

Education for Sustainable Development in the UK in 2010



United Nations
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United Kingdom
National Commission for UNESCO



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About UNESCO

The UK National Commission for UNESCO is the focal point in the UK for UNESCO (United Nations Educational, Scientific and Cultural Organization)-related policies and activities.

As an independent body, the UK National Commission brings together a network of about 250 experts from across the UK in the fields of education, culture, sciences and communication. Working closely in partnership with HM Government and UK civil society, the UK National Commission aims to provide expert advice to the Government on UNESCO related matters, develop UK input into UNESCO policy-making and programme implementation, promote reforms within UNESCO, and encourage support in the UK for UNESCO's ideals and work.

This report has been produced by the Education for Sustainable Development (ESD) Co-ordinating Group, which is a sub committee of the Education Committee of the UK National Commission for UNESCO. The ESD Co-ordinating Group's main function is to oversee the ESD work programme in the UK. Its emphasis is on being strategic: in identifying and reporting progress made during the Decade across the UK; broadening awareness of the significance of ESD outside core practitioners, policy-makers and programmes; tracking the development and emerging understanding of the practice of ESD; acting catalytically in support of further development that education is key to sustainable development; and working holistically to identify gaps and opportunities.

Together with the ESD Forum (a larger and more broadly based group) the Co-ordinating Group brings together stakeholders working in ESD, various government departments, devolved assemblies, regional and local authorities, agencies, institutions, researchers and academics, to spread and raise the profile of ESD in the UK. Working through its core membership, it accesses a wider network of organisations, shares best practices and information, monitors the progress of ESD within the UK and collaborates with UNESCO in implementing the goals of the Decade of Education for Sustainable Development (DESD). Members of both groups also play a vital part in contributing internationally to reports, to policy and to practice.



Playground improvements under construction at Manor Primary School, South Gloucestershire; designed and part-funded by the pupils themselves. A cluster of similar projects were supported locally under the 'Narrowing the Gap' programme of the National College for School Leadership. Further information: andy.grant@thecastleschool.org.uk

Foreword

This document reports on Education for Sustainable Development (ESD) in the UK covering the period April 2008 to April 2010 and has been written in consultation with many stakeholders in the UK. The report has been produced by the UK's ESD Co-ordinating Group, a sub-committee of the Education Committee of the UK National Commission for UNESCO. The report is part of the UK National Commission's ongoing work in identifying, reporting and making progress towards meeting the goals of the United Nations Decade of Education for Sustainable Development (DESD; 2005–2014). The report is timely and comes at a crucial point as the second half of the Decade develops.

The report provides an important update to *'ESD in the UK in 2008: A Survey of Action'*. It reports on the status of ESD in the UK up to the end of April 2010. It itemises recent ESD activity across the UK's four jurisdictions and offers an initial analysis of the strengths and weaknesses of current ESD provision. As such, it provides a general overview of new and continued activity in key areas in UK ESD, including noteworthy policy changes and significant events and achievements, and new research and literature. The report is not an exhaustive account of current UK ESD activity, nor does it attempt to focus in detail on work in particular parts of the UK. Rather, its purpose is to provide a broad view of key drivers that can inform ongoing research about UK progress on ESD and in the DESD.

During the period that this report covers there has been a wide range of sustainability-focused interventions within civil society by government, businesses, trade unions, academia, third sector organisations and professional groups. Each group has been focusing, for example, on changes in policy and regulation, in areas such as carbon reduction, in the use of fair trade products, recycling, etc., and it seems reasonable to suppose that many will have learned a great deal about sustainability and its promotion. However, not all such initiatives feature in this report as only those where there is an intended educational component or focus are included here.

Our grateful thanks to all who contributed to this report – especially to Sam Mejias for his research and drafting. It is just over half-way through the DESD, an important moment at which to set out such an analysis, and the Co-ordinating Group is encouraging a wide consideration and extensive use of the report. Responses will be collated and analysed, outcomes will be shared across sectors and the information will inform our future work.

We hope that you find what follows of interest and for you to use in your own on-going ESD activity.

William Scott

Chair: UK National Commission for Unesco, ESD Co-ordinating Group

April 2010

1. Executive Summary

Education for Sustainable Development (ESD) in the UK continues to gain momentum as an important emerging field of educational policy, practice and research. In 2008 and 2009 there were signs of substantial progress in embedding policies and developing practices in support of ESD in the UK across a wide range of sectors. There is also some evidence of an increasing focus on evaluating practice but it is still in its infancy in terms of assessing the impact of national policy on teaching and learning across the educational spectrum. In particular, momentum towards action on learning about climate change nationally and globally exemplified the increase in awareness and action in the UK of a key element of ESD. This deepened focus on climate change in the UK can be partially linked to the establishment of strong government policies on climate change in 2008, and the participation of the UK in international conferences on climate change in December 2008 and 2009. It is also the result of an ongoing public discourse about climate change expressed through the media in films and advertisements. ESD in a wider environment / development sense is also experiencing continued support by key UK stakeholders and actors, but there is some danger that attention to this will be marginalised by the increasingly pervasive carbon-reduction agenda that now, for example, is impacting on the activities of individual schools, colleges and universities, if not yet on the whole of civil society.

Key highlights:

- Across the UK and the devolved administrations, the continued integration of sustainable development into government and government agency operations (evidenced by sustainable development action plans) highlights an ongoing and sustained form of ESD: work-based learning and development, and the mainstreaming of sustainable development learning into government operations.
- In formal education, 'sustainable school', 'eco school' and 'global learning' type programmes are enjoying continued support and popularity from government and non-government stakeholders.
- Whilst ESD is growing in the post-16 learning sectors, progress has been patchy and is in general at earlier stages of development in adult and community learning, although there are also some excellent examples of practice in these settings. Although some of the vocational provision for example in construction has made significant progress in integrating ESD into its courses, in many other sectors the integration has been slow or non-existent.

- There is a lack of connection, and hence little realised potential for synergy, between learning experiences in formal education and what might be learnt through community involvement and third sector capacity building. In addition, there are tensions between activities that emphasise campaigning / activism / awareness-raising / behaviour change, and those favouring learning and an exploration of the subtleties, complexities and uncertainties inherent in sustainability. As yet few opportunities have been created to explore this area.
- 2009 saw an increase in the number of research and evaluative studies on ESD, but with a relative paucity of research in ESD in post 16 learning and skills, and there were a significant number of ESD-related events such as conferences and seminars.
- Networks and partnerships for ESD in schools and HE continue to flourish, in particular (for schools) driven by the re-configuration of the Council for Environmental Education as *Sustainability and Environmental Education (SEEd)*, and through regional and devolved administration networks that involve government and non-government stakeholders working in partnership; and (for HE) driven by the work of the Higher Education Academy ESD project, the interest of funding councils and the NUS, and the EAUC's networks.
- The acronym and phrase "ESD" is increasingly used in much of the discourse on education related to sustainable development, the environment, and climate change. What this means in terms of its ability to promote learning is debatable, and there still exists a significant challenge of articulating a common understanding of ESD across the UK's four administrations. The scope for government departments to enhance their collaboration over ESD, and render it more coherent, is considerable.
- Climate change is a particularly strong driver of ESD at present, likely as a result of the government's increased engagement in climate change-related matters, which includes establishment of a dedicated government department, and a national media campaign on carbon reduction, but also due to increased engagement of the non-governmental organisation (NGO) sector and grassroots actors on climate change. Some UK ESD scholars have expressed the view that the ubiquity of climate change has obscured the larger picture of ESD.
- There is increasing interest being shown by the professions in how to incorporate sustainable development into continuing professional development. For example, the Professional Practice for Sustainable Development initiative (PP4SD). This remains, however, a minor initiative when set against professional training and standards as a whole.
- Please note that, although the term ESD is used in this report, together with UNESCO's preferred distinctions between formal, non-formal and informal education, the usage and meaning of these words does vary across both the UK and education sectors.



Pupils from St. Luke's C. of E. Aided Primary and Nursery School, Newham holding the Children's Statement on Climate Change

2. Strategies for and forms of ESD

2.1 Introduction

This report serves as an update to the UK National Commission for UNESCO's 2008 publication *ESD in the UK in 2008: A Survey of Action*, and functions as an ongoing contribution to the UK's participation in the UN Decade of Education for Sustainable Development (DESD). As such, it provides a general overview of new and continued activity in key areas in UK ESD from July 2008 to April 2010, including:

- significant policy changes
- milestones and significant events and achievements
- new research and literature

The report is not an exhaustive account of current UK ESD activity, which would require a more extensive research study. Nor does this report attempt to focus in detail on the devolved administrations of the UK or English regional activity. Its purpose is to provide a broad view of key drivers that can inform ongoing research about UK progress on ESD and in the DESD.

In compiling this report, the focus has been on approaches to learning in relation to sustainable development. Rather inevitably, there have been a range of interventions within sectors of education and other areas of society about changes in policy and regulation in areas such as carbon reduction, use of fair trade products, sustainable consumption, recycling, etc, but these areas have not been the focus of this report as they do not have an intended educational component or focus.

In providing an overview of action on ESD, it is important to note that progress and the level of activity on ESD differs across a wide range of sectors. The remit of this update allows for a broad overview of activity across sectors and levels, enabling a general picture of the state of ESD in the UK to emerge. The main areas for ESD actions as identified by UKNC are listed here by sector/level:

- UK government and devolved administration policies and practices
- Formal Education – schools to 16
- Learning and Skills Sector 16+
- Higher Education
- Initial Teacher Education and Continuing Professional Development
- Work-based learning and development

- NGOs and Civil Society
- Volunteer and Community Sector
- Youth Work
- Business and Private Sector
- Trade Unions and Professional Bodies
- Faith Communities

Within these areas, the 2008 report examined activity related to the five following themes:

- Strategies for and forms of ESD (conceptions of and approaches to ESD across sectors)
- Leadership and policy on ESD in the UK (government and stakeholder policy and practice on ESD)
- The existence of networks and partnership initiatives for ESD
- The prevalence of learning opportunities for ESD and SD
- The existence of ESD research and practice.

In the sections that follow, highlights of ESD activity are provided for some but not all of the sectors and themes. As noted above, this update does not attempt the type of coverage achieved in the 2008 report.

2.2 ESD in the UK Since Mid-2008

Since the publication of the UKNC's 2008 report, several major developments relevant to the continued growth of ESD in the UK have taken place. Perhaps the most significant change has been the enactment of the UK Climate Change Act into British law in November 2008, which sets ambitious targets for becoming a low-carbon economy; for example, an 80% reduction by 2050. Prime Minister Gordon Brown in October 2008 created the Department of Energy and Climate Change (DECC), intended to merge the responsibilities and functions of the Department for Business, Enterprise and Regulatory Reform (BERR) on energy and the Department for Environment, Food and Rural Affairs (DEFRA) on climate change. One of the DECC's first actions was to revise the government approach to carbon valuation in policy appraisal, which is meant to improve the government's ability to understand and evaluate climate change impacts on public policies and projects.¹ Another important development in UK climate change policy is the Carbon Reduction Commitment (CRC) Energy Efficiency scheme, a mandatory energy saving and carbon emissions reduction programme meant to incentivise sustainability practices for large private and public sector organisations by reducing costs. The programme will take effect in April 2010. These changes, along with other high profile actions by government, such as the "Act on CO₂" national awareness raising campaign, in their role as sustainable development levers constitute important forms of national learning about sustainable development.

Major developments relevant to the continued growth of ESD in the UK have taken place

1. Department of Energy and Climate Change, 2009. *Carbon Valuation in UK Policy Appraisal: A Revised Approach*. London, DECC.

In Scotland, a separate Climate Change (Scotland) Act was passed in 2009 and the Scottish Government published a Climate Change Delivery Plan, which called for a

progressive sustainable development agenda that included full decarbonisation of road transport by 2050. In Wales, the Welsh Assembly Government has been particularly prolific in terms of articulating sector-specific policies on Education for Sustainable Development and Global Citizenship (ESDGC), producing publications on youth work, further education, teacher training, and work-based learning sectors. Higher Education Wales² also published its own assessment of the role the sector could play in supporting the Welsh Assembly Government's agenda. Northern Ireland's Department of Education (DOE) has worked through its Climate Change Unit with DEFRA and DECC and the devolved administrations.

2.3 International Events for ESD and DESD

2009 was an important year in the United Nations Decade of Education for Sustainable Development (DESD), framed by two significant international events bringing renewed attention to sustainable development on the global stage, and the critical role that education plays in contributing to sustainable development. These events, the UNESCO World Conference on Education for Sustainable Development in March and the UN 15th Climate Change Conference in December, have been drivers for increased engagement in ESD issues in the UK.

The UNESCO World Conference on Education for Sustainable Development, entitled "Moving into the Second Half of the UN Decade," and which included participants from over 150 countries, was held in Bonn, Germany, from 31 March to 2 April 2009. The conference focused on exchanging international best practices on ESD and improving international cooperation for implementing the Decade's aims. The explicit objectives of the conference were four-fold:

- To highlight the relevance of ESD to all of education;
- To promote international exchange on ESD, especially between the North and the South;
- To carry out a stock-taking of the implementation of the UN Decade; and
- To develop strategies for the way ahead.³

The conference resulted in the adoption of the Bonn Declaration on 2 April 2009. The Bonn Declaration outlined key drivers for the second half of the decade,⁴ many of which are consistent with the five ESD themes identified in UKNC's 2008 report.

A second driver for ESD in 2009 was the UN Copenhagen Climate Conference, which ran from December 7th to 18th, and which brought together the signatory parties for the 15th conference of the UN Framework Convention on Climate Change (UNFCCC). The Copenhagen conference became a rallying point for many civil society actors to call attention to important changes they feel are needed in global and national policies on climate change. In the UK, there is evidence of a significant tide of local, regional and national learning and awareness-raising about the importance of the Copenhagen conference for meeting climate change goals. However, the impact of climate change activism as a primary driver for ESD should not be overstated. Civil society organisations are campaigning, but more evidence is needed to gauge the extent to which learning is taking place through this activity and how far it reaches the general population.

