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Committee

Environmental Education: Follow-up to Learning the Sustainability Lesson

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The Environmental Audit Committee

The Environmental Audit Committee is appointed by the House of Commons to consider to what extent the policies and programmes of government departments and non-departmental public bodies contribute to environmental protection and sustainable development; to audit their performance against such targets as may be set for them by Her Majesty's Ministers; and to report thereon to the House.

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Taken before the Environmental Audit Committee: Environmental Education Sub Committee

on Tuesday 7 December 2004

Members present:

Joan Walley in the Chair

Mr Peter Ainsworth

Mr Colin Challen

Memorandum from Groundwork

Groundwork welcomes the opportunity to submit evidence to the Environmental Audit Committee's Inquiry on Environmental Education. We submitted evidence to the Committee's last inquiry on this subject a year ago and welcome the decision to follow up the Government's progress on the Sustainable Development Action Plan. This submission gives a brief introduction to Groundwork and our work in schools and wider educational activities. Our written evidence to the original inquiry provided an overview of our views in this area however with this submission we have sought to focus on the specific questions set out in the terms of reference. We would be happy to supplement these comments either through further written evidence or by attending a committee session to give oral evidence.

INTRODUCTION

Groundwork is a federation of 50 locally-owned Groundwork Trusts in England, Wales and Northern Ireland, between them working with over 100 local authorities to deliver "joined-up" solutions to the challenges faced by our most deprived communities.

Groundwork has 23 years experience of engaging and involving communities in practical projects to improve quality of life and promote sustainable development.

Each Groundwork Trust is a partnership between the public, private and voluntary sectors, with its own board of trustees. The work of the Trusts is supported by the national and regional offices of Groundwork UK and Groundwork Wales. Groundwork works closely with the Government and devolved assemblies, local authorities, RDAs and businesses. Groundwork also receives support from the European Union, the National Lottery, the landfill tax credit scheme, private sponsors and charitable foundations.

Groundwork's projects are organised into local, regional or national programmes embracing six themes: communities, land, employment, education, youth and business. Groundwork recognises that people, places and prosperity are inextricably linked and therefore aims to design projects that bring benefits for all three at once. We believe this integrated approach is vital if we are to bring about sustainable development.

GROUNDWORK AND EDUCATION

Since its inception in 1981, Groundwork's work with schools and education projects has been a key area of activity. Between 1981 and 1990 this work was locally initiated and focused on involving schools in practical regeneration projects. However since 1990, these local activities have been complemented by a range of national programmes aimed at delivering education for sustainable development.

An audit of Groundwork's education work showed that between 1981 and 2002, projects were delivered in 3,857 of the 8,759 schools in its trust areas. Within these schools more than 350,000 students have been active participants in programmes, and it is estimated that 2 million young people benefited from and had been influenced by their school's involvement in community projects and work in school grounds.

The core of Groundwork's activities are locally devised education programmes and one-off activities provided for schools. These programmes are devised with schools and local partners and are linked to wider regeneration activity in the neighbourhood. Many of them involve improvement of the school grounds for use as an educational resource which not only benefits those children working on the project but delivers future benefits for all the children attending that school. All Groundwork education projects have helped to contribute to National Curriculum targets.

Since 1990, local projects have been complemented by national education programmes which have been designed to address the Groundwork's core interests—the environment, neighbourhood regeneration and sustainable development. These national programmes have been supported by the ODPM and corporate sponsors, and have delivered projects in more than 2,000 schools engaging almost 150,000 young people directly as participants.

Below are some examples of national programmes:

Our Place, Our future—aims to cultivate a sense of pride and responsibility in children towards their local environment through project themes concerned with neighbourhoods, food, heritage and waste management. (Sponsored by Environmental Action Fund, DEFRA).

Motiv8 – provides opportunities for young people at risk of being excluded to develop personal, social and practical skills by undertaking environmental projects. (Sponsored by Dresdner Kleinwort Wassenstein).

The Past on Your Doorstep, The Future in your Hands—This aims to help children understand the industry at the heart of their community, and the environmental impact of that industry or company on the local area. (Funded by the Heritage Lottery Fund).

Supergrounds—is the largest ever private sector investment in school grounds. Over the next three years more than 450 school grounds will be transformed through Supergrounds funding. (Royal Bank of Scotland and National Westminster Bank in partnership with Learning through Landscapes).

INQUIRY QUESTIONS

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message been lost?*

1.1 Education for Sustainable Development (ESD) is not a widely-known term and its resonance with the general public is very limited. Sustainable Development is yet to have “currency” as a term and it is therefore a concept which needs to be promoted to create a better understanding of sustainability and its implications for the way that we live. Amongst policy makers, the terminology “Sustainable Development” and “Sustainability” is widely used and there is a danger that the environmental message which is at the core of these terms gets lost when applied in such a variety of contexts.

1.2 However, the terminology itself is perhaps not the important point. Those involved in Education for Sustainable Development have been trying to promote the concept to gain a wider recognition and understanding of its importance in education. One of the objectives in the DfES’ Sustainable Development Action Plan is for the Government to provide leadership to encourage schools to engage with the ESD. We do not believe that this leadership has been forthcoming and the work already being done has not been built on to create progress in promoting sustainable development in education. There are a number of initiatives and projects on ESD ongoing and this work needs to be built on and given the appropriate resources to take it forward. At present, Education for Sustainable development is still reliant on the good will and funding from individuals and organisations that are committed to the concept.

2. *The DfES said that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

2.1 An optimistic view would be that the Sustainable Development Action Plan has created a shift towards change. The publication of the Action Plan was valuable in raising the profile of the issue and creating some clear targets. The Action Plan has also created discussion and debate on the issue of ESD which is a positive step in the right direction. However although the process of change has begun, there has not been significant progress as yet. We are concerned that the DfES are not giving this issue the attention it deserves and therefore progress may be limited in the future.

2.2 There is much good work already been done on ESD. Groundwork’s range of activities in this area would form a good basis on which to build a national framework for ESD. Creating a national framework to the work done on ESD would be a significant step forward, and given the wealth of experience and best practice available, this would not be difficult to achieve.

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

3.1 The UK Sustainable Development Strategy should have a stronger emphasis on education and learning. The connections between education and other objectives the Strategy should be explicitly made. Groundwork’s experience has shown that ESD not only creates understanding of environmental education issues but contributes to learning outcomes across the curriculum, as well as impacting positively on young people’s behaviour, their health and well-being, and improving the quality of life for local communities. ESD offers an opportunity to influence the behaviour and attitude of future generations and it is therefore fundamental in achieving the other goals set out in the strategy.

4. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What should the White Paper say about ESD?*

4.1 The 14–19 Curriculum and Qualifications Reform report emphasised the need for vocational education and training opportunities. In this respect, the report offers an opportunity to integrate ESD into vocational training. Groundwork’s experience shows that getting young people involved in practical environmental action in their local communities brings long term benefits to individuals by contributing to learning outcomes and the delivery of core curriculum subjects, and improving practical skills.

4.2 However, ESD did not feature strongly in the report and therefore we would be concerned that the White Paper may not also not feature this subject. Groundwork believes that the full potential of ESD to support educational outcomes and also deliver the Government’s objectives in a range of areas is still not being realised. The White Paper offers an opportunity to redress this and embed ESD into the curriculum and the managements of schools. There are a number of measures the White Paper should include:

- Modules on ESD should be included in teacher training courses and career development training. A module on ESD should also be introduced into the leadership qualifications for headteachers.
- All Education establishments to have a nominated ESD strategic development co-coordinator.
- An entitlement for all children to experience out-of-classroom learning together with guidelines on the type of visits this should include.
- Ofsted inspectors should be trained in the benefits offered by ESD and be aware of the specific contents that schools might deliver.

4.3 In addition, the issues surrounding out-of-classroom learning need to be addressed. Out-of-classroom learning is obviously key to ESD as many of the learning opportunities on sustainable development are out-of-classroom activities. The Education Select Committee recently carried out an inquiry into this subject to which Groundwork submitted evidence. That inquiry was looking at the barriers to education outside of the classroom, such as training and teachers’ fear of litigation through accidents involving those in their care. If ESD is to be part of the curriculum in any meaningful way, these barriers to out-of-classroom activities will have to be addressed.

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

5.1 There has been very little noticeable improvement in these areas and there is still a lack of awareness of ESD in schools. The DfES are running useful initiatives such as “Growing Schools”, the web-resource aimed at supporting teachers in developing out-of-classroom activities. However there needs to be a greater focus and leadership from DfES in promoting sustainable development in schools, and more initiatives and resources to support the work on ESD that is already happening.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

6.1 Groundwork and other voluntary organisations are working hard to promote environmental education through informal learning. Many Government Departments have recognised the role of informal learning and have made the links between their work and taking forward the environmental education agenda. In addition to the ODPM, there are several Departments which would have an interest in this area. The DWP and its New Deal agenda, the Home Office with its work on volunteering and civil renewal, and the DTI in its business support role. There is an opportunity for the DfES to co-ordinate these efforts across Government to help push the agenda forward.

6.2 Groundwork has been involved in developing a Foundation Certificate in Sustainable Development working with the Environment Agency, the Black Environment Network and the awarding body NCFE. This is the first ever qualification in sustainable development to be approved by the Qualifications and Curriculum Authority and admitted onto the National Qualifications Framework. This certificate could be used by Government to champion learning in the sustainable development field. Non-teaching staff in schools could take the qualification, which would help ensure that there was one person in schools with awareness and understanding of sustainability issues. This would contribute to the Action Plan’s objectives on leadership and vision from the DfES.

7. *Is there any evidence to suggest that the Government is getting better at getting the environment message across to the general public? In particular, is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

7.1 The environmental message is often sold in a negative way and the perception is that protecting the environment and sustainability involves restricting people's freedoms. The way that the environmental message is marketed needs to be positive so that the benefits to the public are promoted. Although some "negative" messages have a place, the message should not be all about what will happen if we don't recycle or save energy. It should also promote the benefits of doing these things ie cheaper products, cleaner air, lower energy costs etc.

7.2 The environmental message will not get through to the public until the Government places it higher up the political agenda. Debates on environmental issues in Parliament or policy announcements on the environment still receive little attention.

7.3 There has been some progress in communicating the message about the need to respect the local environment, and it is an issue that is now placed higher up the political agenda particularly through the Government's Cleaner, Safer, Greener campaign. However this needs to be accompanied by two important shifts in the Government's message. The first is to connect the environmental agenda more positively with economic regeneration initiatives, for example, by encouraging Regional Development Agencies to recognise the economic benefits of improved environments. The second is the need to make the connection between local environment and global environment issues. ESD is a way of building the link between the awareness and concern for the local environment and promoting the broader global environmental message.

8. *Are there sufficient resources available to deliver against the government's commitment to education for sustainable development in light of the loss of the Landfill Tax Credit Scheme and the loss of the education criteria from DEFRA's Environmental Action Plan, for example?*

8.1 We were disappointed that rules on the Landfill Taxfill Credit Scheme were amended to preclude the use of the tax credit scheme for environmental education projects. There are many organisations and individuals that are deeply committed to ESD and they are doing good work in schools, and more widely, to promote environmental education. However these activities are reliant on funding from a range of sources and therefore there is no guarantee that these activities can continue without sustained and secure sources of funding. Provision of ESD is currently patchy and therefore not all children have access to environmental education. There is no dedicated funding stream from Government on ESD and we are concerned about the lack of resources for ESD and the Government's ability to deliver on the Sustainable Development Action Plan. A useful step forward would be to give schools a designated budget which is allocated to ESD.

CONCLUSION

2005 is the start of the UN decade of Education for Sustainable Development. With the right attention from Government and the necessary resources, the UK is well placed to be at the forefront of a global movement. The Government is involved in a range of initiatives which relate to ESD, such as the global networking project, creating links between schools in the UK and abroad, the Healthy Living Blueprint, and the work on transport for schools. This work needs to be more coordinated and joined up and the connections between these initiatives and ESD need to be made and promoted to schools.

The opportunities exist to carry the work forward and give many more children and adults the opportunity to benefit from the wide and varied experience that ESD can bring. This needs to be driven by DfES but championed at the highest levels of Government as a clear indication of its commitment to sustainable development and to developing the decision-makers of tomorrow.

November 2004

Witnesses: **Mr Richard Sharland**, Director of Development and **Ms Christine Southwood**, Policy Co-ordinator—Education and Learning, Groundwork, examined.

Q1 Chairman: May I welcome Groundwork for what is in fact the first session of our Sub-Committee inquiry into Environmental Education. May I say how much we are looking forward to receiving evidence from you. I hope you will be aware of our previous report. This is very much a follow-up to that and we are looking to see how we can influence the policy as it is being created at the moment. In your written evidence that you sent to us you say that education for sustainable development is not a widely-known term, it has very little currency and a

very limited resonance with the general public. Why do you think that and what experience do you base that on?

Mr Sharland: Our view is that sustainable development as a whole does not have as much currency in the wider world as it ought to have and we would like it to have. There are a number of reasons for that. It is a complex subject; it is a complex term. There has been a lot of discussion over the years about definitions and it has tended to be colonized by those who want to discuss what it

7 December 2004 Mr Richard Sharland and Ms Christine Southwood

means rather than trying to take action. I think we also think that the term sustainable or sustainability has tended to be pre-fixed to a whole range of other initiatives which confuses people. As far as education for sustainable development is concerned we would like to draw a distinction between the use of the term in education and the use of the term in campaigning and communications. Clearly in campaigning and communications terms the idea of trying to get simpler, clearer messages is very important. I think we are slightly more concerned in educational terms that the term sustainable development does not get lost because it does join up a whole raft of agendas: the social, the environmental and the economic. The final thing I would like to say is that perhaps there is another reason and that is that we have not had the leadership and the resources behind education for sustainable development to really put it at the centre of an educational agenda. In our experience, if you provide leadership and you allocate resources people tend to listen much more carefully.

Q2 Chairman: If we were looking at the very best way of promoting education for sustainable development would you say that it would be leadership and resources that would be needed or would there be more that would be needed as well? Do you feel that there is still some mileage left in that phrase?

Mr Sharland: Yes, I think we think there is a lot of mileage left in it. There needs to be a lot more leadership; there needs to be resources.

Q3 Chairman: Leadership from whom?

Mr Sharland: I think from government. DfES needs to embrace the term and place it at the centre of the agenda rather than at the margins. I think perhaps stronger links with other government departments with DEFRA clearly taking a lead in promoting sustainable development in a wider way and they have a very strong partnership—it seems to us—with DfID connecting that agenda to issues of global poverty. I think stronger relationships as well are necessary.

Ms Southwood: We are on the receipt of a number of different initiatives that come from DfES, all relevant to this agenda but apparently not joined up. Even in the last few months we have had things like the school transport initiative, we have had the healthy living blue print, we have had global networking, we have had the statement within the five year strategy that schools should be sustainable schools. However, from our perspective it does not seem as if those initiatives are being joined up. For example, the global networking a couple of weeks ago was on the front page of the *Times Ed*, we had a special supplement but it has now gone, it has retreated and there is nothing to follow it up and connect with other things where the bigger picture would be so much more effective.

Q4 Chairman: What would be your suggestion as to how that could most effectively be joined up by DfES if we are to get the most mileage we can out of this whole concept?

Ms Southwood: I am led to believe that there is not a particular team within DfES that actually looks at ESD specifically and tries to join these initiatives up. Such a team would be much more effective in terms of the things like growing schools, sustainable framework and those things that I have just mentioned. If there were some way in which they internally could talk to each other so that we get a much more joined up picture working out with the schools and colleges it would seem to us to be a huge step forward because then we know that the initiatives that are being proposed by one committee that we may be part of are actually also joined up with another group somewhere else and they know what each other is doing. From our perspective it seems at the moment that that is not the case.

Q5 Chairman: One of the things we want to do in this inquiry is to look comparatively how this concept is explored elsewhere. I know that you have had a lot of contact with the devolved assemblies. How would you say this compares with the practice in Wales or in Scotland?

Ms Southwood: Unfortunately I cannot speak for Scotland but certainly in terms of Wales where we have quite a number of trusts one of our trusts there has been working very closely with the out of classroom learning agenda, particularly with the foundation stage and has actually found herself drawn into the Welsh Assembly to provide advice for the foundation stage on out of classroom learning. One of the things that has now come out of that is that she has been asked to arrange for training for the ESTYN inspectors in Wales—the equivalent of Ofsted—so that when the inspectors go into schools will actually know what to look for for good education for sustainable development in addition to being just good education.

Q6 Chairman: Would you say that you have a sense that education for sustainable development is much more understood and people are much more generally aware of it in Wales than in England?

Ms Southwood: Absolutely. They have connections right the way through to the Welsh Assembly and have a great deal of support from Jane Davidson.

Mr Sharland: That reflects the way in which the Welsh Assembly addresses the whole issue of sustainable development. The seriousness with which they take the learning and educational aspect of the topic relates directly to their view that sustainable development is a central part of the future and all the policies they want to take forward.

Q7 Chairman: So it is the centrality of it which is delivered in Wales but which you feel is lacking here.

Mr Sharland: Yes.

Q8 Mr Challen: I have a little problem really with the term ESD—education for sustainable development—is it a topic or is it a concept or is it a

way of thinking? Would it have a lot more power if it became a subject in its own right on a par with geography or replacing geography; it could be integrated geography or we could think of a new term altogether. The problem with education for sustainable development or sustainable development per se is that nobody can really put a finger on it and really say that is what it is, that is what must be taught or that is how we pass on this information to other people and educate them.

Mr Sharland: I think our view is that we are not unsympathetic with the notion that it is complex, but if sustainable development was to become a topic in schools and colleges and if sustainable development were to become a profession—so we actually had sustainable development professionals—we would be losing the very essence of what sustainable development is about because it is by its very nature asking fundamental questions about the way in which things are joined up; the way in which we live our lives in the United Kingdom and how that has impacts around the world; the way in which the quality of the local environment is not just a physical issue but a spiritual issue, an emotional issue, an economic issue. Our answer to the question would be that it does need to be cross-curricula. We need to accept that to start with that may present some challenges, but it presents huge opportunities because it impacts on citizenship, it impacts on all the curricula subjects. It does relate not only to what the school or the institution is teaching, but how it is teaching and how the institution is run and managed.

Ms Southwood: From the perspective in terms of our project officers who are actually out there talking and working the teachers in schools, I think they would say that if it were to be focussed as a particular curriculum time or a curriculum module you lose so much of the breadth of the topic and you cannot get all the children at once. If you approach things as a whole school issue, and just because it is a whole school issue it does not mean that if it is difficult we should not do it; it is a matter of engaging schools. They can engage in a way which suits them best at that particular time so that if they have a particular transport issue they may choose to do that; if they have a waste issue they can choose to follow that. It is too broad a concept and there are too many areas in it to expect teachers or children to teach it in an allotted timescale.

Q9 Mr Challen: If you had a specialist—the sustainable developer, teacher or whatever, or somebody within a school with that responsibility—they could actually fast-track solutions for other people. Teachers are notoriously bogged down with a lot of paperwork and all sorts of other extra-curricula activities which they complain of ceaselessly. There are a lot of other things on their plate and sustainable development simply does not feature very high up their agenda.

Ms Southwood: Can I come back to you a little on that one? I am a biology teacher by training; I would not say, that in the time span I had, that the children that I taught left school with a complete picture of

biology; they did not. They would have known certain aspects of it and hopefully enough to engender the enthusiasm and interest later in life. I think the same is true that if you were to do education for sustainable development and you only got little pockets of it, I think you would only have that information, but it is too broad for that, it is too broad a subject. Biology is just a bit of science; you cannot do biology and understand chemistry and physics. You cannot do just waste education and immediately be able to understand energy. The idea is that you get an interest in the subject. You start to stimulate the enthusiasm as a whole school issue. Children can see that you as adults are actually putting it into practice in the building around you and in your teaching and in your work. Just focussing on one bit compartmentalises things and unfortunately that is the way the world works in schools. Children tend to think in that compartmental time and then when they go outside the rubbish is on the floor or the lights are left on. It is a whole school issue, whatever area, whether it is biodiversity looking in the school grounds or it is in school transport or waste issues. Whichever area it, is too broad to slot it into a time. In my experience where we have had teachers who have attempted to that within their curriculum work it has become a little pocket somewhere and the children forget it. It is not an experience that they remember and I think that is what we need to try and do.

Mr Sharland: You asked another question within that which is, if it is a joined-up subject as we are advocating how, given the workload of schools and colleges, how do we actually progress it? Clearly we do think it is important for it to be championed internally within schools but the sector beyond offers opportunities to help schools champion the subject. You do need someone who is going to provide a focus and some leadership in school or in college but it must, in our view, remain cross-curricula and connecting—as Chris has said—the curriculum to the reality of school and to the reality of community life beyond the school grounds.

Q10 Mr Challen: A favourite word today which I am not personally fond of is “champion”. Everyone should have a champion for this and a champion for that or a tsar (another non-favourite word). Do you think that should be the case with ESD in schools and other educational establishments?

Mr Sharland: I do not think we would be hung up on whether the word should be a champion or leader but I think it is important that a subject that is, in our view, so important to the future of the country and so important in education and learning and training of all sorts needs to have someone who is taking responsibility for ensuring that it is taken forward and opportunities are grasped.

Q11 Mr Challen: I think you have already indicated this afternoon that you are not terribly impressed with the way the DfES has been pushing the agenda. You do not believe it is going to fulfil the objective it set itself in the Sustainable Development Action Plan to provide leadership nor does it currently give

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sufficient attention to sustainable development. I wonder if you could expand on what you think it should be doing to provide more leadership and, if you like, to give more attention.

Mr Sharland: We would like to see a number of the initiatives that are there in the department more joined-up and to do that both connections need to be made by a team of people.

Q12 Mr Challen: Can you give an example of where that is not happening.

Mr Sharland: If you look at the growing schools initiative for example, that is a good initiative in its own right; if you look at the travel to school initiative, it is a good initiative in its own right but how are these initiatives connected together? We had a sense, as an organisation that employs people on the ground to help schools and others take forward these initiatives, that they come forward in a piecemeal way. They do not come forward as part of a whole. We are not able to engage with them as part of a whole. Part of the leadership is a joining up internally. Another part is stronger joining up between the department and others and clearly there have been steps taken in that direction. The direction is right but there does not seem to be the amount of progress that we would like to see. It seems to us that the relationships between DEFRA and DfID—I have referred to these already—seem to be developing in a really close way in terms of how the sustainable development agenda inside the United Kingdom and the UK Government's objectives internationally are actually welded together. It does not seem to us that the DfES is as engaged in that. I return to the subject of resources. In our experience if you have a strategy and a plan, however good it is, if you do not allocate resources to it or make resources in some way dependent on it you do two things: you (a) do not provide an incentive and (b) you indicate that you are not actually really very serious about it and so part of the leadership is actually about linking the strategy to resources to underline how important it is. If I could offer an example which I think is about to come forward, the Learning and Skills Council I believe their strategy for sustainable development will go out for consultation next week. We have been involved in an advisory group helping that to be produced. In many respects we think it is an excellent strategy; it says all the right things. However, we are a bit concerned that when it actually comes to linking it to resources we fear it is going to fall short of making that firm link. We have argued and will argue when the consultation comes out that the Learning and Skills Council is responsible for distributing large sums of money (grants, contracts and so on). If it were to make a contribution to sustainable development a condition of grant that would do two things: it would actually link resources to the plan but also it would encourage all of those who are in that sphere to take it much more seriously.

Q13 Mr Ainsworth: I would like to come back to this lack of joined-upness because it seems to me that this may be critical. We are getting completely differing

views in in terms of the evidence. You have been very negative in your written evidence and also this afternoon about the effectiveness of the way the department is taking all this forward. The department itself sent us a memorandum giving us a great list of actions that were taking place as a result of the action plan and the increased focus on education for sustainable development. Is it that they are mistaking—as governments often do—activity for effectiveness? Is it that the initiatives are wrong-headed or misguided? Or is it simply—because, if it is, it is very simple—that they are not joining the thing up?

Mr Sharland: I would like to say that I knew the answer to that but I really do not.

Q14 Mr Ainsworth: They clearly genuinely feel that they are making progress and taking action and launching all these new ideas.

Mr Sharland: Our feeling is that there are a lot of initiatives; we have referred to that. It may be that the work that is going on inside the department is yet to materialise in a joined-up way for those of us who are at the coal face. The plan was launched a year ago and perhaps our expectations were that things would move more quickly. Our sense on the ground is that there is more activity but it does not feel like it is integrated and it is part of a plan and it recognises the need to be joined up at a grass roots level.

Ms Southwood: It is like the healthy living blue print, to take an example. That was unusual as a document from the DfES because it actually landed us a physical document on every head teacher's desk rather than an electronic version, but is the relationship to the Action Plan actually clear at a head teacher's level? I do not think it is. Neither is the school transport; neither are those other initiatives that are coming out like the global networking. If there was a way in which the department, when it issues these things, can actually show that they are joined-up and say, "Look, this is something which will affect your school and it links in with the education for Sustainable Development Action Plan and it can help you address this particular issue". That would help show that there is co-ordination. But for a head teacher in a school they are just separate things that are arriving from our project officers who are going into those schools; they are all separate initiatives.

Q15 Mr Ainsworth: Is it a badging issue? Is it a question of judge badging the things to highlight them as part of a bigger picture?

Ms Southwood: I would like to think it might be that simple. I suspect that behind it there is little discussion between one group who are organising one initiative and another group organising another. That is certainly how it appears to us at the school level.

Q16 Chairman: Can I just ask you about the travel to school initiative? Am I right in thinking that you are not talking about safe routes to school; you are talking about a separate initiative which has just

been piloted by some areas. If that is the case then there are parts of the country where there are no travel to school initiatives at all and some local authorities who did not bother to put in any applications.

Ms Southwood: That is right, but there are some authorities where there are particular schools and that may not apply. We may have project officers who are actually being asked by schools to help them develop travel to school action plans. There have been two key initiatives, the ones that has been piloted recently and the one that was launched last year for school transport. We see that as all part of education for sustainable development and the school is actually addressing it as a whole school issue and that is just one aspect. Some schools will address it. This is where it comes back to where it does not work as a single subject because if a school has this whole school issue, one school will have one—it might be transport—and another school may have a different issue it wants to focus upon. It has not got the resources and the support to actually show how these things all link together for their particular vicinity and their locality.

Q17 Chairman: When I speak to schools they tell me that they are teachers and not really city engineers and they do not know how to plan and propose the initiatives that may be needed.

Ms Southwood: But there are people and organisations out there who do, if the schools are aware of them. The problem is that the communication and the contact are not there so the individual teachers pressured to do all the things they need to do every day do not have the time to actually go and do the research. It has been shown that one of the things that our project officers are most valued for is to be able to go and give them that information very quickly and to make those contacts. Many of the teachers need and want to have this information but it is coming in piecemeal to the schools in different initiatives.

Q18 Mr Challen: Clearly we are edging towards a national framework this afternoon. You said in your submission that creating a national framework for the work done on ESD would be a significant step forward and given the wealth of experience and best practice available this would not be difficult to achieve. I suppose that lead to two questions at least, and that is have you spoken to government about it and what was their reaction? Secondly, what is best practice? If you could you briefly comment on Groundwork's efforts in that area that would be useful.

Ms Southwood: The department I know is currently trying to set up a website which is called a Sustainable Framework for Schools. Indeed, they are having some consultations on energy education I believe next week. I believe there is going to be no content on this website; it will be a matter of schools being able to register and to find out where they currently stand on an Ofsted type assessment: beginner, improver at three levels and expert.

Q19 Mr Challen: Self-assessment.

Ms Southwood: Self-assessment, yes, so they can try to see where they currently stand and where they can go for help. That is one of the initiatives which, if it works and if government can link up all the other things we have been speaking about today, may actually be a step forward. My fear is that schools may not be made aware of the website effectively enough and how to use it or where they can they go for the support. There is some evidence from another website that I know exists that Heads, Teachers and Industry have set up where head teachers can log in and get the facilities management output as to things they should do for their particular school. However, it has not had a huge amount of support or effect because the teachers are not able to pick up the resources to put those things into play. So although it is a step in the right direction it could just become yet another initiative that is not linked up. If it is linked up it could be very positive.

Mr Sharland: One of the respects in which it should not be too much of a challenge is, as we have said this afternoon, there are a range of initiatives; it does seem that both within the department and in the education sector and the voluntary sector there are developed models for many components of what a framework would need to have within it. What is lacking is bringing them together in a way that is accessible, straightforward and actually makes it easy for schools and colleges and others to actually use and engage. I think I would come back to the earlier question about how it is that the department's view and our view seem so different. It may be that the framework and the plan should be inclusive of a whole raft of organisations—many in the voluntary sector but many in the public sector as well—who want to see this happen, who have the tools and expertise to contribute but they are not engaged and they are not part of a plan. They could contribute to putting that framework together. All we would say is that we are an organisation that employs a lot of project staff, some of whom work in schools, some of whom are youth workers, some of whom are working in intermediate labour markets with communities, some of whom are providing work place learning for small businesses. The ESD agenda ought to be a framework that connects all these things together.

Q20 Mr Challen: Moving onto Tomlinson, were you surprised that the Tomlinson report did not give more attention to ESD and do you think that is going to mean it is a lost opportunity?

Mr Sharland: We were disappointed. I think we welcomed the emphasis the report made for vocational learning and vocational training because it is an area that Groundwork has been involved with for many years and so we welcome that emphasis. However, it would seem there is little emphasis on the core skills not just of ESD but of issues such as citizenship. Our experience in vocational training has been that the social skills and awareness of the environment and how an individual relates to the community are absolutely central to

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the kind of vocational learning that people need and they want. We were disappointed that there was not that emphasis on the vocational side.

Q21 Mr Challen: You have set out a number of measures which you think should be included in the forthcoming White Paper, one of which is the need for out of classroom learning which is surrounded by a lot of problems and we now live in a very risk averse society. You say these ought to be resolved which is a view shared by a number of people who have sent us memos. I just wonder what is the answer in your view.

Mr Sharland: Clearly the societal issues are very large and we strongly agree that we seem to have become a risk averse society and we are working with a number of other organisations to try to get under the skin of the degree to which the risk aversion is actually related to litigation or whether it is related to the fear of litigation. I think there is a whole range of issues there that relate to anti-social behaviour issues, about the differences between realities and perceptions. I think so far as we are concerned experiential learning and the kind of experience that all people—particularly young people get—from out of school learning and learning in the environment is so important that the issues need to be explored, they need to be understood and we need to address them. Our view is that the quality of everybody's life—not just within the educational realm—is suffering as a result of us becoming more and more risk averse.

Ms Southwood: I think there is also a link here with teacher training because I think we are currently in a situation where many young teachers in schools have not themselves experienced out of classroom learning when they were in school themselves. They have gone through a training procedure which has brought them out into schools. They have not experienced the breadth and the diversity of learning that can come from out of classroom activities so they do not see the need. They have not learned it during their training; they have not experienced it during their training and now in the classroom they do not see that it is something that they should be involved with because they have heard of all the fear factors that are out there. For some time I have believed that one of the answers that could possibly be put forward for this is that during teacher training teachers actually have to go out and organise a trip, go and experience it, see the potential that they can involve in their own key stage or in their own particular specialist subject; just have the freedom to see how they could use a company visit, going behind the scenes of a company or behind the scenes in a supermarket, go and visit a landfill site or whatever; just to experience that activity, get something from it, see what they can get from it. From our experience of working with teachers they get as much from it as the children when we take them out on a visit and they are then often confident enough to have a go themselves. If they have not experienced that during initial teacher training it is a shame.

Q22 Mr Challen: But the trend seems to be going away from that kind of thing. Companies and everyone else are looking at insurance premiums and all sorts of other considerations: training their staff and health and safety. It is a long way off this kind of thing.

Ms Southwood: I would beg to say no. We have very effectively run a school industry link programme for a number of years until our funding resources—which was actually Landfill Tax—ceased. It has been very effective and we have enormous evidence of the benefits for teachers, children, the schools and the companies. In many cases people from those companies have actually gone on to be school governors and those links are still continuing. If you can address the issues effectively and you do the correct risk assessments there is not any real reason why these trips should stop.

Q23 Mr Challen: That is what the CBI would call red tape, I think.

Mr Sharland: If I can add to that, our experience there is that the role of the intermediary body—and very often Groundwork will act as an intermediary—is to bring two things together to make the whole greater than the sum of the parts. It is understandable that industry will say there is too much red tape. They would like to have the visits but they do not want to be mired with the detail of setting it up; they want to make sure that their interests are going to be protected and the school have exactly the same needs. Our experience of Greenlink was that given that the right level of resources, planning and skills we are able to run programmes that achieve that. I think that it is important to say there are a huge number of examples with many organisations, many of which would have given you evidence that actually it works and it can be made to work with proper risk assessment and so on. It is placing a value upon the quality of this learning and actually therefore raising the profile of what it brings to the classroom.

Ms Southwood: We have also found that there have been benefits both ways in terms of the company having prospective employees for the future coming in. These are the people who have parents and relatives already working there and these are children who, in some respects—especially in the areas that we work in—may actually have unemployed parents and they may not know what the world of work is like. We have numbers of examples where actually going in and seeing that work is not such a bad thing and is something they may want to join in. This has been very effective through this programme.

Q24 Mr Challen: What is Groundwork doing to try to influence the White Paper, if anything?

Mr Sharland: We are talking to you. We are talking to colleagues and the DFES. We have made some responses to the Tomlinson Report and we will be putting some comments forward.

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Q25 Chairman: You just mentioned then about the role of Groundwork as an intermediary. I know that you have something like 50 local Groundworks around the country but those Groundworks cannot act as intermediary with every school in those 50 areas so there is nowhere near the whole of the country that is going to be within reach of having that kind of extra support. How would you rate that kind of role that Groundwork plays where you are able to play it as something that needs to be right the way across the board? Is that not part of the way that we can get this whole thing flagged up because one of the issues about schools as well is that much of what gets done in schools depends on the governors as well. How much understanding is there amongst governors of the role that these kinds of trips could be playing? Who would do it if Groundwork does not do it? Does it get done at all?

Mr Sharland: Let me get it clear that we are not the only intermediary organisation; there are a lot of organisations that act and behave in this way, most of them in the voluntary sector. I think there needs to be more recognition both within the sector and from government and outside of what this intermediary role is and how it works. It works in a particular way with schools but it works in a different way with small businesses and with communities. The Government's increased focus on the role of the voluntary intermediary sector is very welcome because the sector can play a huge role as an intermediary. I think in part this comes back to the issues about the department we were discussing earlier because in a more joined-up way of delivering this the intermediary organisations who can help the department and schools to take us forward would be identified and there would be some clarity about what role they need to perform and therefore the kind of competencies they will need. One of the things that we have suggested is that if a resource dedicated to ESD were made available to schools so that they were able to go to an intermediary in their neighbourhood to help them providing a service, that would be a big step forward particularly if the intermediary bodies were actually identified and supported, recognising that their role is to actually support schools and help them to take this agenda forward.

Ms Southwood: I think that is certainly the case. We have close relationships with some LEAs, we do not with others where our trusts exist. That is usually because this area of work can often be found in different parts of the local authority: it may be in environment, it may be in planning, it may be education. It very much varies across the country. If there was a consistent place where we could actually go and relate to the local authority then that in itself would be a move because the schools would also then be able to relate to that same person or department. It is not the case at the moment.

Q26 Chairman: Given that when the Secretary of State presented the Tomlinson Report to the House of Commons and given that he did give a commitment that he would look closely at the whole issue of education for sustainable development in

response to questions that he had, what do you think government should be doing as a whole to enable and to make sure that that support that you just talked about is available right the way across the board rather than the DfES providing that support itself?

Ms Southwood: I think, for example, if there was someone within the LEA who specifically had the remit then even where Groundwork does not work there would be someone who would be able to keep themselves up to speed with the DfES initiatives coming in.

Q27 Chairman: Do you mean an audit? An audit of what is happening.

Ms Southwood: In effect yes. So that at least the schools in that particular area, if there were no Groundwork or no delivery organisation that would be available locally, they would have someone they could relate to that they know would have the information available. As it is, there is not that connection. We fulfil that role in many of our trust areas. We have not spoken of one thing today really. We have mentioned teacher training today but we have not mentioned the head teachers and I think that is one of the areas that also is key because we have so many dedicated teachers out there who are delivering this topic within their schools but the head teachers do not have it on their agenda. If the head teachers can see how all these initiatives are actually linked together through the qualifications that they are required to do then I think that is also a way in which each school—whether they have a local support or not—can actually at least have someone who is informed.

Q28 Chairman: Governors as well.

Ms Southwood: Indeed.

Q29 Mr Ainsworth: Can we move on to look at the interesting idea that you have mentioned in your memorandum about the foundation certificate for sustainable development. Right at the beginning you express concern about the idea of making ESD a topic in schools but would the certificate not do that, I mean make it a topic?

Mr Sharland: I suppose that could be one interpretation but the nature of the foundation certificate is that it is joined-up; it provides a foundation that does precisely that. This is still, from our point of view, at quite an early stage of development. We are trying to develop the certificate so that it is customised to a whole range of different groups. It is being used in schools; it is being used with young people on training programmes; it has started to be used with housing associations and with local authorities. It helps to provide a first stage background to what is this complex, all-embracing subject all about?

Q30 Mr Ainsworth: What does the course involve? Is it a test-based thing?

Ms Southwood: There is an internal and external assessment. There is an external assessment for which the NCFE are the awarding certifying

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authority. There is a short multiple choice question which is externally assessed but the bulk of it is internal. It is internal assessment combined with a project. I know this certificate is being delivered from year 10s through to 16–18 entry to employment individuals. Groundwork staff have actually done it. I know a wildlife trust who have had their staff do it. It can be pitched at the audience; it can be pitched at the client group. There is a significant project within it and therefore they can take their particular area of interest, look at how sustainable development is involved with it and develop their ideas accordingly. It is an equivalent of a level one; it is a fairly base level qualification at the moment, it is what you make of it. The equivalent of level two is currently being developed. It is very much a launch pad towards sustainable development.

Q31 Mr Ainsworth: Does that not reflect the nub of the problem that we have been talking about which is that there is no agreed definition of sustainable development. If you have to invent a new form of course every time somebody from a different background wants to do it, it reveals the fundamental weakness.

Ms Southwood: I would not say that I was saying you need to invent a new course because it is very much that the project will be able to be focused upon your own personal area of interest and that does not need to be changed.

Q32 Mr Ainsworth: Is it possible to maintain a kind of agreed standard of attainment?

Ms Southwood: NCFE are doing so. They are the awarding body and they seem perfectly happy with it and are happy to develop level two at the moment.

Q33 Mr Ainsworth: Do you think this is going to work?

Ms Southwood: If you envisage who might be able to use it: classroom assistants perhaps, the bursar, a governor, a premises officer.

Q34 Mr Ainsworth: Do you know how many people have taken it up so far?

Mr Sharland: Only a couple of hundred.

Ms Southwood: A couple of hundred so far because we have had to train the trainers themselves in order for them to deliver.

Q35 Mr Ainsworth: Who is actually doing the training?

Ms Southwood: Some of our staff have been trained up so it is like an extended pilot at the moment. It is in its early stages but the people who are actually training and delivering are saying to me that the potential is huge.

Mr Sharland: There is a core to the programme that is common. If you think about sustainable development as trying to find appropriate answers to the questions about how do I live, work, play in a more sustainable way and maintain a high quality of life for myself, my community, my family and for my descendants and future generations, then depending on what role you are in it has different impacts and

it asks different questions. For the person working at the local authority or a housing association it raises different issues—and they need to be relevant issues—from those that it might raise for a group of 10 year olds.

Q36 Mr Ainsworth: Or Members of Parliament. Could you design one for us?

Mr Sharland: I am delighted to be asked. I think one for Members of Parliament would be an excellent idea.

Mr Ainsworth: It would have to be voluntary participation I think.

Chairman: Have we finished that set of questions?

Q37 Mr Ainsworth: Not quite, no. I have led myself astray and the Committee. I am very sorry. I want to ask about the informal learning aspect. You say you and others are working extremely hard to take that forward, but could you give us a few examples of how you are doing that?

Ms Southwood: I was actually discussing this problem earlier this week with one of our project officers who was telling me that it does not matter what activity they take part in—in community, youth or schools—everything they do links in with this and it may be informal or it may be formal. Even if they are helping a group of children to design something for a school ground there is an element in there that they can introduce the informal approach that the children are using, even if in this particular case it is where is the litter going to collect; or should be have that there? It is informal but the children are absorbing it and taking it home. It is not necessarily going to be ticking a box on the curriculum somewhere but it is something that those children will take on board. It has been shown—certainly with energy education—that children are the most effective means of getting into the homes in terms of energy savings.

Q38 Mr Ainsworth: That is interesting because energy savings is obviously an issue that cuts across government departments and I notice that you say that a number of government departments are getting quite engaged in the whole idea of informal learning and that the DfES, as a result of that engagement, has an opportunity to co-ordinate things. That implies—to me at any rate—that the DfES is not taking that opportunity at the moment. Would that be right?

Q39 Mr Sharland: I think that is our perception. Again it goes back to the issue of being joined-up. It was interesting listening to Chris's answer to your question. A lot of Groundwork projects are about improving physical space in neighbourhoods and engaging people with that process. We see that as not just an end in itself—although it is an end in itself—but as a way of building self-esteem, engaging people in thinking about being more positive about their environment, their social relationships and what they contribute to the local economy. When we are discussing with people about a piece of waste ground, for example, you said you want a play area,

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what kind of play area would you like, how do we design it, what approach do we adopt, actually bringing education for sustainable development values to that process and making connections with other things that are going on in the community actually (a) enriches the project that is being undertaken but (b) provides the links to other projects and other opportunities. It is a way of thinking and the informal learning in a project such as the one I have just described is not measured at all but it is actually a very important outcome of the work; it is one of the reasons we engage in the work in the first place, to help a community or a neighbourhood to regenerate itself and help them to improve the quality of their own lives. There is a whole raft of learning issues that are actually outcomes.

Q40 Mr Ainsworth: When you say that it is not measured, is that because it is not possible to measure it?

Mr Sharland: No, not that it is not possible to measure it; the regeneration engagement is not actually measuring learning. It does from time to time. There are a lot of projects where the learning is not measured even though that it is one of the objectives. If you are trying to empower people, giving them skills and knowledge and increasing their confidence must be part of your objective.

Ms Southwood: One of our programmes called Motiv8 is engaging with youngsters who would normally be elsewhere rather than engaged in school work. We do not go in there and say, "Look, we are going to do education for sustainable development today" but we engage them in some activity which is related to education for sustainable development but in an informal way. The success of that programme has shown that it is possible to get these youngsters on board and they will take up issues in their own way, and very effectively.

Q41 Mr Ainsworth: Moving onto the question of resources that you have touched on. You mentioned the Landfill Tax Credit Scheme whose demise in this particular way of using the money has been noted by other organisations as well, is it possible to put a number on the amount of money which has disappeared from ESD as a result of the changes to the Landfill Tax Credit Scheme?

Mr Sharland: I think the answer is yes. We could certainly without too much difficulty come back to you and give you a number of the impact on our organisation.

Mr Ainsworth: I think that would be very helpful.

Chairman: We would be very happy to have a written submission following this evidence today.

Q42 Mr Ainsworth: In the absence of that, however, what kind of long term and secure sources of revenue do you look at when you are trying to take forward your agenda or is it all hand to mouth?

Ms Southwood: The Entrust website used to actually have the figure under category C for the awards that it gave, category C being education awards. It

actually used to be stated on their website so we will check and include that in the information we send you.

Q43 Mr Ainsworth: Without that money life looks a bit tougher. What kind of funding sources have you identified?

Mr Sharland: To some extent there is a hand to mouth existence. Intermediary bodies like ours are used to operating on a project funding basis. If we look at this area of activity in the round, Groundwork has benefited enormously from the Landfill Tax but very significantly also from the corporate sector. The private sector in the past has invested quite substantially in this area. Our experience is that that is becoming more difficult. It is becoming more difficult to get the substantial resources that are necessary to engage in a significant number of projects. Several funds—for example the Lottery fund—have contributed substantially to work in this area and we have high hopes that that will continue. Both ODPM funding and DEFRA funding goes into this area but none of that should take away from the fact that it seems to us that this subject is the defining education and learning issue of our time and therefore the resources I have just talked about should be the supplementary resources and not the core resources. As a nation we should be actually saying that this is too important for it to be left to all those very important sources of supplementary funding. There should be significant government commitment to the resource. We are not saying that—and I think it is important to say this—because it is something that we do, but it is something we feel that society at large should expect. The 20th anniversary of Band Aid is in the public domain at the moment and there is a powerful example of how people can respond to what is manifestly a huge and appalling global situation regarding the way in which many millions of people live. It really strikes me that our experience has been that yes, there does need to be a macro economic global solution to that in terms of debt and so on, but actually if we are to avoid having another Band Aid in 20 years time it is actually about those of us in the developed world living more sustainably and learning to do so. We need to be extremely serious about it. I think the resource issue is that there will always be—we hope—project resources from a variety of sources and that is at it should be but those should be adding to and supporting a government commitment.

Q44 Mr Ainsworth: On the other hand, if schools had—as you suggest they should have—a designated ESD budget, do you have any confidence that they would know how to spend the money in a helpful way at this stage?

Ms Southwood: I think there seem to be two alternatives in terms of encouraging schools to take this on board when we have a staff who are not fully trained as yet. One is to go down the Ofsted route and make them do it and one is to give them a choice and perhaps time to find ways which suit their particular school. I have doubts about the Ofsted

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route because I think it could easily be a case of those schools where there is no local support and local activity just being able to get the paperwork in place when the inspection team descends and ticking the boxes accordingly. The children are no better off and the teachers are no better off and the community is no better off. On the other hand, if there is a choice so that schools have actually got a designated budget and there are guidelines as to how that should be used, then it may be that if it is a particularly old school that they use it for facilities management; if it is a school which has just been renewed and regenerated and they have all their facilities management things in place, maybe it should be a whole school issue to try to address that aim that is there in the curriculum that does not come into any of the booklets that the teachers receive but it is there in the aims and values that actually say we should address these issues. It sits in no-man's land almost in terms of the curriculum documents. If they have a budget there that says that you should pay attention to this phrase, work out how your whole school policy for ESD is going to develop, buy in some help if you need it, look for the specialist organisations, here is the DFES information that is co-ordinated that you can actually refer to, maybe the situation would then start to improve.

Q45 Mr Ainsworth: I know a number of schools where the moment the letter arrived—let alone the cheque—they would immediately start looking round to see whether fixing the girls' toilets was part of ESD.

Ms Southwood: Having been there and talked to schools and having been a governor myself, I do not think that forcing schools is a way to help the children understand this concept of ESD which an extremely difficult one. It is practical activity, doing it day in, day out; it is seeing the adults around you

demonstrating the things that they teach in the classes; it is actually being the whole school environment, the whole community working together. That is where it will impact on people's lives in the future and when those children leave.

Mr Sharland: I think inevitably, if a programme were to be launched right across the country in every school at short notice, then there would be a huge shortfall in the ability of organisations to help. However a programme is launched there will always be those institutions like the schools you have mentioned who will ask how they can use the money for something they wanted to do anyway. There will always be those schools.

Q46 Mr Ainsworth: And understandably.

Mr Sharland: Yes, understandably, because if the toilets are not working that is also a rather important issue. Our experience has been that whenever a group of our trusts or an individual trust has a very modest resource that is available to work with schools that the demand is immense and therefore our view would be, let us put a challenge down and say that if there is some circumspection that this might not work let us try to pilot it in one or two areas and see what the behaviour of schools is and see whether the intermediary sector—if we can call it that—has the capacity to respond, let us audit that and see what the outcome is.

Q47 Chairman: On that note I think we will have to draw our comments to a close. Can I say thank you very much to both of you, Mr Sharland and Ms Southwood. I think Groundwork is generally appreciated across the board for the leadership that it does show on environmental matters so it has been very helpful to have you here at the start of our inquiry. Thank you again.

Mr Sharland: Thank you very much for inviting us.

Supplementary memorandum from Groundwork

At our oral evidence session on 7 December, the Sub-Committee asked whether it was possible to put a figure on the amount of money which has disappeared from ESD as a result of the changes to the Landfill Tax Credit Scheme.

We have figures for the amount of money provided to Groundwork projects through this scheme, these are as follows:

- Greenlink from RMC Environment Fund £478,995.00 (This had to be matched with 10% from other sources so cost of project greater accordingly)

Over 250 schools took part in school-industry links, nearly 12,000 participants with a further 27,500 benefiting through shared assemblies and presentations valued.
(1999–2003)

Previous programmes funded with the Landfill Tax Credit Scheme were:

- WasteSavers was a waste education programme valued £180,000
45 schools 4,500 participants with 44,300 benefiting

(1994–98—First year not funded by tax credit and figure is adjusted accordingly)

- Ollie Recycles—an associated teacher support programme for a waste education CD Rom, valued at £75,000
65 schools 5,000 participants and 25,000 benefiting by sharing the experiences
(2001–02)

The total funding provided to Groundwork through the schemes was: £733,995

The Committee also asked for information on the total money loss to ESD across the sector. Entrust is the regulator of the Landfill Tax Credit Scheme and their website—www.entrust.org.uk—does provide some statistical information. Education projects were funded under objective C of the regulations governing the Landfill Tax Credit Scheme. We understand that the amount of money allocated under this objective is actually increasing despite the change in the regulations to restrict its use for educational projects. We have not been able to find a breakdown of the figures under Objective C however the Committee may find it helpful to obtain these figures from Entrust.

January 2005

Memorandum from the National Museum of Science & Industry (NMSI)

The National Museum of Science & Industry is a family of museums consisting of the Science Museum in London and Wroughton, the National Railway Museum in York, the National Museum of Photography, Film & Television in Bradford and Locomotion: The National Railway Museum in Shildon, County Durham. In 2002, NMSI made a commitment to champion sustainable development as a core value of the organisation. Operational and organisational changes have since significantly improved the environmental and sustainable development performance of the museum. Each site now operates a staff “Green Team” and collates management information about issues such as carbon emissions, energy and water use and waste and recycling. Information about our activities can be viewed at: www.nmsi.ac.uk/nmsipages/sustainable—development.asp

Through outreach initiatives as well as on-site galleries, each museum provides informal learning avenues for schools, families and adults. Informal learning initiatives provided by the museum that directly address sustainable development issues are included below. This is only a selection of a broader programme of activities continued or introduced by NMSI since 2003. In the future NMSI hopes to improve and extend opportunities for informal learning about sustainable development through initiatives in conjunction with broadcasters and other partners.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Creative Canals

Creative Canals is an outreach collaboration between the Science Museum, the London Canal Museum, the Ragged School Museum and Beauchamp Lodge who run a floating classroom on the Regents Canal in London. School children and community groups from deprived areas of north-west London spend a day on the boat in conjunction with visits to the museums. The project is cross curricula and includes science, drama, biology and history. A key element is the environment and sustainability of canals and rivers. Children and adults learn about habitats, urban regeneration, recycling and ecosystems. The project has been extended by DCMS (through its Strategic Commissioning funding) and will run until 2006.

The Energy Gallery

In July 2004, the Science Museum opened a new permanent gallery, *Energy—fuelling the future*. Visitors are invited to explore the vital role energy plays in our society and question how we’ll meet future demands when deposits of fossil fuels run out. The gallery is targeted at children age 7–14, their teachers and families.

Energy engages young visitors by using interactive displays to trigger debate and pose critical questions about the political, social and environmental issues surrounding energy production and distribution. It explores how environmental energy technologies could be used in the future to supply our needs. Specialist Museum staff are on hand to brief school groups on how their lives would change without a sustainable energy supply. Terminals with games, quizzes and a rich database are accessible in the gallery and on the Internet at www.sciencemuseum.org.uk/energy. Visitors to the gallery are encouraged to post their opinions, choices or messages on a 13 metre LED feedback ring, dramatically suspended from the Museum’s ceiling.

Although energy is perceived as a difficult subject to teach, the Museum’s research shows teachers are enthusiastic about the gallery’s radical approach—using interpretive multi-media and storytelling devices to explain the topic. Energy connects with key National Curriculum and QCA guidelines for citizenship, science, geography and PHSE. Workshop days on the theme of Energy engaged KS2 and KS3 students in the impacts of energy production and use. An outreach programme now available to schools across London will include a science show, teacher training sessions, and a project where each school gets to produce a film and photographic exhibition about the issues surrounding energy production. The best of these films and photos will be featured on the Energy gallery web site.

SUPPORTING TEACHERS FOR ESD

Say It Loud Events

Since 2003, the Science Museum has hosted the annual youth sustainability conference “Say It Loud” in conjunction with the Royal Geographical Society. Students involved visited the SOS Planet IMAX film and a special set of teacher notes has been developed. These notes suggest ways of using exhibits in the museum to develop discussion with children about aspects of sustainable development. Themed activity sheets for sustainable development are also available to download from the Science Museum website for KS2-4.

Supporting Eco-Schools and Earth Education

This year the Science Museum Wroughton in Wiltshire ran a pilot project to provide consultancy and support service to local schools to achieve Eco-School Status. This programme shares best practice and encourages more schools to take up the sustainability challenge. Resident sustainability experts from the Museum provided tours and presentations of our own sustainable development projects. INSET days provide teachers with ideas and materials for education for sustainable development. Using the principles of Earth Education, teachers are provided with ideas about how to encourage children to use all the senses to interpret their natural surroundings and their impact on the planet.

WIDER ADULT AND COMMUNITY ESD

NMSI Sustainable Development Training Courses

Since NMSI committed to champion sustainable development in 2002, an internal training course was developed for staff to encourage more sustainable behaviour in our operations and exhibitions. The course titled “Developing Sustainable Development has since been presented to staff from members of the South Kensington Sustainable Development Forum such as the Natural History Museum, Royal Parks and the Crown Estate. The course was also provided internally for the Environmental Champions Group of DCMS and is being made available to government departments and other museums. By sharing experience and providing practical advice these courses encourage other organisations to improve their operations and consider how they communicate about sustainable development with their audience.

Dana Centre

Since it opened in late 2003, the Dana Centre at the Science Museum in London has provided 17 evening events engaging adults in sustainable development issues. Events involve the general public in debate with leading experts on topics such as climate change, energy security, sustainable housing and construction and sustainable technology for the future.

The Recycle Bus

The training team from the Science Museum’s Explainer unit has worked extensively with East Sussex Council’s “Rubbish Recycle Bus”, designed and built for the council by Creative Solutions, the commercial wing of the Science Museum. This scheme involves a group of “green” teams traveling around the county, mainly to schools, to raise awareness of green issues, sustainability and recycling. Museum staff provided training for presenting to children, the media and designing effective workshops.

December 2004

Memorandum from Girlguiding UK

Girlguiding UK is the largest voluntary organisation for girls and young women in the UK, with around 600 000 members. Girlguiding UK takes a proactive role in highlighting issues such as the environment and sustainable development to its members. As an organisation we have been involved with other NGOs such as the Council for Environmental Education for a number of years. We have a fundamental interest in highlighting the importance of youth work and would like to see the government use this “untapped resource” more effectively to achieve its objective of educating young people on sustainable development.

Below we provide some answers to the questions posed by the Committee in its inquiry:

1. The term “Education for Sustainable Development” only holds currency for those involved with ESD professionally (teachers, NGOs, Government departments etc). The term means little to the general public. The main reason for this is the vagueness surrounding the definition of Sustainable Development. It needs to be repackaged as a recognisable and emotive issue.

2. At events such as the policy forum on ESD hosted by the Council for Environmental Education in October it was certainly possible to sense some change. Most initiatives still remain as “works in progress” though. The new forum being set up in 2005 by the DfES for voluntary youth organisations will kick start activity in this sector.

3. The strategy should include far more information for informal learning and the youth work sector, including targets and indicators.

4. The 14–19 Working Group’s report does not go far enough in specifically defining work around ESD. The White Paper should explain how its proposals will enable citizens to address the issues and challenges of sustainable development.

5. The Sustainable Development Action Plan does not mention the role of the Youth Work Sector in taking ESD forward and thereby misses a great opportunity offered by the Youth Work sector to involve young people with sustainable development in an informal setting. There is not much support/incentive for partnership working between youth, community and environmental organisations.

