arising from deprivation. Much of the current discussion and work with the HE sector is around the proposed SD bill and the opportunities and challenges that this brings for the sector. Assuming this legislation is enacted it is likely that our

role in this area and that of the sector will be further challenged. In Wales considerable emphasis has been placed on supporting the research and skills agenda to contribute meaningfully towards sustainability

I believe that one of the big challenges for the medium term future will be for the sector to effectively export the values of sustainability through international relationships whether this is in research, international recruitment or overseas operations. This is an area where there is a real danger of a disconnect and often an inevitable tension between business and corporate responsibility.

Chris Cowburn

Estates and Sustainability Manager

HEFCW

6 University of Westminster – Myszka Guzkowska



The Future of Education for Sustainability in the UK

Stakeholders, government representatives and government agencies are invited to respond in less than 500 words to the following two questions.

All responses will be collated into a future publication, aiding discourse and facilitating collaboration.

1) What supporting mechanisms should government and civil society put in place to enable and strengthen UK delivery of the educational commitments agreed in ‘The Future We Want’.

Education for Sustainable Development can only be delivered by UK Higher Education Institutes with full backing from National and Local Governments and as part of a broader programme for Sustainable Development. Sustainable development both in education and in society in general is a long term mission that requires leadership, support and empowerment from National and Local government and facilitated collaboration between government, business, educational institutions and the individual at a local, national and international level. The following mechanisms should be put in place:

- Sustainable Development cannot have a time limit. The Decade for Education for Sustainable Development should be re-branded or replaced as; “21st Century Education for Sustainable Development” extending the support of and commitment to ESD from National Governments beyond 2014 and for the next several generations.
- Provide funding, support and leadership in the development of stakeholder collaboration locally, nationally and internationally between government, business, NGOs, civil society and Higher Education Institutions to enable the delivery of the educational commitments agreed in “The Future We Want”
- Facilitate collaboration from all stakeholders on the development and implementation of an Education for Sustainable Development programme encompassing primary, secondary, vocational, further, higher education and the workplace.
- Provide funding for teaching and research projects in Higher Education Institutions to promote Corporate Social Responsibility and Education for Sustainable Development with particular focus on the eight key themes from “The Future We Want”

2) What actions are your organisation/institution/party taking to facilitate delivery on this agenda immediately, in the near future (by 2015), and in the longer term (next ten years).

The immediate challenge at Westminster is to embed sustainability across our organisation, engaging our students, staff and stakeholders and measuring, maintaining and improving our environmental and CSR performance. We were part of the consultation process and collaborative process with EAUC and other HEIs that produced the LiFE Index. In 2012-13 we will be using the LiFE Index to benchmark our social responsibility and sustainability performance.

Over the next four years we aim to:

- Manage, measure, improve and promote our social responsibility and sustainability performance, achieving Platinum accreditation for the four priority areas; Leadership and Governance, Partnership and Engagement, Learning, Teaching and Research and Estates and Operations.
- Develop our CSR programme internally through collaboration with and engaging our staff via collaboration, training, development and performance management and our students via the curriculum, research and related sustainable development projects with volunteer and intern opportunities
- Develop our CSR programme externally by promoting collaboration on sustainable development with our local community, business partners and our fellow professional educators locally, nationally and internationally

In the longer term the mission of the University of Westminster is to shape the future of professional life by embedding internationalisation, employability and green-thinking in all that we do. Being Sustainable is a core value. Green-thinking is at the heart of all we do. Our common goal is to respect the planet and we are committed to sustainable practices, both on the global stage and in our own working environment.

7 Association of Colleges (AoC) – Ian Munro

Rio +20 the FE College context and Contribution – November 2012

The significant Environmental challenges identified in Rio +20 are a concern of most organisations and Colleges are no exception. Colleges accept and understand that they have a unique and challenging agenda in post compulsory education where their remit is to provide innovative and relevant education and training for individuals who wish to progress into higher education or the world of work; Colleges will also need to equip those same individuals with entrepreneurial and transferable skills so that they can adapt and adjust to an increasingly dynamic, unpredictable jobs market against a background of increasing globalisation, rapid technological advancement where “Green Skills” will become increasingly important ¹. Colleges have a pivotal role in their local communities where they exercise a dual leadership role both as significant employers they will demonstrate and share best practice and embody a strong sense of duty, cultural ethos and core values in meeting their students and stakeholders needs ² whilst developing innovative teaching and learning strategies that will achieve a more environmentally responsible behaviour and awareness in it staff and students.