2. <http://www.universitiesuk.ac.uk/AboutUs/WhoWeAre/Pages/HigherEducationWales.aspx>

3. From UNESCO World Conference on ESD website: <http://www.esd-world-conference-2009.org/en/about-world-conference-on-esd.html>. Accessed 3 December, 2009.

4. See *The Bonn Declaration*, 2009, p.3-5.

2.4 ESD Definitions and Context

What constitutes ESD? How is it possible to offer a succinct and concrete definition of such a wide and complex field? People learn in many different ways: whether in formal institutions at various levels, from watching television or reading books and newspapers, through informal conversations with community members, through the influence of local and global media in the daily environment, or through grassroots social movements that raise awareness of sustainable development in society. Along with these typologies of learning, ESD is also widespread in its concerns – sustainable development is about economic, social and environmental concerns affecting our present and future. ESD embraces not only learning *about* sustainable development, but also *its furtherance* through the adoption of (and thinking about) practices in our daily and professional lives, that contribute to more sustainable (or more accurately, perhaps, less *unsustainable*) development.

This update continues the use of UNESCO's *key characteristics* (already used in the 2008 report on Decade activities) as its working framing of ESD:

ESD is fundamentally about values, with respect at the centre: respect for others, including those of present and future generations, for difference and diversity, for the environment, for the resources of the planet we inhabit. It mirrors the concern for education of high quality, in that it is:

- interdisciplinary and holistic;
- values-driven;
- fostering critical thinking and problem solving;
- multi-method;
- participatory;
- applicable to daily life, whether personal or professional;
- locally relevant in terms of context.

ESD is lifelong learning from childhood to adulthood in all potential spaces, whether formal, non-formal or informal. The range of learning opportunities within these spaces reflects the wide scope of ESD and the challenges for achieving sustainability in society and assessing progress.

2.5 Best Practices

When looking at determining best ESD practices, several issues immediately arise. One concise definition for best practice in ESD is likely not possible, as the idea can mean many different things for different sectors. In schools, best practices on ESD may be consistent with how the school is run (for example, in the reduction of its ecological footprint and/or its contribution to social capital), or in relation to what young people learn and the capabilities they develop, while in NGOs best practices may refer to the ways in which ESD is promoted within the individual organisation's operations, or through its mission and projects. Government policies can represent institutional best practices on promoting ESD in government operations. For the purposes of this report, "best practice" remains broadly undefined, but can be

said to correspond to any type of ESD that meets a plurality or all of UNESCO's key characteristics.

2.6 ESD indicators

In July 2009, the Department for Environment, Food and Rural Affairs (DEFRA) published *Sustainable Development Indicators in your pocket 2009: Update of UK Government Strategy Indicators*, which among overall reporting of sustainable development indicators in the UK detailed the UK government's attempts at developing an indicator for tracking progress of ESD. DEFRA noted perhaps somewhat understatedly, that "it has not been possible to find a simple way of measuring progress on education for sustainable development" (DEFRA, 2009). A February 2009 article in the academic journal *Environmental Education Research*⁵ by a participant in the ESD indicator development process concurred, describing the effort by government and other stakeholders to develop an ESD indicator as being troubled by the "micro-politics of ESD." Challenges to what aspects of ESD to emphasise when developing an indicator were likely a substantial element of the problem in developing an ESD indicator, although it could well be that it is the reductive notion of "an indicator" that is the most problematic aspect.

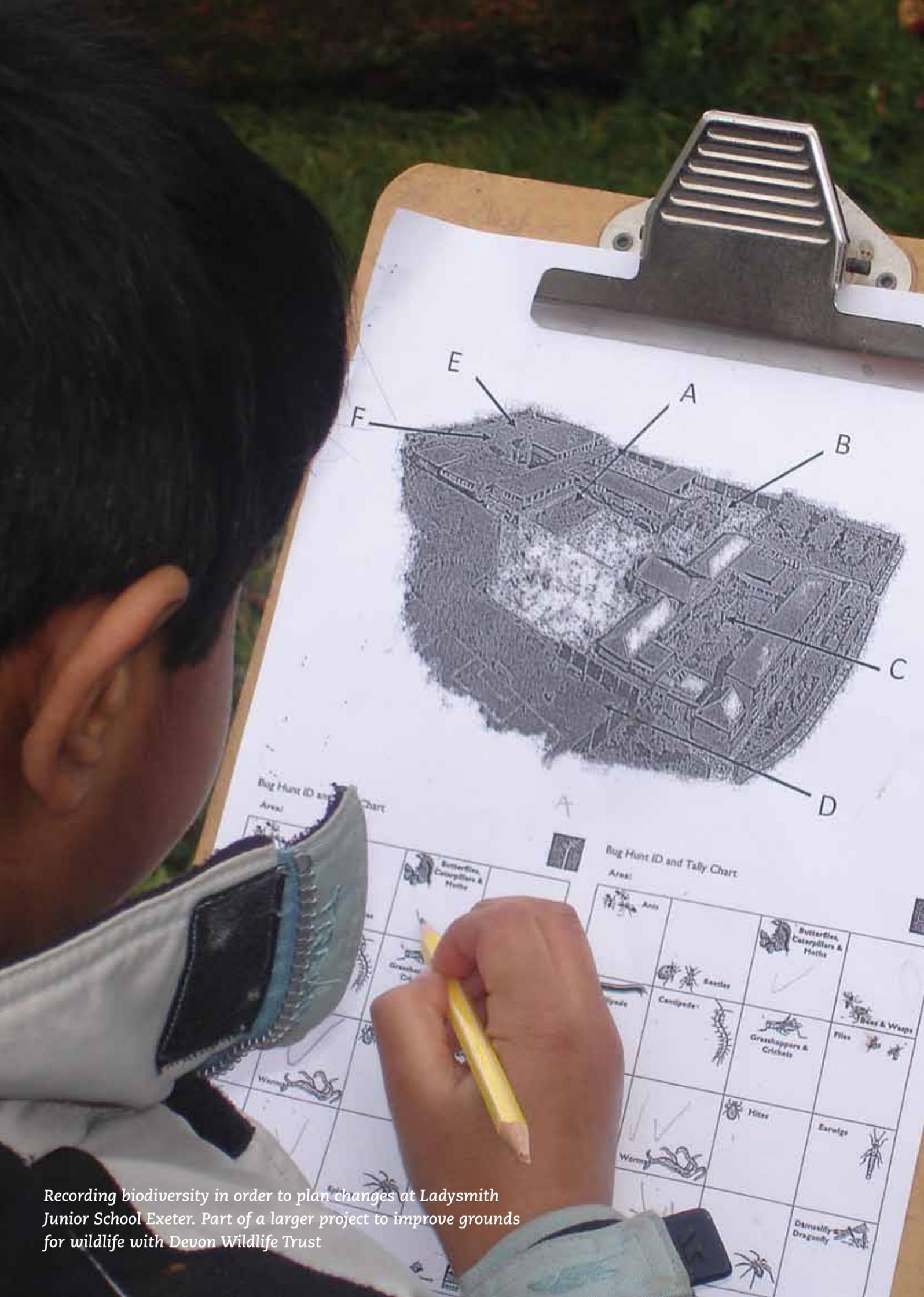
Despite the fact that there is no UK ESD indicator at present, the level of effort taken on developing one by government, NGO and academic stakeholders continues to focus attention at a policy level on how progress towards attaining ESD goals can be measured. In addition, DEFRA described in the same publication the three areas of change whereby evidence of sustainable development learning could be assessed: policy (in terms of national education policies); programme and practice (integration and capacity building of ESD); and personal and social (the development of understanding and skills). DEFRA further outlined the evidence to be sought for each of these key areas, a wide sampling of stakeholders, sectors and levels,⁶ and highlighted the importance of establishing an evidence base on personal attitude changes and knowledge acquisition. DEFRA does not, however, insist on there being a necessary link between an ESD indicator and those relating to sustainable development itself, although DCSF has suggested (November 2009) to all English region government offices that this is something that might be explored.

Our 2008 UK National Commission for UNESCO (UKNC) report suggested six indicators that matched the six key themes of the report;⁷ these indicators largely correspond to tracking either percentage increases in ESD activity or diversity of ESD types. This short-scale report contributes to the evidence base for potential indicators related to increases in numbers and types of ESD activity in the UK, but does not evaluate activity in terms of indicators.

5. Huckle, John. (2009). Consulting the UK ESD community on an ESD indicator to recommend to Government: an insight into the micro-politics of ESD. *Environmental Education Research*, Vol. 15, No. 1, 1–15.

6. "For each, [of the three areas] evidence will be sought on: 1. Policy: Government departments responsible for education, training and the environment, and those guided by education policy (e.g. Ofsted, exam boards and Local authorities); 2. Programme and practice: Individual universities, colleges, schools and third sector bodies providing training; 3. Personal and social change: Individual universities, colleges, schools and third sector bodies providing training through a range of approaches including inspections, research and evaluation studies, alongside data gathered from ongoing attitudinal surveys." DEFRA, 2009, *Sustainable Development Indicators in your Pocket 2009*. P. 83.

7. See ESD in the UK in 2008: A Survey of Action, Appendix 2.



Recording biodiversity in order to plan changes at Ladysmith Junior School Exeter. Part of a larger project to improve grounds for wildlife with Devon Wildlife Trust

3. Leadership and Policy on ESD in the UK

Since our first report, a number of policy developments and actions by government and other institutions with national influence (such as higher education organisations, national associations, businesses, trade unions and universities) have contributed to increases in and changes to provision and practice of ESD in the UK. This section reviews policy developments relevant to the growth of ESD since the 2008 report.

3.1 UK government

Government bureaucratic changes have impacted on how ESD is engaged with in different sectors. The creation of DECC and shifting of government departments since 2008 have had direct policy implications for ESD. The break up of DEFRA's responsibilities on climate change as part of the creation of DECC means that sustainability policies and actions in government are now spread further among different arms of government, as both departments now handle sustainability issues in their work.⁸

As the DESD progresses it will be useful to revisit the state of ESD policies in UK government departments undergoing organisational change. It is also important to note that 2010 is an election year, and changes in government policy (or its prioritisation) towards both ESD, and sustainable development itself, may be a possibility.

3.2 Government Sustainable Development and ESD Policies

In the UK, government departments continue to follow the mandate to produce ongoing Sustainable Development Action Plans (SDAPs), in the process promoting work-based learning of sustainable development as an overarching principle of government operations. SDAPs serve to increase awareness of and action on targets for sustainability within government, which can play a significant role in combating climate change on a national level and creating spaces for learning to become a more sustainable society.

Other notable developments include remits for the promotion of sustainability in DCSF's letter to its non-departmental public bodies (NDPB), and capacity building guidance for Government departments from the Sustainable Development Commission (SDC) produced with support from Defra.

Regionally, the Regional Development Agencies (RDAs) vary in their emphasis on sustainable development policies, and focus mostly on economic sustainability and business partnerships.

8. In addition, the dissolution of the Department for Innovation, Universities and Skills (DIUS) and BERR and their subsequent transformation into the larger Department of Business, Innovation and Skills (BIS) may also have an impact on ESD policies in the UK. DIUS' work on ESD in further education (FE) is now under the remit of BIS, as is BERR's work on energy, which has implications for taking forward the DIUS ESD strategy and action plan and BERR's sustainable development strategy.

Table 1, in Appendix 1, provides a brief chronological view of SDAPs and ESD-related government policies published since the last report.

3.3 Joining up of ESD policies across UK and devolved administrations

In terms of sustainability agendas across the UK and the devolved administrations, there is a relative congruence on the transition by all to sustainable government operations. Regarding ESD policies as a part of national sustainability strategies, there is less congruence, although there seems to be consensus that whole school approaches are

DCSF and DFID have drafted a shared vision for global learning through which they want all children and young people to be prepared for life in an interdependent world

desirable for primary and secondary schools. Northern Ireland and Scotland both continue with policies that give a central role to ESD in the implementation of overall sustainable development policy. Wales has continued to use a separate designation, ESDGC, to frame its ESD-related efforts, and has taken steps to embed ESDGC policies, support and inspection practices into the various educational sectors in Welsh government.

In England, the educational policies of various education-related departments are varied. DCSF's *Sustainable Schools* programme continues to operate and enjoys a higher profile. DCSF has continued to support ESD in schools in the English regions, particularly through its 2009 publication of local authority-specific tools on promoting sustainable schools (See table). In the higher education sector, the closing of DIUS and subsequent absorption of the department's responsibilities by BIS which also has responsibilities for learning and skills, may have implications for government policies related to ESD, but these are not yet discernable.

In teacher training and development, the TDA at the moment has not conducted work on ESD-specific training but it is supporting ESD efforts through other ways, notably by funding the UK Initial Teacher Education (ITE) network for Education for Sustainable Development / Global Citizenship, from their inception in July 2007 and for their inaugural conference in July 2008.

One development within DCSF that could potentially address the lack of a youth voice in ESD is the forthcoming establishment of the Young People's Learning Agency (YPLA), with a funding and guidance remit for local authorities. The YPLA will provide a forum for youth participation, and could potentially be a space in which youth concerns about sustainable development and ESD are expressed.

DCSF and DFID have drafted a shared vision for global learning through which they want all children and young people to be prepared for life in an interdependent world, to be empowered to engage with the global challenges they will face and to be encouraged to take action as global citizens. The draft joint strategy contributes to the existing curriculum and links with the duty on schools to promote community cohesion and the national framework for sustainable schools. A recent review of DCSF and DFID funded programmes concluded that important progress has been made in strengthening the teaching of global issues in schools. The report highlighted that

further progress can be made through a more aligned approach which could both strengthen individual programmes and provide greater overall impact for the resources invested. The draft strategy outlines a number of deliverables: a new governance structure; a new programme of support for schools; a new global teaching website; a new approach to the International School Award; a new approach to evaluating impact; and a new communication strategy. Consultation on the draft is open to 31 May 2010.⁹ In addition to government policy and action on ESD, a number of non-departmental public bodies (NDPB)s have played important roles in growing ESD within particular sectors, such as higher education and informal education.