6. The DfES should adopt an approach to ESD and environmental education similar to the one they have employed for issues such as citizenship and PSHE. For example, the Sports and Healthy Eating Strategy released by the government has encouraged youth organisations such as Girlguiding UK to launch their own strategy and incorporate the issue into their programme and resource planning. Links to funding are normally also easier to identify when a comprehensive strategy is available.

7. If ESD was tied in closely with the work of a government initiative/department (for instance volunteering and the Russell Commission and DoH taking a lead on Obesity etc), the issue of SD would be firmly placed on the agenda and resources allocated accordingly.

Girlguiding UK would be happy to assist in any future inquiries or consultations the Committee may hold.

November 2004

Witnesses: **Mr Ben Gammon**, Head of Learning and Audience Development and **Ms Rebecca Dawson**, Executive Assistant, NMSI Masterplanning and Sustainable Development, National Museum of Science and Industry and **Ms Jacky Ramsden**, Outdoor Activity Adviser and **Ms Connie Wessels**, Project Co-ordinator, International Education, GirlGuiding UK, examined.

Q48 Chairman: Good afternoon. I think you were here for the comments during the earlier session. You are welcome to our inquiry this afternoon and it is good to have GirlGuiding UK side by side with the Science Museum. I would like to start off by asking first of all GirlGuiding to make any comments to us in addition to the comments that you have already given in the written evidence.

Ms Ramsden: On any particular point?

Q49 Chairman: On any point you feel you really want to flag up overall.

Ms Ramsden: We, like Groundwork, feel that the term sustainable development does have its problems. I have actually done some practical work with adults; they have more difficulty than the youngsters in understanding it. I think that is something we need to realise. They did turn onto environment; that is the first thing they thought about but youngsters—our youngsters anyway—seem to be quite tuned in with it because quite a few of them have worked abroad on development projects so they have that knowledge already (I am talking about the 14-plus girls). We have used the

term “some for all forever” and that seems to bring an understanding. Sustainable development itself is a problem but we actually feel that it has been very compartmentalised within government departments. That is our view anyway.

Q50 Chairman: That is very interesting. Your perception is that the young people themselves are very tuned in whereas the general public have not really bought into this concept. Why do you think that that is? Why do you think they have not bought into it and do not understand what it is we are talking about? Is it a generational thing perhaps?

Ms Wessels: I think it is not out there enough. The Government—as you have discussed earlier today—has not actually come up with a clear definition of what it is and if it does not have a clear definition of what it is they cannot actually put it out there to the public in a way that is easy to understand and easy to grasp with such a complex issue. It does not just pertain to the environment or to social justice or to economic matters. It needs a really clear, concise message from the Government on what it is.

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Q51 Chairman: When the evidence that you have submitted to us talks about needing to repackage education for sustainable development as something that is more emotive, what do you mean by that? How would you be advising Government to go ahead and do that?

Ms Wessels: Maybe not even use the term sustainable development.

Q52 Chairman: What would you use?

Ms Wessels: I do not know. Maybe “some for all forever”; that says everything really.

Ms Ramsden: That actually came back from a workshop that we did with the girls. They were coming out with these sorts of terms.

Q53 Chairman: One of the things that struck us about UN work is that obviously you are an international movement and next year—2005—is the United Nation’s decade of sustainable development and presumably in other countries where you do have girl guides, is there the same awareness that there is amongst your girl guides or is there a greater awareness amongst the general population? What is the international comparison?

Ms Wessels: A lot of initiatives that we take on our presented to us from the World Association of Girl Guides and Girl Scouts and they have a theme at the moment “our rights, our responsibilities” which incorporates a huge sustainable development element in there. It is down to the individual associations to take that forward and implement that within their own country. Although we have a partnership with all the other guide associations around the world, they are not under our direction or anything like that so everybody takes it on according to their ability or interest in it.

Ms Ramsden: That is what we are going to be working on next year; we are going to bring in a new activity package.

Q54 Chairman: In the course of the work that you do have you come across differences between different governments in terms of how they influence that wider agenda in other countries? Is it something that you are aware of?

Ms Ramsden: I cannot answer that one.

Ms Wessels: I know New Zealand has produced a fantastic pack following on from the initiative presented by the World Association. The United States as well has implemented it very well in their association, but with the smaller associations they have just used the pack as given to them by the World Association and have not really developed it any further to incorporate more local issues.

Q55 Chairman: If I could turn now to the Science Museum and thank you also for taking the time out to both submit evidence and to appear before us this afternoon. I think we were impressed by the work that is actually going on the ground across the various venues that you have responsibility for. I think one of the things we really wanted you to share with us is what your assessment is of the general public and the degree to which they seem to you to

be engaged in the whole issue of sustainable development? Is the term education for sustainable development something which does have a currency? Is it widely understood or just by a few or should we have a different definition or should Government be doing more? What is your perception of it at the chalk face, as it were?

Ms Dawson: I think our understanding—and this works not just for children but for adults as well—is that it is complex, it is a difficult term to come to terms with if you have not struck it before. From our point of view it is about the inter-relationships between many different things and how they work together which relates to ecology but also to a lot of principles of science. From the understanding of the way people interact with their environment is very much about science and technology and the way we make and use things. So from our point of view just throwing the term out at people does strike them dumb in a lot of ways and make it really difficult, but if you can give them a hook then you can draw them into a wider arena and a broader understanding and that, from our experience, is a much better way to get people to understand about this big term, if you like. I think in particular it is a way of thinking and for us we talk about it as being a tool to help in the decision making process. If you are talking about education for sustainable development, if we are trying to get people to understand a tool and a way of thinking then in some ways it is a policy term that allows you to then go into different areas and different topics and draw people in to understanding more than one area together.

Q56 Chairman: Do you feel that people know what it is that you are talking about when you approach this work in the way that you do? Is it generally understood or is there a need for translation?

Mr Gammon: I think from the formal education centres—from schools and colleges—it is a term which is known about but not yet fully understood and I think just like citizenship when that was first introduced teachers are concerned that this is a new subject area that they have to teach. They are very eager and very welcoming of any support that we can provide for them. I think particularly subjects which they themselves were not taught at school are subjects where they feel they need extra resources, support and training to help them get that effectively across to their pupils. I would suspect among the more general public it is a term which is not well known, although I think the key aspects of it are very much core to what is expected from us by our public.

Q57 Mr Ainsworth: Staying with the Science Museum, we were intrigued by the idea of the Creative Canals project which sounds quite courageous really, combining children with a boat and a lot of murky London canal water. To what extent has that project encountered some of the difficulties we have been hearing about: people worried about litigation or health and safety problems? You have obviously been successful in winking schools into the scheme, but has it been quite hard?

Mr Gammon: I would say that we have a lot of experience of doing outreach work with schools. We reach round about 30,000 school children a year through outreach activities; we receive about 300,000 school visitors every year. We have become very well aware of the concerns the teachers have about health and safety. For example, on our website on the section which is specifically designed for teachers we have information and pro forma forms about health and safety so that we can help teachers properly risk assess the museum and outreach activities that we go on with them. I think we are very aware that we need to take on a lot of the onus of reassuring teachers that what we are providing is properly risk assessed.¹

Q58 Mr Ainsworth: Do you pay the insurance premiums for this?

Mr Gammon: No, we would not do that.

Q59 Mr Ainsworth: Who does?

Mr Gammon: The schools would have to cover that cost.

Q60 Mr Ainsworth: So it is not a particular problem for you then?

Mr Gammon: It has not been a problem that we have experienced. It is a concern which is often mentioned to us by teachers and it is something which teachers are clear that we have to be aware of, but it has not been a major barrier on any of those projects, no.

Q61 Mr Ainsworth: I notice that you said the DCMS have had some involvement in the canal scheme; are they directly funding it?

Mr Gammon: They are directly funding it from the Strategic Commissioning Fund.

Q62 Mr Ainsworth: They have agreed to extend their funding because it has been a successful project.

Mr Gammon: That is right. We have received two more years of funding on top of the first year's funding that we received.

Q63 Mr Ainsworth: To what extent do you get feedback from the people who go on that type of activity? Do the schools get back to you or do you

monitor yourselves what impact this is having? Or is it just a question of getting more people coming back for more of it which suggests the success?

Mr Gammon: We have our own audience research team who conducted a detailed evaluation of this project which involved interviews with teachers and with the pupils directly after each of the events and we also held a series of focus groups with teachers, parents and pupils a few weeks after the activities in order to assess in some detail the success of the project and areas that we needed to identify for improvement.

Q64 Mr Ainsworth: You obviously have some secret that other people do not have because you seem very successful in drawing teachers into the offer you are making around sustainable development. You had a project at Wroughton as well I, a pilot project I believe, which was successful as well in getting people involved.

Ms Dawson: We actually created that project because several of the local teachers asked for it. It was not something we were intending to do but they came to us and asked if we could provide this type of experience because they were really keen to learn more about it. Particularly at Wroughton for environment education projects we have a very big science and World War II airfield; we have space in which to do outdoor activities.

Q65 Mr Ainsworth: What sort of things do you do?

Ms Dawson: We do guided walks through the nature reserve. We use objects out of the collection and talk about the way they are impacting on the environment and particularly talking about the past, present and future of technology and trying to get people to understand the unintended consequences of using different types of technology over ages. Much of the collection we have is housed at Wroughton in the store there. Obviously it is the history of the carbon burning era, if you like, starting with the Industrial Revolution. In terms of stories and elements that you can draw out from that to talk about the impact of the way we live on the environment and also the societal impacts and the way different technologies are taken up for different reasons, et cetera. They are very linking themes to sustainable development.

Q66 Mr Ainsworth: We have had quite a lot of evidence that teachers are overworked, underpaid, stressed, tied up in red tape, have homework to do and just do not have time. Sustainable development and the environment generally are low down on the pecking order for many people. You obviously have not found that; you were actually approached by schools. Is it something in the air in that part of England or something? Or is this a problem that is often exaggerated?

Mr Gammon: I think what we have found to be successful is that by linking subject areas such as sustainable development to science and to other subjects, primary schools particularly are very keen if they can tick off more than one curriculum area for their trip. If they can cover science and literacy at the

¹ *Witness additions:* (i) Health and safety is a major concern for teachers when planning a school trip and can be a barrier to schools making such visits. This is however only one of several issues that they need to contend with including—difficulties of getting teachers to cover their lessons while they are out of school, time required to plan and organise a visit, costs, need to get parent helpers security cleared etc. (ii) While the canal boat trip obviously raises some safety issues these are relatively minor compared to those for an adventure holiday or residential field trip. (iii) Two key factors in encouraging schools to attend—provide a high level of professional support for the teachers including advice and guidance on H&S issues and plenty of staff to run the event; and the fact that the event took place close to schools. (iv) A key element of the Science Museum's approach to attracting schools is to build good working relationships with teachers and have a good understanding of their needs and wants.

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same time that makes the visit that much more appealing. I think it same for sustainable development. By very closely interweaving it with the science programming that we do, the history programming that we do it, becomes a very much more attractive package for schools.

Q67 Mr Challen: Can I start with a question for the Science Museum which includes the National Museum of Photography at Bradford. Clearly museums over the recent decade have gone a long way to making them more interactive, making them easier for children to understand what is in a museum. Has that now developed into a sort of methodology which you can pass on to other people involved in education and to what extent does it actually happen?

Mr Gammon: To give you an example of how we are trying to do that, the Science Museum is part of the London Science Learning Centre which is a network of DfES funded teacher training facilities around the country. We, along with Birkbeck College, University College London and the Institute of Education, are the team that run the London Science Learning Centre and our particular interest is to bring the techniques that we use in museums—interactivity, use of real objects, drama, story telling—and to help the teachers find ways of bringing that into their classroom to enliven what they do and also to develop courses that will help train teachers to make better use of out of classroom learning environments.

Q68 Mr Challen: The girl guides also have been very pro-active and in highlighting the issues of the environment and sustainable development for 600,000 girls and young women, I just wonder if you could give us a couple of examples of how you do highlight these issues.

Ms Ramsden: To start with we live by promise and laws and when you actually look at our whole ethos that is very similar to sustainable development. Obviously in the programmes we run we ensure that sustainable development is running through those. We have just developed a new Brownie programme, Rainbow programme and the Guides' programme was renewed recently. They are continually renewed in such a way that we can feed things in, so we have been doing that. Obviously we take girls away and we actually believe that the environment has to be experienced. Instead of teaching environmental issues, experiencing it is the best way and when we take girls away we are able to do that there. There are also a lot of other projects that we are undertaking on the international side.

Ms Wessels: We also teach and people learn through the activities that we produce. We often produce new resources on international education and all of those include sustainable development in every thing. As I mentioned, "our rights our responsibilities" will be launched towards the end of 2005 probably to tie in with the decade of sustainable development. There is going to be a whole series of resources for girls as young as five years old up to 24 years of age because often in sustainable development it is the younger

girls—or boys as well I suppose—who get left out and it has always concentrated on the 14 upward age range.

Q69 Mr Challen: How do you start off with a new project? Who thinks of it and what is the inspiration? For example, would you take as a starting point Tony Blair's decision to put climate change at the top of the world agenda next year? Would you try to translate that into language and activities that your members can do something about?

Ms Ramsden: Yes, we do things like that, absolutely.

Q70 Mr Challen: Are you doing something on that particular issue, do you know?

Ms Ramsden: We have small bits already in the programme; it is drip fed all the way through so there is an understanding.

Ms Wessels: We also have things like Association youth led forums like Innovate which are open to young women between the ages of 16 and 25 years of age and they work on Association issues or new projects. All of our projects are normally youth led or have some sort of input from youth in them so they are more relevant to young people. Say Tony Blair came out with a statement that climate change came top of the agenda, if that was an issue it would be taken up firstly by a young person and we would develop that with our volunteer structure.

Ms Ramsden: They act like a critical friend to people like me who are a bit older. They make sure we are doing what youth are interested in. That is how we work in guiding.

Q71 Chairman: I was just wondering whether or not your members could act like a critical friend to this Sub-Committee.

Ms Ramsden: I am sure some of them could.

Q72 Chairman: In view of the initiatives that you have just referred to, particularly in view of the decade of sustainable development, might it be possible to perhaps have some further written evidence because we are very interested in the detail of the specific innovative initiatives that your members have come up with and it may be that rather give further work loads to yourselves that could be done by your members themselves. We would appreciate that written evidence if we could have that.

Ms Wessels: Definitely.

Q73 Mr Challen: You have referred to youth work as an untapped resource and I am wondering, in terms of furthering the objectives of education for sustainable development have you had much contact or have you acted perhaps as a critical friend to the DfES and had discussions with them about how they perhaps could improve their sometimes compartmentalised and disconnected initiatives?

Ms Ramsden: We will only have commented probably.

Ms Wessels: Yes, we would have commented and we do look forward to the forum, for instance, that they are setting up in the early part of 2005 where they

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will get youth work organisations together to actually work on the issue together so that you are part of the decision making process, you are part of the final plan and not just mentioned in the small paragraph at the back of the action plan. We have commented and we take every opportunity that we can to comment.

Q74 Mr Challen: In your written evidence you point to some signs of change but say that most initiatives remain as works in progress and you look to the new forum for voluntary youth organisations being set up next year as a way to kick start activity. Do you think progress could have been made more quickly and if so what, in your view, has been the delay? What has brought it about?

Ms Wessels: I do not know if progress could have been made that quickly because it is such a huge complex issue. It is not going to be an initiative that is ever going to end, nor should it ever end; it is just a continuing sustainable issue. I think what has not happened is that there has not been a clear definition or a clear document from the Government saying that this is how a youth worker can help which would get us thinking more on what we could do; it would give us a little more direction I think.

Ms Ramsden: We are already working at it.

Q75 Mr Challen: You have also said that the Sustainable Development Action Plan does not offer much support for incentive for partnership between youth, community and environmental organisations. What would you be looking for in the plan which would allow you to develop that kind of partnership and joint work you refer to?

Ms Ramsden: There was some work done a few years ago between environmental organisations and also youth organisations and they do work in very different ways. Environmental organisations tend to be task orientated because they want to get a specific job done and they are passionate about it. We are working with the youth and letting them make their decisions and go through a method where they learn how to make their decisions and they take a task on. Libby knows a lot about this work from the best of both worlds. It would be nice if we could take this further forward and progress it further.

Q76 Mr Challen: What sort of groups do girl guides work with at a local level?

Ms Ramsden: British clubs for conservation volunteers, Wetlands Trust, people like that.

Q77 Mr Challen: Does that happen quite a lot?

Ms Ramsden: It does, yes. We have something called Community Action and that is a very important part of our programme so the idea is that they go out and work with other organisations. It is not like just giving service; they work together in an organisation or they get other members of the public to join them and work together. That is a very important part of our programme these days.

Q78 Chairman: Still with Girl Guiding UK, in your evidence you made an interesting point that the Government should adopt an approach for education for sustainable development similar to that which they have used for citizenship. In view of what you have said, do you think that we need to be waiting for the Government to take a lead in order that initiatives can then follow or could you take those initiatives yourselves? How does it actually work in practice? How does Government get the message across that action is needed on this level?

Ms Ramsden: I think the one I have worked with most recently has been sport, the need for sport and problems with child obesity. That has opened up funding streams for us. We are a membership organisation and it does help if we can get funding. We need funding which is not a tap which opens, shuts, open, shuts; we want to set up projects that are really worthwhile so it needs to be long term strategic ideas and funding.

Q79 Chairman: How has that sports programme opened up funding for you which you previously did not have?

Ms Ramsden: We managed to get a large amount of money from the Football Foundation for girls' football. That was one thing we opened up on and we have also been working on community sport.

Q80 Chairman: Of course the Football Foundation is now going to be Treasury funded to some extent.

Ms Ramsden: I believe so. That programme is just coming to an end but it did help get the money for us to actually get girls out their doing sport. Hopefully we will get funding to get girls out there doing further sustainable development projects.

Q81 Chairman: So the message is that a funding stream is necessary to back up any strategies.

Ms Ramsden: I am sure it would help us and other youth organisations.

Q82 Chairman: Thank you. If I could just turn back to the Science Museum, you have told us in your evidence about these evening events that you are holding at the Dana Centre in London. Those are not the sleep-ins are they?

Mr Gammon: No, that is a different programme.

Q83 Chairman: In terms of people you have had attending these evening classes, are they the converted? Are they the people who would be really interested in this and wanting to go further and further down the educational path because of their interest in sustainable development or are you reaching out to new people?

Mr Gammon: We are very much reaching out to new people.²

² *Witness addition:* The Dana Centre does not run traditional evening courses as suggested by the Chairman's question. Rather the Dana Centre is a place for innovative events—drama, debates, comedy, performance art etc—on the theme of contemporary science.

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Q84 Chairman: How do you know that? Do you have figures that back that up?

Mr Gammon: We do. We take a profile of the audience for each event and one of the key things we are looking for is their knowledge of, qualifications in and whether or not they work in science. We are finding that at least half of the audience are predominantly an arts based audience; they are people who do not have a qualification in science, they do not have a degree in science, they do not work in science. They are more interested in the arts based side.

Q85 Chairman: Can I ask how you attract them there in the first place? They are coming to a science museum based event when they are more interested in the arts.

Mr Gammon: We advertise in *Time Out* as well as in *New Scientist*. We get a lot of press and publicity, particularly for some of the more dramatic events that we have in the Dana Centre. For example, when we had the live feed from the open heart and the brain surgery operations at the Dana Centre we had a lot of press and media interest prior to that which pulled in a lot of people to come and see the event.³

Q86 Chairman: Presumably your clients will be professional people.

Mr Gammon: As with almost any museum, they are predominantly a middle-class audience but at least 50 per cent of them are people who are not a science orientated audience; they are people who are as interested in the arts—or are more interested in the arts—than they are in the sciences. What we have been trying to do is not to do a traditional lecture based approach on a lot of occasions; what we are trying to do is to bring in other techniques from the arts such as stand-up comedy, forum theatre, interactive debates in the Dana Centre. One of the events we ran was what is known as the forum theatre event which is effectively an interactive drama event about the impact that the developed world is having upon the developing world. That was also a forum theatre event we took to the Bangladeshi Women's Association Centre in Haringey as well. We commissioned that work so we actually own copyright of that and the intent is to take it as an outreach activity.

Q87 Chairman: Perhaps Parliament might be an appropriate outreach place.

Mr Gammon: We would be delighted to bring it.

Q88 Chairman: Do you follow up the people who have come along to your classes afterwards? Do you have any idea whether or not they then go on to undertake further informal learning classes?

Mr Gammon: That work is underway at the moment. What we are essentially doing is picking out a sample of those events to do longer term and

more detailed follow-up. In addition, what we are in the process of doing at the moment is recruiting an audience panel to represent the audience of the Dana Centre so that we can get continuous feed-back from our audience. We are intending to use that as a way of gauging impact. Thirdly, we have an extensive series of discussion boards on the Dana Centre website which again is a very useful way of indicating the extent to which we are attracting people back onto the discussion boards and seeing which particular topics are sustained in terms of a debate and discussion.

Ms Dawson: I think the other thing to add about the sustainable development aspect of these events is that we have picked the people to come along and speak and to have a debate et cetera from quite a wide range of disciplines so it is not just the usual suspects, if you like, sitting there talking about sustainable development. It is quite a range of people coming from different avenues and that has attracted different types of audiences to the same event.

Q89 Chairman: Can I ask whether or not you are aware of any other museums outside the group to which you belong who are doing similar innovative work? The best practice that you are now developing, are you sharing that with other organisations as well?

Ms Dawson: One of the things we run from the Science Museum is the South Kensington Sustainable Development Forum which has links with the Victoria and Albert Museum, the National History Museum, the Royal Parks.

Q90 Chairman: What about regional museums?

Ms Dawson: In terms of regional museums not so much and not at this stage.

Q91 Chairman: So you have to live in London really to benefit in that sense.

Ms Dawson: One of the things we are looking at—particularly at the Wiltshire site—is a more integrated partnership with some other organisations—obviously the National Trust is one of the big organisations based in Swindon now—so one of the things we have been talking about, along with providing storage for objects at Wroughton, is linking together and providing education programmes or programmes of different types that people might be able to use in a different part of the country. We also provide and share experience with our museums in Bradford, in York and in County Durham at Shildon where we are running educational and interactive programmes about some aspects of sustainable development.

Mr Gammon: In addition to that, as part of the conditions for the funding we initially received to run these events from the Wellcome Trust, we had to put together a programme for disseminating good practice in developing that type of science dialogue event. We have developed a training course for people in the museum and science centre profession

³ *Witness addition:* Another important route by which people come to hear about Dana Centre events include our growing email list (people who have attended previous events).

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and we have detailed information on the Dana Centre website available for people planning events in future, which is freely accessible to all of them.⁴

Q92 Chairman: In the written evidence that you have given to us I have not found—although I may have missed it—any reference whatsoever to DfES funding. In the oral evidence you have mentioned DCMS funding. Is it an oversight about the Department of Education or is it that you have not had any funding from them? In terms of how you do fund the projects, you mentioned private sector contributions, but how do you get the funding?

Mr Gammon: The bulk of our funding comes from DCMS. At the present time the only DfES related funding was the Strategic Commissioning Fund which was a joint DCMS and DfES initiative. The Science Museum (and the other three partners) also receives DfES funding to run the Science Learning Centre London. Other than that our grant in aid comes directly from DCMS. About ten per cent of our funding and particularly funding for capital projects comes from a mixture of corporate and non-corporate sponsors, such as the Wellcome Trust or corporate funders.

Q93 Chairman: So you do not see any role for the DfES in terms of funding because of the peculiar arrangements of the funding lines of responsibility that you have with DCMS.

Mr Gammon: We would very much welcome the opportunity to explore further avenues for funding with DfES. That would be an area where we would say we have a lot to add to what they want to do.

Q94 Chairman: I was thinking as well about the regional disparities. I am thinking about, for example, the people in my constituency or elsewhere who would very much like to take advantage of what you have to offer but, quite apart from anything else, they will be prohibited from travelling because of the cost or the actual costs involved in reaching out to them. Obviously outreach work is really important as well.

⁴ *Witness addition:* Also the Science Museum's school and community outreach teams take our programme of educational events right across the UK. Since April 2004 we have taken educational events to Tyneside, Coventry, Swindon, Bedford, Cumbria, Northampton, Northumberland, Kent, Devon, West Midlands, Cambridgeshire, Berkshire, Lincolnshire, Huddersfield, Essex, West Yorkshire, Wales. We now set a target that at least one third of our outreach activities take place outside of London and the South-East.

Mr Gammon: We are actively seeking funding to expand our outreach programme. As I said, we currently reach about 30,000 children across the country. At the moment that is largely concentrated within southern England.⁵

Q95 Chairman: So there is a huge disparity there.

Ms Dawson: Absolutely.

Q96 Chairman: Are you not approaching DfES in respect of the education budget?

Mr Gammon: We have recently put in a proposal to DfES.⁶

Q97 Chairman: How much was that for?

Mr Gammon : It was an initial statement of interest which did not have costs attached. What we are hoping is that if we can get interest back from DfES we can talk in more detailed terms about how much that would cost but we do have those figures to hand if need be.

Q98 Chairman: Given the interest in field work—in inverted commas—that our inquiry and the Tomlinson Report has generated, would you see that as being something which the Science Museum could provide, but on a national basis?

Ms Dawson: Possibly, yes. In some of our sites we have space where that kind of thing could go on. It is certainly possible that we could move that across the country in the same that we do with outreach programmes in the same way as we do with canals, et cetera.

Q99 Mr Ainsworth: Could I explore a little further the nature of your relationship with DfES? You are a major internationally respected organisation whose purpose is to educate people about the world in which we live. The Department for Education and Science has a Sustainable Development Action Plan; have they approached you at any time to share their vision of sustainable development with you or to ask you to participate in any way taking forward this so-called Action Plan?

Ms Dawson: Not directly that I know of.

Chairman: Thank you very much. We appreciate all the work that you do and we thank you very much for coming to give us evidence today.

⁵ *Witness addition:* As above we now aim to deliver at least one third of our outreach to schools and communities outside of London and the South East. We are actively seeking funding to further increase our reach into the rest of the UK.

⁶ *Witness addition:* This was the paper we wrote on how NMSI could work with DfES to help it deliver its five year strategy in the area of science education.

Tuesday 14 December 2004

Members present:

Joan Walley in the Chair

Mr Peter Ainsworth
Mr Colin Challen

Mr Simon Thomas

Memorandum from Forum for the Future

A. ABOUT FORUM FOR THE FUTURE

Forum for the Future is recognised as the UK's leading sustainable development charity. Our mission is to accelerate the transition to a sustainable way of life. It is one we share with partners, drawn from business, finance, local authorities, regional bodies and higher education. We publish *Green Futures*, the magazine on sustainability solutions, and run cutting-edge projects on a wide range of environmental, social and financial issues. We communicate what we learn with our partners to a wide network of decision-makers and opinion-formers.

As an educational charity, we have built a strong education and learning team who work with universities, colleges and the whole post-16 sector to make sustainable development a reality. We bring up to date knowledge of the latest sustainability debates in government and business to the education sector, and play a central role in making sure Forum for the Future is an organisation that actively learns and reflects on its work and workings.

Sara Parkin, Programme Director of Forum for the Future, has over 30 years' experience in this area and was awarded an OBE for services to education and sustainability in 2001. Her seven-strong team in Education and Learning is headed by Dr Andy Johnston, who has a PhD in environmental performance indicators, and has designed curriculum development and reporting tools for sustainability in education.

B. SCOPE AND NATURE OF OUR CONTRIBUTION

Our work has been overwhelmingly with the post-16 sector. Many of the agencies which fund and regulate this sector are at various arm's lengths from DfES. For example, unlike schools, the DfES has no control over the curriculum in either colleges or universities. This means that combining policy for schools and the post-16 sector is unhelpful when it comes to analysing progress in each. So our comments are limited to our extensive experience with the post-16 sector—although much of the learning is transferable to schools and to informal learning.

For example, we have just completed the three year Higher Education Partnership for Sustainability (HEPS), funded by all of the UK higher education funding councils. The final report¹ describes a process for integrating sustainability into the operations of a university (the way it runs its business; its teaching and research; its community relations) that is transferable to any institution. The curriculum guide likewise describes a transferable process for integrating sustainability literacy into any course.²

In our work we employ the processes of any good change management programme, which includes building the competence and the confidence of leadership from the start, and ensuring that ownership of the process and outcomes stays with the organisation. In relation to the curriculum, for example, our focus is on intellectual and practical tools that help others decide on appropriate content.

We are also aware of the structural difficulties that slow or even derail attempts to translate *any* policy into changed behaviour on the ground. Consequently, we are alert to the frustration of the people trying to smooth the path from policy to implementation. Exhortation is no longer enough. Our experience, in the education and other sectors, is that it is possible to achieve progress *despite* the barriers but that this is best done through partnership.

¹ HEPS, "On course for sustainability: final report of the Higher Education Partnership for Sustainability", Forum for the Future, 2004.

² HEPS, "Learning and skills for sustainable development: developing a sustainability literate society" Forum for the Future, 2004.

C. INTRODUCTION

We could not agree more with the committee that the term “education for sustainable development” does not yet resonate enough to inspire widespread take up. We have to ask serious questions of ourselves about why this should be. We would argue that it is not because the environmental message has been lost. Education for the environment has suffered similarly since it was so heavily promoted at the first Earth Summit in Stockholm in 1972.

The problem is that “education for sustainable development” has not been given meaning in a practical sense. Too often the focus has been on content which puts off people who run courses. They see too much pressure on them to include piles of topics that seems perhaps irrelevant to their subject, or beyond their capacity to understand.

Throughout our response to the following questions therefore, we take each to refer to ESD, even though the term “environmental education” is sometimes used. Our working definition of sustainable development is “progress towards achieving our environmental, social and economic goals *at the same time*.” We think the challenge is not progressing the goals separately, but taking them forward as an indivisible set. To think in this joined up way requires particular tools to help any individual or organisation to rise above the structural divisions that keep the different elements of sustainability apart—be it that they are dealt with in different government departments, or in different faculties, or as separate subjects.

We also have a definition of “sustainability literacy” developed via our curriculum work with the university sector and confirmed in a workshop which formed part of Defra’s consultation on their new sustainable development strategy. In a nutshell, if a person is sustainability literate they will be able to:

- understand the need for change to a sustainable way of doing things, individually and collectively;
- have sufficient knowledge and skills to decide and act in a way that favours sustainable development; and
- be able to recognise and reward other people’s decisions and actions that favour sustainable development.

D. RESPONSE TO INDIVIDUAL QUESTIONS

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message been lost?*

The term has not lost currency, but is still lacking coherent meaning. The general public know instinctively that “something must be done” and in post-16 sector education, a lot is beginning to happen. The environmental message is not lost, rather, what is beginning to be better understood is the *indivisibility* of economic and social goals from environmental ones. It is not the environment that needs to change, it is our behaviour which must, so that it doesn’t undermine the capacity of the environment to support life. Lack of clarity about this and what it implies for the way we do things adds to the confusion. As do mixed messages—such as government exhortations to use public transport, at the same time as running a car becomes cheaper, and public transport costs rocket.

2. *The DfES said that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

One year on, a remarkable amount has got going in the post-16 sector—for example the new HEFCE and LSC strategies. In another year, we would hope to see the lessons from higher education spread to further education, widespread public reporting on sustainable development, all sector bodies aligning their policy and practice on sustainability. Forum for the Future’s HEPS project was useful in establishing the beginning of a long term change process towards sustainability. The final report was published in 2004 and headline lessons from this, which have been widely disseminated to the education sector and are transferable have been taken up by HEFCE and LSC in their draft sustainable development strategies.³

Perhaps most significantly, DfES has just established a new network; Signet—the sustainability implementation group for further and higher education—which is a first step in a change management process for the bodies which fund, regulate and plan post-16 education in the UK.

³ HEPS, “On course for sustainability: final report of the Higher Education Partnership for Sustainability”, Forum for the Future, 2004.

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

The UK sustainable development strategy is all about implementation.⁴ For people to do things differently, they need to have the right knowledge and skills, so the starting point must be capacity building.⁵ This does not mean reams of new information, but personal tools which give confidence to learners as they think and act differently. A recent workshop held by Forum for the Future as part of Defra's consultation process on its new strategy showed how this might be done in practice.⁶

4. *Does the 14–19 Working Group's report, "14–19 Curriculum and Qualifications Reform", go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What should the White Paper say about ESD?*

The report delivers several useful ideas, and its attempt to establish universal and clear routes in and out of education is valuable in that it provides a sound framework for sustainability literacy throughout formal education. The common skills, knowledge and attributes is a good way in for embedding sustainability literacy across all programmes. Forum's Masters Programme offers a good way of integrating work-based learning with sustainable development.⁷

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

This question reflects the difficulty of isolating ESD in particular subjects, rather than treating it like a literacy. Not everyone takes these subjects, and so immediately a large amount of people are excluded from sustainability knowledge and skills. As mentioned in point 2, the DfES is supporting its agencies in the first stage of a long term change strategy to embed sustainability literacy into the post-16 curriculum. This is a potentially more effective way of strengthening the school curriculum in all areas, as opposed to limiting it to certain subjects.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

Here, we should be asking why the informal learning, youth work sector has not been inspired to use ESD as a vehicle for attracting people into learning, despite the evidence that environment and sustainable development engages people⁸? Building the capacity of leaders and teachers to recognise the importance of sustainable development is the first stage in embedding it into these types of learning. This is best done in partnership with support to demystify how this sector can engage learners with ESD.

7. *Is there any evidence to suggest that the Government is getting better at getting the environment message across to the general public? In particular, is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

We would expand this question to address communication for sustainable development, as opposed to just "the environment message". It is apparent that it has proved difficult to evaluate individual government departments' performance in this area. This could be due to departments seeing it as out of their realm of responsibility, or because of a lack of expertise and skills in communicating sustainable development. Recent research into public attitudes towards sustainable development, have shown the following points which are useful in thinking about the way that Government should be communicating sustainable development, in a more strategic, holistic way, as opposed to just through specific campaigns.⁹

- If you want to change a behaviour, target that behaviour (and persist);
- "Linear" communication and information campaigns are least effective;
- Government can influence markets, product/service standards and lead by example, for example through procurement strategies;

⁴ See: www.sustainable-development.gov.uk/taking-it-on/index.ht

⁵ Forum for the Future, "Taking it on: response to the consultation on developing the UK's sustainable development strategy", July 2004.

⁶ Forum for the Future, "Sustainability literacy: knowledge and skills for the future", Part of Defra's "Taking it on" consultation, July 2004.

⁷ Forum for the Future Masters in Professional Studies in Leadership for Sustainable Development.

⁸ See www.groundwork.org.uk

⁹ Professor Tim Jackson's work under Sustainable Development Research Network—Motivating Sustainable Consumption, August 2004; Andrew Darnton work commissioned by Defra as part of the sustainable development strategy, May 2004.

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- Government policies send important signals to consumers. Inconsistency between policies undermines value (see point 1);
 - Make links across Government goals and policies;
 - Don't assume that information leads to awareness or awareness to action;
 - Communicate creatively;
 - Use networks.

The importance of networks is stressed. With this in mind, communicating at the regional level will be valuable, as will helping consumers articulate what they need for a healthy, sustainable regional economy.

8. *Are there sufficient resources available to deliver against the government's commitment to education for sustainable development in light of the loss of the Landfill Tax Credit Scheme and the loss of the education criteria from Defra's Environmental Action Fund, for example?*

We would reiterate the point made in section C about the slow progress of environmental education and ESD over the last 30 years. We need to ask, what should we be doing differently? Where are the biggest opportunities for change? Our response makes some suggestions—above all, the challenge is to integrate sustainability literacy into every course, which requires comprehensive strategic funding.

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Witness: **Dr Andy Johnston**, Head of Education and Learning, Forum for the Future, examined.

Q100 Chairman: Welcome, Dr Johnston. Thank you very much for coming along and giving evidence to us this afternoon. If we can move straight into our questions, we are very pleased that Forum for the Future is able to contribute and that you see this inquiry as being a very important follow-up to our previous inquiry on education for sustainable development. We just really wanted to kick off by asking you to elaborate really on what you say in your written evidence to us about the term "education for sustainable development" not having "lost currency, but lacking any coherent meaning". I wonder if you could elaborate on what you mean by that.

Dr Johnston: I think what we mean by that is that there is the potential within the debate about education for sustainable development for confusion, if you like. There are some schools of thought which argue that education *per se*, education itself, if done well, is education for sustainable development. I would not necessarily disagree with that, but what I would say is that in terms of us being able to change the education sector so that education for sustainable development is achieved more quickly, then a more directive approach is required, so the thinking needs to be: what is the type of education which actually is most likely to deliver sustainable development at some point in the future? Therefore, the test is not necessarily the quality of the education; the test becomes whether or not we achieve sustainable development and the line of argument has to work its way back from that future point, a more sustainable world delivered back through the education system and how that needs to change so that it is able to help us deliver that more sustainable world.

Q101 Chairman: That really relates, I think, to evidence that we got from Groundwork last week which was really talking about the need for leadership and the need certainly for the

Department for Education and Skills to be giving much more structured definitions of the term. Do you see DfES in terms of what you have just said to us actually taking a leadership role at this stage in how it is done at the margins or how it is done at the centre?

Dr Johnston: In terms of the area of the education sector which I deal with, which is the post-16 and higher education sector, I think it is fair to say that what DfES has done is it has enabled the agencies that are the prime movers within those areas, for them themselves to come up with that clarity of definition, so within the Sustainable Development Action Plan they have given the Learning and Skills Council and the Higher Education Funding Council the space to come up with that sort of clarity of definition for themselves. I would argue that both of those bodies are very close to having reached that point, so there is an enabling role for DfES which I think they have done quite well.

Q102 Chairman: But it is all a bit of a mixed message coming out, is it not? How do you think there could be some really clear meaning to what we mean by ESD because it is just not there at the moment, is it?

Dr Johnston: It would be helpful were DfES to look at what the Learning and Skills Council and what HEFCE have put into their strategies and to endorse those approaches, those more detailed approaches, if you like, within their own policy framework, but there is a key bit of joining up which needs to happen as part of that process as well which is what happens at schools level. Forum for the Future have been working very hard with LSC and HEFCE to ensure that the messages about models of sustainable development, the logic of education through to sustainable development, timescales and things like that, the organisational change models, *et cetera*, are knitted together so that both elements of the sector will be doing roughly the same sort of tasks. That knitting together needs to happen with the schools sector as well so that the whole of the education

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sector is working to the same clear definitions of “sustainable development” and “education for sustainable development”.

Q103 Chairman: I think that reminds us of a visit that we made to a school in Hammersmith during our last inquiry where some of the things that the schoolchildren were telling us were that the issues that they were wanting to see through their sustainable development education were not being linked up to wider issues, so, for example, where they might perhaps want to see more Fair Trade, the catering policy of the school prevented that from being a reality. Would you say in terms of what you have just said about the need to knit everything up within the schools and the LSC and the other bodies that it needs to go much further than that, that it needs to go much further in terms of wider policy as well so that what people are actually doing in their everyday school environment is not being somehow or another perversely changed in the way that they are involved in the wider issues? Do you see the point that I am trying to make?

Dr Johnston: I do.

Q104 Chairman: How do you get those to knit together and to reinforce each other so that we do not have mixed messages?

Dr Johnston: I do see exactly, and you are right, it does come back to your earlier point about clarity of what we mean about sustainable development, *et cetera*. There are already out there within local government and within business and community groups accepted models of sustainable development which are needed to actually operationalise any project that you are taking forward, so they are simple and robust enough to take the decision forward. Currently within the education sector as a whole, that simple model has yet to be agreed. At Forum for the Future, we have our proposal in that area and we try to integrate that into LSC and HEFCE strategies, so what we have in those strategies is compatible with the language that local government is using on sustainable development and it is compatible with the language that businesses are using on sustainable development. However, I suppose there is still a gap at the Department for Education level for them to actually come out and say, “Well, this is the ‘operationalisable’ model of sustainable development which we would like to use”.

Q105 Chairman: But how can we make sure that we can get widespread understanding that everybody is talking the same language on that? It is partly related to the point you make on sustainability literacy which you make later on in your written evidence to us. Not everyone is speaking the same language and that is part of the problem, is it not, so how can we overcome that?

Dr Johnston: For us, a significant part of the key to overcoming that is engaging with the strategic management within the education sector. I am not saying that they have been left out of previous discussions, but there has been a lot of emphasis on

education for sustainable development in the classroom and I think that there is a gap in terms of the people that plan, fund and regulate the sector also having their capacity built so that they understand what it is that individual lecturers or course managers are actually trying to achieve within their institutions, so they are able to encourage them, facilitate them and, in the widest possible sense, help them to do that. The advantage of that as well is that these bodies at the higher level within the education sector are the ones who are used to doing the joining up. They are the ones who are used to having to listen, like the Sector Skills Development Agency, HEFCE. They are used to talking to employers, they understand what employers are trying to say and they are the ones who sit on the panels and the committees which actually speak to the police, the Health Service, *et cetera*.

Q106 Chairman: Well, just before we move on from this set of questions, could you briefly just tell us this: in the evidence, you say that “the general public know instinctively that something must be done”, and we are really interested to know how you know this. Have you even measured public opinion on this? How much of that instinctive knowledge that the general public appear to have makes it so much easier for us to get across this whole concept of education for sustainable development?

Dr Johnston: Well, I suppose I would further define the general public in terms of the staff and students that we are dealing with in the post-16 and higher education sector. We hardly ever, except in an academic debate kind of sense, come across anybody who does not think that sustainable development in its broadest sense is a good idea and something which everyone should sign up for. We are not coming across resistance in that sense, so that leads us to believe that time spent exhorting people or persuading people is actually wasted really. What people are looking for is a way of finding out how it is that they can actually make a contribution themselves. They need to be shown that.

The Committee suspended from 3.31 pm to 3.54 for divisions in the House.

Q107 Chairman: I just wanted to follow up the last question because in your memorandum to us you talk about sustainability literacy. I know what you mean by “sustainability literacy”, but I am not sure how many people do really recognise this term and what real value it does have. I just wonder if you can perhaps elaborate on that a bit.

Dr Johnston: The concept of sustainability literacy was borne out of looking at what capacity you would like to see a student leave a course with I go back to my original point which is that what we think we should be looking for is an education process that is more likely to deliver sustainable development at some point in the future, so the capacities that you would like are that the students graduating from the course would understand that the problem they are being faced with is a

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sustainable development challenge which has these economic, social and environmental components to it, that they have the capacity either to act or to help others to act, and they are able to recognise when a sustainable solution is offering itself and to promote that, facilitate it or reward others for having promoted or facilitated it. Now, the reason we take this approach is because it enables you to build those capacities into every single educational experience. The alternative approach is what we characterise as “a content-laden approach”. Sustainable development is a chunk or chunks of particular knowledge that an individual must have in order to say that they are sustainability literate; they have got to understand the theory of sustainable development, the Brundtland definition, basic physics, chemistry and biology, and they also need to be grounded in sociology. It does not take you very long before you will scare the life out of anybody who has got to produce some sort of lecture plan or a set of courses around that.

Q108 Chairman: But does it have any value if you are talking in a language to those who similarly understand it and not to a larger number of people who have no idea what you and I or anybody else might mean by “sustainability literacy”?

Dr Johnston: Where it has its value is if you build the capacity of those people who are developing courses, purchasing or procuring those courses. This goes back to my earlier point that it does not really matter what language you use; you can call it “sustainable development”, you can call it “sustainability literacy”, “sustainability competency”, it does not matter what you call it and if the people in the planning, funding and regulating bodies in the senior management within educational institutions do not know what you are talking about, then of course you are right.

Q109 Chairman: Would it not alienate those people?

Dr Johnston: It will not make any progress at all, so stage one in all of these is actually to build people’s capacity within those leadership positions so they do understand “sustainable development”.

Q110 Chairman: And that is where you would expect DfES to be showing that leadership, is it?

Dr Johnston: Certainly, yes.

Q111 Mr Ainsworth: You say that perhaps the most significant thing happening in the post-16 arena is the development of something called “Signet”.

Dr Johnston: Yes.

Q112 Mr Ainsworth: We maybe did not try hard enough, but we could not find any reference to Signet on the DfES website. Can you tell us what Signet is and who is involved?

Dr Johnston: I can do. The reason it is not on any website at the moment is because it is a very new idea. It was something which we put in just before we submitted our evidence and the ink is not yet on the contract, yet alone dry. It picks up exactly on the point that I was making in response to the

Chairman, that it is all about building the capacity of leaders within the education sector so that they understand more clearly what sustainable development is, so it is a group of bodies like the Leadership Foundation, the Learning and Skills Council, the quality bodies, the Council for Excellence in Leadership, the Higher Education Funding Council, and all of these bodies that plan, fund and regulate the post-16 and higher education sector. DfES has made available to them Forum for the Future as a facilitator for them getting together and discussing this tricky phrase “sustainable development” and also “sustainability literacy”. Further to those meetings is that, first of all, they build their capacity and understand what the terminology means, but then obviously the point is that, secondly, they will look at their policies and procedures and their funding mechanisms, et cetera, so that they are actually beginning to facilitate sustainable development within colleges and universities rather than either ignoring it or actually getting in its way.

Q113 Mr Ainsworth: So has it yet actually met?

Dr Johnston: The first meeting where it was agreed to go ahead happened on November 11.

Q114 Mr Ainsworth: And how many people are going to come along to these meetings? How big is it?

Dr Johnston: The rough number of bodies involved is about 15.

Q115 Mr Ainsworth: I think it might be helpful if we had a note from you on Signet, what it does, who is involved, what its remit is and what you expect it to achieve—

Dr Johnston: I can do that, yes.

Q116 Mr Ainsworth:—since you are the convenor, are you?

Dr Johnston: For want of a better word, yes.

Q117 Mr Ainsworth: I think that would be very helpful. Can I just move on to another point you made in your evidence which was where you say that in order “for people to do things differently, they need to have the right knowledge and skills”, and you say that that does not mean issuing reams of paper or new information, but offering personal tools which people can use. What do you have in mind?

Dr Johnston: What we have in mind is variations on the tools that were developed as part of the HEPS programme which was the guidance on how we would integrate sustainability literacy into higher education courses which was a methodology which we also used at a Defra workshop on the new Sustainable Development Strategy. In a nutshell, the thinking around that is to look at the learning objectives of the course as it stands and then with a team of the academics involved and future employers and students, to talk to them and say, “Well, how could you deliver those learning outcomes in a way which enables the students to appreciate the sustainability dimension to it and to

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be able to recognise what it is that they could do to come up with a more sustainable solution?” For example, if it were an engineering course, which is what we have most experience of, it would not just be a lesson on the civil engineering of bridge-building, but there would also be input from the employers who would be able to explain that in order to put a bridge up somewhere, there is a whole other social and economic set of criteria which the engineer who is involved in it needs to be aware of, so it is not changing what makes a good engineer, but it is just making a good engineer more sustainability literate.

Q118 Mr Ainsworth: So it is a kind of add-on to what is done already?

Dr Johnston: We try, if possible, to avoid it being additional in terms of what is taught and what is learnt in lessons, and it is more a change in terms of the way in which it is taught.

Q119 Chairman: Would you see it more as a foundation to that?

Dr Johnston: I would see it that were you able to instil the appreciation within a student that all problems and challenges have an economic, social and environmental dimension to them. Over time you would need to be more explicit about that less and less as you go through the course because it would become something which the students would instinctively understand.

Q120 Mr Ainsworth: But they would still need to be able to build a bridge?

Dr Johnston: Yes, absolutely.

Q121 Mr Ainsworth: I do not think I have quite succeeded in understanding what it is and why you describe it as a tool. It just sounds like a bit of additional curricular information.

Dr Johnston: Where it becomes a tool is that if it were curricular information, we would write it down and hand it out to whoever was running, for example, a civil engineering course. However, in reality, all civil engineering courses are slightly different and they have their own nuances, their own particular strengths and weaknesses, so what we would present to the academics running the course is a way of thinking about course development so that they were able to integrate sustainability literacy, so, within the nuances of their own course, they could think up ways that they would add different ways of teaching and elements of the knowledge and skills.

Q122 Mr Ainsworth: How widespread is the take-up of this technique?

Dr Johnston: It is relatively limited so far because it is a tool which is still in development. We have tried it on four or five universities on four or five courses. It is as prone as any other sustainable development initiative to the fact that the bodies that sit around the university are not tuned into either this tool or any particular tool for making the curriculum more sustainable, so the quality agencies and again the

funding bodies, *et cetera, et cetera*, are not in a position to help to encourage courses to become more sustainable.

Q123 Mr Ainsworth: So it is basically like so much else in that it depends on the personal interest and goodwill of various people running various courses in various academic institutions?

Dr Johnston: It depends on that, but also encouragement from on top, I would say.

Q124 Mr Ainsworth: And is that encouragement forthcoming?

Dr Johnston: Not yet, no.

Q125 Mr Ainsworth: Just leading on from there actually is the Tomlinson Report. We have had a lot of evidence from people who were frankly disappointed with the Tomlinson Report as it hardly referred to education for sustainable development. You seem to take a rather more positive view—why?

Dr Johnston: Because we are natural optimists, I suppose! We are pleased with the fact that the general blending, the more holistic approach of Tomlinson is something which we would applaud, so it is really in terms of its overall direction and the fact that it is so radical as it means that whoever is affected by it will be going through a change process and that is an opportunity to intervene and get sustainable development on to the agenda.

Q126 Mr Ainsworth: Yes, but it is an opportunity which will not be taken if it is not specifically required. That is the history of sustainable development, is it not, that it has to be made to happen in order for anything to happen at all and since Tomlinson has effectively blanked it out, I cannot see that your welcome optimism is actually justified?

Dr Johnston: I can only hope that you are wrong.

Mr Ainsworth: So can I!

Q127 Mr Thomas: As well as the formal education sector which we have been looking at, and Tomlinson is particularly concerned with post-16, of course we have also got the whole range of informal, what I think we call these days, “learning opportunities” or youth work, as it used to be. It seems to be a paradox that anecdotally at least these issues come out as ones that the public and young people in particular are interested in, the environment, sustainable development, saving the planet, as it were, and yet it does not seem to be embedded into informal learning at all, into youth work, into the opportunities that people have throughout their lives when they come across institutions in terms of learning. Do you have any idea why that is? Is it that the anecdotal evidence is wrong and people are not interested in these issues anyway or is it that the institutions involved in that sector just are not taking the opportunity to promote education for sustainable development?

Dr Johnston: My feeling is that generally it is the latter. With the institutions, again it is not a conscious decision not to promote sustainable development, but it is either a lack of awareness or a lack of capacity to be able to respond to the enquiries from students in a positive and meaningful way. Again you come back to building the capacity of the individuals within the education sector so that they are able to deliver on a demand which is out there, but not necessarily very clearly explained.

Q128 Mr Thomas: But can you give us any examples of an organisation or a project in that sector which is engaging people in informal learning and is at the same time getting their attention about some of these issues around environmental education or whatever? Can you think of any examples of where that is actually happening?

Dr Johnston: I suppose it depends on how informal you want to take this, but the example that I would give where it does work which the Forum is aware of is around our Masters programme where the Masters students are part of a formal process, but a lot of that formal process is about them doing work-based learning within different sectors of society, within government, business, media, et cetera. When they are in those situations, they are in effect in an informal learning process with the organisations they are working with and their supervisor becomes a mentor and a teacher in terms of sustainable development and capacity-building for them. Where you have that teacher who understands sustainable development, is doing it day upon day and really is able to help the students through, you get a fantastic learning experience. That would be a really good example, I would say, of that informal learning working well.

Q129 Mr Thomas: I should declare an interest and say that one of the students has been with me in that way, so I do not know whether he learned anything, but there we are, I accept the principle of what you are saying! Moving on to the Government and whether the Government is getting its message across because there is obviously a leadership role here, in your memo to the Committee, you did refer very specifically to “structural difficulties” that are slowing down or even, you said, “derailing” attempts to change behaviour. I just wondered if you could tell us a little more about what these structural difficulties are and why they should be even derailing attempts because when you use a word like “derail”, it suggests sort of an act of will rather than simply just a structural difficulty. It sounds like perhaps people are even taking advantage of structural difficulties in order to put barriers in the way of progress.

Dr Johnston: Can I ask exactly what phrase you are referring to?

Mr Thomas: The quote I have here is, “structural difficulties that slow or even derail attempts to translate any policy into changed behaviour on the ground”, and then you refer to “barriers”.

Q130 Chairman: It is page 2, the third paragraph, I think: “We are also aware of the structural difficulties that slow or even derail attempts to translate any policy into changed behaviour on the ground”.

Dr Johnston: Yes, sorry. I think what we are referring to there is what you might call the “project mindset”, or the “initiative mindset” within government and the feeling that if sustainable development comes along, that is something they may be able to put a little bit of cash behind and run as a project. Generally, my feeling is that that is not a great approach to any particular thinking that you want to achieve, but if there is one particular ambition that is completely scuppered by initiative and project thinking, it is sustainable development. Sustainable development is all about joining things up and it is all about doing things at the same time, and government joining up, as we all know, is a challenging agenda at the best of times, as is Civil Service joining up. That is what we are referring to as the structural difficulties. If sustainable development is going to happen, core funding streams need to be supporting it, core policy streams need to be supporting it, and the achievement of those core funding streams is very difficult structurally within government as it stands at the moment.

Q131 Mr Thomas: So you were really referring to the interest the Government has in specific campaigns rather than a holistic approach to the whole issue. Again I suppose I could ask you, in principle, what would you like to see put in its place to take away that mindset, but also are there examples even at government level where there is a more cross-cutting, holistic approach taken where you would say, “Look at what Defra is doing here and DfES is doing there”? Are there any examples where the Government has managed to get itself out of that straitjacket?

Dr Johnston: That is a loaded question! I think the guiding principle is that if the Government is actually very, very serious about it, then getting the message across becomes extremely easy. The difficulty that you have is if the Government is paying lip-service to a particular initiative, then people can tell they are trapped in a public relations exercise.

Q132 Mr Thomas: Is that what happens more often than not?

Dr Johnston: Well, it is easy to see examples of where it has worked well with things like drink-driving and I think you could put a case forward now that the Government’s position on smoking is now becoming so clear that people now very clearly understand what it is that they are trying to achieve as part of this process and then it is communicated to people. That is the way round that it should be, so the Government needs to be very clear about what it means by “sustainable development” in a very clear form and obviously we hope that the next sustainable development policy will clarify things a great deal and then actually get on with

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implementing it and meaning it and monitoring its own progress in a meaningful way. If it does that, then the whole communication task becomes very easy for them.

Q133 Mr Thomas: But where in that communication task does the Government in particular here change information where I think we can accept that the Government is giving out information, albeit maybe in a rather bitty way with lots of different websites which you have referred to as well and lots of different projects? The information is given out there with the idea that that somehow raises awareness and then people change their behaviour, but I think what you are saying is that that is not necessarily happening, so in what way could the Government, therefore, change behaviour if it is not about giving information? Governments are very cautious, are they not, about telling people what to do and they like to say, "Well, we'll give you the information about what would happen if you don't do this", but what about what happens if you do do this and they make you make your own choices? Is that not what the Government is trying to do even though it is a bit bitty, not focused and not joined up?

Dr Johnston: Yes, there does need to be clarity around communication, but there are other places where the clarity needs to exist, I suppose, and that is certainly in the policy framework. As I say, the sustainable development policy is a good start and the ideas within that need to find their way into all government policy streams. The Government also needs to be seen to be promoting the tools which enable people to actually change their behaviour and to move on so that people actually have the opportunity to do things differently.

Q134 Mr Thomas: What about the Government changing its own behaviour?

Dr Johnston: It needs to show a lead on that certainly. Government is potentially a place where a lot of innovation can happen in terms of developing those tools and then they can show the wider public how they should be used.

Q135 Mr Thomas: So would you say that they are showing that lead now or does the Government need to do more in its own procurement policy, its own behaviour and so on, its own leadership, if you like, in practical terms not just in information-giving terms?

Dr Johnston: I think we have probably all seen the recent report on progress on the Greening Government Initiative. I think it is fair to say that it is a mixed picture, but in policy terms the Government is nearly there, so even if it is not necessarily written down, it does state that it has policies. Where the next steps need to be, in my view, are that the resources need to be made available to actually begin that change. As I said earlier, the tools and the innovation need to be there so that people are actually able to do the

sustainable solution rather than find themselves trapped. Finally, the system needs to reward and recognise those people who have been innovators and changed behaviour. Currently, it does not really do the last three.