Colleges see themselves as central in up skilling and delivery of skills training in environmental technologies, renewables, micro regeneration and bio diversity; we have witnessed a significant response by the College sector in recent years as it has made a significant investment in cutting edge demonstrator facilities where students, employers, stakeholders and schools can see firsthand the benefits of alternative energy sources and carbon reduction measures ⁴. Colleges are acutely aware of their responsibility to all its students ⁵ who will be faced with the impact of climate change and for many of those who will be at the forefront of dealing with the implications environmental challenges when they become the decision makers of tomorrow.

The key challenge identified by College leaders ³ is how best they can integrate education for sustainable development across the extensive curriculum and training offer (demanded by its customers), whilst ensuring they continue to meet the more immediate needs of individuals and employers.

DBIS has provided a roadmap for FE and skills contained within New Challenges New Chances; it offers new organisational freedoms alongside a more flexible simplified funding and qualifications structure that should enable Colleges to respond effectively whilst placing Jobs, Skills and Qualifications as central to the FE mission. NCNC invites colleges to embrace Global FE and Sustainable Developmental. DFE will fund Colleges to support the main thrust of the Alison Wolf report that identified the need for young people to focus on a substantive programme complemented by work experience (having been previously informed through effective guidance of future career opportunities). Colleges are developing new 16-19 study Programmes and will endeavour to support and nurture young people’s environmental awareness and aspirations so that they will want to make a positive impact on environmental landscape, however, Colleges are concerned that the new 16-19 funding reforms will not provide sufficient funding for Colleges (and Schools) to enrich the curriculum offer for all students to access these important sustainability and environmental elements. The DECC consultation in 2010, “Meeting the low carbon skills challenge” and subsequent response, highlighted the significant demand of Low Carbon and Green Skills. The report highlighted significant opportunities for the skills supply side if they commit to this agenda. Two years on it would be sensible for DECC to engage with the College sector to see how colleges have responded and set in place a joint plan of actions and how we will work together.

Further Education Colleges have a key role in the delivery of many key Government policy objectives however in relation to sustainable development, Green Skills and Environmental Technologies, there is a perceived lack of clarity and coherence in government policy and objectives, and this is hampering progress. It is important that Government now enter into a new dialogue with the FE

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5 Green Colleges Survey Report: the sustainability of the further education estate, AoC, May 2007

4 Greening FE: Creating a Carbon Reduction Culture AoC, July 2010

1 Sustainable Futures Policy Group, Review and Consultation, AoC January 2012

2 A Dynamic nucleus, Colleges at the heart of local communities, Baroness Sharp of Guildford, NIACE November 2011

3 AoC Sustainability Task Group; Barriers to Progress Report, July 2012

College sector so that we can better articulate our complimentary goals and objectives to secure greater impact as part of a joint long term strategic vision.

Association of Colleges – November 2012

Leadership Foundation

for Higher Education

The Future of Education for Sustainability in the UK
14 November 2012

Response to pre-event paper

1) What supporting mechanisms should government and civil society put in place to enable and strengthen UK delivery of the educational commitments agreed in 'The Future We Want'?

Higher education institutions (HEIs) play a key role in the move to a sustainable place for the human race. Academic work is innovating not only on the technology that will be needed for a low-carbon future, but on the collaborative ways of working for collective benefit that a sustainable society requires. HEIs need the space to explore these partnerships and to maximise and share the learning from and with the rising generation. Government's role in this context must be to preserve that space, avoiding an unnecessary emphasis on short-term goals and outputs.

2) What actions are your organisation/institution/party taking to facilitate delivery on this agenda immediately, in the near future (by 2015), and in the longer term (next ten years)?