In 2009, Learning and Teaching Scotland, the lead agency responsible for the school curriculum in Scotland, launched the experiences and outcomes relating to the new curriculum entitled Curriculum for Excellence. This new curriculum represents the biggest transformation in Scottish education ever to take place. Global citizenship, including education for sustainable development, is formally embedded within the experiences and outcomes of the curriculum and schools are being encouraged to adopt a whole school approach to these issues – through the school values, ethos, school improvement plans and through engagement with the wider community. The General Teaching Council of Scotland, now provides teachers from all school sectors the opportunity to gain accreditation for their work on sustainable development education.

Scotland has a very extensive eco-school networks with 98% local authorities now registered and a high level of Fairtrade schools. Recently the 100,000th John Muir Award¹⁰ was issued in recognition of work being done by young people to care for, and connect themselves to, their local environment.

ESD¹¹ will continue to feature strongly in the coming years as Scotland implements the actions and commitments outlined in its national strategy for the second half of the United Nations Decade of Education for Sustainable Development. The recent launch by Learning and Teaching Scotland of an Outdoor Learning Framework for schools as well as the integration of the community learning body, *Learning Connections*, into its work offer potential for further synergy between the school and community sectors.

3.4 Learning and Skills Sector Stakeholders

Responsibility for Government funded adult education sits with the Department for Business, Innovation and Skills. The Skills Funding Agency (SFA) is the agency for further education and skills for adults, while responsibility for funding provision for young people up to the age of 19 now sits with local authorities. The SFA's predecessor, the Learning and Skills Council (LSC), produced its first sustainability strategy in 2005 (*From Here to Sustainability*). This focused on four areas: positioning the sector, estates, curriculum and community. A review of progress in March 2010 found examples of action and project funding. For example, in September 2009, the LSC funded an ESD project to be delivered by the National Institute of Adult Continuing Education (NIACE), to raise awareness of climate change and other sustainable development issues. This funding has supported NIACE to deliver individual seminars in England's nine regions, and to conduct research on adult learning for sustainability. It is too soon, however, to assess the impact of this. Whilst evidence

9. <http://www.dcsf.gov.uk/consultations>

10. <http://www.jmt.org/jmaward-home.asp>

11. Known as Sustainable Development Education in Scotland

of progress has been found, it is clear that much more work still to be done to embed ESD across the sector. The leadership of the LSC had been important but lacked clear targets and levers for change. This is a clear message for the Skills Funding Agency.

The Learning and Skills Improvement Service (LSIS) has also funded development and research projects. At present, LSIS is consulting on the development of an enabling framework for Sustainable Development in the learning and skills sector. The Learning and Skills Council produced guides for managers and for teachers into embedding sustainable development in the curriculum with recommendations and audit tools based on research with providers.

A recent survey of HE provision in FE sought to assess to what extent active learning contributes to institutional and learner capacity to deliver sustainable development (Martin, 2010).¹² The response indicates that connections between active learning and institutional capacity are not being made. Whilst 91% of respondents utilise active learning styles, only 15% believe that it has contributed directly to the college's approach to sustainable development. This result probably reflects the priority given by colleges to the link between active learning and the vocational specialism; but the link between active learning and sustainable development is not explicit. This could be interpreted as the response of colleges to government policy directives in respect of skills, employers' needs and workforce development, indicating a priority to economic drivers rather than the wider dimensions of education for sustainability. This is hardly surprising because most of the teaching staff and employers will be focussed on the skills currently in demand and are less likely to consider future skills needs.

“... occupational skills are largely task specific, and yet much of the sustainability agenda is interdisciplinary or cross-professional. Second, the sustainability agenda is both current and future orientated, whereas occupational skills training is normally about the present needs of the workforce (i.e. the notion of people being 'work-ready'). This has led to the idea that skills for sustainability need to be 'future-proofed' to be of value. Third, the sustainability agenda is both local and global, yet skills are normally delivered within a narrowly local context, although they can influence global economies through supply and demand of such skills. Fourth, sustainability is about uncertainty and precaution whereas occupational skills training is likely to focus instead on the narrower realms of health and safety.”

Martin et al., 2008

Ofsted, the government's education inspectorate, has built sustainability into its new *Common inspection framework for further education and skills*, which was implemented from September 2009. As a result, future inspections will report on sustainability, although performance will not yet be graded.

From 1 April 2010 the organisational landscape in the learning and skills sector will change following the dissolution of the Learning and Skills Council. Any work to address ESD will need to take into account new or revised roles for bodies including the Young People's Learning Agency,¹³ Skills Funding Agency, UK Commission for Employment and Skills, Regional Development Agencies and Local Authorities.¹⁴ An interest in education and training in relation to sustainability-focus employment

12. Both this and the 2008 publication were in PLANET <http://www.gees.ac.uk/planet/index.htm>

13. <http://www.ypla.gov.uk>

14. See <http://www.bis.gov.uk/assets/biscore/corporate/docs/a/adult-skills-business-model.pdf>

is growing. For example, an estimated 50,000 jobs will be created across the green sector in Scotland in the coming years and government-led activities underway to ensure the skills-gap in these sectors is met. Cross-sectoral links will also be strengthened in the coming years as London prepares to host the Olympic Games in 2012 and Glasgow looks ahead to the Commonwealth Games in 2014. These will give a high-profile to local and international issues relating to health and wellbeing, active lifestyles, sustainable communities and education for sustainable development.

3.5 Higher Education Institution (HEI) Stakeholders

Since the 2008 report, there have been significant developments in the higher education (HE) sector relating to ESD. In particular, four organisations: the Higher Education Funding Council for England (HEFCE), the Higher Education Funding Council for Wales (HEFCW), the Scottish Funding Council (SFC), and the Higher Education Academy (HEA) have enacted policies or taken action since mid-2008 to increase engagement with ESD within the HE sector. As key national funding bodies for higher education institutions (HEIs), these policies play an important role in the growth of ESD in the HE sector.

Higher Education Funding Council for England (HEFCE)

In the past two years, HEFCE has demonstrated an increased commitment to both promoting sustainable development within the HE sector, promoting teaching and learning and encouraging the sector to meaningfully reduce carbon usage. Whilst these are distinctly different approaches to embedding sustainability practices within higher education, both offer opportunities for learning that can stimulate long-term change in HEIs.

In 2009, HEFCE published an update to its strategic statement and action plan, which was developed in consultation with HE stakeholders.¹⁵ It also re-constituted its Sustainable Development Steering Group to act as an internal driver for policy, action, and monitoring of sustainable development within the sector, and to act as “ambassadors for sustainable development in higher education, both within and outside the sector.”¹⁶

Internally, HEFCE has developed environmental performance indicators, and published a 2008–2010 corporate social responsibility action plan 2008–2010 which called for reducing environmental impacts and promoting sustainable development in the sector. Additionally, HEFCE funding has expanded to launch a new project, the Sustainable Procurement Centre of Excellence, which is aimed at making procurement procedures at universities more sustainable.¹⁷ The project is funded for four years.

One potential unknown is the extent to which the significant increase in attention given by the funding council on carbon reduction has affected its efforts to promote sustainability in teaching and learning, especially as now, the Higher Education Academy (see next point) is more focused on ESD.

In January, 2010, HEFCE published its policy statement on carbon reduction target and strategy for higher education in England. There is a strong focus in this on institutional learning from practice as the sector is progressively de-carbonised. In relation to ESD more widely, paragraphs 86 and 87 focus on the role of learning and teaching in

15. In July 2008, HEFCE held three separate Sustainable Development Consultation seminars that included university representatives and HEFCE staff, which were aimed at exchanging experiences in sustainable development and discussing HEFCE’s upcoming sustainable development action plan update. In addition, HEFCE published several reports on the consultation process leading up to the publication of its sustainable development strategic update. For more information, see: <http://www.hefce.ac.uk/news/events/2008/sustain/>.

16. Taken from Sustainable Development Steering Group Terms of Reference. See <http://www.hefce.ac.uk/igm/sustain/group/>.

17. See: <http://spce.procureweb.ac.uk/index.html>

enabling students to acquire the skills and knowledge to contribute to a low-carbon society. Here, reference is made to the work of the Higher Education Academy [HEA] which is seen as playing a key role to help support, develop and share good practice in the sector.¹⁸ Examples of this were cited, including:

- working with the EAUC to develop a network of experts through the Sustainability Higher Education Developers (SHED) scheme, linking together carbon reduction with curriculum development and the student learning experience more broadly
- continuing its development grant scheme aimed at promoting and rewarding the development and sharing of good practice in Education for Sustainable Development (ESD)
- finalising a learning and teaching framework for institutions that will signpost ways in which ESD can be integrated, among other things, with carbon reduction schemes
- commissioning research that will look at what students bring to higher education, especially through their learning at schools, and how this can contribute to the development of a better and more creative understanding of sustainability issues. The Academy will offer some funding to student unions to provide case studies to support this.

Late in 2009, HEFCE sought Leadership, Governance and Management Fund (LGMF) proposals to support the implementation of its sustainable development strategy and the Universities UK and GuildHE university leaders' Statement of Intent on sustainable development – including a focus on learning and teaching.

Higher Education Funding Council for Wales (HEFCW)

HEFCW hosted an Education for Sustainable Development and Global Citizenship (ESDGC) Conference on 09 July 2009 to provide a forum for discussing future ESDGC activities and to identify actions and activities that could contribute to a further Welsh Assembly Government¹⁹ action plan. In 2008, HEFCW offered a £22,500 allocation to every Welsh HEI to implement an analysis of how ESDGC was incorporated within the teaching curriculum using a standardised methodology to produce a consistent measurement measuring both frequency and depth. The results of this work were subsequently published by the Higher Education Academy in June 2009.²⁰ The funding allocation made in 2008 was also linked to an ESDGC action plan requirement that higher education institutions in Wales would be required to develop an externally accredited environmental management system. HEFCW has also required the HE sector in Wales to develop and measure sustainable procurement using the Sustainable Procurement Assessment Framework originally developed for the WAG by *Forum for the Future*. HEFCW has also transferred the management of the higher education sustainability group to the Higher Education Academy to assist in mainstreaming this agenda. Internally, HEFCW has secured accreditation of their own environmental management system and is developing processes to ensure that sustainability is considered more directly in funding criteria. Further work is also being undertaken around carbon management and how this can be appropriately managed as far as possible within existing management systems.

18. [www.heacademy.ac.uk under Our Work/Supporting Teaching and Learning/Sustainability](http://www.heacademy.ac.uk/under%20Our%20Work/Supporting%20Teaching%20and%20Learning/Sustainability).

19. The HEFCW website offers downloadable presentations of keynote and other lectures on ESDGC

20. http://www.heacademy.ac.uk/resources/detail/ourwork/nations/wales/wales_esdgc_review_curriculum_audit_eng_jun09

Scottish Funding Council (SFC)

During 2008, the SFC funded research, in partnership with the HE Academy and Universities Scotland, to establish the contribution that Scotland's Universities are making to the UN Decade of Education for Sustainable Development. Sixteen out of 20 Scottish Higher Education Institutions (HEIs) partook in the survey which investigated sustainability practice in estates management, corporate strategy and activities. This was accompanied by in-depth profiles of teaching and learning developments and ESD within four selected universities. The research provides an up-to-date picture of the increasing range and depth of engagement with sustainable development across the Scottish university sector and informs the ongoing support for ESD in Scotland provided by the HE Academy.²¹

In January 2009, the SFC launched the Universities and Colleges Climate Change Commitment, and in the year since its creation, over 75% of Scotland's colleges and universities have signed up to the Commitment. Additionally, SFC published an aspect report by HM inspectors in October 2009 on ESD in Scotland's colleges.²² In November 2009, the SFC organised a conference to mark progress at the mid-point of the DESD across the tertiary sector in Scotland.²³ 80% of further and higher education institutions have now voluntarily signed up to climate change commitments.

Higher Education Academy

The Higher Education Academy has also recently given a higher profile to its ESD work, and its leaders have publicly endorsed ESD as one of the organisation's three key priorities. The Academy's original ESD Project began in 2005, with specific funding from the funding bodies, and the Academy has continued to work with HEIs since that time to help them develop curricula and build capacity for enhancing students' sustainability literacy. In 2009/10, with ESD now identified as a priority area, the focus moved from ESD as a project to embedding it across the Academy's work, reflecting the stated purpose of helping 'institutions and subject communities develop curricula and pedagogy that will give students the skills and knowledge to live and work sustainably.'

The Academy has worked in partnership with the Environmental Association for Universities and Colleges (EAUC) to create the Sustainability in Higher Education Developers (SHED) Network. The Academy set up an UK-wide ESD advisory group in mid-2009, but it is too soon to say anything about the effectiveness of this.

Over the past five years the Academy has funded 23 small projects over four tranches of funding. The projects have been carried out by staff in HEIs across the UK and have been both generic and discipline-specific in their outlook. In January 2010, the Academy rolled out a new funding initiative, ESD Interdisciplinary Grants, to support the overall ESD Project in the development of curriculum and pedagogy related to the interdisciplinary teaching and learning of ESD, part of what the Academy calls sustainability literacy for students and workforce employees. The grants will fund seven small-scale projects on collaborative activities that can explore how interdisciplinary forms of ESD can be integrated into existing curriculum and pedagogical practices. The Academy has also funded research into employability and interdisciplinarity, and has organised HEI networking days.

21. Ryan, A. (2009) 2008 Review of Education for Sustainable Development in Higher Education in Scotland, published by the HE Academy and available at: http://www.heacademy.ac.uk/projects/detail/esd/esd_SFCreview08

22. See: http://www.sfc.ac.uk/effective_institutions/sustainabledevelopment/sustainable_development.aspx and also: <http://www.hmie.gov.uk/documents/publication/sscar.html>

23. Sustainable Development: Halfway There? See: http://www.sfc.ac.uk/effective_institutions/sustainabledevelopment/sustainable_development_conference_2009.aspx.