Q136 Mr Challen: Turning to resources, in general do you think there are adequate resources for ESD?

Dr Johnston: That obviously is a very difficult question to answer. Again it probably goes right back to the earlier questions from the Chairman, that if the Government had a very clear idea of exactly what it was that it wanted to achieve, so what does a sustainable development education sector look like, you could then plan backwards and say, "Well, okay, how much would it cost for us to change what we have got to do this?" That would be the approach that I would advocate, and I hope this Committee might ask the Government to give some serious thought to, because, in the absence of that, you fund the process without really knowing what outcome you might achieve from it. So it is impossible for me to give a figure.

Q137 Mr Challen: I notice from the memo from another organisation we are speaking to later that they thought the resources were actually dwindling and did not seem very confident that they would be replaced. In terms of the shift, do you see an increase or a decrease, and I am also thinking in particular about the Landfill Tax Credit and the impact that will have on ESD.

Dr Johnston: I think in the post-16 and higher education sector we see a lot of potential for the huge emphasis that is being put on the Government by leadership. I think we can see that the amount of resource that is being put into leadership within the education sector is also a resource that would benefit sustainable development, so there is real potential there, we feel, for that, as I understand it, extra resource which the Government is putting into the education sector under the leadership label, which is all about a better-managed education sector, and I think we would probably all agree that a better-managed education sector is one which is at least contributing to sustainable development, so the two agenda are compatible.

Q138 Mr Challen: Is this approach being welcomed generally because normally when we have leadership without extra resources, people get rather sceptical and get demoralised, thinking that perhaps this is not a real priority, just a rhetorical priority? It does occasionally happen in the sphere of politics, that this effect occurs.

Dr Johnston: Well, I think there is a fair bit of resource going into leadership. We have several new bodies, for example, HEFCE have a separate funding stream on leadership governance and management which they see as being compatible with the improvement of sustainable development within the sector, and the Council

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for Excellence in Leadership is looking at the integration of sustainability into leadership competences of senior management and there is money there for courses, *et cetera*, so there is good potential there. I think where the difficulty is is resource on the ground and the transference of leadership aspirations to actual difference within institutions and that, for me, is where the resource gap exists and is the widest. We are at the point now with DfES, but also with all parts of government, where we are actually looking at implementation and as of yet I am not aware of funding which has been made available for a meaningful implementation.

Q139 Mr Challen: You do not see any new options emerging for a secure source of funding for ESD?

Dr Johnston: I have not seen any.

Q140 Mr Challen: Can I ask what funding you receive from DfES?

Dr Johnston: In terms of the amount?

Q141 Mr Challen: Yes.

Dr Johnston: We are currently finalising it, but it is in the region of £50,000.

Q142 Chairman: If I could just press you on this issue of resources a little bit, I was interested in what you said about the need possibly to mainstream funding, but in terms of the money that is there currently, how does that compare

with the amount of money that is there for citizenship? Then of course we had the announcement today from the Government about money for sport and I heard very carefully when you said that if the Government wants to do something, it can really do it and make it happen, so how does that square with those other initiatives and how does the sustainable development issue compare with citizenship resources available?

Dr Johnston: I am not sure about precise amounts around citizenship, but it is clear that we are talking millions in terms of citizenship and in terms of sport tens of millions, whereas we are talking tens of thousands for education for sustainable development.

Q143 Chairman: So you do not see education for sustainable development having a kind of comfortable place inside those other initiatives, inside citizenship and sport, for example?

Dr Johnston: I do, definitely, and this is one of the tensions that we are constantly struggling with at the Forum, to what extent do we think that new funding is required to fund a transition of some sort and to what extent should we be saying that because sustainable development is something which everybody should be doing along core funding streams, it is just a case of changing the way that the money is spent and allocated rather than asking for more.

Chairman: Well, thank you very much for coming and giving evidence this afternoon.

Memorandum from Professional Practice for Sustainable Development (PP4SD)

INTRODUCTION AND GENERAL COMMENTS

The Professional Practice for Sustainable Development (PP4SD) Project is a partnership project involving the Institution of Environmental Sciences, the Environment Agency, the RSPB and The Natural Step. PP4SD has been working with professional bodies to support continuing professional development in sustainable development for the last six years. PP4SD develops materials, runs events, circulates a newsletter and campaigns for the inclusion of sustainable development in the professional qualifications and training programmes offered by professional institutions. (More information at www.pp4sd.org.uk)

Awareness of sustainable development has grown in both the public and private sector. This awareness has led to a demand from professionals for training on the implementation of sustainable development, across a wide range of sectors. This demand is not being fully met at the present time. PP4SD is applying for funding to continue its work beyond March 2005 when the current phase of the project is due to conclude. PP4SD is turning its attention to developing support materials for implementing sustainable development, with a focus on sustainable consumption and production.

There has been a shift in the approach of the private sector towards sustainable development with the increase in corporate social responsibility (CSR). Where CSR is practiced as an integrated approach to business (eg applying CSR values to core business decisions) as opposed to peripheral CSR (eg charitable giving), then CSR can incorporate and address environmental management and sustainable development issues. Similarly in the professional institutions there is a move through the Society for the Environment for a range of professions to come together to adopt an integrated, systems approach to sustainable development. Environmentalists should not be alarmed by this or by the emergence of education for sustainable development (ESD) as it is only by developing the understanding of social and economic issues that environmental issues can be fully addressed.

RESPONSES TO THE SPECIFIC QUESTIONS RAISED IN THE EAC PRESS RELEASE

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

The term ESD is still increasing its currency and is now recognised beyond the formal education sector in areas such as CPD and lifelong learning. It has yet to gain real resonance with the general public, but that is not surprising. The term is still relatively new. It is worrying to hear the EAC ask the question “has the environmental message been lost?” It rather misses the point about ESD. Many environmental organisations are concerned that the environment is some how diluted in sustainable development, equally there are as many social and economic organisations that feel the environment dominates in sustainable development and that social issues should be given more importance. The point about sustainable development is that it is the interaction between the environment and human social and economic activity that we need to understand in order to address the issues facing us. ESD is about giving importance to the inter-connections between the environmental, the social and the economic and not concentrating solely on their individual messages.

2a. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

Professional training is identified in the Action Plan and this is the area of interest for PP4SD. There have been changes in the last year and certainly an increase in interest about sustainable development. The most significant change in terms of professional training relates to a shift away from the need to make the case for sustainable development, this is now generally accepted and there is a growing demand for training on the implementation of sustainable development. The Action Plan is not responsible for this shift, but it has contributed to it.

2b. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

The Government has to recognise that if it expects the UK Sustainable Development Strategy to be effective it has to back it with significant resources to inform and educate the adults of today as well as the influencing the formal education system. Shifting established practices requires a long term commitment to professional development, skills development, training, working in conjunction with appropriate legislation and targets. We are seeing some success from this approach in waste management.

3. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

One of the aims of the 14–19 curriculum is to prepare students to make the transition into the world around them as adult citizens. The world is a complex of interacting environmental, social and economic systems. The curriculum should reflect this. ESD is not a separate subject, all subjects, both vocational and academic should be made to place their specialised learning in the wider context of its application to the wider world—local and global systems.

4. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

ESD demands a more integrated approach to the curriculum and to the management of schools. There is little evidence that the DfES has adopted such an approach, if it had it would manifest itself through Ofsted’s inspection framework and although this is under review there is no sign of significant change.

5. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

The Government should be doing more to deliver ESD through informal learning. The importance of climate change has reached most sectors of society, but people want to know more about it and what action they can take as individuals. There needs to be well resourced sustained programmes rather than a succession of short lived, disconnected high profile campaigns that generate little long term systemic change.

6. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

This question should be concerned with ESD rather than environmental education. There are some initiatives at regional level but these vary across the UK and often lack political and financial backing. Wales is seeking to integrate ESD along with global citizenship into all of its teacher training courses with some financial backing from the Assembly. Scotland has adopted the EcoSchools programme as a standard for Scottish schools.

7. *Are there sufficient resources available to deliver the government's commitment to education for sustainable development?*

There are insufficient resources available, Government as a whole does not recognise the shift in approach that is required to implement ESD by long serving educators who are still wedded to established thinking and practices.

November 2004

Witnesses: Mr John Baines, Chairman, PP4SD Project, and Mr Glenn Strachan, Programme Manager, the Professional Practice for Sustainable Development, examined.

Chairman: Welcome. I think you have sat in and heard some of the comments, and we want really to explore further your views about education for sustainable development and the whole concept.

Q144 Mr Challen: You have heard Forum for the Future and indeed in your own memo you believe obviously that "ESD" is still a very relevant term and a very important term and is now recognised beyond the formal education sector. However, some people who have contributed to this inquiry have actually said that it does not have a lot of currency and never did in the first place, so I am just wondering what your response would be to that.

Mr Strachan: We have been working mainly with professionals and mainly through the professional institutions, and that is where this project PP4SD is placed. I would also say that both John and myself work full-time on a range of different projects outside PP4SD as well. That is the main project we are working on, but our responses today may well be drawing on our other experiences as well.

Q145 Mr Challen: Can I just ask you what you mean by "professionals" because clearly in the education sector there are a lot of professionals from the Civil Service to teachers to—

Mr Strachan: It is a very broad term. We have been focusing on members of professional institutions, so, for example, the Institute of Civil Engineers, the Royal Institute of British Architects, planners and waste and energy people and so on, but people who actually belong to professional institutions. That is where the project has been focused, but I realise it is a broader term and certainly we would look on lecturers, teachers and so on as professionals as well, and most of them do belong to one form of professional institution or another, so it is primarily, from our point of view, members of professional institutions.

Q146 Mr Challen: Have you any idea then of any particular group of people or professional body that perhaps is less interested or not focused on ESD compared to another? Is it something which is really gripping the imagination of some and not others?

Mr Strachan: It is probably easier to point to the ones that are more gripped by it in the sense that we have had very good responses from the engineering sector, the construction sector, waste, energy and water, as you would expect. We have more recently engaged with professional institutions in the financial sector with mixed responses. Certainly the Institute of Chartered Accountants for England and Wales, for example, has just produced a very interesting report addressing issues to do with sustainable development. We have also been working with professionals in the land-based sector, people like the British Institute of Agricultural Consultants, the British Institute of Agricultural Engineers and again you may well expect it from the area in which they work that they would be very interested in sustainable development anyway. With regard to those who are less interested, we can really only speak of the ones we have engaged with.

Q147 Mr Challen: In your memo you have made narrow reference to the environmental message being in the ESD and perhaps being obviously for us quite an important part of it. I wonder if you could just expand on that a bit. Is our environmental focus, do you think, a little bit too heavy. You say we are missing the point, so I guess you must?

Mr Strachan: Well, the point we were trying to make there was that the environmental focus is extremely important, a hugely important factor of sustainable development and environmental education is, therefore, a hugely important part of education for sustainable development. However, as it says in the evidence there, to actually address some of the complex issues of climate change and various other of the complex issues with which we are faced and which professionals face, you need to see how that information, those skills which are associated with environmental education fit within the broader

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context, so I think it is safe to say that we are limited ultimately by our environment and our natural resources and natural cycles and within that with our very active social systems, economic systems and so on, but they have to operate within that larger environmental system, so obviously the environmental message is very, very important indeed, but we will never solve some of those complex issues without being aware of the social messages and the economic messages.

Q148 Mr Challen: You do not think that there is a possibility of the danger of losing sight of the environmental message though by broadening the definition too much to allow the economic perhaps to become dominant rather than the environment?

Mr Strachan: This is where perhaps I was trying to make the point by saying that we were missing the point. We are the product of the reductionist education system where we focus on one particular subject, a particular profession, whatever, actually to get in-depth knowledge, and I think that is very important and that will always continue, but actually we live in a very complex world and the issues we face, our everyday life is engaged with very complex situations. Many of the problems that we are facing are as a result of being perhaps too narrowly focused on economic issues or possibly even in some cases environmental issues, but it is getting the balance that is important. From our perspective, we would suggest that the whole point of education for sustainable development is seeing the interrelationships between all of these things and yes, we must not lose the environmental message, but in order to step forward and to make a real impact on some of the issues like climate change, we must have that broader perspective, and that is what ESD is trying to achieve.

Q149 Mr Challen: Having read your memo, there seems to be a distinction between environmental education and ESD which is maybe a distinction that you do not want to make, but may I ask you what the relationship is?

Mr Strachan: Well, I am quite happy to talk about that, but I do not know how much time we have got! There are various forms of environmental education. For example, if we step back a few years, the Government back in the early 1990s issued guidance on environmental education which identified education about the environment, about the knowledge of the environment, about education through the environment, going out to experience it and getting an appreciation of the environment and taking action, education for the environment. There are different forms of environmental education as well as contested forms of education for sustainable development. I would say that all of those forms contribute in various ways to education for sustainable development and I would say that there are lots of examples of environmental education and education for the environment which are almost indistinguishable from what people would call “education for sustainable development”.

Q150 Mr Challen: Last week Groundwork told us that, “We have not had the leadership and the resources behind education for sustainable development to really put it at the centre of an educational agenda”, and that, “DfES needs to embrace the term, ‘ESD’, and place it at the centre of the agenda rather than at the margins”. In your view, is DfES really providing sufficient leadership in this area or could they do a lot more?

Mr Strachan: I think that you can always do more obviously. I think the Action Plan was a major step forward. We are speaking primarily from the project, the PP4SD Project, which looks at how to get sustainable development education or help to professionals and so on, and I would certainly emphasise the need to address initial teacher training and in-service training for teachers to help put this at the centre because it is people that make the difference in the end and teachers need leadership. It says in our evidence that if DfES were taking it seriously, it would be up there in terms of Ofsted inspections and perhaps linked into funding in a much more central way, and they would show leadership by setting up initiatives in that way. In Wales, there is an initiative to develop training of lecturers in all of the eight teacher training establishments in the country and that is being done through the ESD and GC Panel in Wales.

Q151 Mr Challen: Do you think Defra should be doing more as well?

Mr Strachan: In relation to?

Q152 Mr Challen: In relation to ESD.

Mr Strachan: Generally speaking are we talking or focusing on schools?

Chairman: And not just in Wales.

Q153 Mr Challen: Defra’s Environmental Action Fund has lost its education criteria, for example, to DfES. Do you think that was a good move?

Mr Strachan: That is very pertinent to us.

Mr Baines: In the past it is Defra which I feel has taken the lead very much on these educational matters and I think it is quite encouraging that DfES is taking much more of an interest now, and our funding for the professionals¹ has always come through the Environmental Action Fund, so we are somewhat worried after what you have just said about education being left out of that because that is what our project is all about and they have funded us for the last six years. The fact that we have been invited to go and see DfES in January suggests that they are taking more of an interest and hopefully this will enable us to bring the initiatives together in a more holistic and coherent way.

Q154 Mr Challen: Do these changes affect your work programme at all? Do they threaten anything in the near future or is it going to be a blip that you can get around?

¹ Professional Practice for Sustainable Development.

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Mr Baines: It will do because we are coming to the end of phase two of our project and we have submitted an application with a proposal for phase three which is in 2005, but of course we have not heard anything yet.

Q155 Mr Challen: That starts in April presumably?

Mr Baines: Yes.

Q156 Mr Ainsworth: You said just now that the Action Plan was a major step forward, but actually in your written evidence you are pretty lukewarm about the Action Plan. You talk about the way the training agenda has moved forward a bit, but you say that the Action Plan has not actually been responsible for that. Is there not a bit of a contradiction there?

Mr Baines: If you are starting from very little, then it represents a major step forward, I suppose, but its significance is that one is hopeful that it is going to realise the potential and that the various discussions going on will help that.

Q157 Mr Ainsworth: What we asked in the question we sent out was whether there had been any immediate benefits.

Mr Strachan: This project focuses on trying to get continued professional development out to professionals and the training of professionals was mentioned in the Action Plan, so we were quite pleased to see that. In terms of actually moving things forward with DfES, no, there has not been in the past twelve months since the Action Plan has come out a great deal of movement from our point of view. We have a meeting coming up in January, as John just said, with DfES and we hope that things will move forward there. In terms of the responses we have been getting from the people we have been working with and talking to and so on, it does seem that there is a change over the last four or five years from, when this project started, having to make the case for people to be interested in sustainable development and to want to know more about it and so on to professionals feeling that they need to know about it and they want to know what they should be doing about it.

Q158 Mr Ainsworth: And this is the growing demand for training which you mention in your memorandum?

Mr Strachan: Yes.

Q159 Mr Ainsworth: Are there any particular sectors where this demand is coming from?

Mr Baines: Well, we have been working with particular sectors. When we started the project, we worked with engineers, chemical engineers, electrical engineers, waste management, and there is a list here which we can leave with you, if you wish. Since then, we have expanded it and in the second phase we went to the financial institutions and the financial professions and the land-based sector, and both in phase one and phase two we have developed a model of working. These people are interested, but not quite sure what it is they should be interested in,

so it starts with a dialogue and we are trying to explore the concept of sustainable development, what it means to them in their profession, and then what are the implications for their members as regards their training and particularly in either their initial training if they are in institutions of higher education or, if they are already working, for their continuing professional development. They have shown an interest in that to the extent that they have been willing to co-operate with us, to give up their time, and in some cases they have put some money into it, but usually it is a question of quite a considerable amount of their own time which they put into the development of it, so by the end of the three years we come out with some training materials which have been tested with their members, sometimes within a professional institution and sometimes within their places of work. For example, we were just working on Friday with all the graduate intake of Barclays Bank, with the financial sector, the possibility of giving master-classes for some of the people higher up in the institutions and so on².

Q160 Mr Ainsworth: Do you charge?

Mr Baines: Yes, it depends. It is part of the development phase that it is paid for by the grant which we get, so all the development phase is paid for in that way and they make their contribution by giving their time. When we do Barclays Bank, for example, that has now moved on from the development phase and this is a specific course which we negotiate with them and they give us some money to do it, and this helps us to get the matched funding to go with the Defra grant.

Q161 Mr Ainsworth: So really we could measure the success of your efforts by looking at your fee income, could we?

Mr Baines: No.

Q162 Mr Ainsworth: Why not?

Mr Baines: Because we are trying to emphasise the development stage and then we put the stuff³ out into the public domain, so we do not set ourselves up as a consultancy to compete with others, but we do have to earn some money, but that is not the primary objective; the primary objective is development.

Q163 Mr Ainsworth: A couple of times you have mentioned waste as an area where you think there has been some progress. We have done a lot of work on waste over the years and recently had a sub-committee looking at environmental crime, fly-tipping and all of that, and also we looked at the levels of awareness, particularly amongst smaller businesses, of environmental regulations and waste regulations, and essentially found that there is an extremely low level of awareness, so it did not strike us as a particularly good model to talk about progress.

² The master classes are in addition to the Barclays training.

³ The materials and information about the learning process.

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Mr Strachan: Well, I think you have touched on the important factor there when you talked about small businesses. Naturally, we have found it easier to engage with people who are working for larger enterprises who have an opportunity very often to come along to courses more easily than if working for a small business with only a few employees. Indeed we have developed a proposal, which we hope we will be able to get some support for, for our third phase of the project to specifically look at small- and medium-sized enterprises and how best to engage with them because we are very well aware that it is very difficult to get the message out there and actually to engage with the professionals. There are a lot of professionals who do work within those small and medium sized enterprises. It was brought home to us very much working in the land based sector which is full of very small and medium sized enterprises. It is about innovative ways to reach those people and engage them in the debate and training and get information to them. We have been working with LANTRA who have developed quite a lot of online technology that will work even down a telephone line and just a 56K modem. That will work interactively to get that information out there. How successful it will be I am not sure but we have another meeting in January with LANTRA to explore how our materials could be pushed out further and wider.

Q164 Mr Ainsworth: The difficulty is you can set up as many websites as you want. We are not short of websites in this particular sector, but you still need the farmer to say, "I am going to check the environment website today just to make sure that I am keeping up to scratch." It just does not happen.

Mr Baines: This is a training model. It is slightly different. You have to provide some incentives as well to do it. Legislation is something they have to learn about and apply. This may be one way that we can say, "If you follow this course it will help you apply the legislation to your particular activity."

Mr Strachan: It is definitely not about looking at a website. It is about a method of delivering training and the person first of all needs to say they want to find that information out and do that training. One of the ways forward is what is referred to now as the blended approach, where you have localised meetings combined with online training.

Q165 Mr Thomas: I wonder if you could give us your view of the Tomlinson report and what impact that may have on education for sustainable development? The memoranda we have received are split on the matter. Where do you come from on this?

Mr Baines: I do not feel qualified to respond on the Tomlinson report that, as I understand it, is more to do with the school based sector. Although I have an opinion, it is not a very well informed opinion and I had better not say anything.

Mr Thomas: It might be worth venturing it.

Q166 Chairman: You must have some idea because if you are involved with the HE sector and so on that is what happens, what goes before and predetermines the material that you have that comes through. I think we would be interested in pushing you a bit further on that one.

Mr Baines: Give me some time if Glenn has something he wants to say immediately.

Mr Strachan: I spend about two to three days a week working on the PP4SD project but I do work on other projects including the London South Bank Education for Sustainable Development Masters Programme. I am a former school teacher as well so I take an interest in it. I would support the points that are made in the memorandum. Having taught 14 to 16s, having taught through old-fashioned City and Guilds programmes at that age group towards A levels and so on, I welcome anything that broadens the education that that age group receives and anything that brings the education closer to what young people experience and will experience when they move into the outside world of work. It is positive from that point of view. With regard to education for sustainable development, I am firmly of the view that it is not a separate subject and that the way to introduce it is, as I said in the memorandum, through the subject areas. We need the reductionist approach to education in order to get the depth of knowledge in certain areas, but that has to be put in context, showing young people how that information relates to the world out there and interrelates to all the other things that they are learning. It does not say in the Tomlinson report how that is going to happen. There will inevitably be the argument that has been around for a long, long time that if you broaden young people's education between 16 and 18 they will not have the same depth of knowledge in specific subjects that they would if they just take three A levels and particularly if they take maths, further maths and physics and go on to a degree in maths or physics. Obviously, they are going to have a very strong knowledge to start with and there will be, no doubt, comments from higher education talking about the depth of understanding that people have in specific areas. That has to be open and acknowledged right from the start but hopefully those young people will know how to apply the knowledge that they do have more effectively. What I would really like to think is that they know how to learn more effectively and take responsibility for their own learning more effectively. This all comes back to approach and methodology in education and that is where I would like to see the changes taking place. There we are back to initial teacher training and in-service teacher training.

Q167 Mr Thomas: Thank you. You have answered my next question as well to a certain extent. The reason I asked you that is that we did an inquiry like this about three years ago in 2001–02 and the DfES have come back to us this time round saying that all these improvements have happened in the

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curriculum around education for sustainable development since then. I have the impression from your memorandum that you had not really seen that. Also, in what you said in your memorandum and what you have said now, you really want to see this much more integrated approach. I wonder if Mr Baines can add a little bit to that now.

Mr Baines: I agree wholeheartedly. We have had this argument ever since I have been working in environmental education which is now getting on for 30 years: should it be a separate subject or should it be integrated? That argument is finished. It must be integrated, but there is some content which you want to be spread across there. There are some basic things which one must learn. My own view is that sometimes when I go into schools I could be there myself and find it extremely familiar with what I had in my own education. Some of the technology may have changed. I have not seen too many blackboards these days, but the atmosphere, the methodology, what is happening in schools seems to be very much the same as when I was there, when I was bored stiff. I feel it is the system that is not going to be changed. When we talk about education for sustainable development, we are thinking of the education system as well as the subject matter, the skills and everything else, but it is how it is delivered. It is this much more participatory approach, where people are involved in setting their learning agendas and so on. That is what I am perhaps disappointed in, that we are not seeing that move forward into the organisation of the education itself.

Q168 Mr Thomas: This is what you meant when you referred to long serving educators who are still wedded to established thinking and practices, I assume?

Mr Baines: Yes, something like that.

Q169 Mr Thomas: You mentioned in the earlier evidence you gave about the work of the Council for Leadership in running sustainability courses. Is that the sort of way we need to tackle these established thinking and practices? Is “established” another word for “hidebound” in that context? Is it working with these people to change their thinking? It is not simply about resources?

Mr Baines: It comes back to the approach which we adopt in our own training. It is a participatory approach. You have to use people’s experience and knowledge in their own professional area and their own interests and so on. Our job is really to facilitate with some input of thinking about sustainable development. When we say that, it is the systems thinking, the joined up thinking, to look at things in a different way. You are not sure what is going to come out of it because they are going to look at problems in a different way and come up with different types of solutions.

Mr Strachan: Coming back to the work we are doing with the PP4SD project, it is about being inter-professional, getting people from different professions together so it mirrors what is going on in the outside world, enabling them to see issues, problems, from other people’s perspectives so that

they are not creating a solution as an engineer that is going to create a problem for a waste manager. They are getting the bigger picture. We are not engineers; we are not architects. We work with these people to try and broaden their perspective and help them to recognise that there are other perspectives on what they are looking at. They should not simply look at it as an engineer but as to what the impact of their activity is going to do to other professions and so on.

Q170 Mr Thomas: You would think therefore that there may be more scope within the informal learning sector to be doing this because you do not necessarily have the established work practices and it should be perhaps more participatory. You suggest however that that is not happening but I wondered if you could give us any examples of the sort of things happening in that informal sector that are good practice or any analysis as to why that is not happening in a sector that surely should be naturally a bit more participatory based in that way.

Mr Strachan: Which sector?

Q171 Mr Thomas: Just informal working in general, the learning opportunities people come across in their work place or within the voluntary organisations they are involved in. There are different ways of delivering education for sustainable development. It does not all have to be formal. Learning opportunities can be people going to the WI and finding a different perspective of what is happening in their community.

Mr Strachan: People are most engaged when they are doing something important to them or purchasing things. You can think of farmers’ markets. Look at the sort of education that might go on there about food, for example. I do not know how it could be done but I think there are tremendous opportunities to inform people about this agenda when they are purchasing electrical appliances? What does A + + really mean? Not only what does it mean but what effect does it have? People are encouraged to recycle but how often are they informed about the whole loop? They might be told that they are preventing things from going to landfill but what about the energy they are saving in glass production if they recycle their bottles and jars and what is the knock on effect with climate change for that? Unfortunately in some respects and fortunately in other respects, the climate change issue has the potential to break through to a huge amount of people in terms of knowledge in this area. A few months ago I was doing some training of sales staff in a particular organisation on sustainable development. I gave them some things to rank including job creation. I did four or five groups and they all rated climate change as their highest concern. I was in one sense pleasantly surprised. Obviously it is not a good situation but I think the message on climate change is reaching out to people quite significantly. There is an opportunity there to build on that concern and do something about it. When people buy houses or cars there are all sorts of opportunities to inform and educate them.

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Q172 Mr Thomas: People all experience the weather, of course.

Mr Baines: Yes. Unfortunately, you need something to underpin what they are learning when they go there. I think it is a great opportunity for them to start putting into practice some of the things which they have learned elsewhere because otherwise there is a huge misunderstanding. They talk about this only producing so much carbon dioxide; therefore, the ozone layer is going to be okay. In other words, a lot of the issues get mixed up and that is just on environment. When you start mixing it with fair trade, sweat shops and things like that, it all becomes a bit difficult for them to deal with. What I have not yet worked out is how you provide them with a basis of knowledge and skills which they can use in the situation when they go to buy the fridge or their new car. How can you get them to link it to their own values? When we were having this course on Friday, we found people had one set of values when they are at home. They are a very good member of the RSPB or something else and then they come to work and they are willing to leave those values at home and apply these other values when they get to work which are to do with the banking industry. We have to get the best deal we can from the cleaners; it is not our responsibility. We will give it to the lowest contractor. They do not understand their own schizophrenia.

Q173 Mr Thomas: That could be applied to the government and the House of Commons as well. You have made very clear in your evidence that regional initiatives have been very patchy in England and you have contrasted that, favourably or unfavourably, with what is happening in Wales. Also, you mentioned a couple of initiatives that happened in Wales during your evidence this afternoon. Obviously I am interested in that and I think we all are because of the difference that has been achieved in Wales through devolution and education in particular. Is there anything that you could point to which explains why Wales is doing significantly better than England and particularly the regions within England? Do you work in Wales?

Mr Strachan: Rwy'n byw ym Mhenwch. Wales at a policy level and structurally is getting things into place. There is a huge amount of work to do to bring that home to grass roots level and to see

change on the ground. My opinion is there is probably a lack of capacity to deliver the good initiatives and leadership that are being shown in the Assembly. The Assembly has adopted the policies and set up the committees and panels to follow that through and is developing an action plan to deliver on lots of areas of sustainable development including education.

Q174 Mr Thomas: Is that duty for sustainable development what you see as being the core difference?

Mr Strachan: That is what I feel, yes.

Q175 Chairman: I would like to thank you for giving evidence this afternoon but there is one final query. It is whether or not you have a dialogue with Defra or the Environment Agency and others, given the work that you do, on the outcomes of your work so that in a way what you are doing can be shared right across the board. If you do not have that dialogue with them, would it be helpful to have it and is there any way you could let us have the details of what you are doing there?

Mr Baines: The Environment Agency is one of our partners so we have a continuing dialogue with them and they are very supportive with us. With Defra, we do not have the dialogue quite so much but, yes, there is a dialogue and it would be helpful if we had more dialogue.

Mr Strachan: We have had a dialogue on the land based sector initiative with Defra.

Q176 Chairman: We are just interested in how we can share what is obviously best practice. If there is anything further on that, perhaps you could let the Committee have it in written form. That would be helpful.

Mr Baines: We did bring along the courses which we set. If those are of use to you, I am very happy to leave them here.

Q177 Chairman: I think that would be useful.

Mr Strachan: All our work is in the public domain and part of the measure of its success is that we have done quite a few train the trainer courses and people can take it away, adapt it and make use of it as they will.

Chairman: It was just Defra and the Environment Agency that we are particularly interested in. Many thanks.

Memorandum from Global Action Plan

1. INTRODUCTION

1.1 Global Action Plan welcomes the opportunity to contribute to the Environmental Audit Committee's inquiry into the Government's progress on Education for Sustainable Development (ESD). Global Action Plan is an independent environmental charity that provides practical guidance to support sustainable development through a mix of facilitated behaviour change programmes based on measurable achievements, and the promotion of sustainable lifestyles through web and paper-based publications.

1.2 We belong to an international family of Global Action Plans which follow similar programmes, each tailored to its specific cultural context. Global Action Plan UK began in 1993 and over the last 11 years has developed a wealth of experience about how best to support changes in everyday behaviour to work towards environmental sustainability.

1.3 We achieve behaviour change by:

- expressing ideas and information clearly;
- promoting realistic, positive, simple actions with measurable effects;
- encouraging social interaction through support and feedback;
- demonstrating that individuals and small groups can make a real difference; and
- evaluating our programmes to improve their effectiveness.

1.4 Global Action Plan has a number of carefully structured programmes that engage citizens in ESD.

- Action at School works with secondary schools to improve their environmental performance.
- EcoTeams are small groups of six to eight households who work together on ways to change their consumption practices.
- Small Change addresses healthy eating and affordable consumption.
- Community Energy engages low-income households in energy efficiency practice, focusing on simple behaviour rather than installing expensive new equipment.
- Environment Champions enables companies to improve their environmental performance by actively engaging employees.
- We are a lead partner in EnVision, a programme delivering cost-saving environmental guidance to small business in the SW of England.
- We publish Ergo, the UK's leading green lifestyle magazine.

2. SUMMARY OF RESPONSE

2.1 The year since the launch of the Department for Education and Skills' Action Plan for Sustainable Development has seen some welcome new developments in ESD. These include the Sustainable Development Framework section of the DfES Teachernet website currently under development and the reinstatement of the Environmental Action Fund. However, Global Action Plan is concerned that the Government's approach to ESD lacks coherence, remains critically under-resourced, and is not taking on board lessons learned from past experience in implementing ESD.

2.2 At the policy level, in terms of both the DfES Action Plan and the UK Sustainable Development Strategy that is currently under review, we feel there is a need for a coherent policy programme that recognises the importance of informal learning and commits itself to engaging people in a meaningful way that leads to lasting learning. This commitment to innovation will require adequate and dedicated resources, particularly given the loss of other funding sources such as the Landfill Tax Credits scheme.

We respond most fully to those questions, and those elements within the Government's ESD programme of work, which address engaging people in the more informal types of ESD, as Global Action Plan's remit and areas of expertise are not primarily concerned with school curriculum or the environmental management of the DfES estate.

3.1 *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

3.1.1 Like sustainable development, Global Action Plan does not believe that ESD is a term which resonates with people's daily lives. Perhaps even more than sustainable development, ESD is a concept which has had difficulty making the transition from academic and policy circles and into the public realm. In our experience in the informal sector, working with members of the public who are actually engaged in the process of learning, phrases like "taking action for the environment" or "achieving environmental and social objectives" hold more sway.

3.2 *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

3.2.1 Global Action Plan welcomes the Sustainable Development Action Plan, and commends DfES for leading on its implementation. The Plan sets out important and challenging points for action. In terms of "immediate" achievements, the DfES is launching, after consultation with the voluntary sector, a dedicated section of the Teachernet website, and has developed an Action Plan for travelling to school.

3.2.2 However, these developments represent very limited concrete results of the Action Plan. Very little has been done to support the development of ESD within schools, and even less to support the delivery of ESD by the voluntary sector. Funding for NGOs that support ESD within both formal and informal sectors has dwindled, and with no evidence of emerging funding sources, support programmes for ESD are likely to disappear.

3.2.3 The loss of landfill tax credits for education projects has been particularly damaging to the voluntary sector's ability to promote ESD. With access to this funding source, our Action at School programme has helped 143,000 students to make 145 schools measurably greener, making it the largest green secondary school programme in the country. For example, 111 schools have diverted 41% of their waste from landfill, while 20 schools have cut their energy bills by an average of £9,435 per year. The programme peaked in size last year, with nine staff delivering projects in 50 schools. With the loss of the landfill tax credit scheme, we now have only three members of staff working on school projects. This is a significant missed opportunity for Global Action Plan to build on the programme's successes and contribute to furthering ESD in the UK.

3.3 *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

3.3.1 Changing people's patterns of behaviour with regards to consumption and the environment is recognised as key to achieving sustainability, and ESD will be essential to stimulate this process. The UK Sustainable Development Strategy should therefore include the full suite of tools available to facilitate ESD, including market interventions such as green taxation and eco-labelling. These tools are necessary for Government to set the right policy framework. However, we believe that setting the right policy context is necessary but insufficient in achieving more sustainable practices.

3.3.2 A similar argument can be made with regards to the distanced, information-based means of awareness raising that have dominated Government attempts to promote more sustainable behaviour. Studies of such campaigns have repeatedly shown them to be ineffective at creating behaviour change in the face of complexities and entrenched consumption patterns.¹⁰ There is now a shared recognition that raising awareness does not equate to changing behaviour.

3.3.3 What is needed to support environmental learning are more in-depth programmes that go beyond information provision, that offer higher levels of individual engagement and involve facilitated social interaction.

- All of Global Action Plan's programmes work with groups of people. Benefits of working collectively include: shared and strengthened commitment, a questioning and challenging atmosphere conducive to creativity, and the provision of support among team members. Working in groups overcomes the sense of futility many people feel when faced by the vast scale of environmental problems. Setting up groups also reinforces new, more sustainable habits by providing a kind of "peer review."
- Facilitation and training is necessary for groups engaged in behaviour change. Our facilitators provide information to the group on different strategies for reducing environmental impacts, motivate team members when morale flags, and help the group to pace their efforts.

3.3.4 These programmes, while very effective at stimulating lasting learning and behavioural changes towards environmental sustainability, are highly time and resource intensive. The Sustainable Development Strategy therefore requires not only a policy commitment to these types of programmes in achieving informal ESD, but also a recognition of the need to provide adequate resources for their successful implementation.

3.4 *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

3.4.1 Although documents such as the DfES response to the last EAC inquiry into ESD indicate that the Government in principle recognises the critical importance of informal learning, concrete activity and resourcing in this area have been inadequate. For example, in regards to work-based learning, the Government's commitment through the Carbon Trust to helping businesses to reduce carbon emissions relies on technological solutions rather than encouraging social learning and behaviour change.

3.4.2 However, we commend Defra for reinstating the Environmental Action Fund (EAF), with the specific remit to support groups that encourage sustainable consumption and that attempt to make sustainable living attractive to consumers. This source of funding will encourage innovation in behaviour change initiatives such as Global Action Plan's EcoTeams programme, which both DfES and the last Environmental Audit Committee (EAC) inquiry recognised as successfully promoting ESD at the household level. We have applied for EAF funding for EcoTeams which, if successful, will allow us to carry

¹⁰ Burgess, J *et al* (2003) "(Un)sustainable consumption," in Berkhout, F, Leach, M and Scoones, I (eds) *Negotiating*.

out the EAC's 2003 recommendation to pilot EcoTeams across diverse communities. The EAF's recognition of the importance of aspirational factors in motivating behaviour change should also be commended. Global Action Plan's response to this is to re-invigorate and expand our sustainable lifestyle magazine Ergo which, if our second EAF bid is successful, will reach more people with its practical yet aspirational advice in 2005 as a monthly rather than quarterly magazine.

3.5 Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

3.5.1 We are very concerned that Government is not "learning the sustainability lesson" with regards to environmental communications directed towards the public. Academic research, NGO experience and Defra's own review of sustainability communications have demonstrated conclusively that information provision and large-scale awareness-raising campaigns are insufficient to motivate more environmentally sustainable behaviour. Nonetheless, Government continues to fund initiatives such as the WRAP Recycle Now campaign, which is exactly the type of distanced information-based initiative which has been proven to be ineffective. We find this confounding, given that Defra has committed to replacing the approach of campaigns such as "Are you doing your bit?" with a more strategic and targeted approach. This is an area in desperate need of innovation, and apart from the potential that may be realised under the new EAF-funded initiatives, Government has failed to provide the necessary support.

3.5.2 There is a lack of coherence in Government's efforts to promote ESD at the local and regional levels. With the current emphasis on devolution overall, and Government's channeling of funding to Regional Development Agencies in particular, these regional bodies are becoming ever more important players in the delivery of ESD. However, there is little evidence to show that RDAs and other local agencies have adequate knowledge of and commitment to ESD. Central Government therefore has a responsibility to ensure that ESD is on the agendas of such local and regional delivery partners.

3.6 Are there sufficient resources available to deliver the Government's commitment to education for sustainable development?

3.6.1 DfES has explicitly stated that it does not intend to introduce new resources to fund the delivery of its Action Plan, and, in terms of broader sources of funding, EAC has suggested that "realigning current priorities" might be adequate to implement Government's ESD work programme. We do not feel that existing resources provide adequate investment in ESD, particularly given the loss of the landfill tax credit scheme. The newly EAF has not replaced the level of funding provided in the past by this scheme. This has led to a net loss of resources for the voluntary sector, which has been acknowledged as a key player in delivering ESD, the reversal of which will be critical to the success of ESD in the UK.

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Witnesses: Mr Trewin Restorick, Director, and Ms Alexandra Woodsworth, Environmental Communications Officer, Global Action Plan, examined.

Q178 Chairman: Thank you for coming to the Committee this afternoon and sitting in on the previous evidence. We want to turn from the profession to the sharp end which I know is where your organisation is. In the evidence you have given us, you have said that ESD is not a term that resonates with people's daily lives and that you are well placed to know exactly what terms do resonate with people's daily lives. Can I ask whether or not you feel there is any way that we can sell the sustainability message if it is the case that we are not really getting the message across at the moment?

Mr Restorick: If education for sustainable development has lost its currency, you could ask did it ever have a currency in the first place to lose. It does not have any resonance with the general public, we feel, and the environmental message has been lost. We can back those claims up in a number of ways. Sustainable development is such a nebulous term that there are many escape routes that people can charge down to avoid the full environmental implications of the message. We have sustainable

airport policies or various other policies which are claimed to be sustainable development policies and it is questionable whether they are, because of the financial component. Because there is a lack of political will behind the whole thing, people charge down the escape routes.

Q179 Chairman: How do we sell it?

Mr Restorick: We have found the way that students and households understand the messages is by talking about things like environmental limits. They understand the capacity of the earth, for example. They understand specific environmental activities. If you go in on those specific environmental issues, people very quickly start to make the other connections and understand the financial and social connections, which are all part of education for sustainable development.

Q180 Chairman: How does the government do that?

Mr Restorick: By being more explicit about what it means and would like to see in terms of policy and change. We heard about climate change and the fact

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that people are seriously concerned about it. We know that we have to reduce carbon dioxide emissions. People understand that when it is put in those basic terms. They also understand that by doing that there are financial and social implications. They start to work through those things but by being explicit, by saying, "We cannot continue to consume carbon dioxide at the rate we are", people understand that. People understand that there is a limited amount of holes in the ground we can continue to put our waste in. They understand the financial implications of transporting it further and the social implications of having a landfill in your nearby area and the social implications of incineration. People make the connections if they are given a specific issue to concentrate on. People understand about finite water resources. People understand about fair trade issues but you have to be specific. The trouble with education for sustainable development is that it is so nebulous and it is in the interests of quite a large number of players to make sure that it maintains its nebulous status so that they can slap the title on the many things that they do and feel that they have addressed it.

Q181 Mr Challen: Can I ask about your magazine, *Ergo*, which I think was fairly recently launched and whether you have done any leadership research to see whether you are hitting the new audiences that clearly it is designed for?

Mr Restorick: It has had more relaunches than the government. It is reaching the 18 to 30 age group predominantly and it is reaching predominantly women in the 18 to 30 age group. All the research that we have seen on environmental issues shows that that is one of the hardest target groups to hit. We feel it is hitting a new audience. We have evidence that people buying it are shifting some of their purchasing habits towards things like green energy. To really embed long term behaviour change, we still feel that you need people to participate in social groups and to get more positive feedback but in terms of people who are already on that road or people who are looking for something to get them enthused and engaged and to hit that broad base, that magazine has enormous potential. You just have to look at the way that many companies now, particularly the bigger companies, are looking to keep the loyalty of their customers, people like Vodafone and Orange. They are using magazines that they are producing to get the messages across that they want to in a very subtle way, to make sure that people that Orange stands for these certain brand values. If we are truly going to hit the mainstream with messages about environmental and social change, we have to start using the methodologies that have proven successful for many international companies.

Q182 Mr Challen: We heard from Groundwork last week that they think there is a lack of leadership in DfES. Does that reflect your view?

Mr Restorick: I think this Committee did a marvellous job to get DfES to produce an action plan. The action plan was produced in response to this Committee. There is no commitment at all, I believe, within DfES civil servants on this issue. They are being cajoled by their Minister. The Minister has set views at the moment about the way to respond to it and the way he feels they should respond to it is through the creation of a website. The website is being developed. The consultation on the website is being done in a very poor manner and if I was being cynical I would say it is being done in a way so that DfES can come back to this Committee and say, "We are doing this and we are doing it in consultation with other people."

Q183 Mr Challen: Apart from resources, what do you think could be done to get some concrete results? You have criticised DfES and the action plan for delivering only limited concrete resources.

Mr Restorick: I am in danger of playing buzzword bingo and picking out certain words that we have heard a lot. There is a big question about leadership and desire here. I do not think DfES have the desire to deal with this particular issue. The mantra that is coming out of DfES civil servants when I speak to them is that they want to push the resource down to the schools for the schools to make the decisions about what they want to spend their budget on. It does not correspond with what is happening on things like sport. What DfES do not seem to be willing to take a leadership role on and an understanding of is that, if schools get to the stage where they decide they want to embrace this agenda and they need support to do it, they need an infrastructure that can provide them with that support. They need localised, specific, thought through support. DfES are avoiding that whole particular part of the need to promote environmental education in schools. They are not willing to put any investment in at all, not just resource but also intellectual thinking, support and guidance into the infrastructure that will enable schools at all levels to take the lead in this.

Q184 Mr Challen: On top of all that, you mourn the loss of the landfill tax credit and say it is particularly damaging to the voluntary sector and it is going to lead to a reduction in your own work capacity, as I understand it. How much funding did you receive from this source in the action for schools programme?

Mr Restorick: In the last year we received around 300,000 for schools work and we worked out as best we can, having talked to the rest of the sector, that the total funding is probably in the region of at least nine million. That has gone.

Q185 Mr Challen: In terms of your own programme, have you identified any replacement moneys and, in the wider scheme of things and the nine million, have other voluntary organisations, NGOs etc, been able to see new options emerging?

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Mr Restorick: We have scoured high and low, as have most of the other organisations we talk to. We have managed to pick up a pittance from some charitable trusts and local authorities and some companies. There is no large source of funding to replace it. There is a new lottery fund aimed at young people and you could, at a really tight squeeze, get environmental education into that, but that is the only source.

Q186 Mr Challen: What has the government's response been to this? You have obviously made them aware of your concerns.

Mr Restorick: Yes. It has been a fantastic game of pass the parcel. The fact that DfES have taken a lead on this particular issue has been a great opportunity for Defra to throw the ball to them and say, "You run with it." Defra have therefore taken out the environmental education aspect and the environmental action fund, which is one of the few grants that are available to environmental education. DfES have not caught the ball, basically. They have been highly specific in saying that they will not put more resources into these areas. They have been specific in what they wrote in the action plan and in conversations.

Q187 Mr Ainsworth: You obviously do not feel the need to be polite to the government any more, judging from your remarks this afternoon. Within the context of the informal learning agenda, we had a question on that and your answer was quite interesting because you picked up on the Carbon Trust scheme to tackle climate change. You appear to be critical of it because it was focusing on technological solutions rather than training to change behaviour. Surely, if the net result is that businesses reduce their climate change emissions, that is okay, is it not?

Mr Restorick: It is okay to a point. If you get businesses to make changes which reduce their direct emissions, that is absolutely fantastic. That frees up more resources for other things. If people within the business do not understand the big picture, it may well be that they are making certain carbon savings on their direct emissions but their indirect emissions are increasing because they have not understood the whole importance of reducing carbon dioxide across the wider remit. Technological changes are great but we are getting more and more companies coming to us saying, "We have done the technical fixes. We have the most elaborate boiler system in the world. The caretaker or the facilities manager does not know how to use it" or people have the air conditioning on and the windows open, even though the technology is there, because they do not know how to use it. You have to have a parallel process and we are very concerned that the social learning aspects in schemes like the Carbon Trust and WRAP, the Waste Recovery Action Programme, are not there. I am not saying do not do it; you need both.

Q188 Mr Ainsworth: Obviously you need to have people who are trained to use the kit but do you not think there is a case for saying that technological development is capable of driving behaviour change, partly because people like new gadgets and if they are cheaper to operate they are going to install them?

Mr Restorick: Partly, I agree, but I have also been to too many businesses where they have the latest technology and it is too complicated for them to use in an efficient way. They have not learned how to use it. There is a definite role for it but I do not think it is the only answer.

Q189 Mr Ainsworth: What do you think are some of the most interesting examples of informal learning and training in this field?

Mr Restorick: You have to look at where the successes have been. Taking it in a very broad way, the successes have been on things like fair trade and the whole organic food market. The growth in those areas has been absolutely significant. Why is that? Because of the very close links back to personal wellbeing and health. There is quite a lot of very well backed celebrity engagement on things like the trade issues, for example. There have been very coordinated, successful campaigns at a variety of levels by partnerships with groups like Oxfam and Christian Aid, backed up by people like Bono and U2, giving a credible edge. There are successes in certain areas.

Q190 Mr Ainsworth: Does this suggest that the Third World development NGOs are just better, better organised and more able to capture public opinion than some of the environmental NGOs?

Mr Restorick: Personally, I think so. It sounds terrible but I think they are more willing to work constructively together.

Q191 Mr Thomas: Turning to the government's own action on this, you are very critical in the evidence you have given to the Committee of the continuing use by Defra in particular of information campaigns. You say that Defra's own review of sustainability and communications demonstrated that those campaigns were not working to a change to more sustainable behaviour. You single out WRAP Recycle Now as an example of this. Do you know what the thinking was behind that? Was it that Defra's own communications review did not happen in time to stop a campaign like the WRAP campaign happening or was it that Defra just carries on with its campaigns regardless of what their internal reviews tell them anyway?

Mr Restorick: It has been fascinating. I have met the head of communications at WRAP with whom I had quite an interesting meeting. I also spoke with the sustainable development unit at Defra and I have had meetings with Margaret Beckett's adviser, Stephen, on this very issue. The message coming from Defra centrally is a recognition that these sorts of campaigns do not work. That recognition has now come to the extent that the new sustainable development strategy, when it comes out in March, has an entire chapter about behaviour change and

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how to facilitate it, which has been done by Surrey University. When I went to see the head of communications at WRAP questioning why this campaign happened, I was not very popular at the meeting and I brought all the evidence from this Committee in the past and the evidence that Defra had through their review of communications for sustainable development. There was a total lack of awareness of that work happening. I think Defra's agencies operate fairly freely in terms of what they try and do.

Q192 Mr Thomas: There is a lack of strategy?

Mr Restorick: Yes. All the reasoning behind the campaign I had heard four or five times before, the "Are you doing your bit?" climate change campaign, the energy efficiency campaigns. The message is all the same. The question about how they would measure has a fairly poor answer in terms of behaviour change, as far as I can see. There was a total belief that that campaign was going to achieve its objectives. It might well do.

Q193 Mr Thomas: We will wait and see but you are sceptical obviously. You mentioned that Defra will be concentrating more thoroughly on behaviour change in their next work. Have you had any liaison with DfES on this as to whether they are being more innovative or will be more innovative now they have environmental education as part of their remit?

Mr Restorick: There is a radical difference. We finally persuaded Defra to do our eco team programme with their employees which is a big and very positive step forward because there is an understanding in Defra that you have to a bit cuter about your information in campaigns.

The conversations I have had with DfES have been at a much lower level within the civil servants at DfES and they are incredibly defensive on this subject. I would not even get close to having a similar sort of discussion.

Q194 Mr Thomas: Is that because the drawbridges are up and you just cannot get to the level where you need to be to have those sort of discussions?

Mr Restorick: Yes.

Q195 Mr Thomas: What about at the more local or regional level? Again, you refer to a lack of coherence in the government's efforts here at a local and regional level. As we have discussed Wales, let us look at England and the Regional Development Agencies. How are they committed to education for sustainable development? Are there any examples of a Regional Development Agency that has taken this on board thoroughly and integrated it or are they all just as bad as each other?

Mr Restorick: I think the north east has done quite a lot practically and the north west has done a lot theoretically.

Q196 Chairman: What about the West Midlands?

Mr Restorick: We have not had many dealings with the West Midlands so I cannot really comment. We have had more dealings with the south west. It has

not been so positive. The overwhelming impression I get from all the RDAs that I speak to, again at not a very senior level, is that financial imperative overwhelms anything else.

Q197 Mr Thomas: All the RDAs are working to the same establishment, if you like. They are set up by the government in the same way. The only difference should be geographical, not in terms of what they are trying to achieve. There might be different priorities in a geographical area but in terms of an approach to education for sustainable development it should either be there or not. Does it not go back to the government?

Mr Restorick: No. I think it comes back to the problem in terms of sustainable development which has environmental, financial and social. Some of what we would consider to be the more enlightened RDAs see environment as being perhaps not on an equal footing but more important than some of the other RDA work. You can say you will do what you like on those three things but when you get down to decisions it is the financial driver, the economic development of a region, that overpowers in most of the RDAs.

Q198 Mr Thomas: What about the funding specifically for advancing the cause of education for sustainable development within the RDAs? Is there any funding scheme available in any of the RDAs at the moment?

Mr Restorick: The only direct experience I have had on that is that in the south west we ran a partnership project with the Environment Agency, Groundwork and two other environmental organisations to encourage small and medium sized enterprises to be more competitive through better environmental performance. We get funding from the Objective 2 regional development fund and European fund which we have to match. Previously we matched it with landfill tax funding. We have now lost that and we have been to the RDA to ask them to match it. We have had absolutely no joy at all in getting the match funding. That has jeopardised the entire project.

Q199 Chairman: Does that mean you have lost the European funding?

Mr Restorick: We have a decision to make in April, because the first three years ended in March, about whether we as an organisation take the risk and say yes, we will take European money, knowing that if we do not get the match for it we will have to return whatever percentage we do not match. We are in a financially precarious position anyway, so it is probably a risk we will not be able to stand.

Q200 Mr Thomas: That in itself is an unfortunate example of a lack of commitment, but at least there was the chance of a project getting off the ground in the south west. Are there similar things happening that you are aware of in other RDAs?

Mr Restorick: The north west has a very good scheme and Wales has the Green Dragon.

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Q201 Mr Thomas: Since the funding for the RDAs, we know how the referendum has gone in parts of England so it is a centrally driven thing once again in these Regional Development Agencies. Some of the funding is coming from the centre. Is there no sign of some centrally driven thought process, urgency or priority towards sustainable development which is shaping what the RDAs are doing, or is it really just down to the make up of each RDA?

Mr Restorick: I am in danger of sounding like a grumpy old man here but I have not seen that drive personally.

Chairman: Thank you very much. You have been very forthright in the evidence you have given to us and we do appreciate you taking the trouble to come here. If there are any further thoughts you have which you think would assist us in looking to see how this is being taken forward by government, we would be very pleased to receive it. Meanwhile, thank you for the work that you are doing on the ground, where it really matters. Thank you very much.

Supplementary memorandum from Global Action Plan

DELIVERING THE SUSTAINABLE DEVELOPMENT ACTION PLAN FOR EDUCATION AND SKILLS

INTRODUCTION

The DfES has set out a challenging action plan to deliver education for sustainable development. This short paper outlines how Global Action Plan's *Action at School* programme could deliver key elements within the strategy, the anticipated outcomes from our involvement and the associated costs.

BACKGROUND

Global Action Plan has worked with 145 schools and 143,000 students through our *Action at School* programme.

- 111 schools have reduced the amount of rubbish buried into the ground by 41%. The weight is equivalent to 750 mini cars—every year.
- Over 20 schools have cut their energy bills by an average of £9,435 per year enabling more money to be spent on better educational materials. 15 schools have sought ways to reduce the number of journeys made to school by car. All the schools have produced school travel plans and have succeeded in encouraging more students to use the bus or walk.
- Three schools have succeeded in cutting water use by between 20–25%.

MEETING OBJECTIVES WITHIN THE ACTION PLAN

Using the processes, skills and expertise we have developed, *Action at School* can help to deliver the following objectives within the DfES Action Plan.

- Encourage and support all publicly funded educational establishments to help them operate to the highest environmental standard including reducing energy consumption, increasing recycling rates and reducing water consumption.
- Encourage young people to participate in and influence policies within their institution.
- Actively involve children and young people in developing and delivering the sustainability agenda.
- Develop partnerships between UK schools and schools across the world.
- Actively involve children and young people in developing and delivering the sustainability agenda.
- Benchmarking of performance and identification of good practice.

OUTCOMES

We are proposing to make *Action at School* available to all of the UK's 4,284 secondary schools and 726 of the 1,367 special need schools over three years. Based on experience we would anticipate a 40% take-up of the programme.

Schools would be given the opportunity to choose the *Action at School* module that would best meet their organisational and educational needs. The modules are energy, waste and water.

Educational Establishments operating to the highest environmental standard

To illustrate the potential outcomes for the project we have assumed that 45% of schools select waste management, 45% select energy and 10% select water. We have also indicated the savings if all the schools chose either energy or waste as this illustrates the potential of the programme if it were to be solely focussed on one issue.

- Energy bills would be cut in 900 schools by £5.6 million per annum. If all schools chose energy the total savings would be £12.5 million per annum.
- Waste would be reduced in 900 schools by 4,500 tonnes per annum. If all schools chose waste the total reduction would be 10,000 tonnes.
- Water use would be cut in 200 schools by 220,000 cubic metres per annum.

Encourage young people to influence their establishments and to become actively involved in delivering the sustainability agenda.

The project would enable 44,000 students to influence their schools environmental performance and become actively involved in delivering the sustainability agenda. These students would undertake audits of the schools' performance on waste, energy or water use. The audits will be analysed and benchmarked by Global Action Plan. Based on these results the students will set improvement targets and create an Action Plan for meeting these targets.