The Leadership Foundation for Higher Education works with partners to enable transformational change in higher education institutions through inspiring leadership and organisation development. We form and support networks of leaders, commission research into aspects of leadership, run a widely-respected programme of leadership development and a growing consultancy service, and establish collaborative projects to promote and inspire change. We have in the past created opportunities for HE leaders to discuss sustainability questions on our leadership programmes, and we are now consolidating this experience by working with partners to set up specific events for those senior leaders who do not have a sustainability or carbon-reduction background. Our first of these, in early 2013, will support delegates in considering the opportunities for embedding sustainability principles into learning and teaching, research and professional services. We will use the experience of establishing this event to establish appropriate ways of including specific sustainability considerations in our core programmes.

9 Transition Network – Isabel Carlisle

Education Co-Ordinator, Isabel Carlisle
13 November 2012

The UK Future of Education for Sustainable Development – eight responsibilities for education?

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### Key Questions for Post Rio +20 Event

Stakeholders, government representatives and government agencies are invited to respond in less than 500 words to the following two questions.

All responses will be collated into a future publication, aiding discourse and facilitating collaboration.

**1) What supporting mechanisms should government and civil society put in place to enable and strengthen UK delivery of the educational commitments agreed in ‘The Future We Want1’.**

**2 What actions are your organisation/institution/party taking to facilitate delivery on this agenda immediately, in the near future (by 2015), and in the longer term (next ten years).**

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1. Is it a question of mechanisms, or of people, relationships and values? If for instance we take Natural Capital Accounting and look at point 97 “*We reaffirm the intrinsic value of biological diversity.....*” (and by the same token reject the commodification of the natural world), the response might be an education system and learning organisations that explore and speak about values and valuing. Consistent with this are platforms where young people are given a voice to speak about the future that they want; learning programmes in schools that support young people to become stewards of the natural world; a cohort of communicators who prompt a re-consideration of GDP in terms of wellbeing; a realization that a green re-skilling programme can incorporate the “soft” skills that we know employers are looking for (good communication, people skills, team working etc); and the inclusion of ESD in teacher training (at present very much lacking).

Constructive dialogue between civil society and government is an imperative. All the challenges of the 21st century open up the question “What is education really for?” Are we really preparing our young people for the future that is approaching, or are we assuming business as usual? If we pause and consider this question, we can see that there is a tremendous opportunity here to connect learning experiences to real-world problem solving. We could then value skills alongside knowledge and teach dialogue, community building, and personal development at all levels. Would this UK government value experimentation that tests this learning model? That is a key question.

2. Transition Network is a movement of civil society around the world that is responding at a community-level to the challenges ahead. There are now around over 1000 Transition communities in around 43 countries that are actively moving towards low-carbon and more local living. <http://www.transitionnetwork.org/>

Over the past 18 months I have been designing two blueprint programmes for the Network, and launching them into their pilot phase. One is Schools in Transition and the other One Year in Transition (1YT: a learning programme for young adults who either cannot afford to, or choose not to go to, college or university). I have also been supporting the emergence of the new and vocal youth Transition network called Earth Inheritors.

Schools in Transition is a year-long programme that helps a school reflect on itself as a system situated within a territory and a community. Pupils are encouraged to see

themselves as stewards of their bio-regions, exploring and learning from direct experiences in the field. A community “asset-mapping” exercise then reveals the knowledge, skills and activities that support sustainability locally: organic farms, cycle paths, bee-keepers, local clean energy generation and so on. Pupils identify a project that they will lead on, in the community, that puts sustainability into action. We have a residential weekend for schools (teachers and pupils) called Next Generation Leaders for Sustainability and are developing teacher training as well as a pedagogy that is aligned with an ecological world view.

The purpose of 1YT is to equip young adults with the tools they need for a future that is life-supporting: our lives, the lives of our communities and life on Earth. We draw on the resources of Transition UK and arrange placements in communities and project work. As well as learning practical skills that lead to livelihoods, each participant is given a Personal Mentor who supports their inner development for a year. Regular meet-ups and workshops engage with the nature of change, alternative economic models and dialogue and communication skills. Action Enquiry provides a structure for both the inner and outer processes. The total cost is £1500 per person.

Both of these programmes are blueprints, designed to be easily replicated in other countries. As a learning organization, Transition will in the future seed out the programmes and connect the learning from them so that we can respond to evolving learning needs.