The twenty-four Academy Subject Centres (SCs) are all working towards developing a discipline-specific understanding of ESD. For example, the Geography, Earth and Environmental Science study centre is developing an open educational resource database on teaching materials on climate change, and the Engineering study centre is running professional development seminars. Additionally, six study centres are being funded by the Academy to work collaboratively on interdisciplinarity and ESD. Seven Subject Centres have contributed to a book being produced in association with the University of Plymouth's Centre for Sustainable Futures, which looks at the contribution of disciplines to ESD.²⁴

The Academy is also considering how students are increasingly recognised as pioneers and change agents in HEIs and it wishes to recognise, celebrate and build on this by running a conference in Autumn 2010 that looks at the contribution of students to ESD through formal and informal learning, and volunteerism. The conference will examine the contribution that students make to ESD in HE, in both informal and formal learning situations, and through volunteering in the community, showcase student activity in sustainable development, relating especially to ESD, and explore ways in which HE policy and practice can better engage with students around questions of ESD. A key element of the Academy's ESD work is its weekly Bulletin and bi-monthly Newsletter, which are distributed to a wide network of academics interested and involved in ESD.

National Union of Students

The NUS is a prominent agent for change in relation to FE and HE sectors. Examples of their projects are:

- Degrees Cooler – a Defra Greener Living Fund programme²⁵
- Snap it Off – a campaign to get unnecessary lights switched off²⁶
- Carbon Ambassadors – a scheme to train students to carry out community carbon audits;²⁷ A similar SFC-funded FE scheme, via NUS Scotland, is called *Student Footprints*
- Student Switch Off – a student halls energy competition which is run independently, but funded by NUS²⁸
- Sound Impact / Green Impact – a practical environmental accreditation schemes with an awards element²⁹ NUS is also running an action-based research project for Defra in student halls.

3.6 Regional Centres of Expertise (RCEs)

The 2008 UKNC report noted the existence of three UK *Regional Centres of Expertise*,³⁰ the United Nations University (UNU) initiatives for the promotion of ESD in over 35 regions around the world. Since the last report, and with the support of HEFCW, WAG, and UNESCO Cymru, Wales launched its candidacy for RCE status, and 'RCE Wales' has now successfully gained formal UNU³¹ acknowledgement, bringing the number of UK RCEs to six.³² During its 2009 candidacy year, RCE Wales published four briefing statements³³ on its intended actions and progress, and invited continuing open stakeholder input. RCE Wales is designed to complement existing ESDGC activity in Wales and facilitate its further development; in particular ESDGC communications, research and quality have been identified as priorities for its attention in the coming months. Thus it is intended that RCE Wales will inform ESDGC practice and policy. Among the other

24. Jones P, Selby D & Sterling S (2010) Sustainability Education: perspectives and practice across higher education, Earthscan, London

25. An updated video can be watched at <http://www.vimeo.com/10281158>

26. <http://www.nus.org.uk/snapitoff>

27. <http://www.nus.org.uk/carbonambassadors>

28. <http://www.students-witchoff.co.uk>

29. <http://www.nus.org.uk/sound>.

30. East Midlands, West Midlands (Severn), and North East.

31. The latest edition (December 2009) of the Regional Centre for Expertise (RCE) in ESD Bulletin is now available from the United Nations University. Please see: http://www.ias.unu.edu/sub_page.aspx?catID=108&ddlID=369

32. East Midlands, London, North East, Yorkshire & Humberside, Wales, West Midlands (Severn)

33. Available at http://www.esd-wales.org.uk/english/RCE_development/default.htm

RCEs, RCE Severn (covering the West Midlands and South West regions of England) in 2009 published a brochure detailing its work on ESD. Over 95 organisations make up the RCE Severn consortium, with over half of these involved in four working groups which cover *Businesses and Sustainability*, *Young People and Sustainable Schools*, *Local Food Initiatives* and *Media and Culture*. Flagships projects during 2009 have included the Soundings in Sustainability event which led to the *Handbook of Sustainability Literacy* supported by the Higher Education Academy, and the Student Engagement Forum that was organised jointly with RCE Yorkshire and Humberside.³⁴

3.7 NGOs, Associations and Civil Society

In ‘Shaping our Future’, the report of the joint ministerial and third sector task force on Climate Change, the Environment and Sustainable Development,³⁵ the potential contribution of the third sector is set out in a Vision chapter, although how that works out in practice has to be gleaned from the ensuing chapters. The report is framed as a partnership between government and infrastructure bodies such as NAVCA, ACRE, ACEVO, and so recommendations on building resilient communities are about this level of collaboration and strategic planning, rather than an evaluation of how, for example, local low carbon communities can actually develop the skills to address the impact of climate change and the fundamental cultural changes that are required. The report looks to better links being developed through initiatives like Community Futures,³⁶ but the perceived contribution of the education sector, and specifically ESD, is unclear. Indeed, the absence of connections and partnerships with educational institutions is noticeable throughout with a preferred focus on central and local government’, business, consumers and individuals and the third sector.

However, non-governmental organisations and national associations do continue to promote ESD in a number of ways. A number of UK NGOs either continued or launched climate change-themed campaigns or actions in 2008 and 2009. These include:

- ActionAid
- Campaign Against Climate Change
- Carbon Trust
- Environmental Association of Universities and Colleges (EAUC)
- Forum for the Future
- Friends of the Earth
- National Union of Students
- WWF (UK)
- Oxfam
- People and Planet
- Tearfund
- Scottish Education and Action on Development (SEAD)
- UNICEF UK
- Universities UK
- Woodland Trust

Beyond climate change related work, many civil society organisations have demonstrated leadership through their ESD projects, events, trainings and research, and through the promotion of networks and partnerships for ESD in the UK. A small sample of recent efforts by non-governmental organisations is presented in Table 2 in Appendix 2, to give a flavour of the range of actions taken since the publication of the last report.

34. For more about RCE Severn see <http://www.glos.ac.uk/vision/sustainability/unurce/Pages/default.aspx>. For a brochure see <http://www.glos.ac.uk/vision/sustainability/unurce/Documents/rcebrochure.pdf>

35. www.defra.gov.uk/corporate/about/how/third-sector/documents/taskforce-march2010.pdf

36. www.communityfutures.org.uk



International volunteers on an eco-build workcamp at the Felin Uchaf Centre, Gwynedd N. Wales, www.felinuchaf.org (RCE Wales Stakeholders)



4. Networks and Partnership Initiatives

4.1 Examples of Key National ESD Players

Act on CO₂ National Campaign

Act on CO₂ is a national advocacy and marketing campaign aimed at England and Wales and meant to raise awareness about, and action for, preventing climate change. The campaign is administered by DECC with the Department for Communities and Local Government (CLG), and Department for Transport (DfT). *Act on CO₂* uses national media advertisements (including television advertisements), an interactive educational website, a campaign toolkit for use to promote the campaign, email newsletters and an advice line. Working with the National Union of Students (NUS), DECC, as part of *Act on CO₂*, also sponsored a collaborative campaign exchange entitled “Our Vision for Copenhagen: Help Write A Student Manifesto,” which gives students around the country opportunities to work together to construct a shared vision for a deal at Copenhagen. *Act on CO₂* has functioned as a national driver for climate change education and is a significant form of ESD.³⁷

Stop Climate Chaos Coalition

Billing itself as “the UK’s largest group of people dedicated to action on climate change and limiting its impact on the world’s poorest communities,”³⁸ the Stop Climate Chaos Coalition is a network of over 11 million people in over 100 organisations, which include ActionAid; CAFOD; Christian Aid; Oxfam; London Cycling Campaign; Big Green Jewish; People and Planet; Campaign Against Climate Change; Tearfund; The Campaign for Greener Healthcare, Climate & Health Council, Medact, Medsin; RSPB; NUS; Unison, the Women’s Institute, Woodland Trust and The Wildlife Trusts. Their most notable action in 2009 was “The Wave” protest event, held on December 5th across the UK, which saw over 50,000 people march to demand increased action by the government towards curbing climate change.

Sustainability and Environmental Education (SEEd)

Formerly the Council for Environmental Education, Sustainability and Environmental Education (SEEd) was re-launched in 2009 with the support of DCSF and the private-sector. Its goal is to support, enable and promote environmental education and ESD in the UK, with the aim to “drive forward Education for Sustainable Development into the mainstream of the education system – schools, colleges, universities, teachers

37. In Scotland the Go Greener advertising campaign conducts a similar national campaign for sustainability. See: http://infoscotland.com/gogreener/CCC_FirstPage.jsp

38. See: <http://www.stopclimatechaos.org/about3>

and their communities.”³⁹ SEEd has taken up a previously unoccupied role as a coordinator for national action on ESD, and its policies and actions since its launch reflect its importance as a driver for ESD action and the DESD. Acting in part as an umbrella network of member organisations dedicated to engaging a wide range of stakeholders and developing multi-sector partnerships, SEEd’s members include the Animals’ Lawsuit Project, Development Education Association (DEA), FACE, Field Studies Council, Global Action Plan, NAFSO, Resike, Royal Horticultural Society (RHS), Royal Society for the Protection of Birds, (RSPB), Schoolzone, Waste Watch, and World Wildlife Fund (WWF).

SEEd supports ESD through workshops, such as the 2009 Facilitation for Learning for Sustainability course that was open to teachers, educators, local authority staff, and NGO staff; and the online course *Opening the Doorway to Sustainability* in partnership with WWF-UK, a professional development programme for educators that uses the DCSF’s National Framework for Sustainable Schools to explore the benefits to schools and communities of using a sustainable schools approach. SEEd’s support of Sustainable Schools has been notable. Its website signposts to online Sustainable Schools, climate change and biodiversity resources. In 2009 and 2010 SEEd organised the National Sustainable Schools conference designed to support and promote ESD in UK schools. SEEd hosts a national network of facilitators for sustainable development to share practice and facilitate regional workshops and conferences and to directly support schools. It also provides signposts on funding for SD and ESD, provides a monthly newsletter and supports the many organisations and NGOs involved in ESD.

SEEd also conducts research into ESD issues and practice. It has in the last year and a half released publications on environmental youth work, evaluation in education for sustainable development, and a research review on barriers and enablers in ESD and environmental education.

4.2 Other Networks and Partnerships

Initial Teacher Education

Launched in July 2007 and holding an inaugural conference in July 2008, the UK Initial Teacher Education (ITE) network for Education for Sustainable Development / Global Citizenship is an initiative of London South Bank University’s Centre for Cross Curricular Initiatives, the Higher Education Academy’s ESCalate Centre, and WWF-UK, and is supported by Oxfam and the TDAS. The network has begun to link ITE and initial teacher training (ITT) practitioners in the UK and the devolved administrations. In March 2010, TDAS published *Building a Sustainable Future*, which explores how schools can use extended services to support sustainable schools, and the sustainable development agenda.

Learning and Skills

In this sector, a key network is the Sustainable Development (SD) Alliance for Learning and Skills which brings together all the key Further education and skills agencies and many representative bodies⁴⁰ to support the development of ESD across the sector.

39. See: <http://www.se-ed.org.uk/>

40. Such as the Association of Colleges, LaNdex and HOLEX/LEAFAE

Higher Education

In the higher education sector, the Environmental Association of Universities and Colleges (EAUC), in partnership with the Higher Education Academy ESD project, initiated the Sustainability in Higher Education Developers Network to link academics together to work on sustainability issues.⁴¹ EAUC has also created a separate Education for Sustainability Group aimed at integrating ESD into further and higher education curricula and sharing best practices. Anyone who is a member of an organisation that has EAUC membership can be involved in the group's work.

Also in the higher education sector, the International Alliance of Leading Education Institutions (IALEI) is an international network and global think tank consisting of ten leading education research and development centres, of which the Institute of Education, University of London (IoE) is a member. Ahead of the Copenhagen meeting in December 2009, IoE published a report for the network, *Climate Change and Sustainable Development, the Response from Education*. The report among its key points notes the challenges of equipping teachers in formal education with ESD training.

England's Regions

Regional networks in England also highlight the ongoing connections being made among ESD stakeholders on the sub-national level. For example, the Manchester

Environmental Education Network (MEEN) is a regional network that supports teachers, organisations and individuals working to promote ESD, and contains a number of ESD related links and resources on its site. Similarly, the ESD Forum Yorkshire and the Humber website features downloadable resources on ESD that include guidance on regional funding for Sustainable Schools work, sustainable tourism posters, ESD posters and ESD primary and secondary schools guides. In Bolton, there is an Education for Sustainable Development Network that links schools, colleges and other educational organisations and groups to raise awareness and promote action on ESD; the network has its own website and also has produced an ESD directory of local, regional and national ESD and environmental organisations that correspond to DCSF's 8 doorways for sustainable schools. DCSF continues to support the work of the English regions with limited, though useful, annual funding tranches to government offices. The work that this (and leveraged) funding has enabled over the past few years has yet to be drawn together and evaluated. It is important to note that these networks are primarily concerned with ESD in schools, although a new focus on the over-arching responsibilities and interests of Local Authorities has emerged in 2009/10 which looks likely to be continued.

Scotland

The Sustainable Development Education Network in Scotland brings together a wide range of educationalists, non-governmental organisations, businesses, local authorities, government agencies and other organisations. The network exists to enable those working on, or interested in education for sustainable development to network, learn and share from others and influence key policy developments happening within the national context.

There is an Education for Sustainable Development Network that links schools, colleges and other educational organisations and groups to raise awareness and promote action on ESD

41. This was previously known as EAUC- Higher Education Academy ESD Project Sustainability in Higher Education Network, and now known as the SHED.

Business Networks

Other sectors have promoted ESD through their own dedicated networks. For example, the National Grid, an international gas and electric company transmitting energy across the UK, has created a network of environmental education centres across the country on National Grid properties. The centres' main functions are to give outdoor education opportunities to primary and secondary school students that support national curriculum objectives, but they also provide informal education and trainings to youth, adults, and businesses. According to the National Grid website, the environmental education centres "are centres of excellence for environmental education and have been developed in partnership with local authorities and environmental charities, demonstrating how industry and the environment can co-exist to the benefit of all."⁴²

During 2009, the Professional Practice for Sustainable Development initiative (PP4SD) has been working with the Sustainable Consumption Institute at the University of Manchester, and Tesco plc staff, to develop approaches to embedding sustainability within a large retail organisation. PP4SD brought a range of relevant experiences to this unique project most notably grounded experience drawn from its work with Barclays Bank, the Environment Agency as well as some of the largest professional institutes in the UK such as the Institute for Civil Engineers, the Royal Institute of British Architects and the Chartered Institute of Purchasing and Supply.⁴³

Table 3 in, Appendix 3, highlights significant ESD-related events since mid-2008.