Developing effective partnerships with other schools

The Action Team of students is actively encouraged to build links with schools both internationally and nationally. Of the 145 schools, four created links and visits with schools in Kenya, Nepal and Italy. We would anticipate a further 55 schools would build similar links and visits.

Benchmarking of performance and identification of good practice

The project would collect 2,000 sets of audit data from participating secondary schools. This data source would prove invaluable in improving the accuracy of current benchmarks, identifying good practice, informing policy, improving standards and ensuring continuous improvement within the school estates.

COSTS

The programme would be delivered on a regional basis by Programme Managers employed by Global Action Plan. The full cost of the project over the three years would be £4,364,000. This would cover all costs including £1,000,000 of supply costs for the schools enabling teacher time to be dedicated to the programme. A full budget breakdown is available on request.

January 2005

Tuesday 11 January 2005

Members present:

Joan Walley, in the Chair

Mr Colin Challen

Mr Simon Thomas

Witnesses: **Ms Bronwen Jones**, Head of the Sustainable Development Unit, **Ms Kelly Freeman**, Acting Director of Communications and **Mr Bob Ryder**, Deputy Head of Environment, Business and Consumers Division, Department for Environment, Food and Rural Affairs, examined. Contributed to the DfES Memorandum (Ev 119)

Q202 Chairman: Good afternoon. I would like to welcome you to our Select Sub-Committee this afternoon, and thank you for taking the trouble to come along. To go straight into the series of questions we have for you, one of the things that we did want to establish for the record, before we begin to discuss the detailed questions that we have for you, was to confirm that the memo we have from the DfES, to which you have contributed?

Ms Jones: Yes.

Q203 Chairman: In terms of Defra it stands alone as the Government's response? I want to check that you agree with all the points made in that memo because it seems, to us at least, a bit odd, your taking such an important role in this whole agenda. It is difficult for us to see how you contributed to it. We wanted to confirm that you are happy with all the points in that?

Ms Jones: Yes, we did make a contribution to that and we are happy that it stands not just as a joint memorandum from the DfES and Defra, but actually I understand from DfES colleagues that it includes points made by other departments. So it is really a government-wide response submitted by DfES on our behalf.

Q204 Chairman: One of the things that we wanted to look at as well, in the memo that was submitted by the DfES it said that Education for Sustainable Development is "a good description for the enterprise of making people in all sectors of education and skills 'aware of how our actions affect the people we interact with,'" and it goes on to say that, "The DfES believes that most people today would acknowledge the importance of this activity." Do you think that is right? Do you think that is a little bit over optimistic or do you think that that is where people are at or where the professionals are at? How much currency do you think it has?

Ms Jones: I do not think Defra can answer for the educational sector specifically because DfES know their clients rather better than we do. But we lead on communications for SD in general, and it is our experience that professionals and practitioners understand the term Sustainable Development and, by extension, the term Education for Sustainable Development. But with the general public it has less resonance and the research that we have commissioned recently certainly backs that up. So, yes, it is understood by professionals and

practitioners, but for wider public communications Sustainable Development and ESD are less useful terms. I do not know whether Kelly wants to add to that?

Ms Freeman: I do not think so.

Q205 Chairman: Mr Ryder?

Mr Ryder: By extension there are parallels with other forms of communication around sustainability and I deal particularly with the theme of Sustainable Consumption and Production, which perhaps trips even less easily off the tongue. But Defra and the DTI have produced a policy framework and are building a number of frameworks around that theme. We think it is something which, again in very similar terms, can be understood by practitioners, policy makers, opinion formers, but is not at all suitable for general messages to the public, and in that case one has to segment the audience to find what kind of behaviour changes we want particular stakeholders to make and then to communicate in those terms.

Q206 Chairman: Our dilemma is that if so many people are unconvinced or do not recognise the importance of this and are not, if you like, converted to understanding this, what is Defra's role in helping to make them aware? It is very difficult to see how Defra is carrying out that role.

Ms Jones: To clarify, we are talking about the general public now or the education sector?

Q207 Chairman: We are talking about the general public who are not convinced about the need for all of this, who are not necessarily in the education system *per se*, or who could be, and this split between DfES responsibility and Defra's responsibility, who is actually responsible for it?

Ms Freeman: I can see where the Committee is coming from. I think for our part, with Defra, there is enough evidence that we have to suggest that people actually understand environmental issues. The greater challenge for us is getting them to focus on what behaviour change is required. We have to educate all audiences and obviously young people are very important within that, which is where we really cross specifically to the work that the Committee is reviewing today. But on the wider scale we know that we have to work harder and that is a bigger challenge for us as a department. I can either pick up now, or later on when you ask us about how we are getting the message across, to

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tell you about where we are and how we are going to move that on. How would you like to play that? Would you like that now or later?

Q208 Chairman: It might be helpful to have a brief overview of it now and we may well come on to that in a bit.

Ms Freeman: I think from where we are, we know that there are a number of national campaigns that have been run that have focused specifically on raising awareness but have not specifically translated into behaviour change, and what we have tried to do over the last year to 18 months is to step back a bit and look specifically at what are the drivers for changing behaviour. How might we better plan our communications to support that because we felt that we needed to stop and to learn some lessons. So we have commissioned some research, which has been received very well both across government and also within the wider NGO communications groups and I think that will help us to move forward.

Q209 Chairman: We may go into more detail in a short while, but in terms of UK Sustainable Development Strategy and the review that is taking place there, am I right in thinking that Defra is part of the inter-departmental working group?

Ms Jones: Yes, Defra is leading the review, although clearly Sustainable Development is a responsibility right across government for all departments, but we have a particular role to lead and champion it, so we are coordinating the review. The inter-departmental working group was a temporary and informal group involving Defra, DCMS and DfES, which met, I think, only twice.

Q210 Chairman: Did that include then the Sustainable Development Commission or not?

Ms Jones: I do not think it did although they have seen a lot of the deliberations on the Strategy Review, so if they were not formally in the meetings they were certainly involved. The group only met twice and its remit was to take the consultation responses and analyse them and generate ideas and proposals and analysis for consideration in the review of the Sustainable Development Strategy. The group has now closed because they have completed that task.

Q211 Chairman: In terms of the membership of the group, were there other organisations or government bodies or agencies that you think could have been added to the debate that was going on there? Was the inter-departmental working party as comprehensive a group as it could have been?

Ms Jones: It was not that nature of group. What they were doing was taking the consultation responses, which included all of the groups that you might imagine would have a view on this topic, and produce some analysis in order for us to take the work forward. So I think maybe inter-departmental working group is perhaps too grand a title and sounds a little misleading; it was simply to analyse

the results of consultation because we did not want to do that purely in Defra, we wanted other departments to feel part of that as well.

Q212 Chairman: With the benefit of hindsight do you think that there were others that could have been included, or was it as comprehensive a group of people as you could have got around a table?

Ms Jones: Clearly there are other people who could have been involved.

Q213 Chairman: Who do you think they might have been?

Ms Jones: I cannot give you names off the top of my head, I am sorry. But their input had already been made, we felt, through the consultation exercise. So we had a very wide range of views already and the task was to put those into some kind of manageable summary so that departments and Ministers could make sense of them, and that was the task.

Q214 Mr Thomas: Could I just ask on that, what is happening now? The inter-departmental working group may be a grandiose title, but if it has done its job and dealt with the responses to the consultation how are you taking forward the strategy now, because you are the lead obviously within Defra?

Ms Jones: Yes, there are inter-departmental discussions.

Q215 Mr Thomas: Is that on an *ad hoc* basis? It is not formalised as such? I am just trying to get a grip on how it is happening.

Ms Jones: It depends what you mean by formal.

Q216 Mr Thomas: Everything in government is formal, I know!

Ms Jones: Okay, then it is formal. It is being taken forward at various levels. There is a Programme Board that is looking at various papers that are coming out as part of the review strategy. That includes the Sustainable Development Commission, the devolved administrations are involved, and that will soon go for ministerial clearance.

Q217 Mr Thomas: So everything is coming back to one department rather than going into an inter-departmental—

Ms Jones: No, this is an inter-departmental process. Defra is leading and supporting it but other departments are involved and it will be cleared by the Ministers through Cabinet Committee.

Q218 Chairman: Just returning to the Sustainable Development Strategy and the new strategy that is being drawn up at the moment, from the work that you have done so far do you think that Education for Sustainable Development is going to be playing a greater part in what comes out of the new strategy than the previous one?

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Ms Jones: Yes, I think it is fair to say that education has been raised by many consultation responses and it will be a major theme. Education in its broadest sense, that is, so including informal education, social learning and behaviour change.

Q219 Chairman: If that is the case now why was it not the case when the previous strategy was drawn up?

Ms Jones: I think anything I say on that would be speculation. I was not in this post in 1999.

Q220 Chairman: Does anybody else have any view on that?

Ms Jones: I think we all have views but I am not sure whether we are here to give our views or to answer for the department.

Q221 Chairman: I think what we are trying to establish is the extent to which this is going to feature in a future strategy and in a way how we learn the lessons from what went on previously. And if it did not feature sufficiently adequately in the previous strategy prior to the review what were the reasons? How can we learn from that? Because if we cannot learn from what has gone wrong how can we put it right in the future?

Ms Freeman: One of the points that I would want to make is that we specifically commissioned the research because when Defra was created we felt that we needed to have a much better understanding of what would work in the future and how you could draw everybody together to work cohesively, and that is exactly what the Darnton research and the “carrots, sticks and sermons” research is about. It has given us information upon which to base future activity, but the whole point of it has been to learn lessons and to move on.

Q222 Mr Thomas: Would it be true to say, in a nutshell, that what has happened is the strategy did not change behaviour in the way that the government would have hoped and that a very strong message coming back from the consultees on the review of the strategy has been that you are not changing behaviour, you need to rebuild and review the way that education and behaviour change is done by government? Would that not be a fair way of summarising where we have got to with this?

Ms Jones: I am not sure whether that is exactly what the consultees said but the summary responses are on the website so the Committee can check that. Certainly they came back and said that education, awareness raising and behaviour change were important ways of doing this.

Q223 Mr Thomas: They said behaviour was not changing in the way it has to, to achieve objectives?

Ms Jones: You would be putting words into my mouth. I am not sure whether they said that in terms.

Q224 Mr Thomas: I am sure somebody did!

Ms Jones: I think if we looked hard enough we might be able to find that, but the overriding message was about the importance of education and behaviour change.

Ms Freeman: I think for the purposes of the Committee what is important is that you recognise that we certainly feel that we are learning lessons and that we are moving forward and we are very confident in that.

Q225 Chairman: Before we leave this whole area of the review, I personally got a letter from the then Secretary of State for Education back in 2003, from Charles Clarke, telling me that the DfES was working closely with Defra on the review to influence the inclusion of Education for Sustainable Development and revised indicators, because this is something that I was particularly concerned about and something that I flagged up with him. I just wonder, before we leave this, if you could confirm that that work did take place, how you fed into it from Defra and also perhaps to say to the Committee how often and with whom the issue of indicators was actually discussed?

Ms Jones: I can confirm that we have been working very well and very constructively with the DfES and indeed DCMS on the aspects of education within their remit, and that has been very, very useful. I cannot tell you how often indicators have been discussed between those departments. We did have two inter-departmental meetings specifically on the indicators set. I would have to check whether DfES were able to attend those, but they were certainly invited.

Q226 Chairman: We would be interested to know. Just before we leave this area, given what you have said already is there an inter-departmental structure addressing SDS across government?

Ms Jones: There are many.

Q227 Chairman: Is there one that is actually operative?

Ms Jones: Yes, they are all operative in their own way. I would not pretend that this is ideal but the current formal structures are that there is a working level across government network called the Sustainable Development Officials Group.

Q228 Chairman: At what level of civil servant?

Ms Jones: It is chaired by Jill Rutter, who is my director. I am not sure I know the grades of the people attending, but I would guess they are about grade 7, if the Committee understands that.

Q229 Chairman: Is there ministerial input into that?

Ms Jones: No, this is an official working level group. There is a programme board which is overseeing the development of the strategy, which we hope will continue to oversee delivery of the strategy, and that is currently chaired by Brian Bender, our Permanent Secretary, and it is my hope that he will continue to chair it after the strategy is launched, although that is a matter for him.

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There is also the Sustainable Development Task Force, which Margaret Beckett chairs, and of course there is the Cabinet Committee ENV and the Green Ministers. So at various different levels there are a number of cross-departmental groups operating.

Q230 Chairman: Finally, before we leave the DfES evidence that we have had to the Committee, they did list achievements that demonstrate that the process of change has actually begun, but you only really mentioned a reference to one of those, and that is the Healthy Living Blueprint. So is Defra involved any more than that or is it just one? Is that the only involvement you have?

Ms Jones: Our involvement has been really at a level above that. We were consulted on the action plan and made some suggestions and we see it as our role to support DfES at that level rather than get involved hands-on in all of their individual policy initiatives, and I think that is our role with most other departments as well.

Q231 Chairman: What about leadership from the DfES? Is the leadership that you are experiencing from them adequate or could they do more?

Ms Jones: We are very pleased with what DfES have done and set out in their action plan.

Q232 Chairman: Does that suggest that your role has changed? How has your role changed since they have been taking the lead on this?

Ms Jones: I think our role is the same as it is for other departments, to support, to challenge, to provide overarching policy frameworks, strategy frameworks and to pull together across government things like the UK strategy and to help provide a direction for other departments to take this forward.

Q233 Chairman: Do you think if we had the same set-up as there is in Wales, where there is much more of a duty given to this, that that would change your role in all of this?

Ms Jones: It undoubtedly would change the role of the Sustainable Development Unit; it might change quite a lot across government if we had statutory duty.

Q234 Chairman: Would that mean more leadership is coming from within Defra on that?

Ms Jones: I am speculating here on what that change would be but it seems to me that the purpose of a statutory duty would be to spread leadership and commitment right across government so that Defra would have to perhaps take less of a role, but who can say what changes it would bring about?

Q235 Chairman: In respect of the Tomlinson Report, it did not seem to us that there was much of this whole agenda in the Tomlinson Report. Were you disappointed that that was the case?

Ms Jones: I did not read the Tomlinson Report.

Q236 Chairman: You have not read it?

Ms Jones: No.

Q237 Chairman: Would you not have thought that that was the one major opportunity of actually influencing Education for Sustainable Development, through the Tomlinson Report, and you have not read it?

Ms Jones: It is difficult for us to know which are the key things to read right across government. Sustainable Development, as the Committee has noted, is a very, very wide subject and it is not possible for us to track every development in every department, nor do I think that that is the Sustainable Development Unit's role. We support DfES at a strategic level; we have frequent meetings with them and involve them in discussions on Sustainable Development. The SDC also has a role in supporting government departments, including DfES. I think that is how we see our role in Defra.

Q238 Chairman: If I then said in reply to you that that would perhaps lead us to feel that ESD is being treated as some kind of optional extra, not just in relation to Tomlinson but the approach that that symbolises towards education, would you agree with me?

Ms Jones: No, I do not think I would. As I have said, I think we see our role in supporting departments in a different way than reading particular documents.

Q239 Chairman: But it is not a question of reading documents, it is reading something that is influencing departments.

Ms Jones: Indeed, I agree, and perhaps with hindsight we should have read it but all I can say is that we did not so I cannot comment further on that.

Q240 Chairman: You are not involved in what comes out of Tomlinson in terms of the next draft that will presumably be a White Paper?

Ms Jones: No, we have not been involved. I shall go back and see if we should be but at some level one has to trust departments to take things forward, taking into account what is emerging in the new SD Strategy and taking account that Sustainable Development is a cross government requirement for all departments.

Q241 Mr Challen: Moving on to informal learning, youth work, work based, adult and community learning, paragraph 33 of the memo that we received from DfES refers specifically to Defra and says, "Defra are developing the theme of empowerment of the community sector and voluntary sector. This will involve new training which will roll out through the Learning and Skills Council, the Community Development Foundation and Connexions, amongst others." I would like to know a bit more about this work. First of all, where

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this is happening, who you are working with, what are the other bodies that are involved in this work and how developed is it?

Ms Jones: I am pleased to have the opportunity to clarify for the Committee that the work that is set out in paragraph 33 is still under consideration as part of our approach under the new Sustainable Development Strategy, so I apologise if that did not come out clearly in paragraph 33. What we are looking at here is working to educate through community activity, or to change behaviour through community activity, better and more effectively than is being done at present. We are in discussion with a number of voluntary sector and NGO groups but we are also working very closely and very constructively with the Home Office to link this up with their general community engagement programme.

Q242 Mr Challen: So you are talking directly with some of the groups that I have already referred to and are referred to in paragraph 33, for example the Learning and Skills Council?

Ms Jones: Yes.

Q243 Mr Challen: You speak to them at a national level or at a regional level?

Ms Jones: National level, I believe.

Q244 Mr Challen: Is DfES involved in those discussions? Do they in any way mediate with them or set the parameters on how far they can go?

Ms Jones: I am not sure I can answer that because it is one of my team that takes this work forward, so I cannot answer for how those meetings go exactly.

Q245 Mr Challen: Do you have an assessment of how much this kind of work is going to cost or is that still under consideration?

Ms Jones: It is still under consideration but it should not be extremely expensive because what we are talking about if this comes to pass is really capacity building, so providing tool kits, providing training materials and developing those.

Q246 Mr Challen: Can you give me an example of capacity building?

Ms Jones: For example, there are a lot of people who are already working in the communities and working with voluntary groups. It is not clear that they have sufficient access to materials that will help them understand Sustainable Development better and how they can embed Sustainable Development in what they are already doing with their local community groups. So if that need exists that will be an area where we can, in partnership with voluntary and community organisations, and draw up some material that will help them to embed Sustainable Development more in what they are doing.

Q247 Mr Challen: Will this process be driven entirely by Defra or will you have joint funding with DfES on some of these initiatives?

Ms Jones: That is still to be decided but I am very keen that this is not just driven by Defra, that it is actually across government and that it operates in partnerships with organisations who are much closer to voluntary community work than Defra is.

Q248 Mr Challen: Are you involved in any of the other initiatives in this section of the memo from DfES and, if so, what is your involvement?

Ms Jones: Those are the Corporate Social Responsibility Academy, which is a DTI issue, Sector Skills Development Agency in DTI, and the Big Lottery Fund. We have been involved with Lottery Fund discussions¹.

Q249 Chairman: In terms of the Lottery discussions and in terms of issues like, for example, sustainable timber and approaches towards those making applications, does that come into your educational aspects of this?

Ms Jones: I am sorry; I am not clear what the connection is with timber?

Q250 Chairman: It has been one of the issues that our Committee has looked at in the past, that, for example, Lottery bids do not specify a requirement for legally sustained timber.

Ms Jones: Okay. I think I would have required notice of that question; it is quite a detailed one. Would you like me to get back to the Committee on that?

Chairman: I would be interested, yes.

Q251 Mr Challen: And a bit more detail on some of these areas where you are working or where things are under consideration at least, following on from that paragraph 33.

Ms Jones: So just on the ones under 33, some more detail?

Q252 Mr Challen: I would find that very useful.

Ms Jones: Okay.

Q253 Mr Thomas: While we are on that, could I go back to the community initiatives that you talked about, of consultation with the Community Development Foundation and Home Office type initiatives? Could it not be seen as one of the failures to embed Sustainable Development across the government departments that you are taking an initiative in an area where we would have hoped by now, perhaps, that that particular department would already have embedded Sustainable Development in its own work with these organisations? Do you sometimes feel frustrated that it is not just the general public but that government departments who have not yet woken up to the possibility of added Sustainable Development, embedded Sustainable Development into their own activities with the public?

Ms Jones: That is exactly what we are doing. The Home Office have been extremely constructive in taking this forward.

¹ Witness addition: though I am not sure on this specific aspect.

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Q254 Mr Thomas: But you are taking it forward.
Ms Jones: No, we are talking it forward jointly.

Q255 Mr Thomas: You took the initiative, or the Home Office?

Ms Jones: To be honest I cannot recall, but it is absolutely a joint enterprise.

Q256 Mr Thomas: I am interested to see where the leadership is coming from because from what we have had so far in these sessions it seems that there is a potential difficulty emerging between Defra's overarching leadership role on Sustainable Development and the individual leadership role that the DfES has on Education for Sustainable Development, particularly when you get into the informal sector. Where does education end and public awareness begin and changing public perception and public attitudes? It is a much more holistic process. And that there may be the danger of things falling through the cracks because of a slightly shared responsibility.

Ms Freeman: Can I put an alternative view based on experience? Actually things are really improving in that respect. I can see why you would think that that could be the case but actually there is a lot of work obviously going on within our department and also in the way in which we interact across Whitehall leading into different strategies. Perhaps we are not good enough yet at making it visible but it is happening and it is very good. So I can see where you are coming from but possibly we are just not making it visible enough.

Mr Challen: It follows on from that point, it is about communications to a certain extent, and the Global Action Plan told us that Defra as an organisation does not have a strategic approach to communication, to the extent that its agencies "operate fairly freely" and they use types of media campaigns, such as the WRAP Recycle Now campaign, which have been discredited by its own research—I think that is referring to Global Action Plan's own research. Would you say that that is a fair assessment of Defra?

Chairman: Can I just come in? I think it is actually referring to Defra's research.

Q257 Mr Challen: Is it? Perhaps you both researched it and came to the same conclusion?

Ms Freeman: I think to be honest that it is difficult for me to comment on WRAP's particular activity, but what I will say is that pretty much what I said before, that we have taken the opportunity to step back and to build a strategic approach, that is exactly what we are doing through the research that we have undertaken. I think a lot of the agencies that we fund do some very good work; they are focusing on specific audiences. What we are now looking at is really focusing on moving into behaviour change and that is the research that we have commissioned and that has been welcomed by people like the Energy Savings Trust and the Carbon Trust because it is actually challenging a lot of existing thinking.

Q258 Mr Challen: If we take a couple of examples. Yesterday we had a second reading of the Defra sponsored Clean Neighbourhoods Bill; what kind of approach will you be taking to that in communicating it, assuming of course it gets on to the statute book? Secondly, given that the Prime Minister this year is chairing the G8, I believe that the government is proposing some kind of public campaign and can you tell us anything about that?

Ms Freeman: It is difficult to comment at the moment because it is all being discussed with Ministers, but what I can say is that we will be taking the principles of the research that have been widely agreed both within the public and private sector as being the way forward, and using that as a basis for planning future communication activity.

Q259 Chairman: In relation to the Bill yesterday though, that had its second reading?

Ms Freeman: It is very difficult to comment at this stage, obviously, but in principle we will be taking the research and using it as a basis for communications activity.

Q260 Mr Challen: That is for climate change, and you are referring there to the Defra sponsored conference that is taking place next month.

Ms Freeman: I am really talking about the overall approach that we want to take to communication, which includes all of our strategic priority areas. It is difficult for me to comment specifically on a Bill that has not yet been through the House, but in principle that is how we will be approaching future communications.

Q261 Mr Challen: I am not really quite so sure that I understand the answer. This Bill, for example, coming from Defra, even if for some reason, heaven forbid, it did not get Royal Assent, surely these are problems that exist anyway, which Defra must have some kind of corporate strategy of dealing with, on which the Bill clearly is a part, but is there no plan B?

Ms Freeman: Let us not exclude existing work because we do already fund ENCAMS. We run campaigns that are dealing specifically with antisocial behaviour, so there is a lot of activity that is happening currently, and what I am saying is that the research that we have commissioned, that is enabling us to take a more strategic approach to planning of communications, will be used to plan future activity. I cannot comment specifically on a Bill that has not been through the House, but in principle we will be taking that research and using it.

Q262 Mr Challen: So when was that research commissioned and when do you expect to hear the results and the conclusions on that research?

Ms Freeman: Sorry, I am confusing you, obviously. We have two pieces of research that area already in the public domain. We have a piece of research called "carrots, sticks and sermons", which we commissioned through Demos Green Alliance and we have another piece of research which was

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commissioned through the COI and undertaken by Andrew Darnton, which is also in the public domain, and both of them have looked very specifically at behaviour change campaigns and what are the components that are likely to make behaviour change campaigns work in the future, and it is those principles that we will be applying to all of our future communications activities.

Q263 Mr Challen: So both of these research documents are now available?

Ms Freeman: Yes, they are.

Q264 Mr Challen: I have a dim memory of one of them from a previous inquiry.

Ms Freeman: We can provide you with links obviously.

Ms Jones: Could I add that there is a third document, which is the Tim Jackson research, which we sponsored through the Sustainable Development Research network?

Q265 Mr Challen: Am I right in thinking that you are still mulling over the conclusions of this research, or has it now been put into practice and people are being given instructions about how to go about it and budgets have been set?

Ms Freeman: Forgive me, it is complicated. We have taken the findings; we have used it to inform a piece of work that a company called Futerra have taken forward on climate change. We are using climate change as the first example, if you like, of using this research and those proposals have gone to Ministers, so I cannot comment on that at the moment. But our intention is to use that as a case study and then to plan all of our communications in the future. Not just Defra but also the wider NGO community is also buying into this piece of research. It is complicated, I know that.

Q266 Mr Challen: It sounds it.

Ms Freeman: But we do know what we are doing!

Q267 Mr Challen: Can we quickly turn to the Landfill Tax Credit Scheme, which does seem to be facing quite a problem for those groups that were receiving monies from it, and I refer to Global Action Plan again—their evidence was very convincing. They referred to scabbling around to try to find alternative streams of funding for initiatives and projects which have a proven track record of success. They asserted that the government's response to this was, "a fantastic game of pass the parcel. The fact that DfES have taken a lead on this particular issue has been a greater opportunity for Defra"—mixing metaphors here—"to throw the ball to them and say, 'You run with it.'" What is your response to that?

Mr Ryder: Specifically on the Landfill Tax Credit Scheme it is the case that there have been changes to the regime that applied two or three years ago and there was quite a diverse set of projects, some of which were combined with match funding from the Environmental Action Fund, for example, which no longer qualify, and Ministers decided that

the Landfill Tax Credit Scheme should be applied more strategically to the meeting of landfill targets, and so there were some reforms to that fund which came into effect from March or April 2003. The thrust of effort then was directed through the waste implementation programme, working through local authorities, specifically on reducing flows to landfill. That has not ended the involvement with voluntary community sector activity. In the Autumn just gone further funding was announced for the voluntary sector in a package of around £4 million, £3 million of which is a challenge fund for voluntary sector groups to come forward with the projects on waste, whether it should be recycling, reuse or composting, and there is an application process in full swing now. The first round of expression of interest has just closed and voluntary groups can compete for funding from this new source. It is called the Community Sector Support Programme.

Q268 Chairman: How did you communicate that?

Mr Ryder: Obviously it was announced by Ministers but also communicated to the kind of organisations which have been involved hitherto in the Landfill Tax Credit scheme in its earlier incarnation.

Q269 Mr Challen: What percentage of funding does that represent of the previous amount that was available?

Mr Ryder: I would have to let you have a note on that.

Q270 Mr Challen: Would it be fair to say that it is quite a bit less?

Mr Ryder: I cannot say, I am afraid.

Q271 Chairman: Is education one of the criteria for that funding?

Mr Ryder: Not specifically but awareness and understanding of issues is a component of the criteria.

Q272 Chairman: So all the evidence that we have received from groups who previously received funding to help with educational initiatives of one kind or another related to this, would they have met the criteria? Would they have been communicated through the usual channels about eligibility for this £5 million fund?

Mr Ryder: I cannot tell you in detail about how the existence of the fund and the criteria were communicated, but we can give you more details on that. It certainly is the case that awareness and understanding components within projects were certainly envisaged in the criteria being proposed.

Q273 Chairman: But education is not one of the criteria?

Mr Ryder: As I understand it, not specifically.

Q274 Mr Challen: Would it be fair to conclude this session by saying that the funding crisis here is another example really of how Education for

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Sustainable Development, when pitched against sports or citizenship, education is very much a Cinderella and is not a priority at all?

Mr Ryder: I can only really answer for the funding streams that Defra itself is making available, which can play some part in this picture. I mentioned the Environmental Action Fund as one which has supported educational related projects in the past, and will continue to support projects which help to raise awareness and understanding that will also lead to behaviour change. I think another important point is that the programmes I have referred to there are relatively small and quite specific; other programmes, which are much larger, which deal with specific

impacts on climate change or energy and waste, all of those contain an element of awareness raising and the spreading of understanding, not through formal education but through different types of campaign and of partnership with different agencies and voluntary groups.

Chairman: Thank you very much indeed. In respect of that final series of questions, any information you have about the amount of money that was going on education projects previously compared to the percentage that is going on them now would be very helpful for us to have, if you are able to provide that information. Thank you very much for your evidence today.

Supplementary memorandum from the Department for Environment, Food and Rural Affairs (DEFRA)

AT THE EVIDENCE SESSION ON 11 JANUARY THE COMMITTEE ASKED FOR FURTHER PARTICULARS IN SOME AREAS. THIS MEMORANDUM PROVIDES THAT INFORMATION.

1. LANDFILL TAX FUNDING FOR EDUCATION

Total spending under the Landfill Tax Credit Scheme (LTCS) stood at about £556 million in December 2004, of which about £217 million related to the categories “C” and “CC” which were no longer eligible for funding after the reforms to the scheme from April 2003. We estimate that, between 2000 to 2004, a total of £1.8 million was spent on projects with a formal education basis—equivalent to about £0.4 million a year or 0.8% of the “category C/CC” funding stream. Please note that this is a best estimate, as there are difficulties in accurately identifying all the projects which may have had a significant element of formal education.

Projects with a basis in formal education have also been supported from the Environmental Action Fund (EAF), which has had an overall annual expenditure of around £4 million since 1997. Again there are difficulties in accurately identifying all the projects which may have had a significant element of formal education, but we estimate that grant payments towards such projects has varied between £0.5 to £0.8 million in any one year—equivalent to between 13% and 21% of the total EAF in each of the grant rounds from 1996–97.

These estimates do not include support for projects involving more informal modes of education. Informal education has been a significant element in previous work funded through EAF and LTCS. It will also be a feature of new projects in 2005 funded through EAF, as well as through a range of activities supported by the Waste Implementation Programme as a whole (of which the new Community Sector Support Programme is a small part). In addition, several other Defra programmes contribute to less formal modes of education, awareness and understanding.

2. DEFRA SPONSORED RESEARCH ON COMMUNICATING SUSTAINABLE DEVELOPMENT

Defra has sponsored three recent research projects on this subject:

- research by Andrew Darnton “The Impact of Sustainable Development on Public Behaviour” <http://www.sustainable-development.gov.uk/taking-it-on/pdf/desk-research1.pdf>, <http://www.sustainable-development.gov.uk/taking-it-on/pdf/desk-research2.pdf>.
- research by Demos and Green Alliance, “Carrots, Sticks and Sermons” <http://www.green-alliance.org.uk/publications/PubCarrotsSticksSermons/>
- research for the Defra-sponsored Sustainable Development Research Network by Professor Tim Jackson, “Motivating Sustainable Consumption” <http://www.sd-research.org.uk/researchreviews/sustainableconsumption.php>

3. INVOLVING COMMUNITIES IN SUSTAINABLE DEVELOPMENT

These proposals, set out in paragraph 33 of the original memorandum, are being worked up in the Review of the UK Sustainable Development Strategy, and are therefore not yet fully developed, costed or agreed across Government.

The Government is working in partnership on a *Together We Can* action plan to encourage communities to work with government and local government in solving public problems and improving their lives. The plan, due to be published by the Home Office in spring 2005, aims to bring together on-going and planned actions to promote community involvement in key areas such as regeneration, education, public health, crime reduction and sustainable development.

In parallel, as part of the *Taking it on* consultation follow up, ideas are being developed to support community action on sustainable development. These are being considered as part of a package of new proposals that may be included in the new UK Sustainable Development strategy. We are drawing upon consultation responses from a wide range of organisations including

Community Groups

Voluntary and community sector organisations

Local Authorities

Local Strategic Partnerships

Regional bodies including Regional Development Agencies, Regional Assemblies and Government Offices

Government Agencies, Executive Agencies and NDPBs

Business sector

General public

Some organisations have been involved in developing specific aspects of the proposed new UK Strategy on sustainable development that could involve communities. Others have been consulted more generally on the wider range of potential proposals, including those relating to communities.

Action with Communities in Rural England

Awards for All

British Trust for Conservation Volunteers

Cabinet Office

Capacity Global

Community and Environment Project Office, North London

Community Development Foundation

Community Environment Associates

Connexions

Countryside Agency

Commission for Racial Equality

Crown Prosecution Service

Department for Constitutional Affairs

Department for Culture, Media and Sport

Department for Education and Skills

Department for Environment Northern Ireland

Department for International Development

Department for Trade and Industry

Department for Transport

Department for Work and Pensions

Department of Health

Federation for Community Development Learning

Foreign and Commonwealth Office

Forestry Commission

Forum for the Future

Heeley City Farm, Sheffield

Herefordshire Partnership

HM Customs and Excise

HM Treasury

Improvement and Development Agency

Inland Revenue

Inner Cities Religious Council

London 21

London Borough of Croydon

London Borough of Redbridge

Ministry of Defence
 Muslim Council of Britain
 Northern Ireland Office
 Number 10
 Office of the Deputy Prime Minister
 Rural Links
 Scottish Assembly
 SESKU Regeneration Programme, Yorkshire
 South East London Economic Development Agency
 Sustainability Northern Ireland
 Sustainable Development Commission
 Urban Forum
 Volunteering England
 Welsh Assembly
 West Devon Environmental Network
 World Wildlife Foundation
 Wyclecycle, Kent

Please note these lists are not exhaustive. Representatives of other organisations may well have responded to one or another of our invitations to get involved.

In addition, Defra is supporting the development of a Trade Union sustainability strategy, for which education and skills in the workplace will be a key issue. Defra is also working with a number of professional bodies to integrate sustainability competencies into their standards.

4. DISCUSSIONS ABOUT INDICATORS ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

We have formally discussed indicators in an inter-Departmental meeting of the Sustainable Development Officials Group on 8 November in Ashdown House. Three DFES officials attended. We have also discussed indicators at the SD Strategy Programme Board meeting on 29 November at which a DFES representative was present.

In addition, there have been bilateral discussions between our indicators experts in Defra, and SD lead officials in DFES.

5. INVOLVEMENT IN LOTTERY FUND PROJECTS

We can confirm that Defra has not been involved with Wildlife for All. This is funded under the Heritage Lottery Fund (with others), not the Big Lottery Fund with whom we are currently working.

7. LOTTERY BIDDERS AND SUSTAINABLE TIMBER

The Government is aware that the Committee would like the issue of National Lottery grants to be conditional on any timber being purchased from legal and sustainable sources.

The Lottery distribution bodies are non-departmental public bodies (NDPBs). As part of central Government NDPBs are expected to abide by Government policy. Individual Government departments are responsible for disseminating government policy to the NDPBs they sponsor. The terms of reference for NDPBs and their working relationships with parent departments, including the extent to which policy implementation is delegated and monitored, is a matter for the parent departments to administer.

The various bodies that distribute Lottery funds are the responsibility of the Department of Culture, Media and Sport (DCMS). It is understood that in October 2004 DCMS provided the Committee with a memorandum on the administrative arrangements for distributing Lottery grants and how they were implementing the Government's timber procurement policy. If the Committee have any further questions on this issue it is suggested that they be directed to DCMS. Defra would be pleased to work with DCMS to review current practice if DCMS were to consider that appropriate.

Second Supplementary Memorandum from the Department for Environment, Food and Rural Affairs (DEFRA)

Q1 *How many grants were awarded through the EAF?*

A1 For the funding period 2005-08, 36 new grants for work promoting sustainable consumption and production were offered.

In addition 30 existing biodiversity grants are likely to be renewed for a further year (pending decisions on future arrangements after the creation of Defra's new Integrated Agency).

Q2 *How many NGOs applied for funds through the EAF but were refused ?*

A2 The table below lists all groups who applied (please note that some groups put in joint or multiple bids). Those whose applications were unsuccessful are indicated in column 4. Out of the total 250 applications, 214 were unsuccessful.

Q3 *How many of those NGOs who have had their bids accepted were existing recipients of funds through EAF?*

A3 Please refer to columns 3 and 5 in the table below. If we treat the question as referring to any recipient of grant in 2002-05 (whether or not the previous work funded is similar to that proposed for 2005-08) the answer is eight groups. These are:

- Bioregional Development Group
- Common Ground
- Conservation Foundation
- Global Action Plan
- Green Alliance
- Peace Child
- Soil Association
- Wiltshire Wildlife Trust

Q4 *How many of those whose bids were refused had previously received funding through EAF?*

A4 Please refer to columns 4 and 5 in the table below. If we treat the question as referring to those groups who have applied for funding for broadly similar work in 2005-08 to that funded in 2002-05, the answer is 14 groups. These are:

- ARIC
- At-Bristol
- Black Environment Network
- CoastNet
- Commonwork Land Trust
- Council for Environmental Education
- CREATE
- Development Education Association
- TEC (The Environment Centre)
- Groundwork Medway Swale
- Learning Through Landscapes
- Marine Conservation Society
- Warwickshire Wildlife Trust
- Waste Watch

Q5 *What alternative streams of funding have been or will be made available to these organisations [ie, which received grant in the last round of EAF awards but were not successful in the new round]?*

A5 As the letter from the Committee Office notes, the focus of EAF in the 2005-08 grant competition was rather different from the 2002-05 round, which included a theme of understanding and awareness of sustainable development. The new EAF round has the more ambitious theme of support for projects moving beyond awareness and aiming to change behaviours to help deliver more sustainable patterns of consumption and production—one of Defra's strategic priorities.

It should be emphasised that the EAF grant regime, which is project-based and highly competitive, is not a suitable vehicle for groups seeking long-term support for the core activities of their organisation—nor is it intended to operate as such. One of the reasons for the three-year approach to EAF projects is to give groups a reasonable space in which to develop their financial planning for activities which they want to continue after the end of the grant-aided project work—and Defra actively encourages groups to address that issue within their EAF work programme.

Defra has no plans for funding specifically to serve as an alternative to EAF, for those groups which have been unsuccessful in the new round. But Defra continues to work with partners in the voluntary and community sector in a variety of ways which support Defra objectives in the field of, for example, climate change, energy efficiency and waste. These partnerships are expected to continue supporting activities which include the raising of understanding and awareness.

February 2005

Annex 1

LIST OF GROUPS APPLYING TO EAF FOR WORK TO BE FUNDED IN 2005–08

1	2	3	4	5
	<i>Group applying to EAF for grant in 2005–08 (nb some groups submitted more than one bid, and some bids were made jointly by more than one group)</i>	<i>X = Bid accepted for funding in 2005–08</i>	<i>X = Bid not accepted for funding in 2005–08</i>	<i>Group in receipt of grant in 2002–05?</i>
133	Action 21		X	No
134	Action 21		X	No
029	Action for Sustainable Living Limited	X		No
247	African Amani Refugee Group		X	No
034	Age Concern Wigan Borough		X	No
233	Apsley Paper Trail		X	No
094	ARIC		X	Yes—for largely similar project to 2005–08 bid
048	Association of Charity Shops (ACS)	X		No
065	At-Bristol		X	Yes—for largely similar project to 2005–08 bid
035	Avon Wildlife Trust		X	No
161	Baby Green Recycled Organic Ethical (BabyGroe)	X		No
060	BFM Ltd British Furniture Manufacturers trade assn		X	No
217	Bioregional Development Group	X		Yes—but for 1 different project which is still funded by EAF biodiversity grant.
218	Bioregional Development Group		X	
150	Black Environment Network		X	Yes—for largely similar project to 2005–08 bid
231	Blooming Futures	X		No
013	Botanic Centre (Middlesbrough) Ltd		X	No
111	Bransholme Green Enterprise & Training Development		X	No
210	British Biogen		X	No
118	British Marine Federation/ Royal Yachting Association	X		No

<i>1</i>	<i>2</i> <i>Group applying to EAF for grant in 2005–08 (nb some groups submitted more than one bid, and some bids were made jointly by more than one group)</i>	<i>3</i> <i>X = Bid accepted for funding in 2005–08</i>	<i>4</i> <i>X = Bid not accepted for funding in 2005–08</i>	<i>5</i> <i>Group in receipt of grant in 2002–05?</i>
224	Bromley By Bow Healthy Living Centre		X	No
004	Brumcan		X	No
027	BTCV		X	Yes—but for a different project which is still funded by EAF biodiversity grant
098	Buglife—The Invertebrate Conservation Trust		X	Yes—but for a different project which is still funded by EAF biodiversity grant
197	Buried Treasure Ltd		X	No
196	Buried Treasure Ltd		X	No
228	Camden Central Community Umbrella		X	No
091	Carbon Neutral Newcastle		X	No
024	Carplus Trust	X		No
026	CREATE		X	Yes—for largely similar project to 2005–08 bid
186	Centre for Sustainable Energy		X	Yes—for a different project jointly run with Global Action Plan
243	Centre for Voluntary Service in Three Rivers		X	No
063	CIWEM		X	No
081	Climate Concern UK		X	No
242	Climate Outreach Information Network		X	No
086	CoastNET—the Coastal Network		X	Yes—for largely similar project to 2005–08 bid
053	Common Ground	X		Yes—for a different project
193	Commonwork Land Trust		X	Yes, for a similar project to 2005–08 bid
142	Community Action Furness		X	No
230	Community Division/Environment Centre (tEC)		X	TEC were funded for a different project
145	Community Energy Plus (CEP)		X	No
190	Community Foundation for Merseyside		X	No
038	Community Recycling Network UK		X	Yes—for similar project to 2005–08 bid
219	Composting Association		X	Yes—for a different project
184	Conisbrough and Denaby Development trust		X	No

<i>1</i>	<i>2</i> <i>Group applying to EAF for grant in 2005–08 (nb some groups submitted more than one bid, and some bids were made jointly by more than one group)</i>	<i>3</i> <i>X = Bid accepted for funding in 2005–08</i>	<i>4</i> <i>X = Bid not accepted for funding in 2005–08</i>	<i>5</i> <i>Group in receipt of grant in 2002–05?</i>
206	Conservation Foundation		X	Yes—for 1 project which was similar to successful 2005–08 bid
205	Conservation Foundation	X		
021	Construction Industry Environmental Forum (CIEF)		X	No
015	Cornwall Sustainable Building Trust (CSBT)	X		No
153	Cornwall Sustainable Tourism Project		X	No
173	Council for Environmental Education		X	Yes—for largely similar project to 2005–08 bid
216	Council for National Parks (CNP)		X	No
209	Creative Environmental Networks		X	No
211	Creative Environmental Networks		X	No
227	CSV (Community Service Volunteers)	X		No
011	Cudworth & West Green Community Partnership		X	No
188	Derbyshire Wildlife Trust		X	Yes—for a different project, which is still funded by EAF biodiversity grant
068	Development Education Association		X	Yes—for largely similar project to 2005–08 bid
016	Devon and Cornwall Housing Association	X		No
212	Devon Furniture Forum		X	No
055	Devon Wildlife Trust		X	No
095	Driffield Navigation Trust		X	No
174	Earthworks Trust Ltd		X	No
075	East Manchester Environment and Resources Group		X	No
155	EcoSys Environmental Management and Education		X	No
139	Eden Local Agenda 21	X		No
144	Eden Project		X	No
087	Emmaus Exeter		X	No
037	Energy Conservation and Solar Centre—		X	No
106	Energy Projects Plus		X	No
105	Energy Projects Plus		X	No
229	Environment Centre (tEC)		X	Yes—for largely similar project to 2005–08 bid
078	Environment Council on behalf of the NRW		X	No

<i>1</i>	<i>2</i> <i>Group applying to EAF for grant in 2005–08 (nb some groups submitted more than one bid, and some bids were made jointly by more than one group)</i>	<i>3</i> <i>X = Bid accepted for funding in 2005–08</i>	<i>4</i> <i>X = Bid not accepted for funding in 2005–08</i>	<i>5</i> <i>Group in receipt of grant in 2002–05?</i>
234	Environment Trust		X	Yes—but for a different project which is still funded by EAF biodiversity grant
099	Environmental Information Exchange (EiE)		X	No
100	Environmental Information Exchange (EiE)		X	No
079	Environmental Vision (operating as “Envision”)	X		No
143	Involve Partnerships for Sustainability		X	No
071	Essex Wildlife Trust Ltd		X	Yes—but for a different project which is still funded by EAF biodiversity grant
121	Ethnic Minorities Widows/Widowers Organisation UK		X	No
245	Exhibition and Brandling Parks Community Trust		X	No
198	Fairground (South West) Ltd		X	No
072	Faith Hope and Enterprise Ltd		X	No
115	Falmouth Green Centre Ltd		X	No
148	Farmers’ Link		X	No
117	Farming and Wildlife Advisory Group (FWAG)		X	Yes—but for a different project which is still funded by EAF biodiversity grant
202	Fauna & Flora International		X	No
058	Fedn of City Farms & Community Gardens (& partners)	X		No
008	Food For All		X	No
025	Forest Stewardship Council UK Working Group		X	No
112	Forest Stewardship Council UK Working Group	X		No
125	Forum for the Future		X	Yes— but for 1 different project to those bid for in 2005–08
124	Forum for the Future		X	
123	Forum for the Future		X	
131	Freightliners Farm		X	No
073	Furniture Re-Use Network		X	No
187	Furniture Station		X	No
057	Gaia Patnership Ltd		X	No
191	GEMK (Global Education Milton Keynes)		X	No

<i>1</i>	<i>2</i> <i>Group applying to EAF for grant in 2005–08 (nb some groups submitted more than one bid, and some bids were made jointly by more than one group)</i>	<i>3</i> <i>X = Bid accepted for funding in 2005–08</i>	<i>4</i> <i>X = Bid not accepted for funding in 2005–08</i>	<i>5</i> <i>Group in receipt of grant in 2002–05?</i>
005	Global Action Plan	X		Yes— but for 1 different project to those bid for in 2005–08 (run jointly with CSE)
031	Global Action Plan		X	
032	Global Action Plan		X	
010	Global Education Derby		X	No
220	Global Generation		X	No
149	Good Gardeners Association		X	No
140	Grassroots Food Network, Arid Lands, Sust Comm Trust		X	No
064	Green Alliance Trust	X		Yes— but for different project to 2005–08 bid
201	Green-Works		X	No
052	Groundwork Coventry and Warwickshire		X	No
146	Groundwork Lincolnshire		X	No
076	Groundwork Medway Swale (and other G'k Trusts)		X	Yes—for largely similar project to 2005–08 bid
152	Groundwork Oldham and Rochdale		X	No
189	Groundwork St Helens, Knowsley, Sefton & Liverpool		X	No
237	Groundwork West London		X	No
154	Hampshire and Isle of Wight Wildlife Trust		X	No
183	Hampshire Natural Resources Trust (HNRT)		X	No
028	Hartcliffe Health and Environment Action Group		X	No
041	Heeley City Farm (HCF)		X	No
199	High Weald Landscape Trust		X	No
226	Hornbeam Eny C, Home En Eff Training, Forest Re Proj		X	No
066	Hulme Community Garden Centre		X	No
162	Ideal For All Ltd		X	No
009	Ideal Media Ltd		X	No
001	Impact Housing Association Ltd		X	No
047	In Kind Direct		X	No
122	Institute for Citizenship		X	No
225	Institute of Environment Management and Assessment		X	No
061	Institution of Environmental Sciences		X	No
194	Isle of Wight Rural Community Council		X	No
159	Jellyworks		X	No

<i>1</i>	<i>2</i> <i>Group applying to EAF for grant in 2005–08 (nb some groups submitted more than one bid, and some bids were made jointly by more than one group)</i>	<i>3</i> <i>X = Bid accepted for funding in 2005–08</i>	<i>4</i> <i>X = Bid not accepted for funding in 2005–08</i>	<i>5</i> <i>Group in receipt of grant in 2002–05?</i>
056	LEAF (Linking Environment And Farming)		X	Yes—but for a different project which is still funded by EAF biodiversity grant
223	Learning through Landscapes		X	Yes—for largely similar project to 2005–08 bid
108	Living Rain Forest		X	No
147	London 21 Sustainability Network		X	No
176	London Community Recycling Network		X	No
241	London Musicians Collective Ltd		X	No
180	London Remade Ltd		X	No
238	London Sustainability Exchange (LSx)	X		No
232	Low Carbon Network		X	No
014	Low Impact Living Initiative (LILI)		X	No
103	Marine Conservation Society		X	Yes— for 1 similar to those bid for in 2005–08
102	Marine Conservation Society		X	
129	Marine Stewardship Council (MSC)	X		No
104	Mersey Basin Trust, MERCi, Manc Devt Educ Project		X	No
136	Mersey Forest Company Limited		X	No
089	Merseyside Environmental Trust		X	No
213	Mid Devon Community Recycling Limited (MDCRL)		X	No
109	Middlesbrough Environment City		X	No
137	Millennium Debate		X	No
069	Millrace IT Limited		X	No
181	Nappy ever after		X	No
163	National Energy Action	X		No
128	National Energy Foundation		X	Yes— but for 1 different project to 2005–08 bids
127	National Energy Foundation		X	
239	National Farmers' Retail & Markets Association		X	No
132	National Federation of Women's Institutes	X		No
018	National Lobster Hatchery		X	No
207	National Trust	X		No
070	Network (Worcestershire)		X	No
023	Newbury Community Resource Centre Limited		X	No

<i>1</i>	<i>2</i> <i>Group applying to EAF for grant in 2005–08</i> <i>(nb some groups submitted more than one bid,</i> <i>and some bids were made jointly by more than</i> <i>one group)</i>	<i>3</i> <i>X = Bid</i> <i>accepted for</i> <i>funding in</i> <i>2005–08</i>	<i>4</i> <i>X = Bid not</i> <i>accepted for</i> <i>funding in</i> <i>2005–08</i>	<i>5</i> <i>Group in receipt of grant</i> <i>in 2002–05?</i>
083	Newcastle Community Green Festival		X	No
022	Newlands Local Enterprise Ltd		X	No
249	Norfolk & Norwich Voluntary Services		X	No
165	Nornir Ltd		X	No
062	North Herts CVS Furniture Link		X	No
033	North Shropshire Furniture Scheme		X	No
113	North Staffordshire Furniture Mine		X	No
017	Northmoor Trust		X	No
020	Open Spaces Society		X	No
192	Pathway Workshop		X	No
221	Peace Child International	X		Yes—for largely similar project to 2005–08 bid
168	People and Planet		X	No
204	Pesticide Action Network UK		X	Yes— but for 1 different project to 2005–08 bids
203	Pesticide Action Network UK		X	
158	Peterborough Environment City Trust		X	No
157	Peterborough Environment City Trust	X		No
214	Pontin Charitable Trust		X	No
045	Progressive Farming Trust Ltd		X	No
215	Projects in Partnership		X	No
067	Quarry Bank Community Association		X	No
179	Reading International Solidarity Centre		X	No
170	Renew North East		X	No
088	Resource Recovery Forum		X	No
093	ReZolve Kernow Ltd		X	No
059	Ripon City Partnership		X	No
043	Riverside Housing Association		X	No
051	Riverside Housing Association		X	No
244	Royal Bath & West of England Society		X	No
175	Rudloe Centre		X	No
082	Rural Regeneration Unit		X	No
195	Ruskin Mill Educational Trust		X	No
096	Save Waste and Prosper (SWAP)		X	No
141	Save Waste and Prosper (SWAP)		X	No
119	Scarab Trust		X	No

<i>1</i>	<i>2</i> <i>Group applying to EAF for grant in 2005–08 (nb some groups submitted more than one bid, and some bids were made jointly by more than one group)</i>	<i>3</i> <i>X = Bid accepted for funding in 2005–08</i>	<i>4</i> <i>X = Bid not accepted for funding in 2005–08</i>	<i>5</i> <i>Group in receipt of grant in 2002–05?</i>
240	SEA/RENUE		X	No
054	Severn Wye Energy Agency		X	No
172	Severn Wye Energy Agency		X	No
092	Small Woods Association		X	Yes—but for a different project which is still funded by EAF biodiversity grant
030	Sofa Project		X	No
036	Soil Association	X		Yes—but for a different project which is still funded by EAF biodiversity grant
039	Somerset College of Arts and Technology		X	No
182	Somerset Food Links Ltd		X	No
049	Somerset Trust for Sustainable Development	X		No
208	South Gloucestershire Environmental Body		X	No
138	Sponge Sustainability Network Ltd	X		No
222	St Elizabeth's Centre		X	No
050	Stafford Furniture Exchange		X	No
185	Staffordshire Wildlife Trust Ltd		X	No
156	Steel Valley Project (SVP)		X	No
101	StudentForce for Sustainability	X		No
110	Suffolk CONNECT		X	No
160	Suffolk Real Nappy NetworkCONNECT		X	No
090	Sustain: The alliance for better food and farming	X		No
044	Sustain: The alliance for better food and farming		X	No
151	Switched-on Generation		X	No
006	Tarka Country Trust		X	No
007	Tarka Foundation		X	No
019	Teesside Play and Education Resource Centre		X	No
126	Thames21 Ltd		X	No
042	The Environment Centre on Holywell Mead Ltd		X	No
046	The Env Assn for Universities and Colleges (EAUC)	X		No
085	The Green House Visitors C(Plymouth) Limited		X	No
177	Tourism Concern		X	No

<i>1</i>	<i>2</i> <i>Group applying to EAF for grant in 2005–08 (nb some groups submitted more than one bid, and some bids were made jointly by more than one group)</i>	<i>3</i> <i>X = Bid accepted for funding in 2005–08</i>	<i>4</i> <i>X = Bid not accepted for funding in 2005–08</i>	<i>5</i> <i>Group in receipt of grant in 2002–05?</i>
178	Tourism Concern		X	No
166	Treesresponsibility—Climate Action in Calderdale		X	No
250	Trinity Community Partnership		X	No
074	Trussell Trust		X	No
235	UK CEED		X	No
236	UK CEED		X	No
107	Urban Mines Ltd		X	No
097	Vines Centre Trust		X	No
246	Voscur Ltd		X	No
116	Walter Segal Self Build Trust		X	No
169	Warwickshire Association of Youth Clubs		X	No
080	Warwickshire Wildlife Trust (GLOBE)		X	Yes—for largely similar project to 2005–08 bid
120	Waste Watch		X	Yes—for largely similar project to 2005–08 bid
164	Waterways Trust		X	No
135	Welcome to Our Future (Local Agenda 21) Ltd		X	No
248	Welwyn Hatfield Council Voluntary Service		X	No
002	Wesley Community Furniture Project		X	No
077	Wessex Foundation—The Magdalen Project		X	No
084	Westden (previously known as W Devon Env Network)	X		No
167	Wildlife Trust (Lancs, Manchester and North Merseyside)		X	No
200	Wildlife Trust for Beds, Cambs, Northants Peterborough		X	Yes—but for a different project which is still funded by EAF biodiversity grant
003	Wiltshire Scrapstore and Resource Centre		X	No
171	Wiltshire Wildlife Trust	X		Yes—but for a different project which is still funded by EAF biodiversity grant
040	Wirral Environmental Network		X	No
130	Women’s Environmental Network Trust	X		No
114	WWF-UK	X		No
012	Youth Hostels Association [YHA (England & Wales) Ltd]	X		No

Memorandum from ESTYN¹

SUMMARY

1. This memorandum sets out the background to environmental education and education for sustainable development (ESD) initiatives in Wales and Estyn's work in supporting ESD through inspecting and reporting. These developments are placed in the context of current Welsh Assembly government policy initiatives in Education and Training.

2. The questions presented by the committee relate mainly to the policy position in England rather than Wales. We comment here on similar initiatives in Wales wherever possible. Sustainable development has a unique place in the Government of Wales Act 1998 and this has had an impact on policy. Sustainable development is inspected across all providers of education and training in Wales under the Common Inspection Framework.

3. There is a clear place for ESD in the National Curriculum orders for geography and ACCAC's Framework for Personal and Social Education. In schools there are many examples of good work on ESD. Initiatives by the Welsh Assembly Government, Estyn and ACCAC have successfully raised the profile of ESD and Global Citizenship. This is reflected in the success of award schemes such as "Eco-schools" in Wales. Within adult education centres and work related training there is little provision of ESD. The Welsh Consumer Council recently reported that seven out of 10 people in Wales did not know what sustainable development was.

4. The 14–19 reforms in Wales do not explicitly refer to environmental education but provide sufficient flexibility in the core of learning for units of work on this theme. The pilot post-16 Welsh Baccalaureate project is providing evidence of some benefits to ESD in Wales.