10 Environmental Association for Universities and Colleges – Ian Patton

1) What supporting mechanisms should government and civil society put in place to enable and strengthen UK delivery of the educational commitments agreed in ‘The Future We Want’.

Although pockets of good practice are happening, current initiatives are rarely joined up and NGOs are operating separately, and often individually, from formal educational stakeholders. Funding cuts and weak economy means that NGOs are having to compete with each other for financial resources (subsidies as well as commercial) whilst there are not enough incentives to collaborate and to move beyond traditional boundaries of informal and formal learning for sustainable development.

Government and government sector:

Leadership from government agencies

- We need clear incentives to collaborate through seed funding for collaboration but also clear messages and endorsement from the government and its agencies.
- We need existing funding streams for education to be aligned with the aspirations and commitments of the Future We Want document. We do not necessarily need new funding stream but re-orientation of existing ones is important.
- The government needs to provide more opportunities for cross departmental (EAC, DEFRA and DECC, DFID and BIS) debate and include the role of education in sustainability discussions and policy making.

Education Sector;

- The sector needs to provide examples of good practice in their communities and exchange newest research outcomes and learnings with businesses and NGOs.
- There needs to be a whole lifespan approach to learning for sustainability from engaging with the environment at a young age to skills development, high level study, community learning and knowledge updating at a later stage in life.
- Youth needs to be involved in shaping new educational paradigms and become the powerhouse of the change process
- It needs to reach out and build stronger partnerships with NGOs and Businesses

NGOs:

- NGO's need to transcend the boundaries of own agendas and understand the important role they have to play in driving the sustainability agenda as a whole. Partnership building and networking is key.
- NGOs need to work closely with the tertiary sector and ensure that their actions

are based on latest research findings

2) What actions are your organisation/institution/party taking to facilitate delivery on this agenda immediately, in the near future (by 2015), and in the longer term (next ten years).

From January 2013, the EAUC will implement a significant new 5 year strategic plan which comprises the following Strategic Aims:

1. To make sustainability a key principle in tertiary education sector decision making
- In terms of 'The Future We Want', this includes our work engaging with and supporting sector leaders and strategic partners
2. To promote and advocate the benefits of education for sustainability
- In terms of 'The Future We Want', this new and explicit objective has been set to help the tertiary education sector ensure that ESD is better promoted and integrated across the curriculum.
3. To build capacity in the tertiary education sector to facilitate whole institutional change through practitioners, educators, leaders and learners
- In terms of 'The Future We Want', this includes the informing, networking, training and guidance provision which we do as a key part of EAUC membership. It will also now include the free provision of resources and e based training through the recently launched Sustainability Exchange
4. To build national and international alliances as a leading representative and strategic advocate which will share good practice and facilitate dialogue and policy development
- In terms of 'The Future We Want', this critical area includes our recent success at building new and developing national sector groups including the Sustainable Development Alliance for Learning Skills and England's Learning for Sustainability Alliance plus our international alliance between developers of sector sustainability performance benchmarking tools such as our own LiFE Index
5. To run EAUC sustainably supporting the sector for long term benefit
- In terms of 'The Future We Want', this includes our requirement to set the agenda and be an ethical, environmental, financial and social role model

11 Copernicus Alliance – Professor Daniella Tilbury

Consultation
The UK Future of Education for Sustainable Development

Response *Copernicus Alliance of Universities for Sustainability*
Professor Daniella Tilbury, President

1) What supporting mechanisms should government and civil society put in place to enable and strengthen UK delivery of the educational commitments agreed in ‘The Future We Want’.

Our Predicament

- *Examples of best practice scattered across the Scotland, England, Wales and NI. With a few exceptions, these initiatives are not joined up to mainstream practice but are mostly operating in the fringes having little impact on core business of education or on large numbers of students. Green Gown Awards as an example. Government agencies are not engaging with this agenda.*
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What is needed?

We need to scale up as well as join the dots and move from demonstration to mainstream, from the fringes to the core business of education. *Government should form an inter-agency committee on ESD to help deliver on the educational commitment in the ‘The Future we Want’.*

How is this to be done?