42. See: <http://www.national-grid.com/uk/Community/eec/>.

43. The final report on this work can be downloaded at: http://www.sci.manchester.ac.uk/medialibrary/Skills_in_the_work-place_SCI_Project_Report_July2009.pdf



tda

ROYAL AIR FORCE

THE TEACHING AWARDS

tda

Department for Education

Becta

Department for Education

Julia Carpmail

Bilal Aziz

Amelia

Crocketts Community Primary School, Regional winners of the DfE sponsored, Sustainable Schools Teaching Awards

5. ESD Research and Practice

Research on ESD in 2008 and 2009 revealed substantial interest by stakeholders across the UK in better understanding through research how sustainable development learning occurs in varying educational contexts. A number of separate but complementary research studies highlight the growing evidence base for assessing learning in sustainable development in schools, and a number of other studies contribute to the development of ESD evidence in other education sectors, although in general there is an imbalance of research activities in relation to different education sectors, with a relative paucity of research relating to ESD in the post-16 learning and skills, community and workplace sectors.

5.1 Research on Sustainable Schools

In 2009 WWF published *Learning for sustainability: from the pupils' perspective*, a research report describing a three-year longitudinal study of fifteen schools from June 2005 to June 2008. The report solicits student perspectives on their experiences learning about sustainability, and its findings affirm the effectiveness of promoting sustainability via the "sustainable schools model," due particularly to the importance of embedding an ethos and values for sustainability as a key driver of ESD outcomes.

Complementing this, Ofsted's report, *Education for sustainable development: Improving schools – improving lives*, published in December 2009, presents evidence from research conducted in fourteen schools over the same three-year period. The report found that sustainable development as delivered in schools had directly impacted the actions of students, their families, and the wider community. Twelve of the schools included in the Ofsted were the same schools included in WWF's research. Both studies are significant in terms of their longitudinal scope, and for the participating schools' depth of involvement in ESD practice and research.

In addition to these larger, longitudinal studies, a number of other research reports and projects have contributed to the growing literature on ESD actions and outcomes in the UK. The National College for School Leadership (NCSL) in particular conducted research on leading sustainable schools, which yielded several sustainable schools case studies;⁴⁴ a December 2009 thinkpiece entitled *Every Child's Future: leading the way*, offering reflections and analysis on the role of school leadership in promoting sustainability in schools; and a set of ten key leadership characteristics of sustainable schools based on a research project on how to lead a sustainable school. NCSL worked on this research project with WWF, the Institute of Education, the University of Reading and Education Direct. The moral responsibility of schools and teachers towards future generations is markedly stressed in this.

44. <http://www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools/leading-change/key-initiatives/sustainable-schools/sustainable-schools-case-studies>

“We have found that schools in all sectors here are nurturing a strong culture of environmental consideration amongst our children”

In February, 2010, the Education and Training Inspectorate in Northern Ireland⁴⁵ published: *Effective Practice in Education for Sustainable Development in a Sample of Primary, Post-primary and Special Schools in Northern Ireland*. This was based on visits to 25 schools, questionnaires to 58 additional schools, and discussions with representative stakeholders, although we do not know if the schools visited were

representative of all schools. Commenting on the report, the Chief Inspector of the Education and Training Inspectorate, said: “We have found that schools in all sectors here are nurturing a strong culture of environmental consideration amongst our children. This is not only helping them contribute to energy and resource conservation, but is also assisting children in other ways by developing their literacy, numeracy and ICT skills through the use of real life examples that they can relate to.”⁴⁶

In England, Ofsted, in January 2010, published *Citizenship Established*, a research study on citizenship education in schools that reported strong student awareness and understanding of sustainability as an aspect of citizenship. Ofsted cite multiple examples where young people’s participation in community-related issues resulted in learning benefits including understanding local issues, the democratic processes needed to resolve them, and developing team and leadership skills. Similarly, in large-scale research into citizenship education in England, Keating et al. (2009) found benefits including how community-based activities extended and reinforced learning in the classroom. The Ofsted study also found evidence of genuine benefits for the community, for example, local environment regeneration and improved community facilities. International research shows that experiential learning with community organisations, for example on conservation projects, can impact positively on young people’s engagement and learning, including improvements in environmental behaviour, community awareness, and relationships between community members, young people and schools. See Appendix 7 for a fuller exploration of these issues.

Late in 2009, the *International Alliance of Leading Educational Institutions* (IALEI) published *Climate Change and Sustainable Development: the response from education* which presents an overview of the results of a ten-country study of initiatives taken and the problems involved in achieving the goals of the United Nations ESD Decade. The UK is one of the countries, and the report notes: “A study from the UK has ... found evidence of good practice in whole school approaches to sustainability, although it concludes that more could be done to fully integrate ESD across the curriculum.”⁴⁷ The significance of school leadership is played down in the overview whereas UK-wide studies have illustrated just how central this is to making a difference.

In 2009, the OECD published *Green at Fifteen? How 15-year-olds perform in environmental science and geoscience in pisa 2006*. Whilst this report does not map onto ESD exactly, the report does include teaching topics and case studies of school practice which are germane. The UK is consistently placed above the OECD average in relation to most measures – though not very far above.

In February 2010, DEA published the outcomes of a nationally representative quota

45. The report of the evaluation on Effective Practice in Education for Sustainable Development is available on the Education and Training Inspectorate website: <http://www.etini.gov.uk>

46. The report uses the 7 key concepts that originated in the work of the government sustainable development education panel SDEP (1998), although it repeats the error first made by QCA by terming these key concepts of ESD. In the original SDEP work they were unambiguously key concepts of sustainable development.

47. The national reports to IALEI are available at: <http://www.dpu.dk/site.aspx?p=12992>. The UK report was compiled by the London Institute of Education.

sample of 1,017 adults (aged 15 and over) by IPSOS/MORI into the extent to which the UK public has had an opportunity to learn about global issues (both in-school and since leaving school), and how this might impact on attitudes towards global issues, as well as their level of interest in learning more or getting more actively involved.⁴⁸ DEA says that the report: “sets out compelling evidence that government can reap significant benefits by educating people in the UK about global issues. This ‘global learning’ is a powerful way of engaging UK people in contributing towards a number of public policy priorities around international development, tackling climate change, building a responsible society and encouraging community cohesion.” There is no mention of ESD or the sustainable schools initiative in the report.

In early 2010, DCSF published a review of the literature exploring the contribution that sustainable schools, and ESD more generally, can make to young people’s learning and well-being. This was based on a review of research and professional literature from the UK, and more widely, and was compiled by the University of Bath. See Appendix 7.

5.2 Other Research

A sample of other research projects and publications since the 2008 report are set out, below.

Scotland’s HM Inspectorate of Education

In Scotland, the HM Inspectorate of Education in 2009 launched a report on Sustainability and Scotland’s Colleges. The report sets out the context for sustainability and sustainable development in education and considers policy, strategy and leadership of sustainability within colleges. The report also covered sustainable development education links with core skills and the curriculum and also addressed the issue of sustainability within college estates.

Learning and Skills Council

LSC Curriculum Guides to embedding sustainable development in the curriculum were produced with recommendations and audit tools based on research with providers. The first, aimed at senior managers, is about creating the conditions in which embedding is most likely to happen successfully: *Creating the Conditions for Embedding Sustainable Development in the Curriculum* (2009).⁴⁹ The second aimed at teachers, looks at how to embed sustainable development in everyday teaching: *Embedding Sustainable Development in the Curriculum* (2009).^{50,51}

Research Councils UK

Public Attitudes to Environmental Change: a selective review of theory and practice – A Research Synthesis for The Living with Environmental Change Programme [October 2009]

Natural Environment Research Council

The Living With Environmental Change (LWEC) programme will speed the development of the interdisciplinary evidence base, tools and processes that are needed to inform public and policy debates and people’s choices about mitigation, management and adaptation options and opportunities. A ten-year programme,

48. Report available at: <http://www.dea.org.uk/resources/item.asp?d=2076>

49. http://www.eauc.org.uk/sorted/creating_the_conditions_for_embedding_sustainab

50. http://www.eauc.org.uk/sorted/embedding_sustainable_

51. See also *Creating the Conditions for Embedding Sustainable Development in the Curriculum* (2009) http://reading-room.lsc.gov.uk/lsc/National/LSC_SD_Strategy_Review_Final.pdf

which will provide decision makers with the best information to effectively manage and protect vital ecosystem services. [Ongoing ten year research project (from 2009)]

SEEd and Schoolzone

Sustainability in Schools pupil voice and teacher survey [2009]

United Nations Association UK (UNA-UK)

Publication: The Road to Copenhagen: UNA-UK climate change event series [2009]

Geographical Association

Sustainable Communities Action Research project – research with teachers in four regions – Kent and Medway, Milton Keynes and South Midlands, Humberside and Plymouth and South Devon [Ongoing]

National College for School Leadership (NCSL)

Every Child's Future: leading the way – Research report designed to promote debate on sustainability in schools [December 2009]

How do you lead a sustainable school? [2009]

NCSL / Forum for the Future / Sustainable Development Foundation

Leading sustainable school building projects: Outlining research and resources for leaders involved in delivering school building projects which aim to support the principles of sustainability – Research report [2009]

DCSF

Survey of Young People [Annual]

Ofsted

Further education (FE) surveys [Ongoing]

Sustainable Development Commission

Review of public service regulators, including Ofsted, to explore ways of regulating effectively for sustainable development [Published]

Centre for Sustainable Futures

Getting it Together: Interdisciplinarity and Sustainability in the Higher Education Institution – report on the relationship between sustainability and interdisciplinarity in higher education [June 2009]

EAUC

Sustainability in Practice, From Local to Global: Making a Difference – book collection of essays and research on sustainability issues [Published]

University of Manchester / Bruntwood Corporation

Ecocities project which aims to provide a blueprint for the first climate change adaptation strategy for Greater Manchester by 2010. Research is focused on urban planning for climate change adaptation [Ongoing]

UNESCO

EFA-ESD Dialogue: Educating for a sustainable world – Education for Sustainable Development Policy Dialogue No.1 for UNESCO, focused on connecting ESD to the EFA educational agenda [2008]

DFID / Institute of Education

Education responses to climate change and quality: Two parts of the same agenda? – Academic Article (International Journal of Educational Development) [November 2009]

Frontier Economics (on behalf of DECC)

Alternative policies for promoting low carbon innovation – research report [July 2009]

Scottish Education and Action for Development (SEAD)

Are we switching on? Challenges and opportunities for climate change education in Scotland – research report [June 2009]

Scottish Funding Council (SFC) & Higher Education Academy

Ryan, A. (February 2009) 2008 Review of Education for Sustainable Development in Higher Education in Scotland. Available at: http://www.heacademy.ac.uk/projects/detail/esd/esd_SFCreview08.

Higher Education Academy

Brooks, C. and Ryan, A. (2008) Education for Sustainable Development Interdisciplinary Discussion Series. Available at: http://www.heacademy.ac.uk/ourwork/teachingandlearning/alldisplay?type=projects&newid=esd/esd_interdisc_series2007&site=york

StudentForce for Sustainability (2008) Employable Graduates for Responsible Employers. Available at: http://www.heacademy.ac.uk/ourwork/teachingandlearning/alldisplay?type=projects&newid=esd/esd_employable_graduates&site=york

Brooks, C. and Ryan, A. (2009) ESD, Employability and External Engagement: Event Report. Available from: http://www.heacademy.ac.uk/ourwork/teachingandlearning/alldisplay?type=projects&newid=esd/esd_employability_stirling&site=york

Brooks, C. and Ryan, A. (2008) ESD: Strategic Consultations among English HEIs. Available from: http://www.heacademy.ac.uk/ourwork/teachingandlearning/alldisplay?type=projects&newid=esd/esd_EnglishHEIs&site=york

Higher Education Funding Council for Wales (HEFCW)

Education for Sustainable Development and Global Citizenship (ESDGC): Review of a curriculum audit in Wales. Based on the HEFCW-funded self-assessment of ESDGC in the teaching curriculum within the 11 HEIs in Wales [June 2009]

Education for Sustainable Development and Global Citizenship (ESDGC): Analysis of good practice in Welsh Higher Education Institutions – research project commissioned by HEFCW to inform strategic planning and HEI ESDGC leadership and practice [March 2009, SQW Consulting]

The International Alliance of Leading Education Institutions (IALEI)

Climate Change and Sustainable Development, the Response from Education
– research report [December 2009]

Quality Education and EFA (Education for All)-ESD Synergy

Unesco has recognised the need to develop synergy between these two agendas and in 2009 an expert seminar was organised by Unesco UK ESD Group and London South Bank University to take forward this agenda. A report of this meeting was circulated to all participants and a further conference is being planned for 2010. This work has contributed to international discussions on EFA-ESD synergy at the Asia Pacific Forum for ESD educators and facilitators in August 2009.