5. There are good examples from Young People's Partnerships of young people having a positive impact on the environment and their local communities. In Wales a number of successful initiatives in ESD by groups such as Young Farmers' Clubs and "Mentrau Iaith" (language enterprises) focus on promoting bilingualism.

6. The further development of the sustainable development and global citizenship agenda in Wales will require more resources than are currently provided. There is a continuing need for Welsh-medium resources, and for more guidance for workers in adult, youth, community and work-based training settings on how to promote and develop the environmental and ESD agenda.

Estyn's response to the new inquiry into "Environmental Education: a Follow-up to Learning the Sustainability Lesson" by the Environmental Audit Committee, House of Commons
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Our response relates principally to our own work and we comment on the work of others only where there is an issue in relation to our business.

1. THE BACKGROUND TO ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT INITIATIVES IN WALES

1.1 The position of environmental education and sustainable development in Wales is different from that in England. In Wales, the Government of Wales Act 1998 specifies the statutory duty of the National Assembly to promote sustainable development along with equal opportunities, tackling disadvantage and bilingualism. This statutory requirement and the Wales policy framework provide a firm foundation for bodies in Wales to work on environmental education and sustainable development.

1.2 The Assembly is also committed to fostering a more outward-looking and internationalist Wales and to promoting citizenship. In Wales, the Assembly has combined the development of education policy initiatives in sustainable development with global citizenship (GC), so the work in this area is referred to as "education for sustainable development and global citizenship".

1.3 The Assembly has an advisory panel for ESD & GC and Estyn has a representative on this panel. The panel has produced a key document titled "*Education for Sustainable Development and Global Citizenship—Why? What? How?*." The document is available from the Assembly website (www.wales.gov.uk) or the ACCAC website (www.accac.org.uk).

1.4 As part of its statutory duty to promote sustainable development, the National Assembly has a Sustainable Development Scheme. The first scheme was published in November 2000. Following consultation, the scheme was revised in 2004 and this led to the publication in October 2004 of the Assembly's first Sustainable Development Action Plan 2004–2007. The action plan is available on the Assembly website.

1.5 Two of the "top 10 commitments" in the Sustainable Development Action Plan for Wales refer to education as follows

¹ Office of Her Majesty's Chief Inspector of Education and Training in Wales.

“With our Advisory Panel we will produce a Wales-wide strategy for Education for Sustainable Development and Global Citizenship by Spring 2005.

We will work with Local Education Authorities and school governing bodies so that, as they come up for renewal, all specifications for contracts for school meals to address issues of health and nutrition and food seasonality.” (Appendix 3 lists other proposals).

1.6 There is a well-supported award scheme for schools called Eco-schools, sometimes known as the “Green Flag Award”. It has been mainly concerned with sustainable development issues, but grant-support from the Education for Sustainable Development and Global Citizenship panel is being used to revise the scheme in Wales to include the global citizenship aspect as well.

1.7 There are also some local authority schemes for schools. These schemes are successful in raising the profile of environmental issues and the promotion of ESD in schools.

2. BACKGROUND AND CONTEXT TO ESTYN’S WORK IN WALES

2.1 Estyn is the Office of Her Majesty’s Chief Inspector of Education and Training in Wales. It is independent of, but funded by, the National Assembly for Wales under Section 104 of the Government of Wales Act 1998. Estyn’s work consists of statutory inspection and reporting of education and training providers in Wales. The full range of Estyn’s inspection responsibilities is set out in Appendix 1.

2.2 We also receive from the Welsh Assembly Government a comprehensive annual remit for specific advice. This is co-ordinated by the Welsh Assembly Government’s Department for Training and Education and is published on the Welsh Assembly Government website.

2.3 Estyn is headed by Her Majesty’s Chief Inspector of Education and Training in Wales. Details of all aspects of Estyn’s business and its published work are set out on Estyn’s website at www.estyn.gov.uk

2.4 Estyn’s mission is:

“the achievement of excellence for all in education and training in Wales”.

We intend to do this by “providing an independent, high quality inspection and advice service that is distinctive to and meet the needs of Wales. Equality of opportunity, diversity, **sustainable development** and continuous improvement is at the heart of what we seek to promote and achieve.” Our aim is to “raise standards and quality in education and training in Wales through inspection and advice,” in support of the Welsh Assembly Government’s strategic direction established in ‘Wales: A Better Country’, and as supported by other key documents including ‘The Learning Country’ and ‘People, Places, Futures-The Wales Spatial Plan’. This overarching spatial plan sets out a strategic framework to guide future developments and policy interventions in Wales. We take account of the Assembly’s Sustainable Development Scheme and the Sustainable Development Action Plan in our work practices.

2.5 Estyn’s Corporate Plan for 2004–07 sets out plans to develop a sustainable development policy for the way the organisation works. It states that sustainable development will be at the heart of what we seek to promote and achieve.

2.6 Estyn aims to promote sustainable strategies in promoting excellence in education and training. Part of this involves the range of activities already mentioned in Appendix 1, but also includes other areas of work in partnership with other key players in Wales and elsewhere.

2.7 Inspectors from Estyn are often involved in Welsh Assembly Government policy steering groups, along with Welsh Assembly Government officials and partner organisations such as the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) and the National Council for Education and Training for Wales (ELWa). These groups provide guidance and a critical overview of developments to do with sustainability. Recent work, as well as involvement in the Assembly’s work in ESD& GC, has included the review of curriculum and assessment in Wales, the development of the Welsh Baccalaureate Qualification and the development of the Foundation Phase with a view to their future sustainability.

2.8 We provide additional guidance and organise regular training courses for independent inspectors and peer assessors. These are used to inform them of Welsh Assembly Government policy initiatives and inspection issues. Recent guidance and training sessions have included an input on ESD.

2.9 Estyn has organised training days for all staff on issues of sustainability. As an organisation we recycle around 400 to 500 kilograms of waste paper per month, and all empty ink cartridges are recycled. We are looking at ways of providing an energy efficient supply of water through providing our drinking water by pipe, rather than transporting bottles in from off-site locations, and the re-use of cups rather than disposable plastic containers. This will have an impact on water costs, the use of plastics, and Health and Safety issues.

2.10 There are ongoing initiatives to promote energy efficiency. These include the re-programming of air conditioning systems. On going discussions are also taking place to join a learning network of Assembly Sponsored Public Bodies in order to share best practice.

3. ESTYN'S WORK IN SUPPORTING AND PROMOTING SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP THROUGH INSPECTING AND REPORTING

3.1 Since September 2004 a Common Inspection Framework is used for most areas of Estyn's work. This is supported by clear protocols and handbooks of guidance that show how this framework is applied in each sector of education and training.

3.2 There is a prominent place in the **Common Inspection Framework** for ESD. This is located in one of the key questions—key question 3—“**how well do the learning experiences meet the needs and interests of learners and the wider community**”. In the matters to be considered for this key question, there is the extent to which the learning experiences “promote education for **sustainable development**.”

3.3 Our findings from the most recent cycle of inspections found that:

“Over the last five years, education and training providers have paid more and more attention to sustainable development. Providers are gaining awards such as the Eco-schools or the Green Dragon award. However, there are still too many providers who do not give enough attention to sustainable development, even though it is one of the Welsh Assembly Government's main aims.”

3.4 The questions presented by the committee relate mainly to the policy position in England rather than Wales. As far as possible our response has been structured to focus on parallel, or complementary initiatives in Wales.

3.5 There are many areas in which Wales is in the lead in terms of promoting ESDGC, and some areas in which both countries have room for development. As there is potential for overlap between the questions it is important to draw conclusions from our response as a whole.

4. THE COMMITTEE'S SEVEN QUESTIONS

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

4.1 The Welsh Consumer Council's survey report “Consumption in Wales Encouraging the Sustainable lifestyle” found that seven out of 10 people in Wales did not know what sustainable development was. The same report stated that the public responds better to messages relating to social problems than environmental ones. Highlighting the links between environment, the economy and society could arguably have a greater effect on altering the behaviour of learners.

4.2 In parts of Wales there is limited awareness of issues that relate to sustainable communities within the context of economy, culture and language. The Welsh Baccalaureate pilot project, with post 16 learners in schools and college, provides some opportunities for schools and colleges to address these issues.

4.3 The Assembly's new Sustainable Development Action Plan sets out specific actions that will help to extend and develop an understanding and appreciation of sustainable development and global citizenship. ESD has a high profile within the Assembly and its own web-page <http://www.wales.gov.uk/themessustainabledev/index.htm>

4.4 The definition of education for sustainable development and global citizenship as described in the Estyn, ACCAC, Welsh Assembly Government and the Department for International Development publication “Education for Sustainable Development and Global Citizenship—Why? What? How?” has become largely accepted in schools and colleges. The definition is as follows:

“The National Assembly for Wales will promote development that meets the needs of the present without compromising the ability of future generations to meet their own needs. By this we mean the needs of all human life, within the carrying capacity of supporting ecosystems, without compromising the ability of future generations to meet their own social, economic, environmental and cultural needs.”

“Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the future.

Education for global citizenship enables people to understand the global forces which shape their lives and to acquire knowledge, skills and values that will equip them to participate in decision-making, both locally and globally, which promotes a more equitable and sustainable world.

Education for sustainable development and global citizenship is about:

- *the links between society, economy, and environment and between our own lives and those of people throughout the world;*
- *the needs and rights of both the present and future generations;*
- *the relationships between power, resources and human rights; and*
- *the local and global implications of everything we do and the actions that individuals and organizations can take in response to local and global issues.”*

There is a clear place in this definition for the environmental message, but it is also important to recognise that there is an equal emphasis on global citizenship.

4.5 Within work-based learning, little education for sustainable development is evident, beyond individual initiatives of a few employers.

Emphasis is very much on training for current work-roles. Some companies are environmentally aware (especially where their work impacts on the environment) and, in such companies, learners are well informed about issues of sustainability. However, in the majority of companies, awareness of issues to do with sustainability is low on the agenda.

2.(1) *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

4.6 In Wales, the unique place of sustainable development in the Government of Wales Act 1998 has ensured that attention to the topic has been given great prominence in Wales through its Sustainable Development Scheme and the recently published Sustainable Development Action Plan 2004–07. One of the top 10 commitments in the plan is to develop a Wales-wide strategy for Education for Sustainable Development and Global Citizenship by the spring of 2005. The Assembly’s Advisory Panel for Education for Sustainable Development and Global Citizenship, on which Estyn is represented, will develop this.

4.7 There is little evidence of a change in attitudes or awareness amongst the cohort of learners engaged in work-based learning or their line-supervisors.

4.8 In work-based learning, few learners access formal off-the-job training. In order to lever change in this situation it would be necessary to ensure that sustainable development is incorporated explicitly in NVQ frameworks, or in core learning such as key skills.

2.(2) *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

4.9 The National Assembly’s Sustainable Development Action Plan sets out the commitment to develop a strategy for Wales by Spring 2005.

4.10 However from our own experience for work-based learning, more explicit linkage to learners’ programmes of learning through either NVQ frameworks or key skills would be beneficial. Estyn inspect aspects of sustainable development, but we inspect training providers, not placement companies. Training providers do not place as much (or often, any) importance on the aspects of sustainable development as they do other aspects of their work when we are inspecting. Emphasising sustainable development as an important part of managing the training process would be beneficial.

4.11 In Wales there is an on-going need to provide in-service training and resources in sustainable development and global citizenship for those involved in youth and community work. At present, projects and initiatives in youth and community work are too dependent on short-term funding streams. In such circumstances, sustaining promising initiatives can be a considerable challenge once project funding has been used up.

3. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

4.12 Recent policy initiatives in education and training in Wales continue a trend since devolution of increasing divergence from England. This is particularly the case in the 14–19 age range. The current model of 14–19 education in Wales has served many young people well. However the curriculum has not been inclusive enough to motivate the significant minority who do not gain marketable qualifications by the age of 16. Solutions to this challenge are not simple, but they are being sought in increasing the partnerships that focus on supporting and developing the whole young person. Partnerships that will provide a wide range of learning experiences of high quality are at the heart of the reforms in Wales.

4.13 The Welsh Baccalaureate Qualification is a pilot for a new framework for 14–19 qualifications that should be more inclusive than the current offer and should sustain and retain more learners in education and training. There is already some evidence in Wales of its impact. At the moment, the new Baccalaureate is an overarching qualification for students between 16–19. It is already at an advanced pilot stage. The Welsh Baccalaureate recognises learners’ achievements at levels 2 and 3 of the National Qualifications Framework. The 14–19 Learning Pathways initiative is beginning to roll out a more ambitious initiative at the four levels from Entry to Level 3.

4.14 Initial evidence shows that schools and colleges are approaching the Welsh Baccalaureate Qualification in different ways and with differing results. In the best practice, the young people work on a wide range of projects, often with a strong focus on issues within Wales, including environmental awareness and community action. They develop good research and analytical skills and often become more confident communicators.

4. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

4.15 There are explicit references to sustainable development within the curriculum of schools in Wales, as illustrated in Appendix 3. Our inspection evidence indicates that, over the last five years, schools and colleges have paid increasing attention to sustainable development. The number of providers gaining awards such as the Eco-schools or the Green Dragon award are indicators of this success.

4.16 However, opportunities are sometimes missed if it is only the subjects that are outlined in Appendix 3 are promoted. If ESD&GC is to be integrated into more teaching and learning programmes, materials need to be developed across all subject areas in order for the concept to become embedded.

4.17 In subjects such as design and technology, art and science we have examples of good practice where teachers ensure that pupils consider sustainability issues. However, in some cases, references to sustainability issues in lessons are often limited and superficial and teachers are not aware enough of sustainability and few schemes of work include appropriate references to this concept.

5. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

4.18 Inspection evidence from Young Peoples Partnerships indicates that there is good practice where young people are getting involved in environmental projects and having a positive impact in their local communities. In these cases young people show a visible change in attitudes and a growing awareness of environmental and sustainability issues. There are examples where young people are improving waste grounds and developing open community spaces.

4.19 Young Farmers Clubs (YFC) play an important role in rural Wales. They work with young people in sustaining rural crafts and developing young people for leadership roles within their communities.

4.20 The network of local Menter Iaith (Language Enterprise) organisations is active in promoting the local economy of communities through the Welsh language. Young people are involved in influencing community plans through partnership work with community councils to promote sustainable development. (eg Cwm Gwendraeth).

4.21 There is growing inspection evidence from Young People Partnerships of young people in Wales being involved in community regeneration through the Communities First Initiative. The Probation Service often organises young people to work in projects that have a strong environmental focus.

4.22 There are many outdoor education centres in Wales that provide young people with good opportunities to learn about the environment and conservation.

6. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

4.23 There are many examples in Wales at regional and local levels, particularly in schools and colleges, that there is good support for environmental education. There are several case studies in “Education for Sustainable Development and Global Citizenship—Why? What? How? Which” that illustrate how this is being delivered at local levels.

4.24 Overall in Wales the prominence given to sustainable development by the Assembly, and in Estyn’s Common Inspection Framework for Education and Training ensures that a strong message is being transmitted.

4.25 However this is not always the case in work-based learning and the sustainable development and global citizenship agenda is not a central feature of training programmes for youth workers. In these settings, where initiatives to promote ESD&GC are in place they are often due to the expertise or interest of individuals, rather than part of a coherent curriculum strategy.

7. *Are there sufficient resources available to deliver the government’s commitment to education for sustainable development?*

4.26 The further development of the sustainable development and global citizenship agenda in line with the ambitions and commitments of the Assembly’s Sustainable Development Action Plan will require more resources than are currently provided. There is need for better co-ordination of the many strands to this work.

4.27 The Assembly’s Panel for Education for Sustainable Development and Global Citizenship has the key strategic role and can give direction to this work, but there needs to be additional resources to ensure that support is available to deliver the operational work.

4.28 There are numerous websites that refer to Global and Sustainable Education. However, most of these are focused on learning in primary and secondary schools. There are fewer websites that offer materials for use in work-based, non-formal and informal learning. Welsh-medium materials are not as accessible or available as English medium resources.

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Annex 1

THE RANGE OF ESTYN’S INSPECTION RESPONSIBILITIES

Estyn inspects the following areas of provision either as a result of legislation or by co-operation with other inspectorates:

- Nursery schools and non-maintained nurseries
- Primary schools
- Secondary schools
- Special schools, including independent special schools
- Pupil referral units
- Local education authorities
- Young people’s partnerships
- Initial teacher training
- Further education institutions
- Work-based training providers
- Careers Wales companies
- New Deal elements (through an agreement with Job Centre Plus)
- Adult and community based learning
- Independent schools
- Youth Offending Teams
- Young Offender Institutions

In addition to undertaking these statutory inspections, Estyn also receives from the Welsh Assembly Government an annual remit for specific advice. This is co-ordinated by the Department for Training and Education and is published on the Welsh Assembly Government website.

Annex 2

EXTRACTS FROM THE ASSEMBLY'S SUSTAINABLE DEVELOPMENT ACTION PLAN

One section of the plan is called "Education for a sustainable future". This contains some specific proposals:

- include Education for Sustainable Development and Global Citizenship in ACCAC's review of the curriculum;
- ELWa to direct FE colleges to have a section on sustainable development in their 2005 strategic plans;
- look at ways of including Education for Sustainable Development and Global Citizenship teachers' EPD and CPD;
- give prominence to Education for Sustainable Development and Global Citizenship in QTS standards;
- make Education for Sustainable Development and Global Citizenship a feature of school life by requiring governors to have a regard for it when carrying out their functions, include in school building grants, promote energy efficiency, extend Healthy Schools Scheme, and promote links with schools in developing countries.
- mainstream Education for Sustainable Development and Global Citizenship in FE and HE institutions; and
- ELWa to have sustainable development as part of its remit.

Annex 3

REFERENCES TO ESD WITHIN THE SCHOOL CURRICULUM IN WALES (ACCAC 2000)

1. Explicit references to sustainable development are found in Geography and Personal and Social Education (PSE).

Geography contains several specific references to sustainable development issues at KS2 and 3, for example, requiring that pupils be taught about ways in which people look after the present and safeguard the future environment through sustainable development and to formulate opinions on issues such as sustainable development (KS2) and how considerations of sustainable development affect responses, planning and management (KS3).

The PSE framework will help schools to promote progress towards concern and action for sustainable development at local to global scales. Learning Outcomes at KS1, 2, 3 and 4 show a progression in relation to education for sustainable development. Leading to, the Learning Outcomes at KS4, "Have a sense of personal responsibility towards the environment and be committed to live and act sustainably" and "Know how to live and act sustainably and how to participate in collective decisions to live and act sustainably".

2. The Orders for science and design and technology provide opportunities to develop knowledge and understanding that can contribute to education for sustainable development.

In science, work on "Life Processes and Living Things", in particular "Living Things in their Environment", and work on "Physical Processes", especially in "Energy Resources and Energy Transfer", contribute to education for sustainable development by developing knowledge and understanding about the people and the environment.

Design and Technology offers opportunities to investigate environmental issues, including the impact of technological developments on finite resources.

3. Other subjects offer contexts in which education for sustainable development could be explored.

Welsh and English offer opportunities to use sustainable development issues as a context for oracy, reading and writing.

MFL offers the opportunity to explore sustainable development issues in "The World Around Us".

Sustainable development provides real contexts for "Using and Applying Mathematics" and "Handling Data".

PE "Outdoor and Adventurous activities" require that pupils are given opportunities to be mindful of (KS2), and to take responsibility for (KS3) the environment.

SUSTAINABLE DEVELOPMENT AND QUALIFICATIONS

4. The Authority's common criteria for accrediting qualifications, provides that each specification (syllabus) should identify, as appropriate to the subject or sector, ways in which the study of the area can contribute to an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues. This is then developed further in subject specific specifications.

5. GCSE geography specifications require the development of an awareness of the importance of sustainable development in the interaction of people and environments and a study of the ways in which considerations of sustainable development affect the planning and management of environments and resources. A/AS level specifications are required to promote an understanding of geography's contribution to education for sustainable development.

A GCSE in Environmental Studies is also available.

6. GCSE science (Double and Single Award and Biology) includes work on human impact on the environment, as does A/AS level Biology.

7. GCSE Design & Technology and GNVQ Manufacturing and Engineering include work on, for example, finite resources, recycling, alternative products and the impact on the environment of manufacturing. A/AS level Design & Technology includes work on human responsibility and technological development.

8. GCSE Welsh and Welsh Second Language include themes such as "The World Around us" and "Contemporary Issues", which provide opportunities to contribute to education for sustainable development.

9. Modern Foreign Languages also includes "The World Around Us" and "The International World", which provide contexts for exploring education for sustainable development. A/AS level topic areas include environmental, social and global issues.

10. The GCSE Religious Education unit on "Our World" deals with questions about how we should care for the world and stewardship of the natural world.

SUSTAINABLE DEVELOPMENT AND ACCAC'S COMMISSIONING AND PUBLICATIONS PROGRAMMES

11. ACCAC has commissioned materials with sustainable development themes, for example:

An environmental issues pack for KS2 Geography and articles in the KS4 geography magazine. Forthcoming materials for KS3 include a magazine on contemporary geographical issues in Wales and booklets supporting Sustainable Development in Wales and Decision Making and Change in Wales.

KS3 Welsh second language poetry—"Poeth", published in summer 2001 includes poems addressing environmental and social issues.

Forthcoming science materials for KS3/4 contribute to education for sustainable development, for example, dealing with the management of fishing and mussel farming to maintain supplies and protect the environment and issues surrounding the management of the Pembrokeshire National Park.

In addition, a Needs Identification Group has just been established for Personal and Social Education.

12. As to the Authority's publications programmes, some of the Optional Assessment Materials have included sustainable development issues, for example:

English KS3 includes a unit based on the letter from Chief Seattle to the President of the USA. Geography KS2 includes units on "Travelling to School" and "The National Botanic Garden of Wales".

Witnesses: Ms Susan Lewis, Chief Inspector of Education and Training and Mr Gareth Wyn Jones, HM Inspector of Education and Training, examined.

Q275 Chairman: Good afternoon Ms Lewis and Mr Jones. Can I extend a warm welcome to you and thank you for taking the trouble to come along. We were particularly keen to have some evidence from Wales and to have some comparable approach towards our current sub-committee.

Ms Lewis: We are very pleased to be asked.

Q276 Chairman: Before I ask Mr Thomas if he would like to kick off with our questions, if there is anything that you would like to flag up with the sub-committee because I think clearly Her Majesty's Inspectorate of Education and Training in Wales has a slightly different perspective than some of the agencies and bodies in the rest of the UK?

Ms Lewis: Would it be helpful if I gave a quick overview of who we are and what we do?

Q277 Chairman: Just very briefly, thank you.

Ms Lewis: I will be very quick. We are a body independent of but funded by the National Assembly for Wales and we inspect virtually everything that there is to inspect in education and training—it is almost easier to tell you which bits we do not inspect. We do not inspect higher education other than teacher training, but everything else from nursery education through to adult and community education, taking in various things like youth offending teams, which we do in conjunction with other inspectorates along the way. We virtually inspect everything there is. As an inspectorate you have this dual responsibility to take on some of the issues that you are inspecting others over in your own organisation and the running of your own organisation, and in Wales, as you know, Sustainable Development, along with three other

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big aspects of work, are statutory duties of the Assembly to ensure that things that they do are informed by sustainability. As a body funded by the Assembly we take that quite seriously. So there are two strands to our work, which we can probably help you with, and that is the work that we do outwards facing and perhaps some of the things that we do as an organisation.

Chairman: Thank you very much indeed. Mr Thomas.

Q278 Mr Thomas: Let us start with what you do with the community at large in Wales. As you have just restated, and from your evidence as well, of course, there is the statutory duty to promote Sustainable Development, which makes your work materially different to that in England. Could you say a little more about how that has developed both the Curriculum in Wales as a formal aspect, but also the informal aspect of learning, which you also mentioned in your introduction?

Ms Lewis: In 2001 we reviewed all of our inspection arrangements across the board. We gained a lot of work throughout the late 90s done to various frameworks and so on, and we reviewed all our work and we now do it to a common inspection framework. Sustainable Development is one strand of one of the key questions that we ask of any place that we are inspecting in our inspection work. So very much place that centrally in our work and we find, as I am sure you understand, that if we inspect it it tends to get done more than if we do not inspect it in terms of things in education and training. So I think the fact that we inspect Sustainable Development and sustainability and what organisations are doing on those issues tends to get them more attention. In addition to our statutory inspection work we provide advice to the National Assembly for Wales and particularly to the Welsh Assembly Government on anything it would like to ask us in a remit that is issued annually. So as part of that remit we might find ourselves sitting on various steering groups or working parties and so on, and my colleague, Gareth Wyn Jones, has quite an operational involvement in some of those things as a geographer to do with sustainability. So those are the broad strands of our work.

Q279 Mr Thomas: As part of the wider inspection throughout the United Kingdom, I wonder if you could give us an idea of how different that is to what happens particularly in England, where there is not this statutory duty? We heard from the Defra officials earlier that if there was a statutory duty it would change their task quite considerably. Are you able to compare and contrast in that way?

Ms Lewis: To some extent I would think that it is easier for us in Wales because there is a statutory duty. It can also have its difficulties as well because the framework that we use to inspect against can get very packed with things that are statutory duties, requirements and so on. But I certainly think it helps. It helps to raise awareness; it helps us as an inspectorate to make sure that we have trained our inspectors in various areas that they need to be

familiar with. For instance, I have something *here*. These are notes that we send out. If I could just say, as an aside, that we have a similar system for inspection to Ofsted in that our school inspections are all contracted out. All other aspects of our inspection work are done by HMI staff in Estyn. But we produce these Inspection Matters for the wider inspectorate, that is of the order of 700 inspectors across Wales who can at any one time be working for us. So we inform them and we make sure that they are up to date on issues and this one, that has gone out this month, does have a section in it on guidance on Sustainable Development and Global Citizenship.

Q280 Mr Thomas: Is that a fairly new thing?

Ms Lewis: The Inspection Matter is not; the fact that that is in there is a recap, an update really rather than fresh guidance.

Mr Jones: Can I just add that there has been guidance on Sustainable Development in previous guidance to independent inspectors as well. So, as the Chief Inspector said, it is there.

Ms Lewis: Our staff conference last year was on Sustainable Development so the whole of the staff had an opportunity to consider how this could impact on work in their areas, and included in that self-sustainability by having health checks available and things like that. So we look for opportunities to bring that in. I think, from my knowledge of other inspectorates—and I do meet regularly with the three other education and training inspectorates in the UK, and I chaired the wider group of Chief Inspectors across all of the inspectorates—we probably do more on this issue because it is a statutory requirement.

Q281 Mr Thomas: One specific question on that. You mentioned earlier that Sustainable Development was a key question, which you use when you approach institutions when you inspect.

Ms Lewis: Part of the key question.

Q282 Mr Thomas: Okay. Is that the same as is done in the other countries in the United Kingdom?

Ms Lewis: I do not think it is. I could not answer that definitively, but I do not think so.

Q283 Mr Thomas: You think that is probably unique?

Ms Lewis: I think so.

Mr Jones: I am not quite sure, but I think it reflects the legislative framework that we are working under.

Q284 Mr Thomas: Can I turn to another part of the evidence, which is the Common Inspection Framework. Presumably this is a framework which includes those key questions, one of which is about Sustainable Development?

Ms Lewis: Yes.

Q285 Mr Thomas: Could you say what the process was by which Sustainable Development is incorporated in that framework and how that

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framework is then used in an inspection to ensure that the organisations are meeting that constitutional demand, if you like?

Ms Lewis: If I start off the answer and Gareth will probably come in because he uses this day in day out in his work. As I said, three years ago we consulted with all of our stakeholders in Wales about the new inspection arrangements which would be in place from September 2004. We went out to consult on a number of proposals, all of which received very strong support, and for the last three years we have been developing the detail of that framework and the detail of guidance that sits behind that for each of the separate sectors. It was actually Gareth's partner in geography, as it were, in Estyn, who was the project manager for that development of the Common Inspection Framework, so he would be very keen to see that (sustainable development) there. Equally, we would look at all the strategic requirements on us as an organisation to make sure that they were embedded in what we inspect and how we inspect. So that is the overview of that. Gareth, do you have anything to add?

Mr Jones: When we are out on an inspection, as well as the Common Inspection Framework there are additional forms that are produced for inspectors to complete, in terms of classroom observation and to evaluate any work that they see. As well as that there are other forms where they can comment on aspects to do with management and organisation as well, and within those forms there is quite a clear prompt about Sustainable Development. As far as the inspection of further education colleges are concerned, which is the area that I have been most directly involved in in recent years, we have a system as well of formal inspections that come at regular intervals, of general inspector visits to colleges. They are usually one day visits and one of the aspects that we look at—and there is a specific *aide memoir* designed for it—is Sustainable Development. So it has quite a high profile.

Q286 Mr Thomas: Does this framework mean that literally from the nursery school to the further education college part of your inspectorate is going to ask about Sustainable Development?

Ms Lewis: Yes.

Mr Jones: And teacher training colleges as well.

Ms Lewis: Every single aspect is now inspected against this Common Inspection Framework. So the same seven questions are asked wherever we go and whatever type of inspection it is, whether it is a short, a standard or a full inspection—those seven questions are all asked to varying degrees of detail.

Q287 Mr Thomas: Yes, that is appropriate, but as it is fairly new you do not have any evidence about how this is working as yet, I presume?

Ms Lewis: We did a bit of a trawl before we came here to see what sort of grades were coming out in the places that we have inspected since September. It is a five-point scale—four and five are not good news—and all of the grades, bar one, were one, two or three. So there is progress being made. Broadly

speaking, two to three-ish would be what most institutions were getting for the question that contains that strand.

Q288 Mr Thomas: Can I ask a little more about how this all fitted into the Assemblies—the statutory requirement and the Assembly Government's objective as well—because you referred in evidence to the Advisory Panel for Education for Sustainable Development and Global Citizenship, because the two are taken together in Wales, and that you have a representative on the Panel. Could you just say a little more about the Panel, who is on it, who your representative is, how often it meets?

Mr Jones: The Panel has been going for three or four years—I am not quite sure of the date—and initially there were two separate Panels, a Sustainable Development Panel and a Global Citizenship Panel, and they answered to different officers within the National Assembly. I think that there was a growing awareness that that was a duplication so they decided to combine them. The group is quite a widely representative group. You have members from the RSPB, ACCAC, which is the Qualifications Body for Wales, Estyn, Eco-schools, Cyfanfyd, ELWa, Forum, a representative from higher education, a representative from initial teacher training, the Countryside Commission for Wales, a representative from the LEAs, British Council, DfID, Welsh Assembly Government, Welsh Local Government Association and the Welsh Youth Forum. So it is a very large group.

Q289 Mr Thomas: Did you mention the faith group there?

Mr Jones: Yes, Cyfanfyd, and they were initially part of the Global Citizenship Group, and what has happened is that there has been an amalgamation. They meet termly for the most part and it has been quite an active group over the years and part of their work has been involved in advising and producing a book for use by schools in Wales on Global Citizenship and Sustainable Development. That is another way in which the system in Wales is slightly different because ACCAC, which is the Curriculum Authority, as you probably know, as you are from Wales, has the responsibility for qualifications but also to try to ensure that there are resources available, particularly Welsh medium resources, but also English medium resources if a need is identified, and this was one of the books that was produced as a result of the work of this Panel, and what it does is to give quite a wide-ranging list of case studies that exemplify good practice. What it does is give quite a wide ranging list of case studies that exemplify good practice across the whole sphere of education in Wales and it has been quite well received by schools.

Q290 Mr Thomas: One of the interesting things is you have produced a book rather than a website.

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Mr Jones: Yes. That was something that was mentioned about three or four years ago. I am not quite sure why the website has not been established. I suspect that it is in the pipeline somewhere because I think the group has been quite active²

Q291 Mr Thomas: Has it produced anything else apart from the book?

Mr Jones: The other aspect to this panel is that they have been given some funding³ by the Assembly Government and they have awarded funds for specific projects in initial teacher training and they have provided some money for Bangor University, for Pembrokeshire, for Cyfanfyd.

Q292 Mr Thomas: These are education projects?

Mr Jones: They are education projects. One of the criteria for the projects is that the project that they submit for consideration for funding has in some way to fit into the Welsh Assembly Government Sustainable Development Action Plan, so there is a link between what happens on the ground and the overall strategy. The other aspect of this project funding is that there is a requirement that the people who have been awarded this funding are asked to produce a self-assessment of their progress and to identify the impact that the project has had on the community that it serves.

Mr Thomas: Thank you.

Q293 Chairman: Just before we leave this series of questions, I understand that as far as England is concerned at least there is the head teachers' standard that has been developed by the National College for School Leadership which makes no mention of sustainable development. I wonder if there is anything in Wales which would be an equivalent standard which would include sustainable development.

Ms Lewis: There is something equivalent in Wales but I would have to come back to you as to whether there is anything central in there about sustainability.

Chairman: I think it would be helpful if there were because we are looking at Tomlinson and we are looking at what is going to follow and these standards are being drawn up with no reference. It would be helpful to know if there is best practice comparable elsewhere.

Q294 Mr Challen: In your evidence it seems that there have been a lot of successful initiatives to get schools involved with education on sustainable development and that has led to a lot of Eco-school status being awarded and yet the Welsh Consumer Council reported that seven out of 10 people do not even know what sustainable development is. I do not know how that compares with the rest of the UK, it might be better, it could be worse. What is your view about that? Why do you think that the general

public is not so aware, and in particular what do you think has made schools in formal education more successful?

Ms Lewis: I think that in terms of what schools are doing, and we were talking about this on the way up in the train, is as the learner gets older there seems to be less engagement with this as an issue rather than more. Maybe when the younger people have worked through the system it will develop. I suppose the other way of saying it is that at least 30 per cent did know and perhaps if we had done this survey a few years ago it might have been even worse. The term may not be something that is understood by people but I think the issues are more and more understood, or at least known about, maybe understood is going too far. Certainly recognising the issues is better in general than it used to be.

Q295 Mr Challen: Also, I notice from your memorandum that you perhaps have the same problem that this Committee often faces and that is do we call it environmental education or is it all about sustainable development, which is sometimes a very much wider concept. Do you think that these are purely interchangeable or do they represent quite different things?

Mr Jones: They do represent different things quite obviously. When one talks about the environment one has a distinct perception of what one is talking about. They do interlink quite strongly as well and I think they interlink quite strongly with global citizenship, which is the additional dimension in Wales. The events of last week reflect that you cannot actually detach an environmental catastrophe from the consequences of that on the people who live in a particular community and the effect that such a climactic occurrence has on people. That is where the sustainability element comes in.

Q296 Mr Challen: So in that regard, in terms of global citizenship, you believe that personal responsibility should be stressed, it is not simply something that we are passive victims of or perpetrators of, as it were?

Mr Jones: Yes, and that is evidenced in our inspections really, that the most effective form of activity involved in this area in schools is that which focuses on the local area but which also draws strands from it to identify the effect it can have on communities within Wales or wider afield.

Q297 Mr Challen: In England it seems that DfES is proposing different evaluation tools for ESD and citizenship. Do you think that is very helpful?

Mr Jones: I do not think it would be right for me to comment on the system in England.

Q298 Mr Challen: Or to have them as separate things?

Mr Jones: That is an issue for the system in England.

Q299 Mr Thomas: Bringing them together has worked in Wales.

² Addition by witness: the website is now in place, called a Virtual Directory, and is being amended to include global citizenship

³ approximately £150,000

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Mr Jones: Most certainly it has. That is the message that has come through really. It identifies the link between environment and people and you cannot detach them really. It also links the scales, that you cannot detach things that happen in South East Asia from our lives, particularly with the advent of ease of travel from here to South East Asia, for example, and it brings it home to people in this country very, very clearly.

Ms Lewis: I think there is a strong link between environment, economy and society, those sorts of issues, and that you cannot expect people to behave in relation to one without considering their circumstances in relation to the other two. These things are notoriously difficult to change people's behaviour over. As a former health education teacher as part of my teaching career, health education messages can go out and people can understand them at the level of recounting them to you but then children go off and eat chips for lunch every day. It is actually changing people's behaviour because they understand that it might have an impact on them or their families or the wider community in which they live. I think you do that by involving them more and more. Sustainability has got to do with leadership and the development of leadership and the development of consultation and the development of people's expectation to be consulted about issues as well.

Q300 Chairman: On that theme of doing as I do rather than doing as I say and actually linking vision with action, I am just interested because many of us are following the pilot post-16 Welsh Baccalaureate initiative that is taking place and I think in your memorandum to us you mentioned some of the benefits that there have been for ESD in Wales from that. I would be interested to hear a little bit more about that and what evidence you have got to show that it is making a difference.

Mr Jones: We have got the WJEC handbook here on the Welsh Baccalaureate and we would be quite happy to leave that if that would be of assistance to the Committee.

Q301 Chairman: Thank you very much. I am sorry that Defra are not here to share it with us although I am sure they will have an opportunity.

Mr Jones: The Welsh Baccalaureate is in the pilot stage. It is in the second year of a three year project. One of the components of it is Wales, Europe and the world and one of the areas where education for sustainable development is perhaps different from other parts of the UK is in the focus on heritage and cultural perspectives. Our evidence at this stage in our evaluation of the Baccalaureate identifies things that are going well and things that are not going so well, as one would expect in a pilot project, and I suspect that the WJEC will come to the same conclusion. In our evidence, some of the units that we have seen on heritage and cultural perspectives have been quite successful. There have been three cases in point that come to mind. One was of a college in north east Wales that receives nearly 50% or more of its students from over the border and

there was an exercise there where they used poetry to inform youngsters of the challenges that other youngsters living in rural parts of Wales have to get work and to live in their own communities. That particular session was very successful in informing and letting these young people know about the conditions of life for people in other parts of Wales. On the other side of the coin, in north west Wales there was another college where they invited a local councillor in to talk about the political process as part of citizenship. In that particular session this local politician, who was a Plaid Cymru politician actually, gave a very useful insight into the political process and asked the young people what was the issue that affected them most and the same issue came up but from a slightly different perspective: they wanted to stay in north west Wales, living in a Welsh speaking community and gaining work there but they could not afford housing. The politician took them through the political process as to how they could inform and influence local politicians and how they could bring about policies to try to change people's perspectives of that particular issue. The third example was of a school, again in north Wales, where one of my colleagues interviewed a group of sixth formers who were on the Welsh Baccalaureate course. There were four of them in this particular discussion and he asked them about some issues to do with world events and he was quite struck by the fact that these young people had a great depth of knowledge and far more confidence in talking about and discussing these particular events than other students that he had interviewed who were not on the Welsh Baccalaureate course. If you like, those are small examples of the effect of it as a positive influence.

Q302 Chairman: Are you doing any evaluation or monitoring?

Mr Jones: Yes. We monitor the Baccalaureate as part of our ongoing inspection process and we meet with officials from the Assembly Government termly.

Q303 Chairman: Just coming back to the children themselves, how much are you finding that they are enthusiastic when it comes to lessons on ESD and global citizenship?

Ms Lewis: Generally speaking, I think they do welcome the opportunity to talk about and share their concerns, their understanding and their fears about certain things and to be better informed. There are some very good case studies in that document that my colleague referred to before and, short of sounding a bit like a travelling salesman, we have brought quite a number of documents with us which we are very happy to leave.

Mr Thomas: You do not want to take them back on the train!

Q304 Chairman: We wanted to get a feel for comparable best practice, that was the purpose of inviting you.

Ms Lewis: There are some very good studies in there across primary and secondary schools.

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Q305 Chairman: That would be helpful.

Mr Jones: When children visit centres, like the Centre for Alternative Technology, and when they have an opportunity of attending residential courses to do some work in that environment they come back motivated and enthused, they have enjoyed the experience, and very often that has a positive spin-off effect on other aspects of the curriculum.

Ms Lewis: If I could just add one point there. The whole of education development in Wales is going along according to a 10 year strategy, a paving document this is called, *The Learning Country*, and there are developments at foundation phase for three to seven year-olds, the 14-19 learning pathways, and the Welsh Baccalaureate. There are threads of sustainability and education for sustainable development throughout each of those things. It is very much taking the strategy through the practical working out of examples.

Q306 Chairman: How early does that start?

Ms Lewis: Three.

Q307 Chairman: In terms of funding for the trips to Machynlleth or wherever, we have identified a serious lack of funding.

Mr Jones: Local authorities can bid for money from the Assembly Government under the Better Schools Fund and one element of that has ESD and global citizenship as part of it, and last year 6.5 million (approx) was allocated nationally and it has something like 6.5 million (approx) allocated for the coming year.⁴ The take-up varies from authority to authority. Some authorities, like Carmarthenshire and Pembrokeshire and Gwynedd, are particularly active in this field.

Q308 Mr Thomas: Just to conclude by looking at the more informal learning sector, because we have concentrated a lot on curriculum and schools and so forth, in your evidence you mention good examples from Young People's Partnerships, but it is not only about young people in formal learning, it goes through life, and you refer to Young Farmers' Clubs, the *Mentrau Iaith*, which is the local Welsh language initiatives and so forth. Could you say a little bit more about that? I know you would not want to comment on what happens in England but we heard evidence earlier about where Defra was on this aspect. I wonder if you could try and at least compare and contrast, or in Scotland or wherever, where similar things are happening in the informal sector. How can you evaluate that? In what way are you able to show that the funding going into that

sector for education on sustainable development is having an impact in terms of people's attitudes and a change in behaviour?

Ms Lewis: I think as far as youth service work is concerned we see some very good examples, but equally we see some examples where there is room for considerable improvement. We would highlight the training of youth workers as an area where they do need more help in this area, and probably the same in adult and community education. Our work in the voluntary sector is only just beginning to get underway, so we have some anecdotal evidence that we pick up when we are looking at broader aspects of work and we have referred to one or two of them in relation to young farmers in our paper and so on. I think the work-based training as a sector—I would not call it an informal sector but certainly a sector in which we would like to see far more being done in this regard—is one of our poorest performing sectors in a whole range of areas and sustainability would be one of those.

Q309 Mr Thomas: Who is responsible for delivering education for sustainable development in the informal sector in Wales? Is it completely yourselves or do you share that responsibility with others? How is it done?

Ms Lewis: It is not our responsibility to see that it happens but it is our responsibility through reporting on it to say what it is like if it is there, and if it is not there to comment on it.

Q310 Mr Thomas: Whose responsibility is it?

Ms Lewis: I suppose it is a strategic direction through the statutory duty and we play a key part in monitoring that, but then it would be down to the funding organisations when we highlight the shortcomings. For instance, if it is ELWa funded training or education then the responsibility would be with ELWa and if it was local authority based the responsibility would be there.

Q311 Mr Thomas: When you say it is early days in terms of involvement in that sector, you are responsible for seeing how that sector works.

Ms Lewis: Yes.

Q312 Mr Thomas: So are you able to say whether those other organisations, such as ELWa, have succeeded in the past or do you think that generally we need to be bringing people up to a higher standard?

Ms Lewis: I think it is work in progress and there is more to be done on that score. I report on all those things annually in my Chief Inspector's Report, which is due out at the end of this month, and sustainability gets a section in there as well.

Chairman: Thank you for taking the trouble to appear before us this afternoon and for the literature that you have brought with you, we will give it due consideration. Best wishes with your work. Thank you.

⁴ Addition from Witness: CLARIFICATION—I would not wish the committee to think that £6.5 million has been allocated specifically across Wales for ESD/GC. The actual amount will probably be far less than this. ESD/GC is one subsection within a bidding category, which also contains other education and training priority areas such as literacy and numeracy.)

Supplementary memorandum from ESTYN

During the course of our session we were asked about the position of sustainability issues within the NPQH training programme in Wales for prospective Head teachers. At the time we did not have this evidence to hand, but have subsequently made enquiries which I hope will be of assistance to the committee.

It does not appear as if issues of sustainability, both in the management processes within schools, or as a curricular theme, appears formally in the NPQH documentation at the moment. However, since a large part of this qualification is structured to encourage discussion and analysis of a wide range of management and curriculum topics by course, it may have come up for discussion by individuals and groups at some point in the past, or have featured as part of any assignment topic. However there is no planned position in relation to sustainability.

Memorandum from the Centre for Alternative Technology (CAT)

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

In terms of the understanding of the general public, to some extent the phrase sustainable development (SD) has been diluted by numerous commercially driven re-interpretations. SD has been used in some sectors to describe conventional growth with a bit of environmental tidying up around the edges (eg recycling or saving energy in their offices when the major aspects of their operations are actually increasing their output of greenhouse gases).

However, to many, but not all, the term sustainable development has begun to take hold and it would seem defeatist to now abandon the term and then consume time and energy trying to decide on another one, produce definitions and encourage people to embrace it. It is hard to imagine that any term could be totally free from the possibility of misinterpretation or distortion.

The term SD has had the very positive effect of drawing into a dialogue people involved in “Environmental” and “Development” education and that has had some very useful outcomes, although in some cases bringing the two together has still left a rather narrow perspective which somehow misses the “big picture”. In that situation the important environmental message has either been lost or, it predominates to the exclusion of poverty or international issues.

However when SD is prioritised in terms of a global perspective on serious climate change, the almost continual stream of accepted science reaching the headlines has significantly re-enforced the message that business as usual cannot continue and that “contraction and convergence” is a clear global priority. Further resources must be made available to a public education programme to make a clear case for the UK’s 2010 and 2020 climate change targets as part of a global programme.

2. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

It seems very regrettable that the ESD Panel is still not in place to advise the Department.

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

The UK SD Strategy should aim to produce future generations of young people who have the awareness and motivation to ask, “What is the impact of this on international poverty and climate change and other environmental degradation?” A key role of learning is to deliver enough knowledge to begin to answer that question plus the skills to be able to find out what they don’t already know. We need to create citizens who:

- understand that sustainable development is a “way of thinking”;
- understand the basics of the science of climate change;
- know about international poverty issues;
- can relate our lifestyles to our impact on the present and future of the planet and its people;
- feel equipped and motivated to go on asking questions and learning about the issues and to take action to deal with them; and
- understand the world around them and how it is changing.

In terms of learning outcomes, the challenges of climate change and international equity need to be prioritised within the sustainable development agenda. The expected changes caused directly by human activity are bad enough, but far worse is the risk of triggering much larger positive-feedback effects, releasing very large quantities of naturally-stored carbon. The key message seems to be that, while the full effects will not be manifest for many decades, perhaps even centuries, events in the next few decades or so will determine the final outcome. This implies that the climatic future is in the hands of the present generation. So large technical, economic and social changes must be initiated now, to forestall very serious consequences in the more distant future—a political and social challenge not to be underestimated.

To meet this challenge, there is a body of knowledge that young people need to know and are not at present learning. The issues relating to sustainable development should be embedded across the curriculum in Schools, Colleges and Universities and this does not mean a few lip-service words, which is what we generally have at the moment. For example, 17 year olds in sixth forms now are more confused and ignorant about climate change and the ozone layer than they were 10 years ago and many teachers actually give pupils inaccurate information about renewable energy.

In order to improve what is taught to students there is a need for a comprehensive programme of education of teachers through CPD, the teacher training institutions and the advisory service. In the informal sector there is an equivalent need for training for youth workers and adult educators. A set of indicators that are clear to teachers and other education providers would be very useful.

In terms of public education in the wider sense, Organisations and individuals across the UK are poorly prepared, as yet, to face the immediate and long-term challenge of reducing emissions. In order to begin creating the framework for social and political acceptance of implementing any of the four RCEP scenarios, the UK SD Strategy must first deliver a thoroughgoing change of outlook and culture within our society. A large-scale “solutions driven” public education programme must be developed which will address the following needs:

- To raise awareness of the “robust” science behind climate change and of the very serious nature of the threat posed both nationally and internationally by changes to the natural carbon cycle.
- To promote awareness of the importance of efficient use of energy and the new forms of energy generation such as renewable energy.
- To create a low carbon vision for the UK to 2050—highlighting the target dates by which each of the key technologies should become economically mature.
- To engage all stakeholders in an ongoing discussion about climate change and new energy solutions.
- To encourage and enable the “social cohesion” required to willingly embrace such changes.
- To provide a support and education framework to foster practical action.
- To ensure this support is made accessible to all sectors of society.
- To create lasting links between partner organisations and agencies to effectively bring about changes in attitudes and behaviour in the widest possible audiences.
- To counter “denial”, propagating instead a positive vision of a low carbon future for the UK.

The constitutional obligations on the National Assembly for Wales to implement SD have been of great assistance to our work in Wales. What is needed next is UK Cabinet level political support to head up a “national initiative”. The UK SD Strategy should aim to link government policy, industrial development, academia, R&D, public education, export strategy and the media into a single “National Prestige Programme”. People and organisations across the UK must be made aware of the way in which their use of fossil fuels is contributing to climate instability, then be encouraged to take responsibility for their own reductions—and to take positive action in their homes, schools or places of work. A key challenge in the fight against climate change is helping people understand the specific “real-life” practical issues around energy efficiency, low-carbon and renewable energy technologies, showing how they play an important part in delivering a future that is both sustainable and attractive. To be successful such a programme must embrace both arts and sciences through linking the following elements:

- Schools, colleges and universities.
- Arts, mass media and popular culture.
- Science and discovery centres, visitor attractions and museums.
- Continuing professional development programmes.
- Business incubation and development

ENABLING ACTION

Having first raised awareness and changed attitudes to low carbon lifestyles and international equity, the programme then feeds clients on to substantial on-going support frameworks to enable practical action. It must do this using best practice, challenging everyday attitudes and behaviour whilst also providing practical ways forward.

Inspiration and information could be turned into action through a new network of UK innovation and demonstration centres, offering access to training, education, innovation, research and on-going advice appropriate to each locality. These should also link directly to the agencies offering on-going advice and grant support to ensure this programme is an effective and potent agent of change. The formal educational work should research and build on work done to date to create a national resource that will provide inspirational and informative resources for both school-based and adult learners alike. Resources for schools would be based around the national curriculum and would be developed by working with teachers of differing ages and curriculum areas. Special emphasis should be made to support both community and corporate champions, who hold the potential to set social trends, inspiring many others in their communities to take up the challenge.

4. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

Whether we like it or not, examination syllabuses are one of the key drivers which prioritise what teachers deliver so changes in this area are crucial. The report does not go far enough because, while it refers frequently to the needs of employers, it makes absolutely no mention of the need to educate people for the rapidly changing world that we have created. There are plenty of useful things about “skills and attributes” but the “common knowledge” in the core must include knowledge of the science behind climate change and energy issues and the history and present of the global relationships between rich and poor. We are failing our young people if we do not do that, because we are not equipping them to deal with the future problems that we can see we will all have to face.

If the proposals take some pressure off teachers then they may have a positive impact in allowing them the space to incorporate SD into their teaching. The AS exams have, in some respects, had a narrowing impact on pupils’ experience of education as the time pressures created have stopped most teachers from being able to take pupils on field trips or just stray into interesting discussions. If these proposals reduce some of that pressure that will be very positive. However the proposals should also reduce the pressure experienced by teachers at KS1-3 who have to be so curriculum focussed that they find it difficult to incorporate new things into what they deliver. If the syllabus has six words out of hundreds on “environmental” issues, that’s the weight it will get in the classroom.

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

Although there has been some improvement, much more is required. This is an extremely important area as it is clear that putting ESD in a little box of its own in the curriculum unrelated to other subjects is not an effective way of delivering. Not only should SD be embedded across the curriculum, there should be co-ordination of what is delivered in different areas. The Action plan for Wales describes SD as a “way of thinking” and that is what we need to create in young people and that will not happen unless what they receive is consistent and co-ordinated.

As an example, CAT is working with the Intermediate Technology Development Group, on projects embedding sustainable development into Design and Technology teaching. The current project run by CAT and ITDG (the Sustainable Design Award) is an extremely effective example of this delivery through one subject and it is very popular with teachers. Because of its project based approach D&T is particularly fertile ground, but we are interested in exploring whether we could extend this work into other curriculum areas. The extended project work in the new 14–19 curriculum could open up this sort of opportunity but ESD must not be thereby relegated to a “specialisation”.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

See 3 previously.

7. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

In terms of education of the general public, there must be a significant culture change from an approach based on leaflets saying “are you doing your bit”, to a “solutions driven” approach based on access to practical real life working examples of tools, technologies and lifestyles appropriate to the locality. What is needed most urgently to enhance the work of ESD at regional and local levels, is access to a network of real life models, showing how genuine sustainable development can take place. This requires “live” demonstrations of the complex interaction between land use planning, food production, energy, buildings, transport, waste management and all aspects of human society, on a carbon-lean basis. For almost thirty years now, long before the concept of sustainable development became commonplace, such a demonstration has been taking place at various centres in different European countries. These “Eco-sites” have been dedicated to experimentation in sustainable ways of living and the dissemination of their experience through active display, education and training programmes, publications and information services. They offer an exciting potential to create new and effective agents of change, embedded in the local communities which can create a bridge between EU and UK policies and practical local action. Ecosites provide a meeting point between bottom-up and top-down approaches of sustainable development for actors such as investors, project leaders, politicians, financiers, entrepreneurs and of course the public. Until recently these Centres have worked in relative isolation, with only informal contacts between some. Recently a formal network of Ecological Centres throughout Europe has been established under the EU fifth framework programme with the express purpose of collaborating to share knowledge and experience, and thereby to greatly increase the impact of each Centre’s work in its own country and region. The “Ecosite” concept is already proving successful in assisting a number of areas across the EU, as well as in other countries such as India and the USA. Through an active “cross fertilisation” of experience, it is likely that any Ecosite could increase the impact of its work in its own country and region. It is envisioned that Ecosite concept will play a role in the EU’s “6th Framework Programme”.

8. *Are there sufficient resources available to deliver the government’s commitment to education for sustainable development?*

No. There needs to be a very significant investment in training and supporting teachers to ensure that they are equipped with the tools and resources they require to deliver. This does not necessarily mean multi-million pound projects to produce another CD or website. There is, of course, a need for some new resource production but many teachers are not yet aware of what is currently available or they simply cannot afford to buy it. The most effective long-term change will come from investing resources into CPD and initial Teacher Training and ensuring that there is well informed support available locally for teachers.

December 2004

Witnesses: Mr Paul Allen, Development Director, and Ms Ann McGarry, Education Officer, Centre for Alternative Technology, examined.

Q313 Chairman: Good afternoon. Welcome, Mr Allen and Ms McGarry. I think you have sat in and heard some of our previous witnesses. I have to say at the very outset that we would have loved to have come and visit the Centre for Alternative Technology as part of our evidence gathering inquiry but we were just unable to fit it in at this stage, nonetheless we hope there will be an opportunity to come and visit in the future. Meanwhile, we do appreciate your taking the time and trouble to travel all this way to give evidence to us this afternoon. Before I ask Mr Challen to start, is there anything that you would like to say for the record in terms of what you see as the cutting edge as far as this whole theme of education for sustainable development is concerned and how that fits in with your whole set-up?

Mr Allen: I would say that generally my experience and expertise is more in the general public sector and Ann’s is more in the formal schools and education sector, so we may answer separately. I

think the most important thing is within sustainability, and I prefer “sustainability” to “sustainable development” but I think it is important to keep the continuity of the message so the public does not say “Oh, it is called something else now” because then we lose where we have got to so far, but sustainability does allow for the fact that it may be more sustainable to leave things alone sometimes rather than to develop them. There is a whole range of issues, some are environmental, some are social, some are economic, but within that there are some issues which are absolutely desperately urgent and there are some issues that if we tackled them in 15, 20 or even 50 years’ time that would be good enough. I think it is very important that we pull out of sustainability the things that are cryingly urgent. One of the criteria I would use to select those things is whether they show signs of beginning to run away of their own accord, which is one of the reasons why I would put climate change at the top

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because the evidence is coming out now that if we continue to behave as we are then climate change may start to run away with itself, and even if we all switched everything off and sat quietly it would not stop. There is a need to tackle everything and make sure it is an inclusive term but to offer some prioritisation of resources and guidance to the public about what things should be tackled first because it is very easy for a company to have a sustainable office policy and to recycle all the paperclips while the actual carbon footprint of that company is escalating enormously. We must not be seen as tinkering around the edges.

Ms McGarry: The other issue that is urgent in that sense, and it is not new that it is urgent, is that it is intolerable that we do not deal with global poverty. Those are the two key things that we always need to bear in mind: is this going to make a difference to climate change and is it going to make a difference to global poverty?