We must all play a part

Government and government sector:

- Leadership from government agencies – HEFCE has shown the way and opened the door for institutional change as well as leading by example in taking carbon reducing measures. We need more agencies leading the way..
- We need existing funding streams for education to be aligned with Rio+20 and related commitments and SD funding streams to make room for education. We do not necessarily need new funding stream but re-orientation of existing ones is important.

Education Sector;

- The sector needs to provide Beacons in our society and continue to celebrate genuine good practice. It is essential that our youth is involved and empowered. We need to create new ways of giving students a voice and a presence in this agenda
- We need to open the gates – crumble the Formal Education walls – to business, community and stakeholders not traditionally engaged with education practice
- We need stronger partnerships with NGOs

Three key words:

- Leadership - especially from government agencies
- Challenging - Breaking Moulds/Collapsing Boundaries & Glass Ceilings – we need a more inclusive approach,
- Engagement – not just expert reports but stakeholder engagement and constructed documents which capture leading edge practice

2 What actions are your organisation/institution/party taking to facilitate delivery on this agenda immediately, in the near future (by 2015), and in the longer term (next ten years).

The Copernicus Alliance facilitated the development of the Rio+20 Peoples Treaty for Sustainability. The document which informed dialogues at the UN Summit was signed by over 80 HE organisations, bodies and related agencies. The Treaty commits them to working towards a reorientation of higher education paradigms towards sustainability. The Copernicus Alliance is driving this forward and asking members to engage in international exchange and support projects as well as to report regularly on progress. Signatories of the Treaty will be meeting in Barcelona in May 2013 to review activities and capture innovation to be reported in a UNU publication.

12 Eradicating Ecocide – Nina Owen

Question 1

National, EU-wide and International laws to end ecocide would close the door to dangerous industrial activity and thus funnel capital towards sustainable investment. The laws everywhere support "business as usual" and in fact the duty of the CEO is to their shareholders which usually means, maximise profit. We need education for SD and we also need changes in the law to allow capital (which is cautious) to flow in a different direction, as raised by both Prof Daniella Tilbury and another gentleman, perhaps Simon Kemp?

Question 2

Our timetable is thus:

For European Directive for Ecocide - a European Citizens' Initiative - this will launch on 1 January 2013 and will collect minimum 1,000,000 signatures in total from at least 7 EU countries (minimum) by 31 December 2013. This will trigger the EU considering the proposal for an EU-wide law of ecocide which will trigger national debate/interest in all EU states (and worldwide).

For WISH20 - this petition is already open. We will gather millions of signatures to show public support for a law of ecocide to mandate our leaders to speak up about it triggering a review of the Rome Statutes by 2015 and a 5-year transition period to a sustainable, green economy. We're also doing this by way of mapping support.

Question 3

I'm not qualified to say - education delivery in the UK is not my area of knowledge.

Question 4

More visibility at sustainable development festivals - Excel/Olympia.

From an "Eradicting Ecocide" point of view, I should love access to everyone included in this event - whether they attended in person, or were included in discussions prior to the event - to galvanise support for the ECI and WISH20 b/c we need millions of signatures to move these initiatives forward. I would welcome your input here as to how to spread the word.

13 Department of Education – Catherine Clark

From:

Sent: 15 November 2012 10:57

To: GOODWIN, Fiona

Subject: Case Reference 2012/0073929

Dear Ms Goodwin,

Thank you for your email dated 29 October inviting colleagues to The Future of Sustainable Development in the UK event on 14 November. Unfortunately, we were unable to send an official to attend the event, but we do hope it was successful.

Thank you also for sight of the discussion paper The UK Future of Education for Sustainable Development – eight responsibilities for education?

The Government is fully committed to sustainable development and the importance of preparing young people for the future. Our approach to reform is based on the belief that schools perform better when they take responsibility for their own improvement. We want schools to make their own judgements on how sustainable development should be reflected in their ethos, day-to-day operations and through education for sustainable development. Those judgements should be based on sound knowledge and local needs.