Improvement and Development Agency (I&DeA)

Producing an integrated sustainable community strategy (SCS) in East Sussex
– case study review of 21 month SCS process [August 2009]

Greenleaf Publishing

Profession and Purpose: A Resource Guide for MBA Careers in Sustainability
[September 2009]

The University of Bath

The *Centre for Research in Education and the Environment* (CREE) directs research and evaluation initiatives projects on sustainability in a number of areas with a particular interest in sustainable schools and university's contribution to sustainability. A recent DCSF-funded project involved identifying the educational and social benefits to young people of learning in a sustainable school. See Appendix 7.⁵²

University of Gloucestershire

The International Research Institute in Sustainability (IRIS) – directs research projects on sustainability in a number of areas including: ESD indicators; leadership and organisational change; professional practice; and well-being [Ongoing]⁵³

Carbon Trust / Cranfield University

Halving the footprint of postgraduate education – higher education case study
[October 2009]

London Sustainable Development Commission

London's Quality of Life Indicators 2008–09 Report [May 2009]

The Centre For Business Relationships, Accountability, Sustainability and Society (BRASS) / ESRC

Building a Region's Sustainability Knowledge Base: Education for Sustainable Development in Wales – A Policy Consultation Submission to the National Assembly for Wales [July 2008]

ESRC, University of the West of England

Exploring the role of schools in the development of sustainable communities (part of ESRC and ASC's Skills and Knowledge for Sustainable Communities Initiative) [May 2009]

52 <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00344-2010>

53. See also: Evaluation Framework for the Kraft Health for Futures Project (2009), and Education for Sustainability (Efs) Teaching and Learning Framework (2009)

ESRC, Kingston University

Enabling sustainable communities: supporting effective skills development for current and future core built environment professionals (part of ESRC and ASC's Skills and Knowledge for Sustainable Communities Initiative) [June 2008]

Homes and Community Academy

Research into broadening community development practices – project carried out to explore link between community development practices and sustainable communities practices [Spring 2009]

National Sustainable Schools Conference 2010



Supported by

Department for
Education



Glo

Ann Finlayson, SEEd CEO
National Sustainable Schools Conference 2010

6. Learning Opportunities for ESD and Sustainable Development

ESD and sustainable development learning opportunities are increasing across a number of sectors. The previous sections have already highlighted new significant forms of learning opportunities for both ESD and sustainable development across the UK since the previous report, including within formal education, work-based learning and development, through networks, conferences, events, and research studies.

One area in which it has been possible to observe an increase in opportunities to learn informally about ESD – specifically, climate change – is in national and local media, whether in newspapers, in television advertisements, or even on consumer products. One example of how increased national media attention to climate change has translated into internationally coordinated media advocacy can be seen in the Guardian’s December 7th editorial entitled “Copenhagen climate change conference: ‘Fourteen days to seal history’s judgment on this generation.’”⁵⁴ 56 newspapers in 45 countries published the same editorial emphasising the importance of the Copenhagen conference for bringing about action to address climate change on the same day. The topic of climate change has become increasingly popular in the media over the past two years, but coverage has been highly specific, and less focused on the larger concept of sustainable development. For example, a search on the Guardian’s website for ‘Climate Change’ stories in 2009 yielded 5,062 results, but a search for ‘Sustainable Development’ stories in 2009 yielded 732 results. A similar search for ‘Climate Change’ stories in 2009 on the Daily Mail’s website returned 918 results, while ‘Sustainable Development’ returned just 66 hits. Clearly there is a strong climate change discourse in the UK, and with this discourse comes numerous ways in which the general population are being directly and indirectly educated about the phenomenon.

Another powerful form of media-driven learning about sustainable development is found on the Internet, whether through direct online resources or through the provision of information for discovering other learning opportunities. Table 4, in Appendix 4, provides a sample of other learning opportunities since the last UKNC report, and highlights a number of different learning opportunities, particularly online resources and trainings. Many of these types of learning opportunities have been in existence for years and are regularly updated; for example, DCSF’s Teachernet website, which includes resources on ESD and sustainable schools for teachers. In the case of online resources the specific learning initiatives launched since the publication of the last UKNC report are less apparent due to frequent or infrequent site updating. From this brief survey it appears that many of the general learning opportunities not linked to ESD in formal or informal education seem to be driven by the evolving national discourse on climate change.

54. See: <http://www.guardian.co.uk/commentisfree/2009/dec/06/copenhagen-editorial>.



Honours students from the Sustainable Development Programme at the University of St Andrews, exploring renewable energy options as part of a field trip to Findhorn ecovillage

7. Exploring Issues

From the research conducted since the UKNC's last report, several key issues can be identified that give context to the larger place of ESD in the UK, provide insight into the challenges for embedding ESD across sectors, and point to areas where increased research can give a better insight into the totality of ESD actions in the UK. These are:

Tensions between campaigning and learning

Whilst climate change has been a strong driver of ESD, it is important to note that much of the climate change activity identified in the report has centered about campaigning and activism efforts for both the Copenhagen conference in December 2009, as well as government and grassroots supported awareness-raising on climate change. This brings to the fore enduring tensions between campaigning / activism / awareness-raising / behaviour change (strongly encouraged by government) and more open-ended (and open-minded) *learning* in relation to sustainability. For example, it is clear that the Copenhagen conference has raised the profile of climate change itself, but it is less easy to discern how (or what) learning has taken place in relation to this increased profile. It is difficult to gauge how exactly these efforts have impacted learning about sustainability in the UK, although it is hard to escape the conclusion that not everyone engaged in ESD is committed to the notion that learners need to be helped to come to their own understandings, values and commitments to action. Whilst it is clear that there are individuals and groups who sincerely believe that it is too late for this liberal view to be taken, the evidence that people do not react well to preaching or doom-laden messages seems compelling, as is the value that educationalists have a responsibility to explore the complexities of issues and encourage dialogue across disciplines, interests and sectors.

Keeping the focus broad

There is the considerable risk that the on-going controversy about the validity of the data and models that underpin our understanding of climate change, and what seems to be an increasing public scepticism that humans and the way we live have at least some responsibility for it, will impinge negatively on attention given to the much wider set of issues that *sustainability* represents.⁵⁵ There is, therefore, the twin need to resist the validation of *climate change education* (or *somesuch*) that might act as a rival, and narrowing, focus to ESD, whilst seeking to ensure that where climate change is a learning focus (within formal programmes of study, for example), its purpose is to help learners gain plural perspectives on the scientific and other issues, appreciate their possible implications, and think about what their own intellectual

55. This concern was reported in Climate change and sustainable development: the response from education (IALEI, 2009) http://www.dpu.dk/Everest/Publications/Forskning%5CMiljø%20og%20sundhedspædagogik%5CKlimakonference%202009/20091210145447/CurrentVersion/DPU_Rapport.pdf?RequestRepaired=true

and practical responses might be. Meanwhile, it is too early to say how far the rising carbon management agenda might have a positive or narrowing effect with regard to attention paid to ESD in educational institutions.⁵⁶

Media influence

The role of the media and its influence on people's learning and engagement in sustainable development warrants additional research not covered in this report, and which can give insight into the tension highlighted above between awareness-raising about ESD and actual learning. Media, viewed very broadly, are also influential in relation to ESD within formal and non-formal approaches, not only in respect of the understandings that students and other participants bring to the table, but also to the understandings and conceptual frames that teachers, tutors and other professionals have. It is hard to see how the influence of the educator / trainer can ever be absolutely distinguished from that of the media in all its forms – both direct and vicarious, through peer influence, for example. Even the validity of learners' self-reporting of influence would seem to warrant due scepticism.

Further and Higher

This report has focused heavily on school, and higher, education which, while reflecting the amount of activity occurring in these sectors, also points to a need for further research on ESD within other sectors. A comparative lack of development of ESD within further education (FE), compared to schools and universities, in England was noted. Some progress on FE in Scotland could be identified, including a report on Scottish FE colleges and sustainability, and the March 2010 launch of the government's updated action plan which may present opportunities to increase support for ESD within FE. In Wales, ESD is embedded in FE policy and a number of projects are taking place. In both HE and FE, however, there is a need for a greater focus on teaching / learning whilst acknowledging that estates, procurement, and management more generally, and research, do themselves give scope for learning: a point that Hefce acknowledges, for example. It is particularly important that previous benchmarking studies are brought up to date.

Non-Formal sectors

ESD in sectors, such as youth work, community activity, and actions taken within business and industry more widely are hard to pin down. Making more of an effort to identify and analyse these seems important. There is some indication of efforts to introduce ESD into the professions, for example through the agency of Professional Practice for Sustainable Development (PP4SD) but this is a minor initiative seen against professional training and standards as a whole.

Connecting the sectors

There is a lack of connection, and hence little potential for synergy, between learning experiences in formal education and what might be learnt through community involvement and third sector capacity building, and an opportunity is being lost to

⁵⁶ See, for example, the BIS/ DECC 'Meeting the Low Carbon Skills Challenge' consultation

address the tension, outlined above, between campaigning and learning. The growth of the *Transition* movement represents one example where community led innovation is beginning to be supported by academic research and research councils. Another dimension is a tendency to see change focused around what individuals and families can do, ignoring that many issues and decisions are only amenable to more concerted social action. Developing social action skills through practice in real-life contexts is a tangible example of where connection between sectors is indispensable.

Professional development and training

The idea that educating the educators ought to be the priorities of priorities is an old Unesco ideal, but there is little indication of much activity in the *mainstream* programmes that focus on the professional development of teachers and lecturers in the formal education sectors; the reluctance of the Training and Development Agency for Schools in England (TDAS) to grasp this nettle is particularly inexplicable. As such, this places the onus on those interested in such matters to ensure that excellent practice is identified, analysed and disseminated.

English Government Departments working together

Given the nature, breadth and significance of sustainability, it is inevitable that a number of government departments will have interests in supporting ESD and its associated learning, and it is a considerable strength that they do so as enthusiastically as they do. Having departments work together as synergistically as possible would seem important, and the newly shared vision and global learning strategy of DCSF / DFID with young people prepared for life in an interdependent world, empowered to engage with the global challenges they will face, and encouraged to take action as global citizens has to be welcomed. The consultation period on the vision / strategy (8 March to 31 May) represents an opportunity to help shape a significant policy commitment. Further, it is important that BIS and DECC coordinate efforts to orient education towards securing a low carbon economy.

Looking ahead

More research is needed on where the main gaps in ESD are across the UK, and to show differentials in progress and level of activity and action to support policy in the different sectors. One prominent gap, for example, is the lack of an overview of progress made (as opposed to actions taken). A related, but arguably less significant one is the lack of progress on agreeing an ESD indicator. Agreement on major gaps, and ideas on how they might be plugged, seems necessary.

Appendix 1

Table 1 – A brief chronology of government policies

Department	Report and Date	Key Point(s)
Her Majesty's Government	UK Climate Change Act (November 2008) UK Low Carbon Transition Plan (July 2009)	UK legislative act setting new carbon reduction targets, described as "the world's first long-term legally binding framework to tackle climate change" Sets out the actions to ensure the UK makes the transition to a low carbon economy.
Welsh Assembly Government	Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools (July 2008)	Outlines the key themes that comprise ESDGC for Welsh schools, and advocates for a whole school approach
Welsh Assembly Government	Education for Sustainable Development and Global Citizenship: Information for teacher trainees and new teachers in Wales (July 2008)	Provides information for teacher training higher education institutions and national and local bodies with an ESD or GC remit on the delivery of ESDGC in schools
Welsh Assembly Government	Education for Sustainable Development and Global Citizenship In the Further Education Sector in Wales (September 2008)	Provides guidance for further education (FE) colleges to promote ESDGC based on themes identified in the <i>ESDGC Common Understanding for Schools</i> document published in July 2008
Welsh Assembly Government	Education for Sustainable Development and Global Citizenship: A Common Understanding for the Youth Work Sector (November 2008)	Offers guidance to youth work organisations and HEIs for using ESDGC best practices in the youth work sector
Welsh Assembly Government	Education for Sustainable Development and Global Citizenship: A self-assessment toolkit for Work-Based Learning Providers (January 2009)	Offers guidance to work-based learning providers for using ESDGC best practices in learning and organisational management
Estyn (Inspectorate for Education and Training in Wales)	Education for Sustainable Development and Global Citizenship in adult community-based learning and youth work in Wales (August 2008)	Provides Welsh Assembly Government with a position statement on ESDGC in the youth work sector and adult learning sectors and makes recommendations for taking the work forward
DENI	Schools for the Future: A Policy for Sustainable Schools (January 2009)	Outlines policy for sustainable schools that sets out a framework of six criteria and associated indicators to assist in working towards school sustainability
Learning and Skills Council (LSC)	From Here to Sustainability – The Learning and Skills Council's Strategy for Sustainable Development: Progress Report (August 2008)	Reports on LSC's progress in implementing its sustainable development strategy
Learning and Skills Council (LSC)	Sustainable Development Action Plan 2008/2009 (September 2008) Review of the Learning and Skills Council Strategy for Sustainable Development 2005-2010 (March 2010)	Addresses general strategy for sustainability, incorporating actions from LSC's Capital Strategy 'Building Colleges for the Future' 2008 report. Reviews progress made at point where LSC is replaced by the SFA
DCSF	Brighter Futures – Greener Lives: Sustainable Development Action Plan 2008-2010 (Published May 2008)	Restates department goal for all schools to be sustainable by 2020

Table 1 contd.