Q314 Chairman: If I understand you right, you are talking about having a short, medium and long-term approach as well and sorting out within that what needs to be dealt with in the short-term and addressed in the medium and long-term, so the timing is a factor in all of this, there is no synchronisation of it.

Mr Allen: The parallel I would draw is the wonderful people who arrive at road traffic accidents. They have a very clear priority for what bodily parameters they are looking to check for first, breathing and blood, and then maybe a twisted ankle but they will deal with that some hours later. Let us go for the important ones quickly while we have time.

Q315 Mr Challen: I would just like to explore one of the features that came out of the previous evidence, which was that in Wales at least 30% of the population seem to have heard of the expression "sustainable development". You have said in your evidence that to many, but not all, the term "sustainable development" has begun to take hold. Also, you have said in your memorandum that to some extent the phrase "has been diluted by numerous commercially driven reinterpretations". I wonder if you could just comment on these various features because it may be that the 30% that the Welsh Consumer Council have heard about knowing the expression are only familiar with diluted interpretations of that. What is your view on that?

Mr Allen: I have been with CAT for 16 years but it is its thirtieth anniversary this year, and if we look back to 30 years ago CAT was pointing one way and government policy was pointing in a very different way. If we look at what the predictions were from the Central Electricity Generating Board for energy back in the 1970s, they were expecting almost exponential growth. What we have seen is a lot of agencies coming round and moving much more towards the way we want to see them pointing. Where I think it has taken hold is in Government. When we see a White Paper coming

out with a 60% target stretching to 2050 for fossil fuel reductions, that is a big uplifting thing for a lot of people who recognise it is urgently important to see that reflected in Government. Similarly, within the DTI there are lots of very positive signs, particularly the enthusiasm for developing renewable energies, which simply was not there 10 years ago. Also, in the Welsh Assembly Government with the legal obligations and what is reflected through the Assembly's supportive public bodies, such as CCW and the WDA, there is a lot of recognition of the core problems and the need to develop environmental goods and services as part of the economic development. Also, in scientific circles, the Royal Commission produced an excellent report, *Energy and the Changing Climate*, which is producing solutions that are pretty near the scale of solutions that we need to solve the problems, they are not tinkering at the edges. Similarly, the work done through the Hadley Centre and so forth is excellent work, it is bang on target for what we should be doing and it is probably leading the world. We are even seeing things like a change in the position of the Archbishop of Canterbury who last year came out and said that polluting the planet is a sin, which is something that was not there before. We are seeing it take hold in lots of areas but it is very easy for companies that do not look at the big picture to tinker around the edges and use it as a marketing tool because they know there are people out there who are committed to sustainability who are the consuming public and they will show a product preference for that, so if they can allure to it then the marketing people will be encouraging them to do that.

Ms McGarry: That is a problem, that people will interpret sustainable development as developing, ie growing, consuming more things, producing more things, but tinkering around the edges. There is another problem of people who think they are doing something significant in terms of sustainable development by just recycling, for example, without looking at any of the other issues. A lot of very useful work has come out showing how, if we do not cut down on what we consume, the recycling does not even keep up with the impact of that. That is one of my worries about the people who knew the term but who are not interpreting that as a significant change in their behaviour. I would absolutely agree with Paul that there are lots of positive signs as well.

Q316 Mr Challen: I get the impression that perhaps a lot of professional groups that have a relevant interest may be very familiar with a strong definition of sustainable development but your view might still be that the general public might be dancing, as it were, with this weakened thing. In that context, would it be the case that the slightest hint from those people in authority, whether it be a local authority or the Assembly or national UK Government, that perhaps it is not quite so

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important would have a major impact on public perception and it would be an excuse almost to withdraw from this philosophy?

Ms McGarry: Absolutely, and I think unfortunately an awful lot of teachers do not have an adequate grasp of what it means either. For a lot of them they think recycling is going a long way or they are very confused about issues of climate change. Young people say to us that they are being taught inaccurate things in school and that what they are being taught in school is not joined-up.

Q317 Mr Challen: Amongst professional groups which do you think are the most enlightened? I know you have just produced a video for planners at local authority level.

Ms McGarry: I would not like to say because I think our knowledge is probably much too patchy to make a judgment on that.

Mr Allen: We have a traditional, almost social collective memory on pollution because pollution has been going for 200 years since the start of the Industrial Revolution. Mostly that has been local scale pollution where, when we stop pumping effluent into the river, the river begins to improve and clear. We have a collective assumption that climate change is simply greenhouse gases building up in the atmosphere. When it gets a bit uncomfortable we will simply stop doing it and the system will revert to where it started. However, those organisations that have an active and continuing development programme or have looked into it in any detail and read some of the reports that have come out of the Hadley Centre or other learned journals will realise that it is not like that; it is more like the behaviour of the human body. It regulates the system but if you push it beyond the point where the regulation is in control the regulation breaks down and there is a rapid jump to a very different system. Once that runaway process is set in train it is possible that it will be unstoppable. I think that is the sort of realisation that was brought to the attention of the Archbishop of Canterbury and to several other leading people. Once they see that there is a sort of basic human fear or indignance, "We just cannot let this happen. Let's change", and people sharpen up what they are doing. It becomes much more focused.

Ms McGarry: Where that happens is incredibly hit-and-miss. It is an individual who will be well-informed and knowledgeable, so you get certain teacher training departments who are very good because there is somebody who is quite clued up and knows where to find the right information and you will get whole other barren patches basically where people do not know. I do a lot of work with sixth form groups at the moment and a couple of the schools that I have been into, and this is in design and technology, the students have been really well-informed and it is quite clear that in most geography departments they have been well taught and they have understood about climate change. Among the others there is the odd student who understands things very well but there is a real

lack of awareness and the teachers are not in touch with it. They do not know the places to look for the serious information.

Q318 Mr Challen: Is this just happening in individual schools or is it regional or geographic? Do you work entirely with Welsh schools, for example?

Ms McGarry: Mainly with Welsh schools at the moment but not entirely, no. I work with English schools as well.

Q319 Mr Challen: Have you been able to trace any patterns?

Ms McGarry: Some areas are a bit better than others but it does tend to depend on the individuals in the schools more than other things, and subject areas.

Mr Allen: The reason that we particularly focused on producing continuing professional development materials for planners is that planners are in some ways at the cutting edge. They are having to make a decision between actual reduction of fossil fuel emissions and changes in the visual environment and in order to make an informed decision about the relative weightings of those two choices we felt it important that planners were aware of the current scientific research and the robust conclusions that are coming out of the models for climate change so that they can make an informed decision.

Ms McGarry: It was only possible to do that because the Assembly wanted to do it, so a lot of opportunities were provided by the Assembly's commitment to sustainable energy.

Q320 Chairman: Just before we leave that, could I follow up in terms of what you are doing there whether or not Estyn, who we had before us previously, are aware of what you are doing there and if it is part of their 10-year plan to address this as far as teachers are concerned?

Ms McGarry: I do not think they are aware of what we are doing. I find the problem in Wales is in terms of communication. There is nobody like the CEE which is a meeting point for people, communication and networking for bodies within Wales, so there is not an easy mechanism for Estyn to know what we are doing short of us approaching them.

Q321 Chairman: They mentioned a panel, did they not, when they were here? Would there be any scope for you to be on that panel?

Ms McGarry: I do not even know who makes the decisions about who goes on that panel.

Q322 Chairman: In a way what this has highlighted is that at the institutional level where these mechanisms and procedures are drawn up who should be involved and consulted about what and where somehow or other you need to be slotted into that procedure.

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Ms McGarry: I think so, but what I feel is that a panel can only have a certain number of people on it and there are all sorts of organisations in Wales that are doing all sorts of things. There is not this network where they can communicate and they cannot all be on that panel, so there is, I feel, a lack of a communication system.

Q323 Chairman: You do not feel part of something bigger?

Ms McGarry: No. We have some really good contacts directly. In fact, what was the Sustainable Development Unit has now gone to the Strategic Policy Unit, so that is quite significant, but the Strategic Policy Unit in Wales is stuffed full of people who are extremely good on sustainable development and we have had some very good contacts with them and with other bodies, but that is a direct contact we had there.

Q324 Mr Challen: In your written evidence you say “the almost continual stream of accepted science reaching the headlines has significantly reinforced the message that business as usual can continue and that ‘contraction and convergence’ is a clear global priority”. Is it really a continual stream of accepted science, or indeed other news stories? Is it really percolating downwards or is it, if you like, a broadsheet concern? Is it perhaps running the risk of creating a sort of environmental fatigue amongst people who get sick of all the bad news and just want to turn away from it without getting to the stage of looking at the solutions like C&C?

Mr Allen: Our approach has always been to be solutions-driven. We deal with the problems by presenting the solutions, which is so much more uplifting for those who have to and will have to continually hear it. The problems are not going to decrease and go away; they are going to remain. What I would be particularly interested in is the robust science that is coming out of the coupled carbon modules that the Hadley Centre are developing. Now they are getting other researchers with other different types of computer models to model the same events and more or less the results are coming out the same, that El Niño will become an annual phenomenon in a few decades’ time which will result in a massive die-back of the Amazon basin, releasing huge amounts of stored carbon back into the atmosphere which will dwarf the amount that we give up in a year. Scientifically it went back to the fact that they lost half the carbon. They looked at how much carbon we give off every year as a matter of public record and the rise in concentration in the atmosphere was only about half what we are giving off, so that led to the search for the carbon sinks which pointed to the fact that it is not the carbon that we give off that is the problem; it is the changes we make in the huge natural carbon cycle. We are tinkering with a very big thing.

Ms McGarry: I am driven to frustration frequently by things on Radio 4 which just take the superficial view and do not use the scientists from the Hadley Centre; they pick on somebody who wants to say,

“Oh, climate change is not really happening”, or, “That is not really serious”, and so it is not getting beyond that. Even the broadsheets at times are using that popular attitude which is not using the really serious science. I think it is improving a bit but it is not good enough.

Q325 Mr Challen: Perhaps another approach which I think is probably one which would go down well with the public, maybe for the wrong reasons, is that if you have this continual stream of accepted and very profound science which makes it all look so inevitable, people will say, “There are not solutions but we can adapt”, and the Copenhagen Consensus is all about that kind of approach, just having to live with it. Are there ways that you can convey to people that there are better means of tackling it which are realistically possible?

Ms McGarry: One example is that very recently there has been a programme on Welsh language television where the back-up was provided by CAT and it was working with a group of families looking at reducing their impact and their carbon footprint particularly. Some of them did incredibly well. They reduced their impact to less than a quarter of what it had been in the first place. I do not know if you saw it. I do not know how popular that would be on S4C but it seemed to be a really good programme. It was a positive thing; it was working with these people. It was quite a good feeling from them about their experience of doing it as well. We need more support for that sort of positive approach. I find it very difficult sometimes, talking to 17-year olds and getting them to see a whole variety of things that include issues of global poverty, trading issues and climate change, and you do not want to leave them sitting there looking incredibly depressed and hopeless about it, and that positive action is extremely important. Unfortunately, we do have to accept that one of the things we need to convey to people is that adaptation is now the only way forward because we cannot keep things as they are.

Q326 Mr Challen: Do you see any evidence which shows that C&C is now becoming an idea whose time has come, not least amongst higher policy makers?

Ms McGarry: Contraction and conversion?

Q327 Mr Challen: Yes.

Ms McGarry: Yes. It seems to be being talked about a lot more.

Mr Allen: The useful thing is that it brings in the international equity perspective but relates that to your actual carbon footprint and your carbon quota that you will have as a UK person and linking the two things is a very powerful tool because if we can begin to address the international equity we can begin to work for a more peaceful world.

Ms McGarry: There is a huge difficulty there. One of the things that depressed me in looking at both of the documents down in Wales is that they both talk about the needs of business. With the English

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document that was the only driver of curriculum, if you like. The rest of it was all about structure. With the Wales document there definitely was reference to sustainable development. Business is interested in producing more things and selling more things and that is an enormous problem when we are looking at contraction. It is looking at the needs of business and nowhere do the English documents say anything about the needs of people or the needs of the planet. Obviously, if you are going to provide for the needs of people you have to produce things, but there are all sorts of ways in which we could do that with a much lower impact. It just felt like we have got to have some other drivers in there for what is going to be in the curriculum.

Q328 Mr Challen: Looking very briefly at the DfES Action Plan, your response to a question about whether it is a success or failure was just one line, "It seems very regrettable that the ESD Panel is still not in place to advise the Department". I am just wondering if you could tell us a bit about what has been the impact of the absence of the ESD Panel.
Ms McGarry: I do not have enough direct evidence to say. I just felt that the reports that it produced were very clear, very down-to-earth, particularly the last one which I thought was admirably clear, in plain language and very useful advice. That did not seem to be reflected in the DfES Action Plan that came out just after it closed.

Q329 Mr Challen: Are you at all encouraged by what you heard earlier this afternoon from our Defra witnesses?
Ms McGarry: No.

Q330 Mr Challen: Finally from me in regard to the DfES Action Plan, do you think it has started a process of change and what sort of achievements, if the answer if yes, would you point to in order to demonstrate that progress?
Ms McGarry: I do not feel that my knowledge of what is going on in education in English schools is good enough to be able to say. One thing that I have been involved in is producing some materials on citizenship and sustainability for design and technology education for QCA. That sort of thing is happening. Those sorts of materials are being produced.

Q331 Mr Thomas: We have covered some of the areas already that I was going to ask about. You have had a very good stab in your evidence at writing the Sustainable Development Strategy so we will take that as read. From what Mr Challen has asked you and from the evidence you heard earlier from Defra, how do you perceive the fact that education on sustainable development is with one department and the overall lead for sustainable development is with another department? How is that impacting on the Sustainable Development Strategy for the UK?

Ms McGarry: I have been very unimpressed by what has come of the DfES and I have been very surprised by that. Frankly, there must be some people in that department who understand what sustainable development is about, I would have thought, but it does not seem to be there. It just does not seem to work. There does not appear to be communication between departments or co-operation between departments. I do not know. That is very much an outsider's view.

Q332 Mr Thomas: But you do some work in England as well as in Wales?

Ms McGarry: Yes, we do. We work with schools.

Q333 Mr Thomas: Is that only down to a statutory duty placed on the National Assembly, for example, or do you perceive it as something more institutional?

Ms McGarry: There are lots of things happening in Wales but I do not see how much of it is coming out of the Education Department in Wales. I do not really know, partly because of this lack of very much communication. One of the things I looked at yesterday was the document from the Higher Education Council for Wales which I thought was extremely good, a really clear, thorough policy for higher education institutions. I thought that was great, so if that reflects what is going to happen in other areas that is really good.

Q334 Mr Thomas: Not necessarily though.

Ms McGarry: The 14-19 document does not reflect the same approach.

Q335 Mr Thomas: That is what I was going to ask you because you mentioned earlier your disappointment in the 14-19 document in England and I think in Wales as well to a slightly lesser extent

Ms McGarry: Yes.

Q336 Mr Thomas: Tomlinson, for example, is the basis presumably for the next White Paper for education in England. Do you have any thinking as to why education for sustainable development has been so poorly served within these documents?

Ms McGarry: I do not know. If you read something like that and you read something like the higher education one in Wales, the difference is staggering.

Q337 Mr Thomas: Does it reflect what you said earlier about the evidence from the DfES? You were disappointed with their past performance and perhaps that has been reflected in what has been taken by Tomlinson out of that?

Ms McGarry: Presumably. I just do not know.

Q338 Mr Thomas: How much do you work within England as compared to Wales?

Ms McGarry: There is one project we are involved in for the Sustainable Design Award, which is working with design and technology at A-level in schools. It is a joint project between us and the

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Intermediate Technology Development Group and so they are running it in England and we are running it in Wales. We are doing a lot of work together, so I am doing some work for that, so doing teacher training in England, but we get visited by a very large number of schools from England so that is our main other area of contact.

Q339 Mr Thomas: Are they coming as part of education for sustainable development?

Ms McGarry: I am not sure how many of them would stick that label on what they are doing.

Q340 Mr Thomas: What do they think they are doing in CAT?

Ms McGarry: They will come to deliver a bit of the curriculum. Some primary schools are coming on their week's residential course down in that area of the world and we are part of what they do. In the past we used to get certainly a few schools every summer who were just there for a day out and it was a nightmare. They just ran around, but it is almost always focused now. The teachers do want something out of it to do with energy issues or something relating to what we call sustainable development.

Q341 Mr Thomas: Would you say that that has improved over the last few years?

Ms McGarry: It has.

Q342 Mr Thomas: The intelligent use of CAT by groups in the curriculum?

Ms McGarry: Yes, I think that is true, but the numbers have gone down.

Q343 Mr Thomas: Has that been driven by changes in the curriculum or changes in teachers, if you like, or the profession?

Ms McGarry: I think it is changes in the curriculum. The tightness of the national curriculum created a problem in that respect, taking energy out of the primary school curriculum at one point, and then money, and to some extent health and safety brought worries. Schools cannot afford to come. They cannot afford the coaches, they cannot afford the supply cover.

Q344 Mr Thomas: Clearly not every school child in Wales or England can visit CAT, so what about education within schools themselves? You also deliver, I believe, training for teachers. Can you give us an idea how that works? How much of a take-up do you have there? What effects can you have by training teachers as opposed to directly dealing with schoolchildren?

Ms McGarry: I think the training of teachers has to be the most important thing but it is incredibly difficult to get hold of teachers for more than a short period of time. We have quite useful contact with Careers Wales at least to have some funding for training, so they brought groups of teachers to us, so we will get a school day's length at a time with groups of teachers. Through the Sustainable Design Award I have found that because it is

almost impossible for the teachers to get out of school what I am now doing is going into the schools delivering workshops for the students but that is training the teachers at the same time because they are sitting in on the same sessions. That is one of the only ways we get to them, and you have to offer training at weekends, things like that. I do not really think it is right for teachers, who work incredibly hard, to have to give up their weekends. It is not very good to have exhausted teachers spending their weekends working and then going back to teach another week in school but it is one of the only ways to get time with the teachers to do things.

Q345 Mr Thomas: If you take the average teacher, thinking about recycling as making a great contribution, how long does it take he or she to come up to what you would think is an acceptable level of knowledge of sustainable development? How long would you like to get them there? One day, two days, three days?

Ms McGarry: At least two days. We did run courses for teachers. We gave up on it some years ago because they just were not coming. Then we tried doing it again in more recent years. I have accepted now that most of the people who are going to come with us on courses are people who work with teachers rather than teachers themselves, so people in other organisations.

Q346 Chairman: To what extent do you work with universities where you have got teacher training? Given that the emphasis has been on leadership throughout the whole of our session this afternoon I am just wondering whether or not those are for those taking up sport or similar teacher training groups where there is quite a lot of leadership involved and that might be applied across the board and how that might be a package to, if you like, bring in people at the formative stage of teacher training.

Ms McGarry: We would think that was vitally important but we are getting fewer teacher training institutes now coming to visit us because they have got less time with the students and the students are poorer. They have not got the money to pay for the visit and the students have not got the money to pay for it either and they have not got the time. Bangor University science team are an exception. Every year they bring their science students and they are the only teacher training institute that comes every year now. Again, at Bangor there is this project that has come through development education and that is opening up some doors as well.

Q347 Mr Thomas: There has recently been a Channel 4 programme called *The End of the World As We Know It* which has featured CAT. Did you see that because I was interested, if you had, if you could give us some of your comments?

Mr Allen: We have had a lot of feedback from people who have seen it and I was there when they filmed it, but it was broadcast at 2.30 in the

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morning on S4C, so I have not yet seen it. One of the most important things that came out of it for us was the reinforcement of our general concern that people know that we have to make various different lifestyle changes to move towards sustainability but you can put numbers against that. You can look at what is the reduction in your fossil fuel footprint through choosing to fly on holiday locally and so forth, and people do not have any real perception of how big a change in your carbon footprint the relevant different lifestyle choices make. We have developed a tool called the Carbon Gym which is using the metaphor of a gymnasium where you go for your carbon health check. We did this to Marcel Theroux and I think it was a bit of a revelation for him to realise where the big savings can be made. We do not spend lots of time worrying about lifestyle choices that are tinkering round the edges.

Q348 Chairman: Notwithstanding that programme, which I have not seen, do you see much sign of the significant cultural change that we need to have in terms of people changing culture, changing leadership to get that culture change?

Mr Allen: I feel that once we get a real understanding of the science behind the problems that we are facing that will change people and will change the culture. Look at another culture change that we had to make: health and safety at work. We have very strict legislation about what continuing professional development level of health and safety awareness different people in different parts of society have to have. We need a similar rigorous continuing professional development programme for people at all levels who are implementing sustainability to make sure that they all are up to speed and current in their understanding of the

problem that they are dealing with through their workplace. Once that begins to happen, and I can see it rippling around some areas already, then the culture begins to change, but we also have to recognise that culture changes in different ways in different parts of society. One important thing that we have always been very keen to do at CAT is supporting the community champions, people embedded in companies, local authorities or communities, who want to change already because they have it in their heart to do so. If you enable those people to make the changes that they want to, perhaps inform them of the relevant merits of the different changes, they will go back and do that in their societies and that will affect their neighbours, that will affect their work colleagues, and it is helping to change, helping to move in the direction that things are going that I think can be most cost effective for the limited amount of resources that we can find.

Ms McGarry: Perhaps I can say one thing which is not an answer to that question. I have had a lot of contact recently with really impressive young people. What we need to be doing much more is listening to young people. We need to be asking them how they want to be educated, because they do have very strong opinions on it and very interesting opinions, and they are capable of taking on this complexity of issues and seeing the big picture of things in a way that people often do not expect. All sorts of people get consulted about curriculums and very rarely do people consult 14-year olds and 15-year olds and 17-year olds.

Chairman: On that note I think we will have to draw it to a close. Thank you so much for making the effort to come here. I hope that when our report comes out it will be something which will assist all of us involved in this whole agenda.

Tuesday 18 January 2005

Members present:

Joan Walley, in the Chair

Mr Peter Ainsworth
Mr Colin Challen

Mr Simon Thomas

Memorandum from the Office for Standards in Education (OFSTED)

**ENVIRONMENTAL EDUCATION: A FOLLOW-UP TO LEARNING
THE SUSTAINABILITY LESSON**

The role of Ofsted is to report on standards and raise relevant issues based on the evidence provided by inspection and survey work. It would be inappropriate, therefore, for Ofsted to comment on some of the aspects raised by the Environmental Audit Committee and on which it is seeking views. In the areas in which Ofsted is able to comment, we would like to draw to attention of the Committee the following points.

Despite the raising of the profile of education for sustainable development (ESD) through the revision of the National Curriculum in 2000 and the launch of the Sustainable Development Action Plan by Charles Clarke a year ago, ESD is not easily identifiable in the majority of schools in England. It is more evident and better organised in primary schools, where teachers are more used to working across a range of subjects. In secondary schools work on ESD is limited because individual departments have not fully explored the wide range of opportunities open to them. The Ofsted report *Taking the first step forward . . . towards an education for sustainable development* concluded a year ago that “while good practice exists there is much still to do, even in these successful schools, before they can claim to have met their own aspirations for ESD or, indeed, implemented their policies in full”. That situation remains unaltered today and in the majority of schools there is a genuine lack of understanding about what this concept actually means and how it can be used to promote a positive ethos to support learning and personal development. Few schools, too, are aware of the ways in which ESD can support teaching and learning in geography, science, design and technology, citizenship, personal, social and health education and the wider school curriculum. Although the overall picture appears very patchy, where there is good practice it often embraces the whole of the school community and is frequently outstanding and compares very favourably with the best practice overseas. It terms of conceptual thinking these schools are often well in advance of comparable schools in the European Union. Generally, ESD is not seen as a priority in the drive towards school improvement. Much of the guidance and information being provided to schools has no, or at best, very little reference to ESD. This includes the 14-19 Working Group’s report, *14-19 Curriculum and Qualifications reform*. However, there will be opportunities to include ESD into the examination criteria when these are subsequently reviewed, if clear direction is provided.

The proposed new inspection process (currently going through Parliament in the new Education Bill) has an increased emphasis on using a school’s self-evaluation to shape the inspection process. In addition, the process will place greater stress on the agenda and proposals outlined in the government green paper *Every Child Matters*. Inspectors will have to consider how a school is promoting healthy living, contribution to society and economic well-being. This process also allows schools to build into their self-evaluation any aspects they feel reflect the particular characteristics of the school. In this respect, schools are able to include an evaluation of how effectively they are promoting education for sustainable development. Where a school includes material on ESD, it will help shape the inspection for that school, although schools are not obliged to include this area in their self-evaluation.

Current investment in promoting education for sustainable development is small when compared to overall funding for education. Much resourcing and development is dependent on non-government organisations (NGOs) rather than direct funding. Much good work is being promoted by these organisations informally, especially through youth work and adult and community learning. This is more noticeable in those LEAs where there is an active Agenda 21 programme. Equally, their role is often pivotal in improving awareness and promoting ESD in schools and they are especially active in the primary sector. However, this has resulted in “patchy” and unstructured development across schools.

Ofsted has responded to the recommendations in the “Sustainable Development Action Plan for Education and Skills” by working more closely with DfES to share information and influence developments in this area. Ofsted’s own investigation into good practice in primary and secondary schools “Taking the first step forward . . .” is being widely used by both DfES and NGOs as a guide to further development and support in schools. In particular, Annex C: a checklist for school self-evaluation is being used to develop self evaluation processes.

In addition, Ofsted is currently working closely with DfES to build on the initial report *Taking the first step forward* . . . by initiating a survey to measure the impact of ESD on whole school improvement in a sample of schools. The purpose of this survey will be to determine whether schools that practice a whole school, inclusive and participatory approach to *Learning for Sustainability*:

- improve the overall effectiveness of the school;
- improve performance on standardized measures of academic achievement;
- reduce discipline and classroom management problems;
- increase engagement and enthusiasm for learning;
- develop greater pride and ownership in accomplishments; and
- enable and empower pupils' and the school community to make positive contributions to sustainable development.

This survey will use the checklist for school self-evaluation from the Ofsted report on ESD and existing self-evaluation criteria and will run alongside scientific research into individual pupil's development. Selected schools will be contacted several times as part of a longitudinal survey to monitor improvements in terms of:

- school culture and ethos—including attitudes and values;
- monitoring and evaluation;
- teaching and learning—including raised achievement;
- pupil behaviour;
- the learning environment;
- active stewardship;
- sustainability indicators—including those for waste management; and
- community links.

The intention will be to disseminate good practice to support school improvement in the area of ESD. The final published report will identify progress, effective practice, tangible improvements, and provide clearer evidence of impact.

December 2004

Witnesses: **Mr Leszek Iwaskow**, HM Inspector of Schools and Subject Specialist Adviser for Geography, and **Mr Peter Daw**, Divisional Manager (Head from 1 April), Curriculum and Dissemination Division, Ofsted, examined.

Q349 Chairman: Could I welcome both of you, Mr Iwaskow and Mr Daw, to our session this afternoon. I think, if I recall correctly, you did give evidence previously.

Mr Iwaskow: I did, yes, last year.

Q350 Chairman: That is right; I remember. Just to kick off, is there anything in the light of what happened and the evidence that you gave previously and where we are now that you would like to bring to our attention at the very outset of your evidence this afternoon?

Mr Iwaskow: I think essentially that statement was actually in our memorandum to the Committee, and I think that really covers many of the main points that we would like to draw to your attention. So, no real additions to that.

Q351 Chairman: I would like to start by really trying to get your views as to where we are with the DfES, because they told us that a lot has been done to raise the profile of education for sustainable development in schools, and that there is a huge amount of enthusiasm and a huge amount of activity around this whole subject of education for sustainable development in schools. I am not quite sure how that links in with what you said to us in your memo, so just for the record it would be interesting to have

your view on this, really: what is the real state of education for sustainable development in schools in England?

Mr Iwaskow: In reality I think there is a general lack of awareness still in the greater majority of schools. That is quite noticeable when I visit schools and I ask head teachers about ESD. There is a general lack of understanding of what that actually means. When I then start talking about some of the things that can be done in a school they will say "Oh, yes, we do that", and I think that gives you an idea, perhaps, of the flavour that perhaps there is some good practice in schools, but in the majority of schools it is not recognised as being part of the ESD issue in that sort of sense. As a result, very often there is a lack of coordination of actually developing this whole ethos of ESD so it becomes a whole-school approach. If I were to say "Is it happening in schools?", I do not think the situation has changed very much from a year ago when I issued my report. If you were to look down on England from above you would probably see a relative desert for ESD. If you homed in there would be some oases of some excellent practice. Overall I think it has a very limited profile in English schools and it is probably better understood in primary schools than in secondary schools, where there is a greater awareness of the cross-curricular aspects of ESD and what it can bring to the school.

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Q352 Chairman: I wanted to press you on that a little bit, because your report was a year ago and we are a year on. I am wondering how you can make the comment you have just made. Is it based on research that you have done, or just on the feel that you get when you go into schools?

Mr Iwaskow: There is no specific monitoring of ESD, but as part of my role as a geography specialist adviser—it is within the geography curriculum—I do make a point of asking teachers about it, and I do actually make a point of asking most head teachers I talk to: “By the way, is there anything going on about ESD?”, and I often get rather quizzical looks as to what it means. When I start talking about schools councils with real responsibility for children, developing the learning environment and all the other social aspects of ESD, they say “Yes, we have this, we have this”, and I do not think they are fully aware of what ESD is. But it is not from actual formal monitoring; it is from anecdotal visits and from general discussions with head teachers, and from when I ring up head teachers and ask “Is there anything going on?” I usually get a negative answer. Not always; and especially in primary schools I find it is better developed and there is more awareness, perhaps, in primary schools; but overall I would say the situation has not changed much at all.

Q353 Chairman: I think we will be coming on to issues like self-evaluation and assessment later, but without going into the detail of that now, in respect of the monitoring, which you say is not happening—or formal monitoring—whose responsibility would you say that formal monitoring should be? Should it be yours or should it be the Department’s? Where would you see that responsibility lying?

Mr Daw: Obviously there is a responsibility for us, alongside others, to monitor this agenda. We would not normally repeat a survey of the kind that Leszek led on ESD last year. We would not repeat that every year; we would usually wait a number of years to see whether changes had taken place. Clearly activity is taking place, advice is going into schools, and so on, from various sources. What we have at the moment in our plans is to return to a larger-scale survey in a couple of years’ time, so in our agreed plan for surveys with the Department this is scheduled to come back for a more detailed look in a couple of years’ time. In the meantime there is some monitoring going on, which Leszek can tell you about as part of his geography inspection programme. So there is some monitoring, but as for a larger-scale survey we are not planning that immediately.

Q354 Chairman: Given that we are at a sensitive time in respect of DfES taking leadership away from Defra on this whole subject, and given the status that there is to climate change and the European Union presidency, do you think we can afford to wait for a further two years in respect of Ofsted’s return to some more formal monitoring and the take-up of ESD in schools?

Mr Iwaskow: I have initiated and liaised with DfES to start a new project, literally from Easter time, which is going to look at the value of ESD in terms of school improvement. The essence of that has actually been put in the memorandum. Peter is quite right: to go back and repeat the exercise that we had would actually not really add very much to the present debate. What we need to do is to look forward and see how ESD impacts on school improvement, and certainly there is research being carried out in the United States, particularly California, which has shown that schools which develop an environmentally-focused ESD approach, there is an overall improvement in effectiveness in terms of measures of academic achievement; there are reduced discipline and classroom management problems; there is often very much increased engagement; children’s ability to reason has been improved. With that in mind I approached DfES last year and actually proposed that Ofsted does a parallel monitoring visit linked to research from the university researcher who would actually look at pupils’ attitude change while we look at the general leadership, management and ethos of the school. That proposal is taking place, and the first monitoring visits will start next term.

Q355 Chairman: I think it would be helpful if it were possible for the Sub-Committee to have a supplementary bit of information about that, because I think that is very pertinent, if that would be possible.

Mr Iwaskow: Right. I am just devising the inspection structure, and in the next couple of weeks I will get that to you.

Q356 Mr Challen: It would help me a lot, just looking at the survey referred to in your memo, *Learning for Sustainability*, if you could say whether or not the six bullet points that are listed there are in a way your definition of sustainable development or is it simply the fact that the last bullet point is there, that you then talk about sustainability, because some of these things are not necessarily immediately obviously what I would describe as ESD. Others might disagree. Discipline, for example.

Mr Iwaskow: It is the impact of ethos. If you are looking at the seven key concepts of ESD and if you look at personal responsibility, equality, respect for others, which come through those seven key concepts, we are talking about the development of a whole school culture and ethos. That has been seen to have actually impacted on overall school effectiveness, so the impact of a positive ESD culture within a school as part of that whole-school approach has actually led to improvements in these key areas. The whole object of the survey is to look at how the ethos of the school can drive forward school improvement; and if ESD is the focus of that, how does that impact on changing pupils’ attitudes for the better, so the whole learning environment actually improves.

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Q357 Mr Challen: That is a description of means, is it not? What is the end?—if you see what I mean. Something seems to be slightly missing from it.

Mr Iwaskow: The end is to show over a number of years that in fact children's attitudes and values improve and that also has an impact on their attainment and achievement in that particular school. That is why it has to be a survey that is being carried out over a number of years, to actually baseline the cohort of children that we are going to look at, and look at the attitudinal change over a number of years; but also to look at the change in the school culture. One or two schools are using this as a whole-school approach to school improvement. For example, there is a school opening in Merseyside which is going to be an academy school. They are actually using ESD as the driver for the ethos of that school, and that will be an interesting school to monitor to see if it actually has an impact on improving the quality of education for these pupils in an area which is very disadvantaged in the centre of Merseyside.

Q358 Mr Thomas: Can I just follow up on that, for clarity for myself as well. We have had evidence from Estyn in Wales, where they talk very much about ESD and global citizenship as two distinct but linked concepts or values within the school. From what you have just said, I take it that from your perspective ESD actually includes the global citizenship part. Is that correct?

Mr Iwaskow: Yes.

Q359 Mr Ainsworth: I think the difficulty you are going to have is in disentangling the ESD agenda from all the other things that well-managed, properly-motivated schools are doing, and finding a causal link between the two is going to be quite hard, because you will tend to find within a well-managed school with a vibrant head who is motivating all sorts of people that everything will get better, including, obviously, an understanding of the global environment and other smaller local environmental issues. To what extent are you confident that you will be able to disentangle the particular from the general?

Mr Iwaskow: It is something that we have struggled with and looked at, but essentially the basis of each school will be their own self-evaluation in terms of ESD, and over a number of years the schools will baseline themselves in terms of self-assessment, which actually will link in very well with the Ofsted model on self-assessment, and that should generate an action plan which should point forward ways in which they can develop this, whether it is through the social side, whether it is through the academic side or whether it is going to be from both. It is a very complex issue, I agree, but certainly, because schools will be developing this through an action plan, we will be able to mark the improvements against the actions and against the baseline, and that is the whole intention. It is linked in with the guidelines that DfES is working on at the moment in terms of self-evaluation, but they are not necessarily the only ones that are available to schools.

Q360 Chairman: I think we want to move on to self-evaluation, and the legislation which was kicked off in the Lords in a bit more detail in a short while, but just going back to your initial comments about there being patchy progress, given that you said it is patchy, are you saying that the majority of schools are falling down on their legal requirement under the national curriculum to teach about sustainable development in geography, science, design, technology and citizenship, or are you saying it is not so much that they are failing, it is just that –

Mr Iwaskow: I will give you the example from geography, perhaps, because that is the area I specialise in. Certainly the ESD aspect is there in the national curriculum Key Stage III. What I am finding is it tends to be an add-on to a unit on development in year nine, for example.

Q361 Chairman: Are you penalising schools for that? Are you flagging this up with them, that they are doing it as an add-on?

Mr Iwaskow: I have certainly raised this. I have a survey going on looking currently at Key Stage III geography. The issue was raised by David Bell in November when he made an announcement about geography, and one of the issues that was raised was the Key Stage III curriculum. He did not mention ESD by name in that sense. But certainly it is an issue which I do raise among schools, but there is a wider issue of the whole Key Stage III curriculum in geography which needs to be addressed and which was raised by David Bell in his announcement. So it is part, really, of a need to look at the whole Key Stage III geography curriculum, and that is perhaps symptomatic in other subjects, but I cannot speak for those definitively.

Q362 Chairman: What do you think the implications would be for sustainable development if there is a failure right the way across the education system to incorporate this, to the extent that they should be included?

Mr Iwaskow: In terms of into the teaching programme or into—?

Q363 Chairman: In terms of into the teaching programme, but also the DfES's stated aims of making progress on education for sustainable development.

Mr Iwaskow: That is a difficult one, in the sense that I think currently the key issue that we are faced with in schools is a lack of understanding exactly as to what education for sustainable development is. I think it is this lack of understanding which means that schools are having difficulty in identifying where they are delivering it. As I pointed out earlier, an effective school council I think is a very important component of developing this culture of pupils taking responsibility for their own actions, and for having an important role to play in developing that whole school environment in a very positive way. A lot of schools do have school councils, but they do not see that as part of ESD, and I think there is a lack of understanding about ESD in general which is then seen to be compartmentalised perhaps in one or two

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subject areas. In those subject areas it is very much dependent on how the teachers have looked at their schemes of work and implemented it into their teaching programme.

Q364 Chairman: So who is letting whom down? The then Secretary of State Charles Clarke made quite an upbeat announcement about sustainable development, did he not? Why, a year on, is there this patchy—people not really understanding this on the ground? Who has responsibility for this?

Mr Iwaskow: I think the communication between the schools perhaps is not that good, and I think the issue is that the communications have not been clear, the profile of ESD has not been raised sufficiently, perhaps, and as a result the schools still are not totally aware of what it is. That does vary from school to school. I do find that some schools who have worked very well with NGOs actually have a higher understanding, because that has been brought in from those outside agencies. I honestly feel that a lot of schools are still not aware of education for sustainable development and the actual plan that is going on.

Q365 Chairman: Can I just try to get to the bottom of where this responsibility lies. We are about to have further evidence later on this afternoon from the Finance & Education Services, and they told the Sub-Committee that the DfES action plan is not disseminated to schools. Do you know whether or not that was the case? If it was the case, would that perhaps be one of the reasons why there is this very patchy take-up or lack of awareness amongst some schools?

Mr Iwaskow: I think one of the issues is that a lot of the ESD information is actually held electronically and then it requires schools to access that; and if it is not brought to their attention it is the usual difficulty that schools face of a mass of information, and where do you actually access it? I think that is a real difficulty.

Q366 Chairman: So should the Department of Education have sent something to every school, or should there have been more press announcement about it, or more in the specialist education press? Or should it have been through Dick Topp(?)¹ and yourselves?

Mr Iwaskow: I think you are quite right; you put your finger on it. It is actually about raising the profile. I think the profile has not been high enough up the academic—or the school agenda.

Q367 Chairman: The academic—?

Mr Iwaskow: Sorry, the school agenda. That was a slip of the tongue. The school agenda.

Q368 Chairman: The Secretary of State said he wanted that.

Mr Iwaskow: Right.

Q369 Chairman: Who would he expect to have followed that through for him?

Mr Daw: It would largely be for the Department and for QCA, I think. It would not be Ofsted's role to propagate the particular policy or set of guidance for schools. Clearly our role is to monitor the results of these guidelines rather than to circulate them. I think Leszek is right about the electronic means. Clearly the actions and so on are made available for schools, and the Department clearly is under considerable pressure not to send large amounts of printed paper into schools now, so many things are made available on websites rather than sent across as hard copy into schools. It may well be that this is one of the areas where the message did not get across as fully as it could have.

Q370 Chairman: Have you suggested to DfES how they might more effectively do that, if you have misgivings about the value of just using websites?

Mr Daw: I think all of us in the different agencies share a sense that there is still some way to go in schools using available website information as much as we would perhaps wish them to do. We do discuss it, as a shared problem that we all have, really.

Q371 Chairman: Do you think that the DfES have properly handled the delivery of the action plan to make sure that it does have maximum exposure at all schools across England?

Mr Iwaskow: I think perhaps more could have been done in that sense.

Q372 Chairman: How many out of 10?

Mr Iwaskow: You are putting me on the spot here.

Q373 Chairman: Yes, I am.

Mr Iwaskow: I think, given the fact that perhaps there are differing groups managing this process in DfES, both as a curriculum division and also another area within, I think the communication could have been improved. If you press me to say marks out of 10 I would honestly have to say probably two out of 10.

Q374 Chairman: That is pretty poor. Room for improvement, is it not?

Mr Iwaskow: That was being pressed.

Q375 Chairman: I think one of the things we are really trying to identify is where the responsibility lies and where the shortcomings are, in order that we can improve.

Mr Iwaskow: I understand.

Q376 Chairman: Can I finally ask you: are you part of the monitoring process in any way about the way in which the plan is being delivered?

Mr Iwaskow: No.

Q377 Chairman: Who is?

Mr Iwaskow: If you look at the plan it covers such a multitude of agencies, and Defra is mentioned in there, NGOs are mentioned in there—a whole range of agencies. Many of those are outside the Ofsted

¹ *Witness comment:* not sure what Dick Topp refers to?

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remit. We tend to look at schools and related areas. To answer that question, I do not think Ofsted can answer that question—do you think?

Mr Daw: Elements of the plan are relevant, clearly, to Ofsted's remit, but not the whole plan.

Mr Iwaskow: Certainly Ofsted has acted on some of the recommendations from the last Audit Committee where we were to liaise more closely with DfES, and certainly the line that DfES are taking in terms of developing a self-evaluation framework was on the basis of Ofsted advice and meetings I held with representatives in DfES. That work is still ongoing, I believe.

Q378 Chairman: Just clarify one thing for me. You mentioned NGOs a couple of times in your evidence, as though in a way the success of the whole agenda was perhaps down to NGOs. Do you think that is where the emphasis should be, and do you think they have adequate resources and adequate liaison opportunities with yourselves, or do you think there is more that could be done on that score?

Mr Iwaskow: I think the NGOs have played an extremely valuable role in raising awareness in a number of schools, and particularly some of the work in primary schools has been front-line. They have certainly had a strong impact. One of the strengths about the system in England is that we have this vast richness of NGOs working across a number of areas within a wide range of schools, and I think that has been a strength; but equally it is also a weakness in the sense that there is a lack of coordination sometimes, and it tends to be projects going in rather than whole-school development. The schools that I have visited which have been successful have often used the input of NGOs, but built on it and developed a whole-school approach. Certainly the successful schools in the report that I mentioned last year were schools that perhaps started from a project and it has grown and actually developed into something that takes on a life of its own in the school and starts to impact on a whole range of areas, both academic and social, cultural and personal social development within that particular school.

Q379 Chairman: So you put a high value on the role of NGOs?

Mr Iwaskow: I think they have had a clear impact on raising that and, yes, I think they have a role to play.

Q380 Chairman: And it needs to continue?

Mr Iwaskow: Yes, it needs to continue. The NGOs add a lot of variety and diversity to the projects that have impacted; I think that is the strength of the system.

Q381 Mr Ainsworth: Can we turn briefly to the Tomlinson report, which was published last autumn. You say that ESD is not seen as a priority in the drive for school improvement, and you include the Tomlinson report as part of, if you like, the problem. Do you regard the Tomlinson report as a wasted opportunity?

Mr Daw: Clearly the view was that perhaps more could have been done to explicitly raise this as part of the agenda. There are clearly opportunities in the Tomlinson recommendations for the development of core studies, and so on; there are opportunities that can be taken for elements of the ESD agenda to be pushed forward.

Q382 Mr Ainsworth: But is not the message that if they are not specifically there it is not going to happen, because it is not actually on anyone's radar screen?

Mr Daw: The opportunity to make those more explicit has probably been missed.

Q383 Mr Ainsworth: That is pretty serious, is it not?

Mr Iwaskow: I think if you are looking at raising the profile of ESD, yes, because this is an opportunity to raise the profile and raise awareness of ESD, and if it is not in the Tomlinson enquiry it sends a message out to schools which is perhaps negative in that respect.

Q384 Mr Ainsworth: Did Ofsted have any involvement in the Tomlinson working group?

Mr Daw: We were not a major contributor in the working group as such. Ofsted was represented at the reference groups which were set up by the Department in the process of the enquiry. The only working group that we were explicitly represented on was the one to do with special education needs.

Q385 Mr Ainsworth: So you did not have an opportunity to stick an oar in for ESD at any point during the Tomlinson process?

Mr Iwaskow: No.

Q386 Mr Ainsworth: That is a pity, is it not?

Mr Daw: We were not consulted on that. The representatives of Ofsted were called to a number of focus group discussions, and so on. Neither of us were involved in those. I think the opportunity to make those representations probably was not very great.

Q387 Mr Ainsworth: What hope do you have that ESD will find a place in the forthcoming White Paper, given that it was not really a feature in the Tomlinson report?

Mr Iwaskow: I suppose it is whether someone raises the profile and asks the question now: "Why isn't ESD in that at the moment?" I think there are opportunities both in terms of raising it through the examination curriculum, and certainly if you are looking at working with the community I think there are opportunities to raise the profile through the vocational aspects and the vocational reform that will take place through that. So there are opportunities but they need to be actually highlighted within that. Currently I do not think there is much reference to it at all.

Mr Ainsworth: Thank you very much.

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Q388 Chairman: Can I just press you a little further on that. You say Ofsted was not really involved in those discussions with Tomlinson about this whole area. Is that because the DfES did not ask Ofsted, or is that because within your own organisation, within the powers-that-be within Ofsted, if you like, there was not the weight given to the area that you would like to see represented? Do you see what I mean?

Mr Daw: Yes. I think it was just that Ofsted did not have a major role in the working group itself.

Q389 Chairman: At all?

Mr Daw: Yes, at all. We had opportunities to hear about the work and to participate in one or two of the sub-working groups and so on, but the Ofsted involvement in the main Tomlinson working group was not great, and I think Ofsted did take opportunities when they were presented to offer its advice.

Q390 Chairman: So is Ofsted disappointed about that or angry about it? Has it been put down the pecking order on that or should you not have been shaping it?

Mr Daw: I think Ofsted will always seek to be as involved as possible in discussions on educational change and development, so in that sense perhaps slightly disappointed, yes.

Q391 Mr Ainsworth: Are you involved in the preparation of the White Paper?

Mr Daw: Not directly, no.

Q392 Mr Ainsworth: It sounds as though you have multiple disappointments piling up.

Mr Iwaskow: Yes, you have said that.

Q393 Mr Thomas: Just as a final follow-up to Mr Ainsworth's question, having identified the lost opportunity that was Tomlinson as regards ESD, are you now in a position, whether formally through the White Paper or in any other way, of making those representations about the future of ESD, in the White Paper? Because if Tomlinson is a lost opportunity to re-establish or establish some coherent idea about it, then if it is not in the White Paper it is damned, is it not?

Mr Daw: We can certainly make representations.

Mr Iwaskow: It would have to go through David Bell, I would think.

Q394 Mr Challen: You have said that very few schools are aware of how ESD can support teaching in a wide variety of subjects—we did that for our last enquiry, and DfES did say that they were going to do more work on this. They are developing what they call a suite of units designed to build ESD into various subjects. Did you contribute to the development of that suite of units in any way, and are you familiar with it?

Mr Iwaskow: I am familiar with it because the working relationships between Ofsted and QCA over this have been very good, and certainly I have been present at most of the advisory group meetings. Obviously the nature of Ofsted is that we do not

devise units, but we have been there in a consultation role, and certainly I have passed comment. I am not sure whether those units are quite ready for putting out yet. I know they are in the process of being completed—some are further ahead than others—and certainly I have been privy to the work on that and I have had opportunities to comment.

Q395 Mr Challen: Certainly your role would be to make sure that whatever units are produced are clearly monitored, inspected, that they are clear and concise and that teachers can understand them. Do you think they are going to lead to significant improvement in this area, as they stand?

Mr Iwaskow: Again, I think the issue we are looking at here is communication, and it depends on how much they are promoted as being something which can develop ESD through the various subjects of the curriculum. If teachers do not know about them—because they are essentially going to be web-based again—the teachers will have to trawl through a number of gateways to perhaps get to these. It is a question of accessibility. If teachers do not know about them or find them difficult to access they may not be used as widely as is hoped for. But in essence the quality of some of those units—there are some very good ways of developing ESD through the curriculum.

Q396 Mr Challen: The web does play a greater role, obviously—and so it should—but how do you monitor the effectiveness of teachers' interaction with the web for accessing all this information if it is no longer put out on paper? Do you find that they have any problems with that?

Mr Iwaskow: I think anecdotally it is clear that some teachers do not access websites regularly; others use it on a much more regular basis. I think it depends on the security that a teacher feels, or how secure they feel in actually going through these websites. One of the great difficulties certainly when I talk to teachers is there is such a mass of information out there, so many portals to enter, that in the end I think they say "When have we got the time to actually look through all this mass of information? What is going to direct us to what is really, really important?" I think there could be some work done in terms of clearly guiding teachers to these much more effectively. Otherwise they will be there but not seen.

Q397 Mr Challen: I get the feeling that that mechanism in itself could lead to a patchier performance, for those very reasons, that people do not know how to prioritise things, perhaps. Just moving on from that point, you in your memo said that the overall picture is patchy, and where there is good practice it is often outstanding and can compare favourably with best practice overseas and may even exceed that of some schools in the European Union. How are you able to compare in this way? What mechanisms do you use for that kind of work?

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Mr Iwaskow: I have developed contacts with groups of educators across Europe, in the EU, part of the ENSI network. I actually went on a visit to look at ESD in Germany, and the German structure at the moment is that I think they have about a hundred schools where they are piloting an ESD programme. I visited some schools in the Hess Lande. It was through that visit and talking to representatives from various other countries—I will give you an example. I think there is no clear understanding across Europe what ESD is. I think this is one of the big issues that we are facing. Certainly in Germany and in Austria I got the sense that they were much more focused on the environmental issue, whereas in the Scandinavian countries and in England it is not just the environmental, it is the personal and the social development, it is the development of positive attitudes and values that came through. Also the style of teaching and where it is taught, certainly in the schools I visited I saw it very much in the science curriculum and taught as a science topic, and very much based on environmental issues. Certainly when we were at the conference a member of the Dutch ministry actually introduced the Ofsted report and also the work that has been produced by QCA and the seven concepts that were done by the panel. That raised a stir because it was really conceptual thinking that was being introduced here, and many of the discussions of the previous two days were suddenly answered by a look at this conceptual approach which actually looks at development of the whole child rather than one curriculum area. When I started to talk to others as to what was happening in their schools, I feel that where our schools have developed good practice on a whole-school basis, it is usually of very outstanding quality, because it is looking at the development of the child as an individual, developing positive attitudes and values. It is not just talking the talk, it is walking the walk, and these children are actually acting positively and being very responsible citizens, and being aware of their responsibility not just to themselves but to their colleagues and to the environment.

Q398 Mr Challen: In England could you suggest a couple of good examples of that—actual schools?

Mr Iwaskow: Yes. I think some of the schools I visited in my report. Would you want me to mention them here now? Or I can send you a list. Certainly one—

Q399 Mr Challen: Perhaps a list would be very useful.

Witness addition: Horton-St-Peter (Primary School); Ebchester Primary (Durham); and Canon Burrows Primary (Tameside).

Mr Iwaskow: A list of some of the schools. Crispin's School in Somerset is a very good example of a secondary school. There is Farnborough Grange in Hampshire, which is a very good example of how a school is working in a very disadvantaged area but is making very positive links to the whole community, and the ethos was extremely positive in that school. I can provide you with a list of several

other schools—unfortunately more primary than secondary. I think that is because the primary culture is more biased towards—I think primary teachers are more aware of the cross-curricular links and the cross-curricular way in which this can be developed, whereas in secondary schools there is more of a subject focus—“I'm a science teacher”, “I'm an English teacher”.

Q400 Mr Challen: In your memo you referred to the new inspection process, and that is within the current Education Bill, and in fact schools can choose whether or not to include ESD in their self-evaluation. Is that something that schools are going to enthusiastically embrace as yet another aspect of self-evaluation which could be quite a burden to them?

Mr Daw: It was only really to point out the fact that the inspection system is clearly changing, as you all know, and the attempt is being made to tailor each inspection to the developmental position that that particular school is in, and hence the inspection is based on, rooted in, the self-evaluation that the school itself makes. The inspections are going to be much shorter; they cannot possibly cover all the things which have been covered in the past, much more extensive, inspections. The idea is to tailor and focus those inspections around the development agenda of that particular school, which is rooted in self-evaluation. I think Leszek was pointing out in the paper he sent to you that this is an opportunity for those schools which are working on ESD to signal that, and for that then to be followed up by inspectors in their visit.

Mr Iwaskow: I think with any self-evaluation if you look at the process it is a school identifying its strengths and where it wants to be subsequently, and if a school feels that ESD is a strength, there is the opportunity in the new framework for them to actually point this out to the inspectors. The new inspection framework is very much looking at the central nervous system of the school and looking at how effective that self-evaluation is. Certainly if it was flagged up, Ofsted would be expected to look at it.

Q401 Mr Challen: Surely this is something that we should always have been doing? Despite the introduction of this new phrase, “ESD”, surely what we are talking about is what normally should have happened? What is new about this?

Mr Daw: Which parts to you mean? The self-evaluation aspect?

Q402 Mr Challen: All those qualities that you are currently, and presumably going back into the mists of time, what we always thought schools should be about, and were occasionally inspected, even before the days of Ofsted—what is new about this?

Mr Daw: I think the major thing which is different is the move from inspectors going in, in a sense with a pre-set agenda and a large number of things to cover. For example, in the current school inspection system they have to cover most of the subjects of the curriculum, and there is a requirement for them to

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cover certain things, and a quite extensive list. What is new about the system I think is saying that it is not going to be comprehensive in that way. It is going to be highly selective, and it is going to build up—the responsibility for improvement is going to rest in some ways more centrally on the school, and the inspection is there to support an ongoing improvement agenda based on self-evaluation. But that thinking is much more central to the new inspection system than in the past, which was more of an external, if you like, compliance check, or external check, to a pre-set list of checks.

Q403 Mr Challen: Are you confident that schools will be able to self-evaluate, given the problems that we have with defining ESD?

Mr Iwaskow: Are you talking about whether they can self-evaluate in terms of their own performance or specifically in ESD? Which?

Q404 Mr Challen: I think specifically in ESD, because there are other forms which can be perhaps broken down to some of the questions addressing those areas, which are bullet-pointed in your memo, so it is the ESD particular aspect.

Mr Iwaskow: This is one of the reasons I approached DfES last year, as part of my response and Ofsted's response to the recommendations of the last Select Committee, where we were supposed to work closely together. I did actually suggest that the way forward would be, rather than give advice, to create a self-evaluation framework which would lie alongside the Ofsted self-evaluation framework and fit into that, so that schools could use that as a means of looking at where they are in terms of their development, but also supporting improvements and giving guidance as to how they can move in certain aspects—whether it is management, whether it is pedagogy, whether it happens to be the links with the community. There are opportunities in the actual common inspection schedule, because there will be a requirement for the five outcomes for children and young people. If you think about staying healthy, enjoying and achieving, keeping safe, contributing to the community and social and economic well-being, these are aspects which do link in very effectively with the philosophy and the seven key concepts of ESD. So there is that in there; it is actually schools needing to identify that that is not just necessarily social and economic well-being, but it is actually linked to this ESD agenda.

Q405 Mr Challen: Last week we had written evidence from the Wildlife Trust and last week we had evidence from Wales which suggested that really ESD should be much more firmly integral to the inspection process rather than left with this looser kind of self-evaluation and voluntary approach. Would you agree that that would be better?

Mr Daw: I think there is a tension between the desire of many people to get particular elements into an inspection framework and to use inspection as a lever clearly for change and development, and so on, and the direction inspection in this country is now moving, because the idea now is much more to shape the inspection according to the needs of the school,

rather than to set a set of compliance checks. So I think it would be against the spirit of the new inspection system and the new relationship with schools on which it is based, to move in a direction which placed a compliance check, if you like, of this kind in the framework—although clearly we in Ofsted are always under pressure from a whole range of organisations and interest groups to get more things into the framework as compliance checks. So I think we would see it at the moment that that would be moving in a different direction.

Q406 Mr Challen: What, if anything, do you think Ofsted could learn from Estyn in regard to environmental education?