We have developed support materials to help schools implement sustainable development principles in their ethos which are available on our [website](#). These include a set of [Top Tips on Sustainability in Schools](#) which suggests practical ways for schools to become more sustainable, should they choose to, whilst at the same time saving money. We are also helping schools to be more sustainable by working closely with the [Sustainable Schools Alliance](#), who are working together to provide a clear and compelling offer of support to all schools in the country. This will help and encourage schools to put sustainability at the heart of what they do.

The [Natural Environment White Paper](#) also includes the aspiration that ‘we want to see every child in England given the chance to experience and learn about the natural environment’.

If you have not already done so, you may also wish to send the paper to the Department for Business, Innovation and Skills for their comments as the majority of the paper is relevant to their responsibilities relating to Universities and Higher Education.

Your correspondence has been allocated reference number 2012/0073929. If you need to respond to us, please visit www.education.gov.uk/contactus, and quote your reference number.

Yours sincerely,

Catherine Clark

Strategy Unit

Catherine.CLARK@education.gsi.gov.uk

www.education.gov.uk

14 Education Dialogue Group – Mairi Kershaw



UK future of Education for Sustainable Development (ESD) – eight responsibilities for education.

An Education Dialogue Group (EDG) draft response. M.K 051112

Education 21 For Rio+20

The EDG has longevity in evolving new ESD praxis including Education 21 and identification of education community (ies) within. . The two process questions firstly infer that current UK ESD governance systems are not fit for purpose re: Rio+20 outcomes and conversely that institutional change effecting the 2015 ESD landscape , and ‘Rio +30’ (2022) actions are already underway. This response critiques the first assumption, signposting improved national governance, and secondly proposes two accelerators of institutional change.

- NATIONAL GOVERNANCE – UK ESD content and process was ratified through 3 government panels (1998 – 2003), led by DEFRA. UK-wide, the process proved that divergent ESD rhetoric is possible, e.g. Wales conjoining ESD with Global Citizenship; alongside congruent ESD e.g. UNESCO’s consideration of ESD within EFA (Education for All) .The diversity of stakeholders grew the level of aspiration, collaborative potential and field of vision. Extrapolation to Rio+20, indicates that a new learning panel should draw stakeholders from the broadest church, meeting the expectation that non-environmental groups and non- formal learning sectors will mobilise fully, scoping a farther reach.
- Accelerator 1 - Integrating the 3 pillars of sustainable development is a UN/ UNESCO role, yet climate change, albeit our most pressing time-bound challenge, presented a roadblock to agreement between North and South, while the pillars constrained UK Stakeholder thinking. Nesting systems, applied to key sectors like education, health, agriculture and trade could accelerate intra- system change.
- Accelerator 2: : The EAUC, at Rio +20, noted the leadership role of civil society and developing capacity for ‘bottom- up’ strategy development , with social networking releasing the voice of civil society. UK Formal educational institutions are similarly pro-active; with ‘School’ led curriculum change; ‘H.Ed’ led interdisciplinarity and ‘VET’ led green-skills training emerging. Further amplification of these actions could accelerate and magnify the change.

Our participation throughout Pre-Rio+20 advocacy for ESD privileged the EDG regarding insights into the 8 issues and this response elicits potential directions of travel, using questions and references.

In order:

1. Accepting that responsibility extends through time and space¹, can we assert that the needs of the currently unborn and the very young are being considered against ‘big issues:’ like energy, food, and biodiversity?
2. Should formal education systems seek to build Natural Capital, ² incorporating social and economic components?
3. If wealth is considered a product of money, educational value and health³ can we ensure that additional metrics around GDP+ will define education’s responsibilities re: growth?

1. Adam B. (2012), ‘Responsibility for Future Generations’. A Schumacher Institute Challenge Paper.
 2. Scott W. (2012), ‘Linking work with Sustainable Schools to wider national indicators on sustainable development’. Bath Univ.
 3. Keeley B. (2007), ‘Human Capital - How what you know shapes your life’. OECD Insights.
 4. Council EU. (2012), ‘Growth and employment in Europe and in France’, toward a competitive Continent’. Paris. 13th March 2012.
 5. Wade R. Parker J. (2008), ‘EFA-ESD Dialogue: educating for a sustainable world’. ESD Policy Dialogue No.1 UNESCO. France.
 6. U.N.C.D. June 21st 2012. ‘The Future we Want’.
 7. P.I.R.C. (2011), ‘The Common Cause handbook. A Guide to values and frames for campaigners’. www.p.i.r.c.info
 8. Young H. Shah H. (2008), ‘Our Global Future – How can education meet the challenge of change’. Questioning Education. DEA.