Department	Report and Date	Key Point(s)
DCSF	Environmental Policy Statement on Operations (February 2009)	Outlines department commitments to improve environmental performance
DCSF	Delivering Sustainable Communities through Sustainable Schools: Guidance for local authority officers (July 2009)	Offers local performance framework for sustainable schools To be used in conjunction with <i>s3+ sustainable schools self-evaluation tool for local authorities</i> Provides school case studies
DCSF	S3+: Sustainable Schools Self-evaluation for Local Authorities who Support Sustainable Schools: Enabling local authorities to strategically drive school improvement through sustainable development (July 2009)	Offers a local authority sustainable school self-evaluation modeled after the department's 2008 s3: sustainable school self-evaluation for schools To be used with <i>Delivering Sustainable Communities</i> guidance document
DEFRA	Adapting to climate change: UK climate projections 2009 (June 2009)	Shows projections for greenhouse gas emissions in the UK
DEFRA	Sustainable Development Indicators in your pocket 2009: Update of UK Government Strategy Indicators (July 2009)	Updates UK government sustainable development indicators Outlines framework for assessing ESD
TDAS	Sustainable Development Action Plan (July 2009)	Outlines department's intended contribution to promoting sustainable development in the UK
DECC	Carbon Valuation in UK Policy Appraisal: A Revised Approach (July 2009)	Revises UK approach to carbon valuation
DECC	UK Low Carbon Transition Plan Emissions Projections (July 2009)	Updated emissions projections
QCDA	Sustainable development in action: A curriculum planning guide for schools (July 2009)	Curriculum guide meant to help teachers integrate sustainable development into the classroom Promotes both classroom ESD and holistic ESD (i.e., creating a sustainable school ethos) Offers case studies of UK schools with successful sustainability projects
Ofsted	Sustainable Development Action Plan 2008/2009 (September 2008)	Outlines department's intended contribution to promoting sustainable development in the UK
Scottish Government	The Climate Change (Scotland) Act (August 2009)	Scottish devolved administration parliamentary act setting new carbon reduction targets
Scottish Government	The Climate Challenge Fund	Community grant scheme giving community groups and community planning partners support to implement carbon reduction projects ⁵⁷
Scottish Government	The <i>Learning for Change</i> Action Plan (May 2010)	Outlines key actions and activities to promote the UN Decade of Education for Sustainable Development across all sectors in Scotland through to the end of 2014 ⁵⁸
Learning and Teaching Scotland	Curriculum for Excellence Experiences and Outcomes (2009)	Outlines the experiences and outcomes that form part of the learning of every child in Scotland from ages 3–18 years including the embedding of education for sustainable development across all learning

57. <http://www.scotland.gov.uk/Topics/Environment/climatechange/ClimateChallengeFund>

58. <http://www.scotland.gov.uk/Publications/2010/05/20152453/0>

Appendix 2

Table 2 – A range of actions taken since the last report

Organisation	Project(s)	Education Sector
Association of Colleges, South-west	<i>The Journey to Sustainable Colleges</i> (2009) presents 11 case studies of Further Education colleges across the South-west of England; the document shows greater focus on estates management than on curriculum.	Learning and Skills
Church of England	7-Year “Church and Earth” Climate Change Action Plan – launched November 2009, includes emissions reduction targets for the Church as a whole, in line with national targets for 2050, and emphasises education and young people at the centre of the strategy, with all 4700 church schools nationwide aiming to achieve eco-school status and implementing Government policy on education for sustainable development.	Faith Communities, K-12
Cyfanfyd (national membership organisation working to promote ESDGC in Wales)	Training for Trainers Course in ESDGC (June 15th – 18th 2009) Manages DFID Development Awareness Fund Mini-Grants Programme 2010-11 Project Funding Opportunities for ESDGC in Wales	Multi-Sector
Eco City St Davids	Project aimed at making St Davids, Wales, the first carbon neutral city in the world City-wide education initiative aimed at carbon reduction	Multi-Sector
ESD Forum – Yorkshire and the Humber	Regional network for ESD Online ESD resources	Multi-sector
General Teaching Council for Scotland	A professional accreditation scheme launched to give recognition to Scottish teachers for their work to promote education for sustainable development in schools	vMulti-sector
Geographical Association and Academy for Sustainable Communities, with the support of the Architecture Centre Network	Building Sustainable Communities Project	K-12
Manchester Environmental Education Network	Regional network for ESD Online ESD resources	Multi-sector
National College of School Leadership (NCSL)	Sustainable Schools Toolkit, assists school leadership teams to develop sustainability within their schools	K-12
Ofsted	The criteria used by Ofsted when inspecting sustainability work in schools have been published as an annex to <i>‘Education for sustainable development’</i> <i>Improving schools – improving lives’</i> (2009) Publishes the new <i>Common inspection framework for further education and skills</i> (2009)	Schools FE colleges
People and Planet	People & Planet Green League tables on university environmental performance and policies	Higher Education

Table 2 contd.

Organisation	Project(s)	Education Sector
Royal Horticultural Society	Growing Schools Courses	Continuing Professional Development
Scottish Education and Action on Development (SEAD)	Climate Action Hub online resource Publication: Are we switching on? Challenges and opportunities for climate change education in Scotland (June 2009)	Multi-sector
Sustainable Development Foundation	Education events in 2008 and 2009 on Costs and Sustainability / Design Quality and Sustainability / Health and Well-Being Consultation with and for sustainable schools Low Carbon Communities project	Multi-Sector
Teacher Training Resource Bank	GTIP Think Pieces – Education for Sustainable Development in the KS1/2 Curriculum and ESD (general)	K-12, Training and Development
The Carbon Trust	Carbon Trust Standard certification to certify organisational performance in measuring, managing and reducing greenhouse gas emissions	Work-based learning and development, Businesses
Wildlife Trust	Corporate partnerships	Business sector
Workers' Educational Association (WEA), South Wales	Transnational Project on Food Sovereignty and Global Poverty Reduction through Education and Active Citizenship The Global Learners as Educators in Wales (GLEW) ESDGC training project for staff and partner organisations	Training and Development, Informal Education

Appendix 3

Table 3 – Indicative ESD-related events

Event	Date	Location	Sponsors or Affiliated Institutions
Conference: Education for Sustainable Development and Global Citizenship	21 May 2008	Wales Millennium Centre, Cardiff	Higher Education Academy on behalf of the higher education sector in Wales and through a pan-Wales Sustainable Network Group with representation from the Welsh Higher Education Institutions, (HEFCW) and the Welsh Assembly Government
Conference: UK ITE network for Education for Sustainable Development/Global Citizenship	10 July 2008	London	Centre for Cross Curricular Initiatives (CCCI) at London South Bank University, Training Development Agency for Schools / ESCalate Education Subject Centre (HEA)
Conference: Friends of the Earth Local Groups Conference 2008	12–14 September 2008	Loughborough	Loughborough University
Conference: The Sustainable University: Relating Ecological Thinking, Learning & Research – One-day symposium	19 September 2008	University College London (UCL)	UCL, the Environment Institute, UK Centre for Legal Education
Seminar: Tackling climate change	23 October 2008	Rainbow Warrior Ship	Greenpeace, Policy Exchange
Conference: Soundings in Sustainability Literacy	21 November 2008	University of Gloucestershire, Cheltenham	University of Gloucestershire / Higher Education Academy
Seminar: Investigating School to Home Transfer: some issues from environmental education practice and theory	9 December 2008	University of Bath	Centre for Research in Education and the Environment
Conference: Celebration of Scotland's contribution to the United Nations Decade of Education for Sustainable Development (UNDESD)	21 January 2009	The Royal Society of Edinburgh	The Scottish Government, in partnership with CIFAL Findhorn
Course: Facilitation for learning for Sustainability	1–2 October / 30 November – 1 December 2009	London	SEEd
Seminar: The Systematic Auditing of University Curricula: the case of sustainable development	18 March 2009	University of Bath	Centre for Research in Education and the Environment
Conference: UNESCO World Conference on Education for Sustainable Development	31 March – 2 April 2009	Bonn, Germany	Members attended from: Minister for Schools, Scotland; Greener Scotland; DCSF Sustainable Development Team, England; Welsh Assembly Government; UK National Commission for UNESCO; University of Bath; Institute of Education, South Bank University; Sustainable Development Commission; Student Force for Sustainability.
Seminar: ESD, Employability and External Engagement	2 April 2009	University of Stirling	Higher Education Academy
Seminar: Making (better) Sense of Sustainability?	13 May 2009	University of Bath	Centre for Research in Education and the Environment

Table 3 contd.

Event	Date	Location	Sponsors or Affiliated Institutions
Seminar: Performance Indicators for learning in UK National Parks: part of the day job – the reality of understanding and reporting the value of our work	27 May 2009	University of Bath	Centre for Research in Education and the Environment
Seminar: The Impact of Socio-environmental projects on Jewish and Arab Youth in Israel	23 June 2009	University of Bath	Centre for Research in Education and the Environment
Conference: Help to build London Regional Centre for Expertise in ESD	4 June 2009	London South Bank University	London RCE
Conference: Researching Transformational Learning through ESD, Internationalisation and Citizenship	10 June 2009	University of Gloucestershire	University of Gloucestershire
Conference: The National Sustainable Schools Conference 2009	1 July 2009	Leeds, Preston, London, Bristol	SEEd and DCSF, WWF-UK
Conference: Education for Sustainable Development and Global Citizenship (ESDGC) Conference. Keynote: Peter Davies, Sustainable Development Commission	9 July 2009	Conference and Performance Centre, Glyndwr University	HEFCW
Conference: UK Network ESD/ GC Teacher Education	10 July 2009	London South Bank University	London South Bank University / TDAS
Conference: Education for Sustainable Development: Graduates as Global Citizens	10–11 September 2009	Bournemouth	Bournemouth University
Conference: Behaviour change for a more sustainable London	10 September 2009	Wallace Space, London	Sustainable Development Research Network
Seminar: Towards Quality Education for All: Developing the synergy between EFA and ESD	17 September 2009	London South Bank University	UK National Commission for UNESCO in partnership with London South Bank University
Conference: All Our Futures	17–19 September 2009	University of Plymouth	University of Plymouth
Fair: Urban Green Fair – An independent green fair for London, powered by solar and wind energy	20 September 2009	Brockwell Park, London	Urban Green Fair
Conference: SDRN Annual Conference 2009	24 September 2009	Wellcome Collection Conference Centre, London	Sustainable Development Research Network
Conference: Education for Sustainable Development within Curriculum for Excellence	1–3 October 2009	Glenmore Lodge,	Learning and Teaching Scotland
Lecture: The Climate Crisis: A Christian Response, Dr Rowan Williams	13 October 2009	Southwark Cathedral, London	Operation Noah

Table 3 contd.

Event	Date	Location	Sponsors or Affiliated Institutions
Seminar: Educating for Sustainability from the perspective of a faith organisation: a case study of the American Bahá'í Community	16 October 2009	University of Gloucestershire, Cheltenham	University of Gloucestershire
Conference: WEA South Wales Conference on Rural Education: Between Global Active Citizenship and Food Sovereignty	19–20 October 2009	Rhondda Heritage Park	Associates
Conference: WEA South Wales Conference on Rural Education: Between Global Active Citizenship and Food Sovereignty	19–20 October 2009	Rhondda Heritage Park	Wales Education Association, Sazani Associates
Conference: Climate Change Adaptation	22 October 2009	Leeds Town Hall	Business Council for Sustainable Development UK, Carbon Action Yorkshire
Seminar: Health, well-being and Sustainability education in the South Wales Valleys and the cultural aspects of sustainability	27 October 2009	University of Gloucestershire, Gloucester	University of Gloucestershire
Conference: The SSN Annual Conference 2009	29 October 2009	Our Dynamic Earth, Edinburgh	Sustainable Development Research Network, Scottish Government
Conference: Are we there yet? Journeys of Student Engagement in Sustainability	3 November 2009	Centre for Active Learning, University of Gloucestershire	RCE Severn and RCE Yorkshire and Humberside, University of Gloucestershire
Training Event / Staff Development Day: Leading for Change: Rethinking Sustainability Education – training for university staff	4 November 2009	Centre for Excellence in Enquiry-Based Learning, University of Manchester	University of Gloucestershire, University of Manchester
Conference: UK climate projections: helping the health sector prepare for climate change – conference targeted at assisting health sector in adapting to climate change	5 November 2009	Royal Horticultural Halls Conference Centre	DEFRA, UK Climate Impacts Programme
Event: Gaining accreditation for education for sustainable development in Scottish School	5 November 2009	Stirling	Learning and Teaching Scotland and GTCS
Training Event: Good practice stakeholder participation...with a focus on the environment	17–19 November 2009	Ashford, Kent	Sustainable Development Research Network
Conference: Climate Change and Global Citizenship: The contributions of human health, pharmacy and veterinary science	24 November 2009	London International Development Centre, London	The Development Education Research Centre (Institute of Education, University of London), the Institute for Global Health (University College London), the Royal Veterinary College, the School of Pharmacy (University of London), Skillshare and the London International Development Centre.
Conference: Sustainable Development: Halfway There?	26 November 2009	Edinburgh Assembly Rooms	Scottish Funding Council, NUS Scotland, HE Academy and Scotland's Colleges

Event	Date	Location	Sponsors or Affiliated Institutions
Event: How will climate change affect people in the UK and how can we best develop an equitable response?	30 November 2009	Local Government Association, Local Government House, Smith Square	Event involves two of the Living With Environmental Change partners; the Economic and Social Research Council and the Local Government Association, working with the Joseph Rowntree Foundation.
Events: Education for Sustainable Development: Getting ready to meet the challenge	13 November – 15 December 2009	9 seminar events in each of England's nine regions	The National Institute of Adult Continuing Education (NIACE)
Seminar: Systemic change in the age of stupid. Lessons from Switzerland	4 December 2009	University of Gloucestershire, Cheltenham	University of Gloucestershire
Event: The Wave, billed as "the UK's biggest ever demonstration in support of action on climate change" and a full day of campaign activities	5 December 2009	London	Stop Climate Change Coalition
Conference: Teaching Ethics to Bioscience Students: Sustainability and the Environment	9 December 2009	Cardiff University, Biomedical Building	Cardiff University
Conference: Developing global citizens through education for sustainable development	11 December 2009	Stirling	Learning and Teaching Scotland
Course: Opening the Doorway to Sustainability	13 January – 24 March 2010	Online	SEEd/WWF-UK
Course: Facilitation for Learning for Sustainability	26–27 January / 13–14 April 2010	London	SEEd
Event: Policy Forum	29 January 2010	London	SEEd
Seminar: The converging world: a social investment and business model to tackle climate change and inequality	5 February 2010	University of Gloucestershire	University of Gloucestershire
Seminar: From global to worldly leadership: uncovering ancient and indigenous leadership wisdoms	26 February 2010	University of Gloucestershire	University of Gloucestershire
Seminar: Bowling with a sponsor: New Zealand children's attitudes to citizenship and climate change mitigation	10 March 2010	University of Bath	Centre for Research in Education and the Environment
Seminar: Last turtle standing: the use of still and moving images in conservation education and communication	11 March 2010	University of Gloucestershire	University of Gloucestershire
Conference: Sustainable development in the higher education classroom: perspectives from area studies and development studies	19 March 2010	University of Birmingham, England	Higher Education Academy
Seminar: Can the philosophy of Ubuntu contribute to healing of nature, self and society?	23 March 2010	University of Bath	Centre for Research in Education and the Environment
Conference: ESD in 2010 – The Next Five Years	29–30 March 2010	Liverpool	DCSF Sustainable Development Team; UK National Commission for UNESCO; Sustainable Development Commission
Seminar: Whole system change towards sustainability: sustainable futures at the University of Plymouth	13 April 2010	University of Bath	Centre for Research in Education and the Environment
Conference: National Sustainable Schools	June – Sept 2010 18 June 2010 25 June 2010	Online London Bristol	SEEd and DCSF, WWF-UK