Mr Iwaskow: I think we are looking at two differing inspection frameworks. We have the new relationship with schools in this country which is driving the new inspection forward, where in fact the relationship is now different, the school self-evaluates and Ofsted comes to monitor that. The Estyn system has not developed that far, and there is a compliance issue there where the new framework, the new inspection framework, does not have those compliance issues as such implicit in there. It is difficult to learn when you have two slightly different systems: one which is much more inspectorial, and the system that we are establishing is working in partnership with a school and monitoring their self-evaluation, and they are slightly differing systems.

Mr Daw: Having said that, because it has been made central to the Estyn system the way in which they go about investigating that, we could certainly learn from that and benefit from that.

Q407 Mr Thomas: Can I ask, from that, how do you envisage under your system in England doing it for the national picture, because you can see from the Estyn system, whatever else may be said about it, it can quite easily lead to a national picture about where ESD is in Wales, where it was a year ago, where it was three years ago, and so forth. How does your system, with all these schools at different levels, with different baselines and evaluating themselves from that baseline, how does that enable you to put forward a national picture here?

Mr Daw: Alongside the institutional inspection system we have a system of subject and survey inspection which we are obviously now developing into a more ambitious system, because the institutional inspection will not give us some of the data that we have previously had.

Q408 Mr Thomas: And ESD will be part of that, will it?

Mr Daw: What we have at the moment is a three-year plan which we have just been debating with the Department, and it has just been agreed. At the moment ESD is signalled for another more detailed look in a couple of years' time on that programme. It is in fact in the year 2007–08 programme. So our idea would be on a cyclical basis to survey important issues like this and to have a representative sample of schools to look at. At the moment the work that Leszek is doing is obviously looking at good practice

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and trying to develop and propagate good practice in schools; but at a certain point we need to have a more representative sample and say "Let's take a rain-check on where we are on this particular topic". So that is the way in which our system in future would be addressed.

Q409 Mr Thomas: You would not be taking that, if you like, if you like, temperature test of the national curriculum until about 2007–08?

Mr Daw: In our current—

Q410 Mr Thomas: That is what you are looking at now, is it?

Mr Daw: Yes.

Q411 Mr Thomas: Then when would the cycle come up again? Do you know when that is likely to happen? Presumably for some subjects it happens every year?

Mr Daw: Yes. For each major curriculum subject there is an annual sample of schools wrapped up into a three-year major report, is one plan. On the kind of issues like ESD I would envisage a similar kind of perhaps three-yearly return; but we have only done the scoping of this up to 2007–08 so we have not looked at what the next three or five years might look like yet.

Q412 Mr Challen: Has the Secretary of State asked Ofsted to include ESD in the school inspection framework?

Mr Iwaskow: Not as far as I know, to the best of my knowledge, no.

Q413 Mr Challen: So that request has not been made?

Mr Iwaskow: No.

Q414 Mr Challen: Is the DfES providing Ofsted with leadership on ESD, in that case?

Mr Daw: I think—

Q415 Mr Challen: Is it giving them a good steer?

Mr Daw: I think representations have been made by the Department to Ofsted concerning ESD, but I do not think a formal request has been made.

Q416 Chairman: It would be helpful to have sight of the various representations which have been made to Ofsted.

Mr Daw: Yes, I can try and find that.

Q417 Mr Challen: How do the DfES activities on the ESD front compare to their activities in guiding you on citizenship or health, for example? Is it comparable or is it much less?

Mr Daw: It is similar.

Mr Iwaskow: I also think as well, if you look at the citizenship agenda that is very high profile; it is now an established subject in the national curriculum. It is taught in all secondary schools; it has a much higher profile as such because it is a distinct subject.

ESD is less clear; it is not a subject, it is a sort of theme that is supposed to permeate various aspects of both curriculum and school life, and therefore, like many cross-curricular themes, it is more difficult, shall we say, to pin down.

Mr Challen: Thank you.

Q418 Chairman: I think we are coming to the end of this part of our inquiry. Just before you go, we have the Education Bill which is going through the House of Lords at the moment, and when we are talking about inspection frameworks and all the points that you have been making about self-evaluation, I seem to get the feeling that what you are talking about is schools or head teachers looking at ESD as a kind of add-on extra at the end. Should there not be something on the face of the legislation in the same way that I believe there is in Wales about duties and powers in respect of sustainable development, in which case that would then surely inform everything that the school is doing?

Mr Iwaskow: I think it certainly informed the debate in Wales, and certainly that it is in the actual legislation and it has then permeated down through and into the inspection system; but that is the situation in Wales.

Q419 Chairman: Should it not be in the Education Bill currently going through Parliament? Have we not got a legislative opportunity to write this in as it goes through Parliament as we speak?

Mr Iwaskow: I think the powers to do that rest with the House, surely, in that sense, to bring the attention of that to the powers-that-be.

Q420 Chairman: I note your answer on that.

Mr Iwaskow: Thank you.

Q421 Chairman: I just wanted to ask you about training for inspectors. Is there any training in respect of inspectors in ESD? Is that carried out?

Mr Iwaskow: Currently no, but I have been in discussions with some material that is being filmed at the moment, linked to some of the self-evaluation framework that is being developed, and the potential of that is that when it is completed it may well be used for training inspectors at some future date to make them aware of ESD and how it can be identified in schools. Certainly the inspectors that I use on my sample visits do get training in the instruments that we are using and they get access to the documentation they are expected to understand, so they get a much better picture of ESD. Certainly out there in the section 10 inspections which are finishing shortly there is no training for ESD, but it can be built into the new training if it is required.

Q422 Chairman: Thank you for that. On that note we will perhaps look forward to inspectors having some bedtime reading of the EAS and the Committee proceedings. Thank you very much indeed.

Mr Iwaskow: I will certainly do my best. Thank you.

Memorandum from the Finance and Education Services Consultancy (Feds Consultancy)

COMMENTS ON THE EIGHT QUESTIONS FOR WHICH THE COMMITTEE IS SEEKING VIEWS

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

I am not sure that the term Education for Sustainable Development has ever had a strong currency within the community of schools. As a term I doubt it has any resonance with the general public. Environmental issues increasingly have a focus in the general community but I doubt that the intellectual step has been taken to seeing this as a driver for policy in schools. At the FEdS Forum on Sustainable Development held in July 2004, OFSTED found that the majority of schools do not know that the programme on sustainable development exists. Although governing bodies of schools have been delegated responsibility for the effectiveness of their school, most governors have no idea at all that the programme exists. HTI, one of the agencies running a major training programme for future headteachers said that 5% of attendees at their training programmes have heard of the plan and none of them were aware of the QCA website for sustainable development.

2. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what could be built upon. More than a year on can it be said that the process of change has begun and have there been any immediate achievements?*

The Sustainable Action Plan is in itself a neatly phrased, well-rounded document. But it was not disseminated to schools. Sustainable development is not part of the new OFSTED inspection framework and there appears to be no other lever for this to become a central driving development within schools alongside the many other pressures placed upon the system. There are a number of organisations running projects within schools but there is little sense of a central co-ordinated drive. The business case for schools to be engaged in this has not, so far as I know, been articulated. How could sustainable development significantly impact on the principle accountability for schools, the learning standards of young people?

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

The business reason for schools to be engaged in this has still to be made. It would seem that there are three opportunities:

- Learning is not just what takes place in the classroom. It is also about the way the community of the school operates. HTI has made out a business case for schools to adopt sustainable strategies—for instance with regard to the better use of electricity within the school. This can lead to better use of resources and reduced costs. The community of the school, including the children, need to be part of this understanding.
- Within formal learning there is the possibility, presented by the Tomlinson Working Party Report, for Sustainable Development to be a significant part of Core Learning.
- If Sustainable Development is to be a key driver of a way a school community operates, then it has to be part of the school's accountability through OFSTED. Governing bodies should be deliberately engaged. There is the further opportunity here in that many governors are staff members of organisations which themselves have Sustainable Development Programmes.

4. *Does the 14–19 Working Group's report, "14–19 Curriculum and Qualifications Reform", go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

The point has not been made that education for Sustainable Development is a key central lever. If it were, it would have been mentioned in the report and its effect would have been seen to be driving through both main and core learning. It formed no part of the discussions that I was party to as a member of the Unified Qualifications Framework Group and as Chairman of the Employers' Group. Education for Sustainable Development forms one of those large rather shadowy issues like financial literacy, which everyone is aware of, which everyone agrees is somehow important but which very few get to grips with. It is not seen in the first order of importance and will not be so seen if the business case for it is not made more precisely and forcefully.

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

I am not aware of significant change in these areas. I would add that attempts to introduce a “cross-curricular theme” such as education for Sustainable Development have not been successful in the past for many practical reasons. Putting bits and pieces of the topic into different areas of the curriculum at different stages of a child’s development does not amount to a structured development of understanding by that child as he or she moves laterally through the curriculum and vertically through the years.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

These areas broadly form what is known in the Tomlinson Report as core learning. The crucial bit of core learning—or, more particularly, of informal learning—is the realisation by the individual learner that learning has indeed taken place. There is not a strong culture in schools of doing this. Teachers are primarily trained to teach. They have in this area, and through the Tomlinson Report, a significant opportunity for professional development in being trained also to facilitate learning—that is by skilful and sympathetic questioning to draw out from the individual learner what he or she has achieved. Broadly there are three key questions:

- What have you been doing?
- What have you learned from what you have done?
- What evidence of that do you have?

These will be essential parts of a personal e portfolio or, as the Tomlinson Report refers to it, of a transcript.

I believe this to be an essential development which is in its most primitive stages.

7. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

Environmental education is not the key driver in our education system as it currently stands. There is little doubt of the DfES commitment to make this work. But the Government can only provide frameworks and produce levers through accountability and/or funding. There is a huge cultural issue at the core of the question. I think much could be done if a strong alliance were developed between the Government, the business community and a number of key voluntary organisations. To say the problem is great is not a reason to diminish the strong concerted action that would be needed to make an impact on our schools, but we should not overemphasise the role of schools in shaping young people’s habits and attitudes.

8. *Are there sufficient resources available to deliver the government’s commitment to education for sustainable development?*

There probably are if minds were focussed on making a significant difference. This is not so much about resource as about attitude and will power.

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Witness: **Mr Brian Stevens**, Director, FEdS Consultancy (name changed 1/07/04), examined.

Q423 Chairman: Good afternoon, Mr Stevens. I think you sat through the previous session so I think you are aware of the direction of our enquiry. Can I welcome you and begin by saying we have received your evidence, and thank you very much indeed for that. It would certainly be helpful for me and for the Committee if you could perhaps just give us a little bit of background about your business, really. It would be very helpful to know where you fit into the overall scheme of things in respect of this agenda that we are pursuing in terms of our enquiry, so perhaps that might be an opportune moment for you to allow us to catch up with where you are at.

Mr Stevens: OK. I have brought some packs for you so that you have some information afterwards as well. I set FEdS up as a company in 1996 and we act really as a small catalyst company between some 56 multinationals in our business forum on lifelong learning and the government on a whole range of issues. In the realm of learning the government means Edinburgh, Cardiff, and from time to time Belfast as well now, these days. Those issues are not all to do with schools, necessarily; they are to do with corporate universities as well; so it is both learning issues within companies and the companies who manage their programmes in the education sector.

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Where I became involved in this particular area—two reasons. One, Sir Geoffrey Holland works with me for 20 or so days a year, and of course was deeply involved in the early part of this. Secondly, when I read the development plan that was published in September 2003 I read with considerable interest that the DfES did not mention in the development plan anything to do with the private sector being engaged in this, and yet virtually all the companies I work with, from Marks & Spencer through to Microsoft to BP, are working with schools. So I approached Michael Stevenson and his team at the DfES and said “Surely there’s an opportunity here to look at the way those private sector companies, for whom this is a hugely important area, as part of their work with schools, might be able to share some of their thinking?”. I put forward the suggestion of developing an alliance on sustainable development amongst companies. We had a seminar in July of last year, and I think you have the paper arising out of that; I put it in the packs for you just to make sure you have it. I have not really taken it very much further than that, partly because, as I think you know, I have been very closely involved in the Tomlinson report, and I am beginning to get the other part of my life back now, and partly because at that seminar the companies there were slightly reticent about moving forward very much because it became terribly clear that this was not an awfully high agenda in the schools. They did not feel like coming forward, taking a major initiative of their own. That interest remains very strongly and I am still talking to the DfES about this. I still think there is an important area of partnership to be developed. We were a little taken aback that there was not a strong lead coming from the school sector to respond to what we were trying to say.

Q424 Chairman: That is helpful. Just so I can understand a little bit more about this, are you saying that the response from the schools was linked to the way in which DfES educated or failed to educate schools about the content of the actual package? Do you happen to know, for example, why it was not disseminated in the way you might have expected?

Mr Stevens: I am fairly certain this document never reached schools.

Q425 Chairman: That is an amazing statement, is it not, because it was sent to the schools?

Mr Stevens: That was what I thought. I think probably it was not sent out to schools.

Q426 Chairman: Have you asked if it was?

Mr Stevens: I checked with the person I was working with who did not come into the unit at the DfES when this was launched. If I can go a little broader than that because you have been talking quite a lot about this with Ofsted. I think right at the centre of the problem is a communications one. There is a very strong injunction almost, on civil servants not to overload schools with paper, which one understands. A great deal of weight is now being put on the possibilities of technology. That is fine, but

the impression I have—I am not as closely involved in all of this as Ofsted, obviously—is that frameworks are established and papers are put on the Web, but that does not constitute communication. For communication to take place there has to be a receiver of the message.

Q427 Chairman: Is it not called leadership?

Mr Stevens: You are putting words into my mouth. It is strange because Charles Clarke had this very, very strongly in his wish to move on this. I am not quite sure why it did not go through, to be honest, because the organisations, which you have not mentioned this afternoon yet which can be quite important in this, are organisations like the Secretary Heads Association and the National Association of Headteachers, which can pick up a number of these things. I think there are other ways of approaching schools. Looking at it from a different point of view, if a headteacher in a secondary school either receives this through the Web or in the post, he needs to know what its status is also. Does he or she bin it or do they do something about it? It is not part of their accountability programme—we have just heard about that earlier this afternoon—and they have got an awful lot of other things they have to be accountable for. If you are running a system for which you are accountable, those are the things you put your mind to and if this is not part of it—it may be part of your personal agenda, in which case, fine—then you do not do it. I think there is an issue here, it is rather like financial literacy. Everyone says financial literacy is hugely important, probably as important in a different way as this, but it happens sporadically. It is yet another one of these issues, it is not accountable, it is mentioned in the Education for Citizenship, but it is not required. It is one of these very, very broad areas—unlike financial literacy, it is very broad. As I said in my statement, I doubt this term of Education for Sustainable Development has any resonance in the public, let alone in schools. There is a huge interest in it in a vague sort of way, but it is mighty difficult when you are trying to pin it down to precisely to what you do as a driver for your daily exercise of running a school when you have so many other things to do.

Q428 Chairman: In view of what you have just said, I wonder whether or not you would expect organisations like the Headteachers’ Association to be falling over backwards to contribute to this inquiry?

Mr Stevens: I think probably it says quite a lot about the position of this whole issue, that they are not. Probably it says quite a lot about this issue that Ofsted inspectors are not being trained to do it and it says quite a lot about this issue that there is not an Ofsted inspector who has this as his primary duty. I think you ought to draw your own conclusions from that.

Q429 Chairman: In the memorandum we have had from the DfES, they talk about this process of change already being underway with the Action

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Plan. We are looking at achievements against the Plan like, for example, the Global Gateway and the Healthy Living Blueprint. Are you aware of these initiatives and do you think they might succeed where others might not succeed so well?

Mr Stevens: Those are some and there are a lot of other initiatives, for example, the initiative of Eco-schools, of Learning through Landscapes. There are a lot of organisations working and I think I am right in saying that 45% of Scottish schools have already signed up to the Eco-schools programme.

Q430 Chairman: Do you know what it is for English schools?

Mr Stevens: I do not know. There are a lot of these initiatives and in some ways the way the DfES is operating now, since the Gershon Report, and the new relationship it is establishing with its schools, is an important one here because it is establishing, as you heard from Ofsted, a framework rather than being involved in the micro-management of what goes on in schools. An awful lot of us are very pleased and we think that is right. It is very much part, as well, is it not, of the crucial management problem we have in any organisations—business, NGO or others—at the moment—of how do you properly manage a devolved organisation? You can provide a framework and if you are insisting on the details being done in parts of the organisation in a sense it is no longer devolved, so you have got a real issue here.

Q431 Chairman: You are saying this is as much a failure of new management techniques, the new ways of doing things?

Mr Stevens: Yes, I think it needs thinking through a great deal more. On the other hand, it would be wrong to say it is entirely ineffective because the framework is there. I think I said in my submission it is a well written document. I like the way the four objectives feed together and form a circular momentum, I think that goes really well. It gives a framework for the Eco-schools, the Forum for The Future and lots of other organisations to work within, but there is no driving necessity for them to do so. The issue we have not worked through is how does the framework become live so it is driving action as well. There can be business reasons developed here—about simply saving on budgets over issues to do with electricity and waste disposal. I do not think this is about the curriculum entirely, this is about people living this and not just learning it. There is not much point in having 30 minutes on learning the finer arts of waste disposal if the school is in a tip, there has to be a bit of both. There is a huge opportunity for that, which is what Forum for The Future and others are engaged in and most successfully engaged in. At the moment we have got a lot of ponds, it would be very nice to make a lake.

Q432 Mr Ainsworth: Whose job is it to make the business case which you just referred to?

Mr Stevens: I do not think there is one area for blame. That is what I was hoping we might be able to do through the alliance with the private sector

working with the Department. We have not done that yet, but we might still do so. I think it can be something that the Department can do as an additional part of the framework and it can be done at a lot of different levels. There is an organisation called HTI, which you may have come across—Heads and Teachers Into Industry—which works with Severn Trent Water and they have produced a very interesting training pack for schools and teachers which Severn Trent Water are running. Like me they work on the interface between business and schools and they have been putting together some evidence of two secondary schools in the Midlands which they have looked.

Q433 Chairman: Which ones are they?

Mr Stevens: I do not know offhand, but I would be happy to tell you. This is where there is a deliberate policy on saving electricity—by turning computer screens off, turning lights off and so on—has amounted to £25 per head, per child, per year in savings. If that happens, it will start getting quite interesting.

Q434 Mr Ainsworth: The business case you referred to in your memorandum and spoke about is effectively an agenda to do with saving costs at individual schools?

Mr Stevens: I would not like to give it just a cost because in the business of schools part of it is costs, but it seems to me there has to be a driving rationale for schools to pick this up voluntarily if it is not going to be part of a statutory requirement. Obviously it becomes even stronger if there is a statutory underpinning of the thing. For governors of schools, £25 per pupil, per year saved is significant.

Q435 Mr Ainsworth: Do you approach this issue as, essentially, a business proposition or do you have personal feelings about the merits of environmental education and sustainable development?

Mr Stevens: Both. The Prime Minister is making it very clear in the Presidency of the G8 and he spoke very clearly at the tenth anniversary of the Prince of Wales Trust in November about this. I drove from the M1 up to Bedford on a business visit last week, and that is about 10 miles of landfill. I was absolutely staggered, there was plastic everywhere and that cannot make sense. The use of raw materials, fossil fuels, cannot make sense for us to go on at this level. There is a hugely strong issue there and I think the public is aware of all of those things. After the terrible events in Asia and the equally terrible events for the individuals involved in Carlisle, which was partly because of the drainage of farmland as well as unusual weather, you cannot have those things happening without being aware that we have a responsibility somewhere, but it is so big, it is how do you get hold of it and I think that is what we are trying to get to the schools.

Q436 Mr Ainsworth: I think you had some involvement in the Tomlinson issue?

Mr Stevens: Yes, I did.

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Q437 Mr Ainsworth: Including chairing the Employers Group?

Mr Stevens: Yes.

Q438 Mr Ainsworth: You said that neither of the two groups you were involved with, the Unified Qualifications Group or the Employers Group, dealt at all with Education for Sustainable Development. If you are committed personally to this agenda, as Chairman, why did you not ensure that at least the Employers Group looked at the issue?

Mr Stevens: Because I am committed also to about six other big agendas, this is not the only one. Apart from anything else, the Tomlinson Committee, and the discussion you have just been having, was off-balance with Ofsted. The Tomlinson Committee was not looking at this sort of detail, it was setting a learning framework. As I put in my submission, we do not know what will happen to the Committee's proposals, we are waiting for the White Paper which is due towards the end of February. The opportunities through core learning, as opposed to main learning, are very considerable in this area as with financial literacy as well. The Tomlinson Committee did not have Ofsted on it, but it did not have the Adult Learning Inspectorate on it either². The members of the Committee were invited by Mike Tomlinson, they were not put there by the DfES. Mike Tomlinson was given a completely separate remit. Those of us working with him were working to the very clear remit which was set by the Secretary of State and that was about frameworks of learning.

Q439 Mr Challen: You do not agree with Ofsted and others who have given evidence here that Tomlinson was a lost opportunity to promote the ESD agenda?

Mr Stevens: No, I do not think it was a lost opportunity.

Q440 Mr Ainsworth: You do not think it was an opportunity at all?

Mr Stevens: I think it is wrong to think of it as a specific opportunity for sustainable development. It was no more specifically for financial literacy either. It was setting up a much, much broader framework.

Q441 Mr Ainsworth: Would it be possible for you to write to us giving us a little bit more information about the work of the Unified Qualifications Group and the Employers Group within the Tomlinson Framework? I think that would be helpful.

Mr Stevens: Yes.

Q442 Mr Thomas: Following on from the questioning, if you felt Tomlinson was not in any way an opportunity for Educational for Sustainable Development—I think you suggested it was too

strategic, in a sense it was not down at that level—do you think the White Paper should be an opportunity for ESD?

Mr Stevens: I do not think the White Paper will touch this, no. The White Paper will be looking at the learning patterns which have been set out and, much more, will be looking at the implications of those.

Q443 Mr Thomas: You see the White Paper as implementing Tomlinson?

Mr Stevens: Yes, absolutely. I have said that the Core Learning Programme within Tomlinson opens a tremendously fine opportunity because the Core Learning Programme opens what is not available now, which is for young people to understand that learning is not just about being taught and the projects they get involved in have an important learning component which will become part of the diploma system which at the moment it is not, it is lost.

Q444 Mr Thomas: How do you see that potentially happening? I am not quite sure to what detail you and your company get involved in the curriculum, for example. You suggest, in the evidence you have given us that the past history of us trying to establish ESD in a piecemeal fashion across the curriculum has failed. Can you say a little bit more about how you would see that working? How would you see ESD fitting into this core learning, the new opportunities you foresee coming from Tomlinson so-called White Paper?

Mr Stevens: I will take the cross curricula bit which you were talking about first of all. When the National Curriculum was brought in at the end of 1980s/early 1990s, there was a tremendous move to have cross curricula themes. They were almost entirely unmanageable in the school. The problem is how do you have a coherent learning programme which is set in different parts across the curriculum at a year level and progresses as the child goes through the years, so they do not do dinosaurs five times. It is incredibly difficult management. There is no curriculum structure which I am aware of, not just in the UK, abroad as well, where this has had any success. I do not think that is what we are talking about here; coming back out of cross-curricula themes—yes, there are important parts which can come into geography, history or whatever in main learning, but within the core learning, which I am talking about, the opportunity there is very, very high under the development of skills. For instance, if a young person became, which they can do, terribly deeply engaged in this sort of thing, then the pursuance of that as a project is already allowed for in the core learning. Also, it becomes part of that very, very important set of three questions of non-tested learning: what have I been doing; what have I learned from what I have done; and what evidence have I got. For the first time ever, Tomlinson puts that opportunity for learning into a formal diploma system. At the moment it is lost, unless someone puts it into a CV.

² *Witness addition:* (This is an error, which I have corrected in my subsequent paper to the Committee; David Sherlock, Chief Executive of ALI, was on the Main group of the Tomlinson Committee)

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Q445 Mr Thomas: In effect, you are saying we are not going to get anywhere with EDS, at least in England, until we have Tomlinson implemented?

Mr Stevens: I think Tomlinson will be enormously helpful to it.

Q446 Chairman: Although it does not mention sustainable development?

Mr Stevens: No, it does not, but it does not mention financial literacy either. It is very helpful to all of these areas. If the issue is that you are saying 100% of young people need to do this rather than 100% of young people need to be part of a community that is thinking about this, which I would champion more strongly, I do not think the first will or can happen because it is very, very difficult to manage.

Q447 Mr Thomas: I want to turn to the Government itself, which you suggest also has a burning view on this matter anyway, you referred particularly to the need to bring together an alliance. Indeed, as you opened with your remarks you talked about what you were trying to do as far as the business community was concerned. You left it hanging, in a sense, about what has happened since you had that meeting with the business community. What sort of response have you had since from Government? Are they making overtures to you?

Mr Stevens: Yes, they are very, very keen.

Q448 Mr Thomas: Is it the business community that is a little bit concerned because they are not sure what way it fits in?

Mr Stevens: As I said, the business community held back at the seminar and were slightly surprised that it was not coming back at them. They came very enthusiastically and funding was put into the seminar.

Q449 Chairman: Funding from the DfES?

Mr Stevens: No, from two companies.

Q450 Mr Thomas: If the DfES are making overtures to you, and they seem quite keen, why is business not getting that signal that the DfES would be very interested in business getting involved in this now?

Mr Stevens: They might well do, but as I said to you, I have run out of steam a little bit between July and now. That is my fault, that is not the DfES's fault or business. The issue is not lost by a long chalk. There is an important issue to take forward if we can.

Q451 Mr Thomas: There is one level of education where business also gets directly involved and that is on governing bodies. What sort of role have governors and national governing bodies had on this?

Mr Stevens: A crucial role. Again, this is one of the points I mentioned. I run the governors Forum for Unilever as well as a number of other companies. We have a summer conference every year where about 120 Unilever governors come together at the National College for School Leadership together with their headteachers. Last year Michael Stevenson came up to talk to them about this issue,

and for them probably they responded much more quickly than the headteachers—because this is a key issue for a major food company like Unilever—and wanted to find out how to respond. It is not a high issue in the schools of which they are governors. When they have their hat on as governors, they have got all sorts of other things they have to deal with.

Q452 Mr Thomas: I appreciate that, but do they not bring this from their business background, knowing that their work involving corporate social responsibility is increasing environmental responsibility and demands of climate change?

Mr Stevens: I agree with you and that is a very big area where we can take this forward. I think that is absolutely right. I am just putting a “but”, but I am not saying, therefore I do not want to do it. We do have to remember the position of governors. It is an extraordinary situation that our schools are run by 480,000 part-time, partially-supported unpaid governing bodies and it is amazing it works so well. To bring an issue like this is quite a big one, but there may be some companies—the big ones, the smaller ones cannot afford it—such as, Unilever and ExxonMobil who all have governor networks, who might well begin to pick into this.

Q453 Chairman: What do you think the Government is looking for from companies like these?

Mr Stevens: The support of thinking. If I can give you an example of that. One of the things which, again, we have not mentioned this afternoon is the Building Schools for The Future. There is a massive programme which must impact on this in a big way. The team at the DfES have an enormous job to do. Basically, they have to put five billion pounds' worth of bricks in the mud, but how much bandwidth have they got to think about what those bricks are going to be for? We had a seminar with that team to look at how can business be helping them in the thinking process of what is the design of these things going to be for. I have put in the packs there—in case it is of interest to you—the paper that came out of that.

Q454 Chairman: That is very helpful.

Mr Stevens: One of the issues which came out of that is the team are taking a lot of trouble about materials being used in the schools. With sustainable development in mind, however they are built like that, we have a considerable problem of making sure the people that then go and populate these buildings understand what they are about. The link to us seemed to be to the National College for School Leadership, is it becoming part of what the headteacher does, which it is not yet. Can you see what I am trying to get to? This is a broader issue than just a curriculum one. I think the Department have set an important framework, but it is not buttoned into things yet.

Q455 Mr Challen: When we asked about resources for delivering the Government's commitment to ESD, you gave us a very short answer which was partly encouraging perhaps. You said that this is not

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so much about resources, it is about attitude, willpower and focus. Where do you think there is a lack of willpower, focus and attitude which is diminishing the delivery?

Mr Stevens: At the risk of repeating myself a little bit, I think if there was a leadership, management wish to do this on the broad spectrum, which I have been trying to put before you, I think it would happen. There is a super little example, Whitbread have an environmental award and the winner of the Whitbread Environmental Award for 2003 was a 15-year old girl in a secondary school—you are going to ask me for the name of the school, I will need to get that for you—who persuaded the senior management team and the governors of that school to consider solar energy, which they did, and they are now exporting to the National Grid. I find those sort of stories terribly exciting and that is the sort of thing I have in mind. I go back to this point about the business case which I was trying to explain to you which I think is more than just about cash but it can be that. I think an awful lot can happen by simply re-thinking what has already been done but done in a different way. All the primary schools in Fife now have wind generators on their roofs. A local company has developed a special small-scale generator. That has not taken up a huge amount of resource but it changes the attitudes of the young people working in that school who are seeing for themselves what this means.

Q456 Mr Challen: How is that good practice disseminated? What is the most popular route for getting that information out?

Mr Stevens: I think that is a very important point you are making. In Scotland or Wales it is relatively easy because it is a small community. It is very difficult in England but I do not think it is at all impossible and I think that could be part of the leadership programme of deliberately having dissemination seminars or whatever. There are ways of doing that, I think, and one of them probably is not through the web unless the web is being very, very closely used as the back-up. People do not access the web unless they have got a reason to do so.

Q457 Mr Challen: But within government from your experience would it be the DfES's job to do that for schools?

Mr Stevens: I think the DfES could well do that. I am not quite sure how it fits into the way they now wish to operate. It could happen at LSC or LEA level too, but it could also happen across the private sector working in partnership because we do have a community interest in all of this. That is what I was trying to get at. I do not think it is a matter of putting a lot of money in. I think it is a battle of hearts and minds much more.

Q458 Chairman: Okay, on that note can I thank you very much indeed for your time in coming to the Committee and also for the fact that you have supplied this information.

Mr Stevens: I hope they are helpful.

Chairman: Mr Stevens, thank you very much indeed.

Supplementary memorandum from the Finance and Education Services Consultancy (Feds Consultancy)

FURTHER COMMENTS FOLLOWING THE MEETING OF THE COMMITTEE WITH FEDS ON THE AFTERNOON OF TUESDAY 18 JANUARY 2005

In the course of questioning about the Tomlinson Committee, further information was requested about the Unified Qualifications Framework Group and the Employers' Group of the Tomlinson Working Party.

Underpinning the work of the main Tomlinson Working Group were a number of sub-groups, which met each month and whose deliberations were fed into the monthly main Working Group meetings. These sub-groups included:

- Assessment Coherent Programmes.
- Unified Qualifications Framework.
- Young Persons Contact.
- Special Educational Needs.
- Equal Opportunities.
- Employers.
- Higher Education.

I was a member of the Unified Qualifications Framework Group and chaired the Employers' Group:

- Mike Tomlinson chaired the Unified Qualifications Framework Group. The Group considered the overall framework that eventually emerged as the diploma system recommended in the final report. As will be seen in the attached Employers' Summary of the final report, the framework embraced for the first time in this country's educational history a qualification covering not only subject based learning (Main Learning) but also the development of competencies in Core Learning, which, as its name implies, would be a requirement of all learners, however academically gifted they may or may not be.

Both the Unified Qualifications Framework Group and the Tomlinson Main Working Group were concerned with the building of a coherent and complete qualifications structure. They were not concerned with the detail of subject areas. Education for Sustainable Development was not considered—but then nor specifically were Physics, English, French or Financial Literacy.

- The Employers' Group were focussed particularly on the development of frameworks for skills and competencies and consideration of vocational learning within the overall main learning framework. Again the Employers' Group was concerned with the building of the overall structure and not at all concerned with individual subject or topic areas.

The Committee in its questioning was suggesting that for Education for Sustainable Development the Tomlinson Report was a missed opportunity. I think that is not only incorrect but that it is quite to the contrary; the Tomlinson Report provides precisely the opportunity that was not there before. Within Core Learning the opportunity exists in at least two areas:

- Through the extended project young people could become involved in work with specialist NGOs, such as Learning through Landscapes and Eco Schools, to develop projects, which are also part of their own personal qualifications.
- There is the opportunity also to have recognised through the development of personal profiles in skills and competence an understanding and capability in the area of sustainable development that was not there before.

I would like to correct an error I made in the discussion yesterday afternoon. I said, incorrectly, that the Adult Learning Inspectorate was not engaged directly in the Tomlinson Working Party. I had overlooked that David Sherlock, the Chief Executive of ALI, was a member of the main Working Group. Given that the focus of the Tomlinson Review was on 14–19—and effectively on everything beyond 14—it is not surprising that the Adult Learning Inspectorate was engaged in this exercise rather than OFSTED. The ALI and OFSTED work in harness anyway at the age overlap areas.

Might I also be allowed the opportunity to make the following observations from yesterday's discussion:

- Education for Sustainable Development is not primarily a straight curriculum issue. It is about a school community learning about and living the issue. That is clear in the four objectives set out in the DfES Action Plan that was launched in September 2003. The Tomlinson Report gives significant support for such development, as I have outlined above.

Such a view involves a significant management change process. It engages a specific view of the responsibility of headteachers—that impacts on the National College for School Leadership; it engages the responsibility of governing bodies—the link with the private sector could be of significance here; it engages a view about the training of teachers to use the new buildings being established in the Schools for the Future programme; it engages the community of people using the school which includes parents and non-teaching staff.

- This involves a very large management change programme which has to involve at least three aspects:
 - Communication.
 - Leadership.
 - Engaging key people in the process of change.

Websites are powerful reference points for information that is being sought; they are not management tools for engaging people in a management change process.

- I think there remain real questions about all three aspects of this change management process. The framework has been established—and I believe it is a good one—but it will have no impact of any significance if the three key parts of a change management programme are not also in place.
- The Committee was concentrating on schools. The DfES Action plan involves the education estate. Shortly before Christmas, the Learning and Skills Council launched its programme for Sustainable Development for the Learning and Skills Sector—everything between compulsory schooling and University.
- We do not have a “Command and Control” system in education management. The management of devolved systems is a key and complex issue for modern organisations. I believe that we have a vision from the Prime Minister, linking to the Prince of Wales' Business Leaders Trust; we have a good framework for the education sector laid down in the Action Plan of September, 2003; but we do not have in place the necessary change management process to make effective that plan.
- It would be helpful—and probably encouraging—to carry out an audit of what is happening.

Memorandum from Qualifications and Curriculum Authority (QCA)

1. THE CURRENCY OF THE TERM ESD

The term ESD has not lost its currency within schools. If anything, there has been a gradual improvement in recognition of the term “education for sustainable development”. QCA has no evidence that the environmental message within ESD has been lost within the formal education context. Indeed, in those schools that give some emphasis to ESD, it is the environmental strand that tends to be dominant.

In view of the current development of the sustainable development framework, the message within ESD that might appear to be most at risk is “education”. At the heart of ESD is the juxtaposition of what children are taught and learn in schools with the way in which sustainability is incorporated into school policies and practices. The term used for the new development may suggest an emphasis on sustainable schools rather than schools that educate for sustainable development.

2. SUSTAINABLE DEVELOPMENT ACTION PLAN PROGRESS

There is little evidence that schools are aware of the sustainable development action plan. The launch in 2003 was not widely reported and would not have been noticed by many schools. The schools most likely to be aware of the action plan are those that are already in the ESD “loop” through contact with an ESD NGO.

There has been some progress in relation to the ESD objective of the action plan. The Department has:

- continued to support the development of content on the QCA ESD website, although we understand that further development of the site will cease after March 2005, when the Department plans to subsume elements of the current freestanding site into its new sustainable development section of the TeacherNet site;
- commissioned the development by subject associations of scheme of work units designed to strengthen ESD links in science, design & technology, citizenship and geography. QCA will publish the resulting new or revised scheme of work units on its ESD website; and
- set in train work by WWF and South Bank University on a web based whole school sustainability framework on TeacherNet.

In addition, in early 2004 QCA added a series of six whole school case studies to its website showing approaches to ESD by a range of primary and secondary schools at various stages of development of ESD (introductory, emergent and advanced). Further such case studies are currently being developed for inclusion by March 2005.

These various initiatives have the potential to support the further development of ESD in schools. The main concerns that QCA has about the initiatives are:

- the impact of the loss of a freestanding and visible ESD website that has developed a reputation for high quality ESD support and has become the first port of call for many schools seeking guidance on ESD. During 2004, the site has been attracting 100,000–150,000 hits a month, representing 10,000–15,000 page hits from 2,500–3,500 distinct users. The inclusion of the sustainable development framework as but one area in the generic TeacherNet site may reduce the visibility of ESD support rather than improve it;
- the potential compartmentalisation of the “teaching and learning” and “management” aspects of ESD in schools; and
- the possible compartmentalisation of ESD into the separate “topics” (eg transport, energy, waste) that are to form an organising framework for the new sustainable development web based support on TeacherNet.

3. UK SUSTAINABLE DEVELOPMENT STRATEGY

Education should be a key feature of the Government’s sustainable development strategy. QCA believes that there should be a headline indicator focusing on ESD rather than—or to complement—the more general current educational indicator.

4. 14–19

Although it will not be clear until early in the new year what the Government’s response to the Tomlinson recommendations will be, there are two ways in which the White Paper could ensure that ESD is adequately represented in the 14–19 phase:

- The inclusion of ESD as a compulsory element of students’ curriculum entitlement. Work on the detailed implementation of the Tomlinson report may conceivably provide opportunities for establishing such an entitlement as part of the common knowledge, skills and attributes (CKSA).

- Ensuring that sustainable development is included in all (relevant) post-16 qualifications. The common criteria for all qualifications state that:

“The units and/or the qualification as a whole must also include the identification of opportunities, if appropriate to the subject or sector, for developing understanding of:

- *spiritual, moral, ethical, social, legislative, economic and cultural issues;*
- *sustainable development, health and safety considerations, and European developments, consistent with international agreements”*

Such a general statement needs to be backed up by a requirement for developing understanding of sustainable development across a wide range of relevant subject criteria. At the present time, few subject criteria make such a requirement.

5. EMBEDDING ESD INTO SPECIFIC CURRICULUM AREAS

There is no evidence to suggest that there has been a discernible improvement in these areas in schools. However, the Department has set in train work by the subject associations to support this objective (see above).

6. INFORMAL LEARNING

QCA has no evidence to respond to this question.

7. GETTING THE ENVIRONMENTAL MESSAGE ACROSS

QCA has no evidence to support or refute the suggestion that the Government is getting better at getting the environmental message across. Support for environmental education at regional and local levels remains patchy. Some regional development agencies (eg Yorkshire & Humber) have been active in providing ESD support for schools. Individual NGOs continue to be active at the local level, but there remain very few local authorities that offer specific ESD support to schools.

8. RESOURCES

Sufficient resources have been made available to QCA for the continued development of the ESD website in 2004–05. QCA has no information on the resources made available elsewhere to deliver the government’s commitment to ESD.

December 2004

Witnesses: Dr Ian Colwill, Director of Curriculum, and Mr John Westaway, Consultant for ESD, QCA, examined.

Q459 Chairman: Welcome Dr Colwill and Mr Westaway. It has been quite a long afternoon session. I know that you have heard some of the exchanges that we have had. Can I first of all welcome you to the select committee this afternoon and thank you for the contributions that you have made. I think one of the issues that we are really trying to get to grips with is whether or not Education for Sustainable Development is still relevant, and we are very interested in what you had to say in your evidence to us. You talk about a gradual improvement in recognition of the term. Do you have any evidence to say there is that improvement? Is it just a feeling that you have or is it something that is more structured than that?

Dr Colwill: We have an annual monitoring and evaluation programme which picks up evidence from schools in both a quantitative way across 1,000 schools and also through qualitative mechanisms which involve meetings with teachers, visits to conferences, visits to schools, and so on, and in that sense there is a degree of an evidential base but I think it would not be a particularly strong evidential base because it is picking up evidence across the

whole system. There is therefore some basis from our monitoring that there is a gradual improvement but things do not happen rapidly, as you know, in education and it is a case of noticing changes in schools that have picked up on things that they have not before, and such like.

Mr Westaway: The evidence that I would base it on would be more anecdotal. In my dealings with schools and in meeting teachers there is less often a glazed look when one mentions the phrase ESD or Education for Sustainable Development than maybe five years ago. I think our statement was probably more a rebuttal of the notion that it might have lost its currency rather than there was any staggering growth. I was a little surprised that there was a feeling afoot that it has lost currency.

Q460 Chairman: Do you think it is still something that is worth pursuing in terms of its currency?

Mr Westaway: I certainly do. I think QCA’s view would be that there was something there that was worth pursuing.

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Q461 Mr Challen: You sort of give the impression that where ESD is being given an emphasis in schools it is the environmental strand that tends to be dominant. Why do you think that is?

Mr Westaway: Again it is based on visits to a relatively small number of schools but when schools come forward and say, “Oh yes, we are engaging with ESD,” the sorts of things that they are normally describing or showing you as evidence for that are the recyclings, the concern about the school environment, the litter, reducing energy usage, and so on. It tends to be on the environmental side rather than on the social or economic side or even sometimes not making the links between environment and, say, health or inclusion, and in a way they are picking off the bits of the ESD agenda which they are probably most familiar with and most comfortable with because it is a difficult concept to get your head round.

Q462 Mr Challen: So it is almost easier to point at really, is it not?

Mr Westaway: It is easier to point at.

Q463 Mr Challen: If you have somebody coming round to look at a school?

Mr Westaway: I think it is at an early stage in the ESD journey, if you will. I think if you go to schools that are at a more advanced stage of development of Education for Sustainable Development, they have certainly got those environmental elements in place but they are also beginning to make links across the whole curriculum, across the fabric of the school, linking in things like anti-bullying with changes they are making to the school grounds and so on, and they are doing the same sorts of things but they are adding to them. I do not think it is an alibi for any wider action. It is really a dipping a toe in the water of ESD.

Q465 Mr Challen: Obviously that is a very incremental process, it is a learning process for the teachers and the students and everybody else, clearly.

Mr Westaway: Yes.

Q466 Mr Challen: But is it also a way perhaps of avoiding wanting to teach ESD? You mentioned the word “alibi”. Is this eventually going to get to some kind of plateau-ing where they have reached their saturation point, if you like, and feel they cannot go any further because they have ticked all the boxes and done the job?

Mr Westaway: If it does lead to a plateauing I do not think will be a conscious decision that they will go that far and no further. I think it is probably more a reflection of the fact that they are not sure where it is they need to go next and they do not feel that there is any great encouragement to take that particular area of learning further.

Q467 Mr Challen: You said in your memo “the term used for the new development”—I am assuming that you are referring to the single development framework mentioned in a previous paragraph—“may suggest an emphasis on sustainable schools rather than schools that educate for sustainable development”. Would you agree that it is quite a problem that these two things should be working side-by-side?

Mr Westaway: I think the two things should most certainly be working side-by-side. I think it was just a feeling that with the dropping of the “Education for” bit of ESD, that the danger was that schools might think all they needed to do is fit low energy light bulbs and change the taps and in a way see the environmental activities as being an easy and quick fix. If that was as far as they went in making their building more sustainable a) they would not be going as far as I think it would be valuable for them to go b) they would not release the value of integrating teaching, learning, the curriculum, and the way they run the school. It seems to me it is only when you bring those four things together that you get the value added.

Q468 Mr Challen: So you have got this dual approach which is teaching and practice of a good environmentally sound school perhaps. What are the barriers to taking that forward, if you can envisage any?

Mr Westaway: When I visit a school and ask them what the main problems they faced are, time and money are always the two that first come to mind. Normally time because there are ways of acquiring money but they take time to do. I think it is partly that. I think it is also partly—and this harks back to the earlier evidence—that there is a lack of feeling that they are being pushed in this direction or a lack of feeling that they are being inspired to move in this direction.

Q469 Mr Challen: Do you have some good examples of schools that are making best use of this dual approach?

Mr Westaway: There are some excellent examples, yes. We have gathered together some case studies for our web site, again taking all the limitations of web sites on board. There are some excellent examples of schools that have taken this on and they are integrating the development in the way they manage the school with what the children experience in the classroom.

Q470 Mr Challen: Could you mention one example of good practice?

Mr Westaway: A school in Suffolk, Holton St Peter Primary School was one very good example. Raglan School in Bromley was another where there is a genuine integration of the process. By their own admission they have been doing this for a long time and one of the lessons they have learned is that patience is necessary and it does take an awful long time to get to where they have got.

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Q471 Mr Challen: How long a time would that be?

Mr Westaway: In those two particular cases they would say they have been concentrating on environmental approaches, or more latterly ESD, for 15 or 20 years probably.

Q472 Mr Challen: That is very deeply embedded in the school ethos?

Mr Westaway: Absolutely central.

Q473 Mr Challen: Is that that going to be quickly translatable to other schools because I think there is an urgency about this whole subject?

Mr Westaway: I do not think it is easily translatable and I think it would be distinctly worrying to many schools if they were to be confronted with those examples of schools at the frontiers as saying, "Here is what you ought to be doing." We need to show schools a variety of case studies of schools at different points along the journey so they can see how they might relate to schools which are just beginning or which are midway along or those which are at the frontiers. Having said that, even those schools which are not very well-developed could look at what the best schools are doing and say there are things there either that we are already doing or that we could do quite easily.

Q474 Chairman: Just before we leave this one can I ask for a bit more of a response from you. I do not know if you were here when Ofsted earlier on were talking about the reputation England has for conceptual thinking in relation to ESD but would you say that post the Action Plan that this thinking is still taking place? If so, where is it taking place? Is it taking place somewhere with the support of the Department or is that conceptual thinking going on somewhere where the Department are not even in touch with it?

Dr Colwill: We missed Ofsted so I am not entirely sure of the point you are making.

Q475 Chairman: Irrespective of not having heard them, where does this reputation for conceptual thinking come from? Where is it taking place from your experience, from where you sit?

Mr Westaway: From where I sit most of the conceptual thinking about ESD is taking place in the universities. There are one or two universities which are very actively engaged in conceptual aspects of ESD but, by and large, I would say that probably there is not a great deal of conceptual thinking going on in my experience and if it is going on somewhere then I would like to know where.

Q476 Chairman: If it is the case that it is going on in certain universities, how is that then being rolled out so that other stakeholders could learn and build on it?

Mr Westaway: It would certainly be the university departments which are at the forefront of thinking on ESD and have links with the NGOs. I know that the Council for Environmental Education, for example, links very closely with some of those university departments and I guess they are part of

that sort of dissemination. As far as I am aware, there are no formal channels by which that sort of thinking gets into the system other than through learned journals and the usual academic means.

Dr Colwill: On a more positive note, can I give you an example of one way in which we have been trying to stimulate this. Sara Parkin who is Programme Director of Forum for the Future has been approached by us to write a think piece to contribute to an initiative which we have just launched which is about a Futures Challenge, which is challenging people in schools and in society more generally to think about how the curriculum should evolve in the future. Sarah has written a think-piece, which is very much about sustainable development challenge or opportunity, which focuses very much on the importance of sustainable literacy. That is one example, if you like, of somebody who is doing some conceptual thinking and an opportunity for that person to put that thinking into the broader public debate. The think-piece that she has produced, along with other think-pieces on other aspects of the curriculum will be part and parcel of a series of summits that we are holding with representatives from various subjects to debate how their subjects and how the curriculum in general needs to evolve in future. That is one example of trying to tap into that conceptual thinking and harness it towards thinking about how the system might evolve.

Q477 Chairman: If I am reading you both right, you are both saying that the NGOs and the partnership organisations like Forum for the Future are essentially taking the lead in where this debate is taking place?

Mr Westaway: I think that would be my general perception, yes.

Chairman: Thank you. Mr Thomas?

Q478 Mr Thomas: In the evidence we have received so far—and you might have missed a little bit of it earlier—it has been quite clear that the DfES Action Plan was not communicated to schools. It may be available on a web site but it was not communicated. Could you say whether you had any role in the dissemination of that Action Plan and if you did whether you think somebody should have had a role and what impression have you gathered of the impact of that plan on schools?

Mr Westaway: Taking your questions in reverse order, I do not perceive that the Action Plan has had a tremendous impact on schools. I would maintain—and this is not based on a firm evidence base—that there would be many schools blissfully unaware of the Action Plan. QCA had no formal involvement in the dissemination of the Action Plan.

Q479 Mr Thomas: Is that because it is not part of the curriculum?

Mr Westaway: I think the Action Plan was much wider than the curriculum so it may well be that they would not perceive the QCA as being the obvious vehicle for dissemination. As an individual adviser for ESD within QCA I took it as part of my

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responsibilities to mention the Action Plan whenever I spoke to schools or addressed wider audiences during the last year and a half.

Q480 Mr Thomas: I just wondered in an imaginary situation in a scenario where, say, the Action Plan had been delivered to every school in the country and every headmaster had put it in the bin, would that have made a material difference to where we are now?

Mr Westaway: It would have to go in the recycling bin!

Q481 Mr Thomas: If they had put it in the recycling bin they would have learned something from it, would they not? I am trying to see if they learned anything at all.

Mr Westaway: I think the form in which the document went into schools would have been largely immaterial without some statement or some expression of the importance of this from government. I remember back at the sounding board meeting before the Action Plan was launched that the Secretary of State said that he thought this was a gradual evolution with the occasional dramatic moment. I think we have had the gradual evolution but I do not think we have had many dramatic moments.

Q482 Mr Thomas: Looking at the Action Plan itself you do, however, point to some things that you say have been progressed under the plan. One of the things you mention is your own ESD web site and you report that as part of the progress. However, you also say that this is likely now to cease in March this year and be subsumed into the larger TeacherNet—I presume that is a portal—and that that may in fact have an adverse effect of reducing the visibility of ESD. How did it come about that the decision was taken that a dedicated web site for ESD be subsumed into a larger portal? Was that your decision?

Mr Westaway: No, you are asking the wrong person.

Q483 Chairman: Who is the right person?

Mr Westaway: It was a Department decision.

Q484 Mr Thomas: It was the DfES?

Mr Westaway: Yes and our understanding as of the beginning of December—and clearly there have been changes since the beginning of December which may have influenced that—was that there was a plan to remove content from the current ESD web site, to reformat it, and to include it on the TeacherNet site, or whatever the successor to TeacherNet site will be. With all these things there is a balance between the visibility of a small, separate site and the much larger traffic that a site like TeacherNet would get but it may get buried and lost, that is right.

Q485 Mr Thomas: Can I just press this question a little bit. It is still a dedicated ESD web site at the moment. Who is responsible now for maintaining that web site? Is that a Department or QCA responsibility?

Mr Westaway: QCA maintains it on a day-to-day and month-by-month basis. Each year we put a work programme to the Department who approve that work programme and provide the finance for running it.

Q486 Mr Thomas: What will happen when it goes to TeacherNet? Will that then become a departmental responsibility?

Mr Westaway: I do not know.

Q487 Mr Thomas: Do you expect to have any on-going role in that?

Dr Colwill: I would expect our expertise would still contribute, as indeed DfES and other bodies contribute to the steering group of our current web site, and I would be surprised if we do not have that continued involvement in looking at the various materials on that site, and indeed possibly continuing as we do now to generate some of those materials by gathering case studies and so on. It is worth noting in this context that quite separately from the Department's decisions about the bigger sustainable development site we have been looking more broadly as part of our own communication strategy at the variety of satellite sites which over the years we have developed as stand-alone sites. We have been looking at a strategy of how we bring those more centrally into the QCA site, so again you do not have people going into the QCA site and then going out to look for other sites. So we were looking at the Education for Sustainable Development site and it is quite likely that we will continue to have a presence on our web site in relation to education for sustainable ethics which will link into any larger site. It is quite clear that the sustainable development site that the Department is looking to develop will be much broader than the current ESD site, and there are advantages and disadvantages to that. Then, as you were asking Brian Stevens, there are also issues about the value of sites *per se* being the main means of communication, and that is another key issue that we have been grappling with. We have evidence on the use of the site but also the level of awareness of the site.

Q488 Mr Thomas: I want to ask about that in a second but before we leave the TeacherNet site—this is my ignorance—is this a new site or is it an already established site? What sort of traffic does it have?

Mr Westaway: I think it must go back a couple of years and it certainly has plenty of traffic. My younger son who has just started primary teacher training swears by it as being the source of all his good lesson plans!

Q489 Mr Thomas: It is well-known?

Mr Westaway: It is well-known, yes, but whether he would have found the Education for Sustainable Development section of it I do not know.

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Q490 Mr Thomas: To go back to the point you just raised, if I may, which is whether these web sites are a useful way of communicating when you are talking about something that people do not have much base knowledge of and how it compares to other methods of communication, what you are doing to look at that at the moment?

Dr Colwill: Over the last six years in line with Government policy we have been putting more and more information on the web rather than putting it in print form and sending it out to schools. As I said, we carry out this annual evaluation and one of the things we ask them about is their awareness of our resources and the support that we provide. The one thing that that shows is that where people are aware of our resources they find them very useful but more people are unaware of our resources than are aware of them. That is an issue not only about Education for Sustainable Development. It is a general issue, whether it is a history innovation site or whatever. It is something we are looking to address. We are looking to address it through a variety of means—by drawing these things to attention, by mailings into schools, possibly by book marks, or whatever, by links on e-mails and so on. But it is quite a significant issue because there are lots of advantages to developing a web site in the sense that it is not a one-off, it is something that can evolve, you can add to it, you can provide depth to it, you can allow people to pursue it to whatever depth they want to go, and they can customise it. As a way of communicating, if this is not the way forward in future then we have a serious problem. However we are also increasingly looking at courses for courses and saying is this particular piece of information that we have to put out the right way of doing it?

Q491 Chairman: I want to come in on that point, if I may, just before we leave it and ask Mr Westaway a question because I understand however many years ago it was you were part of the Panel for Sustainable Development which preceded what we have at the moment. I understand then—and correct me if I am wrong—that there was a recommendation from that panel to the DfES that there should be some communication with schools so that schools could be made aware of what wider resources were available. What happened to that recommendation and would you say that it is as much needed now as it was then?

Mr Westaway: I do not know what happened to that recommendation. I think it is as relevant now as it was then. I am just trying to think which recommendation it was. Certainly when we developed the web site we also produced a leaflet that went to all schools telling them about the web site. At one level we could say we probably did more with the ESD web site more than some of our other web sites—

Q492 Chairman: Given the debate we are having at the moment, is there some kind of circular to all schools that this is needed now given the way in which throughout the whole of this evidence session one of the complaints has been that schools have not

really been aware unless they have been the converted, as it were, of what is available and what resources they can tap into? Is that needed now?

Mr Westaway: It is needed now but I think it would have a limited effect unless it was accompanied by a letter from the Secretary of State saying, “By the way, we are expecting you to be doing Education for Sustainable Development by the end of this school year,” in which case traffic on the web site would increase phenomenally.

Chairman: Sorry, Mr Thomas.

Mr Thomas: I have finished.

Q493 Mr Ainsworth: Can we try and put this in the context of the Government’s review of the sustainable development strategy. You indicated that education should be a key feature of the sustainable development strategy. Did your organisation have any role in the development of the new strategy?

Mr Westaway: No.

Q494 Mr Ainsworth: How is that compatible with making education a key part of the new strategy?

Mr Westaway: I am not sure that that is an area we would be proactive in. You mean we should be saying, “We should be part of your sustainable development strategy”?

Q495 Mr Ainsworth: No, the Government has been reviewing the sustainable development strategy. You said that education should be a key part of the new sustainable development strategy and yet your organisation appears to have had no involvement in the review of the strategy. Is that not odd?

Mr Westaway: In the sense of QCA standing up and saying, “We think we should be part of this Government review; here we are”?

Q496 Mr Ainsworth: If, as you say, education is a key part of the sustainable development strategy—

Mr Westaway: I suspect that we have been waiting to be asked is the honest answer.

Q497 Mr Ainsworth: Too many organisations are waiting to be asked and then come along here and say that they believe in Education for Sustainable Development and all that goes with it.

Mr Westaway: I suspect we have been a bit guilty of tunnel vision in that we have seen our remit as being Education for Sustainable Development rather than the broader sustainable development strategy.