4. Developing skills for a green economy arguably dangle a carrot for business, against the stick of the EU recession⁴, can education choose new winners?
5. Should UNESCO's work relating ESD and EFA⁵ open a window into how SDG's could increase the relevance of the MDG's in UK?
6. Formal learning encompasses School, Tertiary and Vocational sectors can the education community fill people's gaps⁶?
7. Are we sufficiently reflective to critique our practice against values⁷, supporting informal/non-formal learning sectors in effecting change?
8. Should our community extend its global reach⁸? (498)

1. Adam B. (2012), '*Responsibility for Future Generations*'. A Schumacher Institute Challenge Paper.
2. Scott W. (2012), '*Linking work with Sustainable Schools to wider national indicators on sustainable development*'. Bath Univ.
3. Keeley B. (2007), '*Human Capital - How what you know shapes your life*'. OECD Insights.
4. Council EU. (2012), '*Growth and employment in Europe and in France, toward a competitive Continent*'. Paris. 13th March 2012.
5. Wade R. Parker J. (2008), '*EFA-ESD Dialogue: educating for a sustainable world*'. ESD Policy Dialogue No.1 UNESCO. France.
6. U.N.C.D. June 21st 2012. '*The Future we Want*'.
7. P.I.R.C. (2011), '*The Common Cause handbook. A Guide to values and frames for campaigners*'. www.p.i.r.c.info
8. Young H. Shah H. (2008), '*Our Global Future – How can education meet the challenge of change*'. *Questioning Education*. DEA.

15 Higher Education Academy - Simon Kemp

Post Rio +20 Discussion Paper response:

1. Youth and children

Much of the focus of ESD is increasingly on the development of sustainability and employability skills for graduates at HE level. More work needs to be conducted on developing sustainability literacy for employment with school leavers not destined for Higher or Further Education to allow them to take the opportunities that are likely to arise from a greener economy.

2. Natural Capital Accounting

The idea of developing consensus regarding the inclusion of social and economic capitals in natural capital accounting is appealing. However, attempting to reach any academic agreement through debate is likely to be time consuming and potentially counter-productive in terms of acceptance by the wider community. There is though a need for the education community to have an agreed position that can be adopted in all levels of teaching to ensure common understanding. The Forum for the Future 'five capitals' model is already fairly well established.

3. GDP+

The Higher Education Academy (HEA) could provide a useful portal to disseminate learning and teaching materials across the HE community that incorporate new metrics within existing academic disciplines. The HE community should work with government in the development of new metrics, especially those relating to education and well-being.

4. Skills for a Green Economy

The HEA is prepared to support government in developing and disseminating education materials that lead the transition towards a green economy. The HEA is committed to research and the dissemination of work on the green economy through our expert policy think tank, but also through working across disciplines to encourage collaborative thinking to develop sustainable solutions. This work is ongoing and central to plans over the next 3 years, and hopefully the next 10 years.

5. SD Goals

Yes. Arguably the most important role of the UK education community is in the shaping of SDGs that address planetary limits whilst enabling responsible growth for lesser developed economies. In that sense it is critical the SDGs consider holistic systems thinking education that focuses upon 'sustainable development' and not a more westernised vision of 'sustainability'.

6. ESD Across formal sectors

Unquestionably, yes. Education, particularly HE, has a vital role to play in leading cross-sector and cross-discipline dialogue in ESD. Models need to be developed that build on current commitments around campus and facilities greening and move towards integration of curriculum, estates, research and student engagement. Greater recognition is needed of the graduates as the primary sustainability output and impact from education, and this should be reflected in future policies and learning materials. The HEA will look to take a lead on this in the HE community.

7. ESD across informal/non-formal sectors

There is considerable potential for shared learning across the formal and non-formal learning communities. New ESD groupings working on the responses to Rio +20 should ensure balanced representation from the two broad sectors.