Appendix 4

Table 4 – Examples of Learning opportunities since the last report

Learning Opportunity	Type	Level/Sector	Organisation(s)	Intended Audience
Publication: <i>Embedding Sustainable Development in the Curriculum: Guidance for staff within learning institutions on how to embed sustainability into what and how they teach</i>	Hard Copy Resource	Further Education	SORTED, LSC	Teachers and other school personnel; Leaders
Publication: <i>Creating the Conditions for Embedding Sustainable Development in the Curriculum: Guidance for senior managers in learning institutions on how they can support the embedding of sustainability within the curriculum</i>	Hard Copy Resource	Further Education	SORTED, LSC	Managers and Leaders
Teachernet Sustainable Schools website – includes resources on ESD for teachers	Online	Primary and Secondary Education	DCSF	Teachers and other school personnel
SEEd website – includes a monthly newsletter with current ESD news, signposting to ESD and EE resources, online discussion fora, workshop downloads, research into ESD issues and practice, calendar of ESD and EE events	Online	Early Years; Primary and Secondary; Higher Education; Further Education and Training and Development	SEEd	School leaders; teachers and other school personnel; local authority coordinators; NGOs; multi-sector and general
National College for School Leadership (NCSL) Sustainable Schools Toolkit – toolkit that includes practical tips and case studies for each of the eight doorways to sustainability outlined in DCSF Sustainable Schools National Framework	Hard copy Resource	Primary and Secondary Education	NCSL	Teachers and other school personnel; school leaders
NCSL Building Schools for the Future Leadership Programme – training programme that supports local authorities and school leaders to implement the BSF Capital Investment Programme to increase sustainability of schools	Facilitated trainings, Online resources	Primary and Secondary Education	NCSL	Local Authority Officers; school leaders
Geographical Association (GA) Building Sustainable Communities Project	Online CPD project	Primary and Secondary Education, Training and Development	GA, Academy for Sustainable Communities (ASC)	Teachers
Think Pieces – Education for Sustainable Development in the KS1/2 Curriculum and ESD (general)	Report	Primary and Secondary education, Training and Development	Teacher Training Resource Bank	Teachers and other school personnel; general
LSBU UK Teacher Education Network on ESDGC website – includes downloadable ESD resources, ESD research and links to other ESD stakeholders	Online	Training and Development	LSBU CCCI	Teachers and teachers in training
UK Climate Projections (UKCP09)	Online	General	DEFRA	General

Table 4 contd.

Learning Opportunity	Type	Level/Sector	Organisation(s)	Intended Audience
Earthscan 'Earthcasts' – free monthly one-hour webcast about different environmental topics, including business, climate change, and energy	Online / Audio	General	Earthscan	General
Big Green Jewish website – contains resources and information on climate change and the environment	Online	Informal Education / Faith communities	Jewish Social Action Forum	UK Jewish Community
Kid-Eco environmentally friendly online toy store – sells eco-friendly products for children such as toys and outfits	Online retail products	Primary and Secondary Education	Kid-Eco	Children
Sustainable IT Tools – Carbon footprint tool and cost and carbon comparison tool for assessing environmental sustainability of university and college IT infrastructures	Online	Higher and Further Education	JISC	Further and higher education leaders and stakeholders
SORTED online sustainability website resource	Online	Further Education	EAUC, LSC	Learning and skills sector
Sustainability resource bank website resource	Online	Higher Education	EAUC	HE lecturers
How to be ethical: Ethical Living in Student Life – webpage with tips on adopting sustainable habits	Online	Higher Education	NUS	University Students
Climate Choices Children's Voices curriculum website	Online	Primary Education	Practical Action	Teachers of children aged 9–11
Sustainable Development Education Glow Group (Scotland's online Educational Community) – part of Scottish government sponsored national intranet for sustainability education	Online	General	Learning and Teaching Scotland, Research Machines	Multi-sector
Act on CO ₂ Carbon Footprint Calculator and Campaign Toolkit	Online	General	DEFRA, DLT, DECC, DCLG	Multi-sector
Schools' Global Footprint website resource	Online	Primary and Secondary Education	WWF Scotland, Scottish Government	General
Leadership, Governance and Management Fund	Online	Higher Education	HEFCE	HE lecturers
Embedding Sustainable Development in the Curriculum: guidance for staff	PDF	Further Education	LSC / SORTED	FE lecturers
Creating the Conditions for Embedding Sustainable Development in the Curriculum: guidance for senior managers	PDF	Further Education	LSC / SORTED	FE managers
Learning and Teaching Scotland Sustainable Development Education pages and resources	Online	Early Years, Primary and Secondary	Learning and Teaching Scotland	Practitioners, local authority coordinators and school leaders
Global Footprinting calculator and educational resource	Online	Early Years, Primary and Secondary	Learning and Teaching Scotland WWF-Scotland Stockholm Environment Institute	Practitioners and pupils

Appendix 5

Recent significant ESD-related publications⁵⁹

- Alexander R (ed) (2009) *Children, their World, their Education*. London: Routledge
- Birney A & Reed J (2009) *Sustainability and Renewal: findings from the leading sustainable schools research project*. Nottingham: National College for Leadership of Schools and Children's Services
- Blakeley-Glover J, Reynolds J & Arnold M (2009) *Review of Public Service Regulations*. London: Sustainable Development Commission
- Dyson A & Gallannaugh F (2008) *School-level Actions to Promote Community Cohesion: a scoping map. Technical Report*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London
- Foster J (2008) *The Sustainability Mirage: illusion and reality in the coming war on climate change*; London: Earthscan
- Gayford C (2009) *Learning for Sustainability: from the pupils' perspective*. Godalming, Surrey: World Wide Fund for Nature
- Gough SR & Scott WAH (2008) *Higher Education and Sustainable Development: paradox and possibility*; London: Routledge
- Harris F (ed) (2009) *Letting Students Lead: sustainable schools in action*. Devizes: Wiltshire Wildlife Trust
- Jones P, Selby D & Sterling S (2010) *Sustainability Education: perspectives and practice across higher education*, Earthscan, London
- Keating A, Kerr D, Lopes J, Featherstone G & Benton T (2009) *Embedding Citizenship Education in Secondary Schools in England (2002–08). Citizenship Education Longitudinal Study Seventh Annual Report (DCSF Research Report 172)*. London: DCSF
- Layard R & Dunn J (2009) *A Good Childhood: searching for values in a competitive age*. London: Penguin
- OFSTED (2008) *Schools and Sustainability: a climate for change*. Manchester: Office for Standards in Education
- OFSTED (2009) *Education for Sustainable Development. Improving Schools – Improving Lives*. Manchester: Office for Standards in Education, Children's Services and Skills
- OFSTED (2010) *Citizenship Established? Citizenship in Schools 2006/09*. Manchester: Office for Standards in Education, Children's Services and Skills
- Porritt J, Hopkins D, Birney A & Reed J (2009) *Every Child's Future: leading the way*. Nottingham: National College for Leadership of Schools and Children's Services
- Reid AD et al. (eds) (2008) *Participation and Learning: perspectives on education and the environmental, health and sustainability*; London: Springer
- Reid AD & Scott WAH (eds) (2008) *Researching Education and the Environment: retrospect and prospect*; London: Routledge
- Rickinson M, Lundholm C & Hopwood N (2009) *Environmental Learning: insights from research into the student experience*. London: Springer
- SDC (2009) *Every Child's Future Matters*, 3rd Edition. London: Sustainable Development Commission
- Stibbe A (ed) (2008) *The handbook of Sustainability Literacy: skills for a changing world*; Brighton: University of Brighton
- Vare P & Scott WAH (2008) *Two Sides and an Edge*. London: DEA
- Webster K & Johnston C (2009) *Sense & Sustainability: educating for a low carbon world*; TerraPretta Books

59. This list excludes publications that relate to the wider ESD Decade; for example, those emanating from, or relating to, the 2009 Bonn conference.

Appendix 6

Glossary of Terms / Acronyms

ACEVO	Association of Chief Executives of Voluntary Organisations	HEI	higher education institution
ACRE	Action with Communities in Rural England	ITE	initial teacher education
ASC	Academy for Sustainable Communities	ITT	initial teacher training
BCSD-UK	Business Council for Sustainable Development UK	LTS	Learning and Teaching Scotland
BSF	Building Schools for the Future	NAVCA	National Association for Voluntary and Community Action
CCCI	Centre for Cross Curricular Initiatives	NCSL	National College for School Leadership
CEL	Centre for Excellence in Leadership	NGO	Non-governmental organisation
CPD	continuing professional development	NIACE	National Institute of Adult and Continuing Education
DCLG	Department of Communities and Local Government	Ofsted	Office for Standards in Education
DCSF	Department for Children, Schools and Families	QCDA	Qualifications and Curriculum Development Agency
DEA	Development Education Association	RCE	Regional Centre of Excellence; Regional Centre of Expertise
DENI	Department of Education Northern Ireland	RDA	Regional Development Agency
DEFRA	Department for Environment, Food and Rural Affairs	SD	sustainable development
DESD	Decade of Education for Sustainable Development	SDAP	Sustainable Development Action Plan
DfID	Department for International Development	SDC	Sustainable Development Commission
EAUC	Environmental Association of Universities and Colleges	SDE	Sustainable Development Education
ESD	Education for Sustainable Development	SEAD	Scottish Education and Action for Development
ESD WG	Education for Sustainable Development Working Group	SEEd	Sustainability and Environmental Education
ESRC	Economic and Social Research Council	SSAT	Specialist Schools and Academies Trust
FE	further education	TDAS	Training and Development Agency for Schools
FFTF	Forum for the Future	UNESCO	United Nations Educational, Scientific and Cultural Organization
GC	global citizenship	UN	United Nations
HE	higher education	UNU	United Nations University
HEFCE	Higher Education Funding Council for England	WAG	Welsh Assembly Government
		WEA	Workers' Education Association
		YPLA	Young People's Learning Agency

Appendix 7

Evidence of the impact of sustainable schools

This DCSF publication sets out the educational and social benefits to young people of learning in a sustainable school. It is written for leadership teams in primary and secondary schools and other educational settings across England. Under five themes, it sets out 15 top tips based on the impact of sustainable schools and education for sustainable development on school improvement and young people's well-being as defined by *every child matters* outcomes. We hope these will be useful in the context of schools striving to enable learners to become successful, confident individuals, and responsible, caring citizens. The themes are:

1. Improving schools: enhancing young people's learning and well-being
2. Bringing young people's learning experiences together
3. Developing young people's participation
4. Contributing to school, community and family life
5. Modelling sustainability practices, thinking and planning

Each theme sets out the tips together with a short summary of the evidence. The sources of evidence are listed at the end of the booklet.

Evidence of the impact of sustainable schools is supported by a growing research, policy, and practitioner literature, in the main from the UK, but also internationally. Multiple sources of evidence now show that being a sustainable school raises standards and enhances well-being. This is because sustainable schools engage young people in their learning so improving motivation and behaviour; they also promote healthy school environments and lifestyles. In addition, the evidence shows that sustainable schools advance community cohesion by making valuable connections between the school and its parents and carers and the wider community.

The report can be downloaded at:

<http://publications.teachernet.gov.uk/eOrderingDownload/00344-2010BKT-EN.pdf>

Appendix 8

Membership of the Unesco ESD Co-ordinating Group and Forum

ESD Co-ordinating Group

Member	Affiliation	Area of interest / Expertise
William Scott (Chair)	University of Bath	Research, HE and schools
Douglas Bourn	Institute of Education	Research, HE and development education
Ann Finlayson	SDC / SEEd	UK Education Policy, NGOs, Schools, HE and capacity building
Tina Hawkins	Welsh Assembly Government DCELLS	Education for sustainable development and global citizenship across all sectors
Janice Lawson	DCSF/DfE	Policy and English schools
Kay Livingston	Learning and Teaching Scotland	Scottish schools and sustainable development education
Helen Mansbridge	Greener Scotland Division, Scottish Government	Scottish government sustainability policy
Alba de Souza	UK National Commission	UNESCO and DESD
Stephen Sterling	Higher Education Academy	Research and HE curriculum
Jane Ward	NIACE	FE, Continuing ed., lifelong learning, adult and community learning
Ros Wade	London RCE	Research, ESD / EFA and quality education and teacher education

ESD Forum

Name	Affiliation
Clive Belgeonne	Development Education Project
Ian Bowbrick	Royal Academy of Engineering
Kate Brown	Development Education Association
Adam Cade	RCE East Midlands
Ruth Conway	European Christian Environmental Network
Merlynn Francique	National Youth Agency
Craig Johnson	Yorkshire & Humberside ESD Forum
John Joseph	Defra
Mary Kelly	Learning & Skills Council
Heather Luna	Higher Education Academy
Mary MacGinn	Learning & Teaching Scotland
Steve Martin	Professional Practice for Sustainable Development / Studentforce
Iain Patton	Environmental Association of Universities and Colleges
Joanna Simpson	Higher Education Funding Council (England)
Paul Vare	SWLSC & UNECE
Marion Warburton	Field Studies Council
Jane Wilkinson	Forum for the Future

Note 1. All members of the Co-ordinating Group are *ex officio* members of the ESD Forum.

Note 2. The composition of the Forum is currently being expanded.

Glossary

DCELLS	Department of Children, Education, Lifelong Learning and Skills
DCSF	Department for Children, Schools and families
NIACE	National Institution for Adult and Community Education
RCE	Regional Centre of Expertise
SEEd	Sustainability and Environmental Education
SDC	Sustainable Development Commission
SWLSC	South West Learning for Sustainability Coalition
UNECE	United Nations Economic Commission for Europe

Please visit:

www.desd.unesco.org.uk

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for more information about Education
for Sustainable Development

www.unesco.org/en/esd/

for more information about the United Nations
Decade on Education for Sustainable Development

Please contact:

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for further information



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Educational, Scientific and
Cultural Organization

United Kingdom
National Commission for UNESCO