8. The global dimension

Impossible to answer in the context of a brief initial response. The notion of enhanced educational exchanges should be built on optimising the connectivity offered by the digital learning space. The creation of fellowships and scholarships around ESD would be welcomed in order to demonstrate the potential career rewards for high-impact work in this critical area.

12 Globally Responsible Leadership Initiative (GRLI) Foundation – Mark Drewell

Rue Gachard 88 - Box 5, B-1050 Brussels (Belgium)

Chief Executive P. Mark Drewell

1) What supporting mechanisms should government and civil society put in place to enable and strengthen UK delivery of the educational commitments agreed in ‘The Future We Want’.

Define key roles of educational institutions to be:

1. Educating globally responsible leaders
2. Enabling sustainable organisations
3. Engage in societal transformation

Then:

A. encourage pilot programmes to address this agenda eg:

1. Programme Innovation at all levels from primary education through postgraduate and lifelong learning.
2. Research innovation
3. Training of educators and policy makers alike

B. Change the accreditation and measurement systems away from the defunct 20th century model to one which supports what is already emerging - reference cultural creatives, the third industrial revolution as two key ideas/arenas...

c. Genuinely devolve power and process to local communities and focus relentlessly NOT on excellence but on areas of weakness.

In summary: Britain can become a leader in the creation of a society which is people and community-centric and not institution-centred.

2) What actions are your organisation/institution/party taking to facilitate delivery on this agenda immediately, in the near future (by 2015), and in the longer term (next ten years).

We are rolling out an implementation programme for a vision of a blueprint of management education which serves society built on this three level engagement requirement. It includes practical pilot initiatives such as a global doctoral programme, innovation cohort for programme directors, awards schemes for emergent good practice, transforming accreditation systems, creating pilot groups of innovators, creating global communities of change agents and more.

In a decade from now we will have catalysed at scale a global alternative to the current defunct model of business education.

17 National Union of Students – Charlotte Taylor

1) What supporting mechanisms should government and civil society put in place to enable and strengthen UK delivery of the educational commitments agreed in 'The Future We Want'.

HEA funded research undertaken by NUS over the last three years has shown that the majority of students in higher education want to learn about sustainability through their time in higher education¹.

Government should respond to the clear student interest in this agenda by working with sector funding councils to ensure that institutions deliver graduates that are equipped with the knowledge, experience and skills to be part of the solution to environmental sustainability, not just a part of the problem.

The green sector provided one of the highest areas of growth for the UK last year, and with almost 1m unemployed young people the government could look towards encouraging more green jobs to further growth and reduce unemployment.

Government should also form links and facilitate collaboration between the different bodies with the same agenda, including the governments of the devolved nations, and with higher education institutes overseas through the British Council, Commonwealth Association, etc.

2) What actions are your organisation/institution/party taking to facilitate delivery on this agenda immediately, in the near future (by 2015), and in the longer term (next ten years).

The research mentioned in the previous paragraph as spurred our work on Education for Sustainable Development.

Immediately:

NUS contributes to national conversation on ESD matters through a number of forums, including chairing the Greener Jobs Alliance.

Students' unions that achieve excellence status in our Green Impact scheme are supported with campaigns and projects to help their institutions to embed Education for Sustainable Development throughout campus and the curriculum.

Near future:

Each year new sabbatical officers for students' unions will be trained in ethical and environmental issues and the work that NUS does. Students governors and course reps will also receive training, in order that they influence institutions in embedding education for sustainable development.

NUS also seeks new funding streams to help empower unions and students to influence their institutions on this agenda.

Long term:

The NUS' vision for this agenda is for sustainability to be embedded across all higher and further education campuses, through the working practices of the

¹ Full research can be found here:

http://www.heacademy.ac.uk/assets/documents/esd/Student_attitudes_towards_and_skills_for_sustainable_development.pdf

unions and institutions, and throughout the curriculum no matter what the course.

Through learning from their curricula, through peer to peer communication and engagement, and as a result of the practices of the institution being communicated to them, students will leave their education with a working knowledge of sustainability and the skills required to support a changing economy.