Q498 Mr Ainsworth: I am sorry, it was you yourselves that drew attention to the new strategy in your memorandum.

Mr Westaway: I was reflecting a view, going back to the panel days, of the panel but if education was perceived by the Government to be an important part of the sustainable development strategy then the headline indicators should bear more connection to Education for Sustainable Development than the current headline indicators.

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Q499 Mr Ainsworth: You were sufficiently aware after the review of the sustainable development strategy to say that it needs to contain “a headline indicator focusing on ESD rather than—or to compliment—the more general current educational indicator.” You expressed that opinion but you obviously have not expressed it to anyone who is going to take a decision about what the now strategy is going to look like.

Mr Westaway: *Mea culpa.*

Q500 Mr Ainsworth: It is a pity, is it not?

Mr Westaway: Yes.

Q501 Mr Ainsworth: What do you think the headline indicator should look like?

Mr Westaway: It is easier to say there should be one than to actually come up with one because I think any headline indicator that one thinks about that would encapsulate children’s experience of Education for Sustainable Development in the course of their school lives or even more ambitiously looking at the outcomes of that process, would be very, very difficult to measure.

Q502 Mr Ainsworth: How important do you think it is that the strategy should contain this headline indicator? Not important enough obviously to have mentioned it to the Government?

Dr Colwill: We have already put our hair shirt on that one.

Mr Westaway: I am not sure whether it is a consultation which you are invited to contribute to. As an individual officer of the QCA I am not sure I can send a submission into the sustainability development strategy saying, “I, speaking as QCA, feel this . . .”

Q503 Mr Ainsworth: I do not know whether either of you are betting people but what do you think are the chances that such a headline indicator, as you say you favour, will end up in the strategy?

Mr Westaway: Very low.

Dr Colwill: I think one of the key issues on headline indicators is the tendency to go for what you might describe as hard indicators such as five A*s to Cs or whatever. What you really, I suggest, want to look for in terms of headline indicators in terms of Education for Sustainable Development may not be something that reflects necessarily on academic achievement but what it needs to express is something of the experiences and the aptitudes that students have developed. The point that John is making is that it becomes very hard to identify exactly how you would assess that, but the value of an indicator which identified certain experiences that all students had an entitlement to as part of their education in sustainability would be one way forward. In recent work on the RE framework, for example, one of the things that we thought it was very important to include was the fact that there were certain experiences that were part and parcel of any RE education as opposed to simply knowledge, skills and understanding. I think there would be an opportunity to put some emphasis on experiences

and attributes and aptitudes as opposed to simply on the hard indicator, and that may well provide a kind of target and goal that would focus policies within schools.

Mr Ainsworth: But it will not be in the strategy? Thank you.

Q504 Chairman: Just going back to Mr Ainsworth’s question—

Mr Westaway: Not again!

Q505 Chairman:—about whether or not people are invited to comment on consultation and proposals that are out for consultation. Who within your organisation within QCA would have the leadership role to say, “We are going to contribute to this and we are going to make sure it does contain sustainable development.” If it is not you or whoever is at the head of the organisation who does it, who is it?

Mr Westaway: That is a very good question.

Dr Colwill: It works two ways. If a consultation came into QCA addressed to the Chief Executive it would then be directed down to me as the Director of Curriculum and I would then work with people in QCA to formulate a response. That is in a reactive situation.

Q506 Chairman: If it was just on somebody’s web site and you did not happen to pick it up you would not respond, you would wait to be asked to do it?

Dr Colwill: This is where we talk about where you are with initiatives if they are only on web sites.

Q507 Chairman: It is a bit like when I ask my local authority why they have not responded maybe they have not picked it up on the web site? Let’s move on to Tomlinson then. Did you contribute to Tomlinson?

Dr Colwill: We were very much involved both in terms of being part of the management group that was supporting Tomlinson and also through our officers in providing technical support to the various working parties that Tomlinson set up. Much of that technical support was about details of assessment, which you can imagine, on how a diploma might take place and so on.

Q508 Chairman: So what is QCA’s view on the ESD content in the report?

Dr Colwill: The point has already been made that there are no specific references there. Our view was—and we put this in our response—that the opportunity for developing elements of that would be through the common knowledge, skills and attributes that need to be developed to create the core, and I think Brian Stevens talked about the levels of detail within the report. There is quite clearly a lot of work going on now as the report is translated into the Government-response White Paper which is looking at those elements. We have been, for example, commenting on the common skills-set and trying to make sure that aspects of social responsibility in terms of national, local and global responsibility are an element of that.

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Q509 Chairman: If I am right, your Chief Executive gave this a gold star. I think he said, “I congratulate Mike Tomlinson and the 14–19 Working Group on their thorough and wide-ranging report.” If it was thorough and wide-ranging should it not have adequately represented ESD in terms of the final report? It does not seem to be in there.

Dr Colwill: As I say, I think the potential is there for the negotiation in that sense. There are quite a number of other things. There is no reference to individual subjects in there either. The report was setting out a broad framework for publication and that is what Ken was commenting on, and indeed we do endorse the report in its entirety. We feel it is important that the report is dealt with in its entirety because what this provides is a whole framework for taking forward curriculum development over the next 10 years. It is a very broad picture report as opposed to detail.

Q510 Chairman: But how would you respond to the contributions that we have heard from other witnesses to our inquiry where we have looked at the comparable situation, for example in Wales, where what goes on within the Welsh education system is very much, if you like, informed by the presence of a duty of sustainable development because that is totally lacking, is it not, in terms of how we are taking it forward here? I do not see how we are going to get ESD into whatever the outcome of the White Paper is.

Dr Colwill: There are other equally key lobbies, for example RE and citizenship. I was chairing the RE framework group and they were concerned that there is no explicit recognition of the statutory nature of RE within that report. As I say, it is not simply ESD, it is citizenship, whether it is RE or other issues, that is concerned about that kind of absence of detail. Those things were raised with the groups. As I say, I think the thrust of what Tomlinson was aiming to do was to create the broader framework.

Q511 Chairman: Okay, so we have got the broader framework, we have got the White Paper coming out imminently. How likely is it that it is going to say something in the White Paper?

Dr Colwill: I think you would have to ask the Department that. As I say, we have been looking at various developments coming through, one of which has been looking at a common skills-set which would go down from 14 through to lower secondary. We have been looking at that with a view to making sure that various skills that are already embedded in the National Curriculum are there.

Q512 Chairman: Does that cover sustainable development?

Dr Colwill: It would certainly cover social skills in terms of local, national and global responsibility and pick up on citizenship skills. There would be an opportunity there for that.

Mr Westaway: My personal view would be that it is unlikely to be explicitly mentioned as Education for Sustainable Development. Going back to your

comparison with Wales, although I do not claim to have a complete understanding of the situation in Wales, it seems to me that there is a much higher level of commitment to Education for Sustainable Development lying behind any developments in the curriculum and assessment than would be true in England. If there were that same degree of political will lying behind Tomlinson in England then it seems to me there would be a higher probability of it appearing.

Q513 Chairman: What I am really asking myself is we know that there is nothing in Tomlinson so it is a question of what might be in the White Paper and you say that is a matter for DfES, that is a matter for the political will, but it seems that you are not showing leadership—not just you but other organisations as well—and banging the table and saying ESD must be in there. If there is some kind of a void and lack of any conceptual thinking that is advising the delivery mechanisms that we need, is there not a need to have some, I hardly dare mention it, panel as a way in which we need to have somebody who is able to provide that input which just seems to be lacking? Would you agree with that?

Mr Westaway: I personally would agree.

Q514 Chairman: You would? That is a personal opinion.

Mr Westaway: I am not sure whether QCA would agree.

Dr Colwill: Our contributions to the White Paper are varied and some are accepted and some are not accepted and how it finally turns out will ultimately depend on the decisions that ministers make about the text they want to put in there. We are very conscious of that. We have not yet seen a first draft of the White Paper.

Q515 Chairman: Can you not see it is a vicious circle that is going to depend on what comes forward. If what comes forward is the question of people waiting to be asked to put it forward and not putting it forward we are individually and severally not taking the responsibility for getting this agenda seized.

Mr Westaway: I agree with you but that is not to say even if we were jumping up and down and saying these things they would necessarily lead to the outcomes that we want.

Mr Thomas: The DfES do not listen.

Chairman: We can perhaps ask them tomorrow and decide the extent to which they are listening. Mr Thomas?

Q516 Mr Thomas: That takes us on to the curriculum because one of the disappointing aspects of your evidence to this Committee is the fact that you say there has not been a discernable improvement since we last reported on those matters. You say there has been no evidence there of real progress in looking at Education for Sustainable Development. Why do you think that is?

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Mr Westaway: I think it was in relation to the embedding of ESD into specific curriculum areas that we were talking about. I think it is partly as Ian said the relatively slow pace of change. This is one area where there have been developments by the Department. They commissioned subject associations to develop some schemes of work units with a higher profile for ESD.

Q517 Mr Thomas: Do you know if they are near to completion? You are involved in those, I presume?

Mr Westaway: We have an involvement at the end of the process. They will come to us for checking before adding to the web site and I received in December a scheme of work units in the four subjects that the Department commissioned and they are now being copy edited and will be on the web site within the next month or two.

Q518 Mr Thomas: What are those four subjects?

Mr Westaway: Design and technology, citizenship, geography and science.

Q519 Mr Thomas: Is there any intention to carry on from those four or is that where they are going to get to?

Mr Westaway: The words of the Action Plan were initially in those four subjects, so again you might wish to ask the Department whether they plan to widen the net or not. We have commissioned the Historical Association to develop some units just this month and we are hoping to do the same with ICT. That is QCA working within the web site development.

Q520 Mr Thomas: You mentioned web site again.

Mr Westaway: That is what we do.

Q521 Mr Thomas: If you are just going to put them on the web site, are they going to have any effect at all, whatever else you are going to do with them?

Mr Westaway: The first stage is putting them on the web site. We mentioned when we appeared before this Sub-Committee before that we are very much dependent on resourcing from the Department for the work we do on ESD, and we do not have the remit or the funds to disseminate this more widely, much as we might like to do it. The web site is what we can do now.

Q522 Mr Thomas: So you are saying you could not do anything else without further resources?

Mr Westaway: Not on the sort of scale that would be needed.

Dr Colwill: Can I just return to something I mentioned earlier which I hope is something that is proactive on our part as opposed to waiting to be asked and which is really trying to focus on the curriculum of the future. The five-year strategy talks about a review of key stage three. We have talked within our board about the value of looking at key stage three. We need also to look at key stages one and two. It is now, after all, something in the region of five years since we last reviewed the curriculum. We have therefore launched a fairly public debate

designed to ask hard questions about what should the curriculum of the future be, and we have identified five particular dynamics of change—changes in society in its broader sense, changes in technology, the global dimension, personalisation, and also changes in our understanding of learning. We are challenging various subject communities and assessment communities to look at those areas and say what does this mean in terms of what students' needs should be in the future and how should they be addressed in the way in which we take the curriculum forward. We are doing this quite deliberately out of the context of a specific review because once you get into a specific review it becomes more about what changes do you make to programmes of study, et cetera, et cetera. This is trying to get to a much higher level of thinking before we start turning this into the mechanics of what we give to teachers in terms of a statutory curriculum. What should be driving the thinking behind it? How does it change? How are the aims and purposes that we set out in the last curriculum (which are very explicit about sustainability and Education for Sustainable Development) translated at the moment into what is and how should they be translated in the future to what is? I think there is a potential within that debate for us to re-visit a whole range of areas, one of which would be Education for Sustainable Development, and to ask that broader question about its role in a curriculum for the future. As I have said, we have commissioned a number of think pieces, one of which from the Department is looking at the global dimension and the international strategy. I have also referred to the particular think piece from Sara Parkin on sustainable development. There are similar think pieces from Tim Brighouse and Angela McFarlane on technology and such like. So the aim is really to have a broader debate and get people thinking about where should the curriculum be going before we suddenly get to a “we are now going to change it” and we get into the statutory consultation process. I see that as a proactive opportunity for us to be picking up on ESD again.

Q523 Mr Thomas: I am sure you are right in that sense. One of the concerns I still have is how an opportunity like that actually delivers change. You yourself in your evidence have referred to the patchy support for Education for Sustainable Development at the regional and local level. We have had a lot of evidence this afternoon and indeed over the last couple of weeks about what to my mind boils down to a lack of leadership. We have compared and contrasted what happens in Wales and where it has come from is a statutory duty which is driving a different process which is to know it is going to be better and change people's attitudes. Of course we do not know that but it is a different process and it is a more observable process. Do you agree with the conclusion that there is a lack of sufficient leadership at present on this issue? I am not asking you to point the finger of blame.

Mr Westaway: I think there needs to be more leadership on this issue.

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Dr Colwill: Again, you have to look at this in the context of something Brian Stevens said in that there is a whole range of initiatives which are all well-meaning which at the school become a whole series of competing initiatives where resource and time become important and also where there are different elements of leadership and sometimes the people leading on an initiative are somewhere along the line leading the other initiative.

Q524 Mr Thomas: Until a school is told that this is as important as the literacy hour they will not react in terms of designing the curriculum around that. Whichever information regime Ofsted use, they will not inspect along those lines and the whole educational community will not respond in terms of delivering the support and materials necessary to deliver Education for Sustainable Development.

Dr Colwill: And indeed strategies will not include this as a key element in their delivery mechanisms in changing schools.

Q525 Chairman: On that note, I think we need to end the session. Thank you for coming along this afternoon. Can I just say that we did talk about consultation and we did talk about people taking the initiative in response to consultation. You mentioned the consultation in respect of the future of the curriculum and it would be very helpful to have the deadline and any supplementary information on that.

Dr Colwill: It is not a consultation as such, it is an initiative, but I will certainly send you the materials. There is going to be a web site with materials on, which will invite people to comment on the material

Q526 Chairman: Other than the informed, how will people know that they will have an opportunity to contribute?

Dr Colwill: Ken made a speech at BETT last week at which he launched it, and we were hoping that there would be some press coverage. Unfortunately, the league tables for GSCE results came out the same day and cake-making was far more important than the Futures Challenge, it turned out.

Chairman: Such is the way of the world. Thank you very much indeed.

Wednesday 19 January 2005

Members present:

Joan Walley, in the Chair

Mr Peter Ainsworth

Mr Simon Thomas

Memorandum from the Department for Education and Skills (DfES)

**IN RESPONSE TO THE EAC INQUIRY: A FOLLOW UP TO
“LEARNING THE SUSTAINABILITY LESSON”**

INTRODUCTION

1. This memorandum from the Department for Education and Skills provides a response to the Environmental Audit Committee inquiry: A Follow up to “*Learning the Sustainability Lesson*”.

2. We have worked closely with officials from other Government Departments, particularly Defra, on collating this response, and have highlighted where individual Departments have contributed, and where collectively, we are responding for Government.

3. In summary, this memorandum provides evidence to this inquiry on the Department’s progress towards developing an effective sustainable development strategy in education which uses both formal and informal learning avenues to aid its delivery; the impact of the DfES Sustainable Development Action Plan; and the way forward to the White Paper and beyond in terms of incorporating environmental and sustainable development objectives within general educational goals.

4. The Committee has raised several questions specifically on environmental education (EE). EE has been absorbed into what we now call Education for Sustainable Development or ESD. ESD is a broad area covering social and economic aspects, alongside environmental, and the links between these aspects of sustainable development are important.

Item 1: *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

5. DfES feels that “education for sustainable development” is a good description for the enterprise of making people in all sectors of education and skills “*aware of how our actions affect the people we interact with, the local and global environment, and the legacy we leave for future generations*”, to quote the DfES Sustainable Development Action Plan (SDAP), published in September 2003.¹ DfES believes that most people today would acknowledge the importance of this activity.

6. Sustainable development affects the quality of life not just of current but future generations, and those now going through the education system will have to live in the world created by the choices made today. The fact that issues like climate change are increasingly covered not only in news media but popular culture shows the resonance they can have and it is important that people have access to accurate factual information on them.

7. What matters is what DfES does, in partnership with others, to ensure that sustainable development is an integral part of the education and skills system. The Secretary of State, Charles Clarke said in the foreword to the SDAP:

“We have theorised about sustainable development in education for long enough. That is why this is not a strategy but a plan of action. We need to embrace sustainable development across the education system so that best practice becomes common practice. Not as a bureaucratic add-on but as an integral part of the skills development of this country and its economy.”

Item 2: *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

8. As part of the UK Sustainable Development Strategy Review, Government has consulted on how it can help and encourage people to adopt more sustainable behaviour. In the responses received, education is identified as a key issue by many respondents; including education at all levels from nursery (instilling behaviours that support sustainability from a young age and before behaviours that don’t support sustainability are instilled) through to adult and work based qualifications for professionals. To develop this

¹ See <http://www.dfes.gov.uk/aboutus/sd/action.shtml>

work on changing behaviours and ESD, an interdepartmental working group has been established, involving DfES, DCMS, Defra and the SDC. The work of this group will feed in to the final strategy when it is published in the spring.

Item 3: The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?

9. Yes, it can be said that that the process of change has begun and provides momentum for development of ESD in the future. Since the publication of the DfES Sustainable Development Action Plan (SDAP) in September 2003, much has been achieved against the objectives. The examples given in the following paragraphs cover the variety of sectors for which DfES is responsible, as well as covering all aspects of ESD.

Achievements 10. Much has been done to raise the profile of ESD in schools, to ensure that young learners experience ESD and engage with this at a local level, whilst appreciating the more global aspects also, and where they fit in the “bigger picture”.

11. Achievements which affect schools include the launch of the Global Gateway in February 2004, a website which enables people involved in education across the world to engage in creative partnerships. It will help ensure that education crosses national boundaries and that young people become truly global citizens. This resource has been well received and had over 5.3 million hits by September 2004, mostly from teachers.²

12. Other developments are to do with the environment in which children learn and play. Schools are benefiting from SEAM, an environmental assessment method for current school buildings, and BREEAM (Building Research Establishment Environmental Assessment Method). SEAM will be incorporated into the new Sustainable Development Framework for Schools (see paragraph 18 later), and BREEAM was successfully piloted in 9 schools. The method will be used to assess the sustainability of Building Schools for the Future projects for which a baseline rating of very good is proposed.

13. Another example is the Healthy living Blueprint for schools, launched in September 2004, as a joint initiative with DfES, DoH, Defra, DCMS and the Food Standards Agency (FSA), to encourage children to eat sensibly, stay physically active and maintain good levels of personal health. To implement the Blueprint, the Department is now taking forward projects to improve school food and reinforce healthy eating messages taught in the classroom.

14. The Department is keen to provide healthier, greener and safer ways to school, and has introduced the School Transport Bill, after a period of consultation and pre-legislative scrutiny. The Bill, when passed, will allow 100 LEAs to develop innovative travel schemes.

15. As was acknowledged in paragraph 12, the environment in which children learn is very important to facilitate, inspire and engage young learners. Therefore the leadership, management of schools operations, and decision making that support sustainable development, is crucial. The National College of School Leadership (NCSL) has begun to incorporate ESD into the training it offers, such as in the study materials for the national professional qualification for head teachers (NPQH).

16. There is much activity and enthusiasm on ESD in schools, but the SDAP covers all ages, from foundation to older learners. The Learning and Skills Development Agency (LSDA) and LSC have launched the “Learning to Last” toolkit, which is an online “toolkit” to encourage, support and promote best practice on sustainability throughout the FE sector.

17. DfES is working to get its “own house” in order and, amongst other activities, has achieved more than 90% success in recycling out of date publications and passing IT equipment onto schools and charities.

FUTURE DEVELOPMENTS

18. The next few months will see the launch of a number of sustainable development projects that have been developed as a result of the action plan. These include the launch of a “Sustainable Development Framework for Schools”, currently in development. This will be a web-based service to be hosted within www.teachernet.gov.uk, which will provide a one-stop shop for teachers, head teachers, governors and support staff who wish to make their schools more environmentally friendly and sustainable, seeking to promote “a whole school ethos” and approach to sustainability—ESD in operations and learning experience.

19. HEFCE and LSC will both be publishing their own sustainable development strategies to promote and support sustainable development in each particular sector—influencing/to inspire sustainable development activity. LSC plans to publish their draft strategy for consultation later this month; HEFCE early next year.

² Global Gateway at <http://www.globalgateway.org.uk/>

Item 4: *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

20. DfES will publish a White Paper to respond to the Final Report of the Working Group in the New Year. If proposals are accepted implications for sustainable development will be one aspect to be considered as implementation and development work is carried out.

Item 5: *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

21. Schemes of Work for National Curriculum subjects are a key tool for medium term teaching plans. Schools can use the QCA Schemes of Work, adapt them, or develop their own. The Department, working with QCA, the Council for Environmental Education, the Design & Technology Association, the Association for Science Education, the Association of Citizenship Teachers, the Royal Geographical Society (with IBG), the Association for Citizenship Teaching and the Geographical Association, is developing primary and secondary units within Design & Technology, Science, Citizenship and Geography, and these will build on ESD already within these subjects. The suite of units is almost complete and will be available on the QCA website.

22. With a range of partners, the Department is exploring how schools can be further encouraged to weave sustainable development into all aspects of school life. In the recently published *Five Year Strategy for Children and Learners*, The Secretary of State makes a specific offer within the wider reforms set out in the strategy:

“Every school should (also) be an environmentally sustainable school, with a good plan for school transport that encourages walking and cycling, an active and effective recycling policy (moving from paper to electronic processes wherever possible) and a school garden or other opportunities for children to explore the natural world. Schools must teach our children by example as well as by instruction.”³

23. The Building Schools for the Future programme will ensure that all new schools and Academies should be models for sustainable development: showing every child in the classroom and the playground how smart building and energy use can help tackle global warming. As the Prime Minister said, in his speech of 14 September 2004,

“The government is now developing a school specific method of environmental assessment that will apply to all new school buildings. Sustainable development will not just be a subject in the classroom: it will be in its bricks and mortar and the way the school uses and even generates its own power.

“Our students won’t just be told about sustainable development, they will see and work within it: a living, learning place in which to explore what a sustainable lifestyle means.”⁴

24. As set out in paragraph 19, the Department is also developing a web based service which aims to make sustainable development more accessible to schools, and which brings together the many resources, schemes, awards and organisations. Underlying the service is the World Wildlife Fund *Learning for Sustainability* model which helps schools to identify their own priorities and to identify how they want to move forward on sustainable development.

25. Other tools to help head teachers are being developed with Head teachers into Industry and the Cambridge Programme for Industry. The Department has discussed its plans with a number of NGOs, with Heads and teachers and with subject associations. The Department is planning for the existing QCA website, which the Department has funded for the last four years, to be absorbed into this new service. DfES is also establishing a teacher and LEA group to help develop the web service to meet schools’ needs. DfES is discussing with a number of companies how they can contribute to the services available to schools.

Item 6: *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

26. DfES recognises the importance of using both formal and informal learning in taking forward the environmental education agenda and are working with the LSC to take forward sustainable development learning and skills in the post-16 sector in England, outside Higher Education.

³ See <http://www.dfes.gov.uk/publications/5yearstrategy/>

⁴ See <http://www.number10.gov.uk/output/Page6333.asp>

27. The LSC has a statutory duty to promote learning in its widest possible sense and has already done a variety of work, formal and informal, in a variety of contexts. The LSC is committed to developing a strategy to integrate sustainable development into its policy and everyday practice. They aim to produce a Sustainable Development Consultation Strategy by end November 2004 and following the consultation period, a finally agreed Strategy early in 2005. The LSC plan to continue to develop partnerships at local, regional and national level with a range of partners to include adult education institutions and employers where much informal learning about sustainable development in its widest sense already takes place.

28. The Apprenticeship schemes are also aiding and advancing the environmental education agenda. People can study for apprenticeships on relevant areas such as Agriculture, Amenity Horticulture, Cultural Heritage and Business Administration. In addition, the LSC ensures the rural proofing of all work-based learning provision including Apprenticeships, to take account of environmental factors as well as issues around access to and supply of learning opportunities.

29. In the wider community, whilst there is no curriculum for post-compulsory learning, including adult and community learning, a key challenge for post-16 education and training is to support sustainable communities and to ensure that there are the skills and knowledge within those communities to enable them to survive and prosper. It is crucial therefore that DfES focuses on the sustainability of people, including their acquisition of basic skills and qualifications. Adult and community learning by its very nature supports this.

30. One of the DfES priorities for public funding of adult learning is ensuring there is a coherent range of learning opportunities for personal fulfilment, community development and active citizenship. This is why DfES has agreed with the LSC a budget of £207.4 million in 2004–05—up from £206m in 2003–4—specifically to support non qualification bearing programmes. This type of adult learning is a critical part of post-19 learning. Its wide range of provision helps tackle disadvantage, exclusion and neighbourhood renewal issues, and contributes to the aim of creating a learning culture. This in turn improves quality of life. It has a vital role to play in the drive to widen participation in learning, build communities' self confidence and capacity, and promote positive citizenship and personal development.

31. Informal learning also takes place in ways which are outside the direct remit of the DfES. For example, DCMS is working to empower the community and voluntary sectors. It will provide new training which will be delivered through the LSC, the Community Development Foundation and Connexions.

32. The Department has been working with a range of partners to identify the contribution that can be made to sustainable development through youth work. A working group has been exploring, with stakeholders, how youth work and training provided to youth workers can support young people's understanding of sustainable development and assist them to participate. This working group has produced a report, with priorities for further action.

OTHER GOVERNMENT DEPARTMENTS

33. Defra are developing the theme of empowerment of the community sector and voluntary sector. This will involve new training which will roll out through the Learning and Skills Council, the Community Development Foundation, and Connexions, amongst others. Defra are talking directly to these people and are proposing to fund initial work on developing the training and successfully embed this in existing delivery mechanisms.

34. DTI is supporting the Corporate Social Responsibility (CSR) Academy which aims to integrate CSR into mainstream business practice by developing and spreading CSR learning and skills within business. The Academy, working through its programme partners, is targeting small and medium enterprises, large businesses and the professional training and development sector.

35. The Academy⁵ offers two products: the competency framework: a tool setting out the core CSR characteristics which can be used by individuals and HR professionals in assessing performance; and the training and development map which provides information on the many CSR-related education and training opportunities offered by business schools, universities, further education colleges and other providers.

36. The Academy's programme partners are: Business in the Community; Chartered Institute of Personnel Development; British Chambers of Commerce; Association of Business Schools; and Accountability

37. DTI are working with the Sector Skills Development Agency (SSDA) on sustainability skills in the workplace.

38. DCMS is supporting the work of Wildlife for All, an organisation funded by the Heritage Lottery Fund with help in kind from RSPB and The Royal Parks. DCMS is providing the venue for a conference—The Great Green classroom—which is aimed at raising awareness of the educational work that is being done to encourage those urban dwellers who traditionally have not used parks (e.g. disabled or elderly people, or those from minority ethnic groups, those from areas of social deprivation) with a specific focus on

⁵ CSR Academy at (www.csracademy.org.uk)

developing opportunities for non park -users. Conference will hear from The Council for Environmental Education, Black Environment Network, English Nature, English Heritage, Countryside Agency, among others.

39. DCMS is also supporting greater outreach to schools through the work being done by The Royal Parks, and through the recent initiative between DfES and the Museums, which aims to give school children a greater chance to see museum collections connected with the curriculum.

Item 7: Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

40. Government acknowledges that communicating environmental messages to the general public is a challenge and needs to be addressed in the new strategy. Government is not alone in this. Futerra's work on climate change communications, has led to them recommending a fund for supporting local communications activity, the principle being social learning. Social learning comes through actually doing something and experimenting with others (e.g. Global Action activities) which also affects social norms and peer group attitudes.

41. On the second point, DfES believes that there is good work being done at local and regional level to support environmental education and other aspects of education for sustainable development. However, the Department acknowledges that this aspect of the Action Plan needs to be pursued more effectively. For that reason, the Department intends to work more closely in the future with the network of Government Offices in pursuit of the Action Plan's objectives. It will also be an important part of the remit of the newly-recruited Programme Leader (see Item 8 later) to identify work that is already going on at local and regional level, to link up existing networks and partnerships and to facilitate the sharing of best practice.

Item 8: Are there sufficient resources available to deliver the government's commitment to education for sustainable development?

42. The Department believes that there are sufficient resources being devoted to this area of the Department's work, in terms of both manpower and other funding. As far as manpower is concerned, a member of the DfES Board, the Director of Strategy and Communications, has responsibility for the coordination of the different strands of work across the Department on ESD. He is supported in this work by a team within his Directorate, and they in turn by a "Green Net", a network of officials working on aspects of sustainable development in all the education and skills sectors.

43. In addition, the Department and the SDC have recently recruited a Programme Leader to work with both the Department and the SDC for a period of two years to help us meet the Action Plan's objectives. As well as funding the Programme Leader and the activities they will be taking forward, the Department is also providing funding for key initiatives such as the web-based Sustainable Development Framework for Schools and work with Forum for the Future on sustainability literacy and the professions.

44. The Government accepts that it must lead by example and be an exemplar on all aspects of sustainable development, from its operations and procurement, to raising awareness of sustainable development with staff. DfES acknowledge that strong leadership and commitment on this subject has influenced the amount of activity achieved through the action plan. Government acknowledges the need to influence and change behaviour, raise the profile of, and build competency and capacity on, sustainable development. It is crucial that sustainable development should not be an afterthought, but should be considered at the outset of policy and decision making.

45. Defra, working with Civil Service College (CMPS), are seeking to integrate sustainable development into more of the courses delivered by CMPS, and have developed a specific workshop for SCS on delivering better policy through sustainable development. These workshops will show how sustainable development can be applied in their work, with specific focus on how it can be considered as part of better policy-making.

November 2004

Witnesses: **Derek Twigg**, a Member of the House, Parliamentary Under-Secretary of State for Schools, and **Michael Stevenson**, Director for Strategy and Communications, Department for Education and Skills (DfES), examined.

Q526 Chairman: Minister, can I welcome you and thank you very much for coming along at such short notice. First of all, can I say many congratulations on your post and promotion. We think it is a very important one and the Environmental Audit Select Committee looks forward to working with you, so thank you for rescheduling your diary and coming along at short notice. Can I add to that and ask, first of all, whether there is anything you want to say to us, in terms of the brief that you have just taken responsibility for and how it links to Education for Sustainable Development? Is there anything you wanted just to flag up with us at the very outset?

Derek Twigg: If I can make an opening statement. I have responsibility as a Green Minister, because you had a look at the division of responsibility in the Department so I was very pleased to be given this brief. Obviously, the link with education is very important and we are trying various ways and methods, which obviously we discuss, of the profile of this very important area and I want to look at ways of how we can improve on that. I think it is fair to say that we have moved on and there has been progress, but as a new Minister coming to this brief I would like to say to you that I think there are areas for improvement. I want to examine some of those in the next few weeks and months and then come back to you to report on the ideas I have had and the improvements, which hopefully we can take forward. Maybe I will talk a little bit more about that later when we go into the questions, but certainly I would like to look at ways of improving the profile of this agenda and improving its teaching and development in schools.

Q527 Chairman: That would be your shopping list. Are there other things you would like to add to that shopping list at this stage?

Derek Twigg: I am happy to say that and then go through the questions and answer them as well as I can.

Q528 Chairman: First of all, we have taken evidence from Estyn in Wales as well, and one of the things which struck us there was the way in which ESD, or sustainable development, is actually written into the role of what the Welsh Assembly does there. Given the responsibilities that DfES has and the priority that ESD is giving all of that, would you say that it is important that Education for Sustainable Development should be written into that role, so that those responsibilities are there, written in from the very start? At this stage, can I welcome Mr Stevenson as well.

Derek Twigg: Schools have a statutory duty already to incorporate teaching about sustainable development in a number of subjects. With regard to having a duty in Wales, it is on all public bodies, it is not just educational. I think certainly it is an idea that is interesting and worth looking at, but as a DfES Minister I do not think it is for me to say that will happen, it is for Defra to take a view on that. Certainly I think it is a very interesting area.

Q529 Chairman: Can I press you just a little bit more and ask, if it is not there from the very start, if it is something which is added on perhaps by some people, how can you be sure that it is going to be taken into everybody's thinking right from the very outset?

Derek Twigg: As I said, we have got a statutory duty to incorporate it in the teaching of subjects and the Department has made clear our priority in the Sustainable Development Action Plan for Education and Skills and the importance we attach to it. I think that high degree of importance is there in schools, they are aware of it. As I say, it is across all government public bodies, it is actually a requirement in Wales, so really it is a matter for Defra to make a decision on. As I say, it is something in which I have an interest and which I will look at.

Q530 Chairman: As a new Minister coming to this whole area of responsibility, what do you think about the term Education for Sustainable Development, do you think it is something which does have currency still, is it the right term? The views that we have had seem largely to be split between those who think that everybody knows what this issue is and only the converted understand what it is all about.

Derek Twigg: If you are saying is it on the lips of every schoolchild, of every teacher, probably it is not. I do think it is a good description for the enterprise of making people in all sectors of education in schools aware of our actions and how they affect people and interact with them, the local and global environment and the legacy we leave for future generations, which is from our Sustainable Development Action Plan. I do think it is important. I think it has that resonance and it helps us reach the target we are looking for. It is a very important phrase and important line that we should work towards, so it does have resonance and personally I am supportive of it.

Q531 Chairman: Probably you have had reports back, I do not know. In some of the evidence that we took yesterday, for example, it was suggested to us that only those who were fully on board with this agenda actually used this phrase, understood what it was about. What do you feel that you can do in your new ministerial role to make sure that those who have never heard of this phrase, or have never heard of this whole agenda, understand that this is something they have to take as important because it is a Government priority?

Derek Twigg: While certainly I agree with that, I think it is very important not to get too tied up in definitions, in terms of the importance of the sustainable development agenda in schools and education. One of the things I want to look at is, for example, we are putting a lot of information on a new website about sustainable development for school practitioners and I would want to look at how widely known that is, how widely read it is. To take

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an example, in citizenship, for instance, do we give it a high profile? Those are just some of the areas I want to look at in my new ministerial post.

Q532 Chairman: We want to come on to some of those, because it emerged in evidence yesterday that putting something onto a website does not mean to say that anybody knows that it is there.

Derek Twigg: That is one of the things I want to explore.

Q533 Chairman: You wanted to come in, Mr Stevenson?

Mr Stevenson: Just to say that, given the nature of what we are trying to do, and seed-thinking about sustainable development right across the ambit of what schools do, from their buildings to their transport, to their healthy eating, to their curriculum studies, I think it is unlikely that all the time, necessarily, we would want to put that under one, big umbrella phrase, Education for Sustainable Development. It has its place, but what we are trying to do is integrate the thinking right across the board, and in terms of its language you would find it represented in different ways, in different places. That is our emphasis I think.

Q534 Chairman: When the previous Secretary of State came before this Committee, in our initial inquiry into this, he came along thinking largely that education for sustainable development really was all about whether or not you had a proper plan for a school building. I think it came as a bit of a bombshell that actually we were talking about teaching, we were talking about training, we were talking about skills and we were talking about the whole curriculum. The two are interlinked, but this Committee would not want to lose sight of what the DfES is doing insofar as its responsibilities are to oversee education and link it into the whole curriculum. I think it is in that area that we are interested to explore just how much understanding there is that, amongst headteachers, school governors, people around the country, that is part of what is being taught and the way that teachers are approaching it in schools. What can you do to emphasise this?

Derek Twigg: As I say, being new to this role, that is one of the areas I want to examine and I will be asking for further reports from my officials on that.

Q535 Chairman: With whom will you be liaising on that?

Derek Twigg: Michael is the lead member of the Board on this.

Q536 Chairman: With other outside bodies across Government?

Derek Twigg: The agencies outside, yes, of course.

Q537 Chairman: So which agencies?

Mr Stevenson: Primarily, we are working very closely with SDC, CEE, Forum for the Future.

Q538 Chairman: I am sorry, I am not very good with these initials.

Mr Stevenson: There is Forum for the Future, the CEE, Council for Environmental Education, and the Sustainable Development Commission, but as well, obviously, Defra and other partner departments right across Government. We are playing it very much as a collective exercise, we are all parties going forward together on this.

Chairman: Thank is very helpful. Thank you.

Q539 Mr Ainsworth: Coming back to what Mr Stevenson said a while back, that really there is no point in having a big umbrella thing, it is all sorts of different initiatives being integrated into mainstream education, do I detect that there has been a bit of a shift in policy? If there has been a shift in policy towards integrating it rather than driving it forward under a banner, might that explain why so many people seem to be unimpressed by progress from the Action Plan? If it is now a series of initiatives to integrate across the board and you do not need the umbrella, perhaps the Action Plan is not needed either?

Derek Twigg: Again, not that I want to repeat myself, I do agree of course with the Action Plan. Also it is about integration, so I want some more information, in terms of the feedback from schools, and obviously the other bodies as well, about how we can take this forward in a more systematic way and give it that high profile. I accept the point you are making of it really being a concern, which is why I want to look at it to see how we can get it more into focus and make sure that the Sustainable Development Plan is being given a high priority within education.

Q540 Mr Ainsworth: I know you were not Minister at the time that the memo was submitted, which makes life difficult, particularly for you, but the memo does say that the Action Plan has generated much activity and enthusiasm on ESD in schools. The problem we have got is that we have mountains of evidence from all sorts of organisations and individuals saying that is not the case. Do you still stand by the statement in the memorandum that there is a great deal of activity going on as a result of the various initiatives?

Mr Stevenson: Certainly, wherever we go we come across wonderful examples of schools embodying sustainable development in all its dimensions into all that they do. There are hundreds of examples. Some of the ones that I think are the most exciting, frankly, are the new-builds that are going up, under the Building Schools for the Future programme, and it is not just the buildings, though clearly they are powerful and symbolic, but they house a very powerful, cross-dimensional approach to sustainable development. Do we think that every school is there, do we think that every college and university is there, no, we do not, and we recognise there is a great deal of progress to be made, but I think we feel that the broad approach to instilling this right across all that institutions do nevertheless is the right one.

Q541 Mr Ainsworth: Is it not the case that of course there are very good examples and there are shining examples of real energy and action being brought to this? Generally speaking though that has got very little to do with the Action Plan itself. It has got to do with the personal agendas of governors and heads and maybe traditions which have built up in individual schools over the years. The problem we have got is in trying to establish what value the Action Plan has brought to this whole agenda. We had evidence yesterday that huge numbers of people do not even know that there is an Action Plan. How is the Action Plan actually delivered to schools?

Mr Stevenson: The Action Plan was disseminated broadly across partners and agencies, specifically to schools.

Q542 Chairman: Can you list which partners and which agencies? It would be helpful to us to know.

Mr Stevenson: I cannot give you a list of sort of one to 25 off the top of my head. We can write to you perhaps.

Derek Twigg: We can write to you.

Q543 Chairman: If we can have that piece of evidence in writing it will be helpful. Thank you.

Mr Stevenson: In terms of how it was shared with schools, as I say, it was made available on the website and we directed attention to that using our panoply of communications channels with schools, and predominantly our other web portals, including teacher.net, our Teachers' Magazine, which goes to every single school in the country, our governors' magazine likewise. We prefer to use all of those channels to promote the importance and significance of this document.

Q544 Mr Ainsworth: I will not have to tell you how knackered teachers feel at the end of every day and it is going to be a very remarkable teacher indeed, having finished the workload at the end of the day and parked the books on their kitchen table, who says, "Oh, I must just look up the website and get in touch with sustainable development"?

Mr Stevenson: Just on that, the way we have communicated these plans, and the Action Plan in particular, is part and parcel of our wider communication with schools. We have been moving away from, as some have said, inundating schools with hard copy publications of one sort or another. It was that which they complained about most, that they got so many they could not distinguish between one and another. We felt the right way to do things was to go to web delivery and make sure that we gave as much weight as we could to the significance of what was on the web through single documents like Teachers' Magazine coming out once a month, or the governors' magazine once a month. We do not underestimate for a moment the significance of sustainable development for schools. We do want the communication of the policy to sit within our wider approach to taking the burden of communication off schools.

Q545 Mr Ainsworth: Do you recognise anything in what we were told by the Development Education Association when they said that "the DfES has failed to recognise the importance of strategic ownership and engagement of this whole agenda"?

Derek Twigg: What evidence did they give you to justify that?

Q546 Mr Ainsworth: It was in their written evidence. They have cited also a number of examples where they believe that since the Action Plan came into place things have gone backwards rather than made progress, really since DfES took the initiative on the case for sustainable development?

Derek Twigg: What I asked for is, "Can you give us something by way of achievement in this area?" so if I put on record what has been said it might be helpful in some ways. There was a Global Gateway launched in 2004, which is a website which enables people involved in education across the world to engage in creative partnerships. We have the Building Schools for the Future project; the Building Research Establishment's Environmental Assessment Method was piloted successfully in nine schools and which we used to assess the suitability of BSF projects. The Healthy Living Blueprint for Schools was launched in September 2004 as a joint initiative with the Department of Health, Defra, DCMS and the Food Standards Agency, to encourage children to eat sensibly, stay physically active and maintain good levels of personal health. The School Transport Bill reflects the Department's desire to provide healthier, greener and safer ways to school. If passed, it will allow 100 LEAs to develop innovative travel schemes.

Q547 Chairman: Sorry to stop you. On the travel schemes, for example, just on that very one issue, my experience is that whenever constituents complain to me about unsafe transport and the fact that schoolchildren going to school are not safe because of the way parents park, and all these other issues, they want something done about it. They want traffic-calming, they want road education, they want children to understand about walking and cycling and how that fits into the whole wider, big picture. When it comes to it, the schools say, "Well, we haven't got the time to put in applications for 'safe routes to school' bids." When there was a new initiative under the current legislation for pilot projects going through Parliament, officials of local authorities said, "We haven't got time to put forward a bid to it." Basically, it all rests on somebody else's responsibility to do something about it, and the schools in perhaps the most deprived areas do not actually have the means of linking up to all these initiatives. You mention school transport, but how can you be sure that it is being rolled out right the way across the country?

Derek Twigg: The Bill itself, as you know, makes it clear about partnership working and the lead given from the Department and working with other areas in schools, so I think there are a number of ways and methods of trying to improve that situation. Again, I will give a commitment to you to go back and look

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at that in some more detail. The National College of School Leadership has begun to incorporate ESD into the training it offers. The Youth Service Unit's Working Group on Sustainable Development has produced a report with recommendations for action, which are being taken forward now. In further education, the Learning and Skills Development Agency and Learning and Skills Council have launched the 'Learning to Last' toolkit, an online kit to support and promote sustainability in the FE sector. Generally in FE and higher education, the Learning and Skills Council and the Higher Education Funding Council for England have published draft strategies on sustainable development for their sectors and are now consulting on them. There are a number of initiatives and improvements taking place. It might also be helpful to remind the Committee about the commitment we have given in the Five Year Strategy for Children and Learners. It might be helpful if I read out the relevant part. "Every school should (also) be an environmentally sustainable school, with a good plan for school transport that encourages walking and cycling, an active and effective recycling policy (moving from paper to electronic processes wherever possible) and a school garden or other opportunities for children to explore the natural world. Schools must teach our children by example as well as by instruction." I think there is a very clear point in that paragraph.

Q548 Mr Ainsworth: There is no doubt that the words sound good. It is the delivery that is a problem at the moment. I think you recognised that in some of your opening remarks, really it needs to be bedded in and understood and strategically led if it is going to happen across the board, and not happen simply because some headteacher happens to think it is a good idea to do it. As I said, there have been a number of criticisms, not least from the NGO sector, who are bearing quite a lot of the strain when it comes to delivering this agenda, who say that it is made for a more competitive and divided and less strategically engaged sector since DfES took control. Irrespective of that, and obviously you are not going to admit that things are as they describe them, is not there a real problem which you have in restoring the confidence of people like the Development Education Association, the WWF, other NGOs engaged in helping to roll out this agenda, who seem to have lost confidence in the way that it is being handled? What are you going to do about that?

Derek Twigg: As I have mentioned, let us have some dialogue with these organisations to see how we can take this forward. Again, going back to my opening comments, I accept that we can improve and we can do things better but I do not accept that we have not done good things, and things have been taken forward and I have just read you a list of examples. I would like to contact these organisations to see how we can embed it better and have a better focus for this agenda within education, and I can give that undertaking to the Committee.

Q549 Chairman: I am just wondering, when you took over this role with the responsibilities for Green Minister, did you have a kind of personal brief memo, from the outgoing Minister to sort of pick up on things where perhaps the DfES needed to do more work, if I can put it that way?

Derek Twigg: I was given lots of briefings when I took over as Minister and one of those was this, and obviously I picked up too the areas of concern which you have highlighted. I think I have a new look on it, as a new Minister. I have been in the job for a very few weeks, I want to give it some more thought and time and put forward a plan as I see it for taking forward this agenda in a more sustainable way.

Q550 Chairman: Would you accept that, in order to do that, we will need structures and we will need mechanisms to make it happen, because otherwise it is left to just one or two converted headteachers or chairs of governors to do all the running on it?

Derek Twigg: The difficulty that we have in the Department, and you will know this, is that often we have been criticised for too much bureaucracy and loading schools with too much information and direction, etc., so there is a balance to be struck in this area. Again, I suppose clearly there is some new thinking and a new mind on it. I want to examine how best we can keep that balance while at the same time improving this agenda in schools and giving it that greater degree of focus and leadership.

Q551 Chairman: Does the Sounding Board still exist, because that was very influential, was it not, in keeping hearts and minds focused on this agenda, providing some kind of conceptual framework? Does that still exist and are you still working with the Sounding Board?

Mr Stevenson: The Sounding Board was critical and made a huge contribution to the creation and then the dissemination of the Sustainable Development Action Plan. As I understood it at the time, it was brought together specifically for that purpose. It does not meet in that form now and has not done since the Plan was created and disseminated. The way forward then was to work with individual bodies by sector to make the Plan happen, and that is on two bases. First with organisations in the sustainable development world and we have named some of them. Also with bodies within the education and skills sector, critically HEFCE, the Learning and Skills Council and others too, in order that they should take forward for their sectors a strategic overview of sustainable development, and that has led to strategies from HEFCE and LSC for the FE sector. We are increasing this in the context of our Five Year Strategy. We are living in an increasingly devolved world where the Department is looking to offer strategic leadership to its agencies and partners on the front line to take on more responsibility.

Q552 Chairman: In that new world of offering strategic leadership and rolling out programmes and leaving it to people to pick that up at the sharp end, really you are accepting, are you not, that the implementation and development of the Action Plan

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is important once the vision has been created, because you can have a vision but if you have got no delivery you are not able to take it forward, no-one is going to take a blind bit of notice of it?

Derek Twigg: That is a point I do not accept, that we have not taken it forward. Whether we have taken it far enough and whether we can do better is another issue, which, as I said, I want to address. Coming back to the specific point, I am keen to get in touch with the key organisations over the next few months, hopefully to build that relationship which can deliver what this Committee wants to do.

Q553 Chairman: I am sure we are very pleased to hear that. In terms of the Action Plan, and we talked about its dissemination and putting it on a website, can you tell me how that compares with the Enterprise Education Strategy? The Enterprise Education Strategy had a dedicated budget, did it not? Once it was published, was that distributed to schools?

Derek Twigg: I do not know the answer to that. I will have to take it back.

Q554 Chairman: If it was published and if it was distributed to schools then if that was the case with Enterprise surely it should be equally so with sustainable development, would you not agree?

Derek Twigg: Can I get back to you? I will write to the Committee on that specific issue.

Q555 Chairman: Yes, with the view as to whether or not it should be?

Derek Twigg: Yes.

Q556 Chairman: Just in terms of this sort of perceptual thinking that we were talking about and the organisations that you would like to link up with, can I just confirm that the ones you have mentioned already are the Learning and Skills Council and the Council for Environmental Education, but what about Ofsted and QCA? They came to see us yesterday and their evidence suggested that there has not been a great deal of dialogue with them about future development?

Derek Twigg: Again, I hate to repeat myself but it is something I want to improve on and take forward and they will be some of those organisations I want to have a meeting with to discuss this particular area. In fact, I am seeing Ofsted on a general issue, so I will give you that assurance that I will raise it specifically with them then.

Q557 Chairman: We will look forward to having feedback from you on that. To move on to the review of the UK Sustainable Development Strategy, following our earlier Environmental Audit Select Committee Report, subsequently I took up with the former Secretary of State for Education, Charles Clarke, the way in which DfES is working to make sure that there could be revised indicators in the outcome of the UK Sustainable Development Strategy. Indeed, Charles Clarke did reply to me and said that Defra were undertaking a widespread consultation on the review and that the revised

Strategy would be published in the spring of 2005. I understand entirely, Minister, that you are new to this brief and I would not expect you to give me a hard and fast answer now and I would not expect you to go into detail either. Given that this Strategy is going to be published in the spring, can you reassure us perhaps, on ESD and in particular the issues which I raised about revised indicators, that you are working with Defra on that and, if so, with whom are you working in Defra on that and is that something which is being looked at very closely? So that I will not have to write to the new Secretary of State for Education asking why it is not in there.

Derek Twigg: It is something I will pick up.

Mr Stevenson: It is being looked at very closely and we are working hard with officials in Defra and right around the Whitehall round table at two categories of indicators: the general indicator, in terms of five good GCSEs, overall educational attainment, and indicators which will be relevant specifically to awareness of sustainable development. That is ongoing.

Q558 Chairman: Can I press you just a little bit more on the relationship of the Department with Defra in respect of this particular Strategy. When Defra came to see us, we rather got the impression that, because DfES is taking the lead now, and rightly so, on certain aspects of education, it was not a matter for them, it was a matter for DfES. I just want to make sure that you are satisfied there is the right leadership on education matters and that you have the right structure and relationship between DfES and Defra on this. Would you like to comment on that at all? Do you have meetings with the Green Minister in Defra on this?

Derek Twigg: I have not had one yet.

Q559 Chairman: But there is one in your diary?

Derek Twigg: I will have one.

Q560 Chairman: Is this likely to be on the agenda?

Derek Twigg: I will put it on the agenda for when we have the meeting, yes.

Q561 Mr Thomas: I wonder if I can ask you about the Tomlinson Report, because a number of witnesses and evidence to our inquiry have expressed concern that there was little evidence of Education for Sustainable Development within that Report. Is that something that you were surprised yourself to see, considering that the previous Secretary of State himself had put such an emphasis on ESD?

Derek Twigg: I would not say I was surprised. Obviously, I would be concerned that we go and look at that in more detail, and I can tell you that there are internal discussions going on about this very issue. At the same time, because we had not commissioned that paper, I cannot say more about it at this stage, but we are having discussions on this very issue.

Q562 Mr Thomas: Similar to the question you were given on the Sustainable Development Strategy, I know you cannot tell us what is in the White Paper,

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well you can if you want but probably you are not likely to, but you can give us at least some assurance about how you want to take this forward? Your memo. to us says that it will be one aspect to be considered as implementation and development work is carried out. Surely, Education for Sustainable Development, and sustainable development in particular, is more fundamental than that. It is not just one aspect, it is a fundamental thing which should run through the White Paper and the work of the Department?

Derek Twigg: I do not want to disagree that it is very important, but, as I say, really I do not want to go into the details of what may or may not be in the White Paper and pre-empt its publication and I do not think you would expect me to do that. All I can say to you is that we are having discussions about it and I have outlined already I think to the Committee the grave importance I attach to it.

Q563 Mr Thomas: I think one of the things which certainly struck me from the evidence we had yesterday was that this idea came across from some witnesses that ESD was part of the detail, and because Tomlinson did not deal at all with, I think one example given was, financial education or debt literacy, or whatever it was, because it did not deal with financial literacy, as an example, then ESD was similar, it was a detail, something that we can deal with later. Yet other witnesses have expressed concern about that approach and are saying, "Look, we're fundamentally getting off on the wrong foot here because we're setting in place fundamental changes to the curriculum, to the way that post-14 education will happen in England and we're not putting in now, at the start, an appreciation of where sustainable development has to be when inside school life"?

Derek Twigg: I think we have said that, in terms of our Action Plan and in terms of the information we have put on the website and in terms of publications. In terms of the White Paper, again, I cannot go into that but I have said already, and I am trying not to repeat myself, that it is important to us and discussions are taking place around that.

Q564 Mr Thomas: Can you give a commitment to us that, having had this session with us, you will be prepared to look at the workings of the White Paper and what is coming out, to make sure that ESD is going to be treated appropriately within that?

Derek Twigg: We will continue with the discussions around it.

Q565 Mr Ainsworth: Can we have a look at the improvements there have been to the curriculum since this Committee last reported. Here again, I am afraid we have had some pretty negative evidence. We are seeing the Geographical Association later this morning and they have submitted evidence to us which says that, despite the initiatives which you have told us about in your written memorandum, ESD appears to have a low priority in the curriculum and in schools. They say ESD cannot flourish in an overprescribed and overfull curriculum, and they

say that the curriculum is fragmented, with no co-ordination or curricula planning for ESD. This is supported by the RSPB, who likened current practice rather beautifully to expecting a dot-to-dot picture to yield a Rembrandt portrait. You have said repeatedly, Minister, that this is an important area of education. You set the strategy and the policy in your Department. Do you feel that you should be taking more responsibility for making sure that policy actually is carried through?

Derek Twigg: I do not accept much of what you said as being true, in the sense of what is happening in schools. I think quite a lot is happening in schools. If I could say, and maybe repeat this as well, we are working with subject associations, the QCA, the Council for Environmental Education. New Schemes of Work Units have been deployed in citizenship, science, geography and D&T, the subjects with a statutory ESD requirement, to help both primary and secondary teachers to embed sustainable development in their teaching. The suite of units is almost complete and will be available on the QCA website, and later on the Department's new website. I have responsibility also for the curriculum and specifically for geography and citizenship, and again, as I mentioned in my opening remarks, it is an area I want to look into further to see how we can improve that. I accept that no doubt there are areas in which we can improve, no doubt there is more we can do, but I think it is also the case that we have made quite a good start already, in terms of improvement in this area, but again I would want to look at it and see what further can be done. Michael, I do not know whether you want to add anything more to the comments I have made on subject areas.

Mr Stevenson: Just to say, if I may, that because of the place of sustainable development in those four curriculum subjects it does mean that every child in the country is looking at it between the ages of 11 and 14, Key Stage Three, and many who take those subjects forward to GCSE continue to study through 14 to 16. It does not feel like a negligible issue.

Q566 Mr Ainsworth: We have just heard about the suite of units, so it is good to know that they are going to be finalised shortly, but, given the problems that we keep being told about, not only in relation to ESD but across the board in education, of an overfull curriculum and the pressures that we are all familiar with, unless this is compulsory in some way, what chance do you think there is of teachers really taking it up in the way that you would like them to?

Derek Twigg: As you say, there is a lot to do.

Q567 Mr Ainsworth: Really it is a question of whether, without an element of compulsion, which may or may not be a good thing in its own right, the suite of units, all the other initiatives, are actually going to happen in the classroom?

Derek Twigg: I think I made it clear before, in teacher training, for instance, in developing this particular area within that programme. Also it is important for me, when I look at citizenship, for instance, to see whether there is a specific element

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can get in there which will be part of the teaching of that particular subject. It would not be compulsory but it would be an element of that teaching. I think that would be helpful. For instance, in geography, there might be more we can do in terms of improving the agenda on that. I would want to say also that the problem is we have got many pressures in the Department for priorities. Obviously, our key aim is to improve in a range of areas, but the pressure, I think, and it is right, to ensure school improvement overall and to get resources to the front line, to teachers and pupils, is paramount. It is a balance, about how we work within the resources that we have currently, and it is whether that balance is right, and we might have a difference of opinion about that, but it is the balance I want to explore further, it is part of my remit as the Schools Minister.

Q568 Chairman: Can I press you just a bit further on that because in the evidence that we had yesterday, in fact, we were concerned about to what extent inspectors were trained to be able to pick up at Key Stage Three and the extent to which ESD was being included in those core subjects that you mentioned. Do you have a view on that?

Derek Twigg: I am briefed that there is an ongoing dialogue. Again, I will raise that when I meet Ofsted along with the other areas I have said I would raise with them and find out more detail, if that is obtainable.

Q569 Mr Thomas: One of the things we have been able to do in this inquiry is compare and contrast the experience in Wales with that in England, where there are different inspection regimes but also, of course, in particular, a different approach to sustainable development. At the beginning of this session you expressed your interest, at least, in looking at some of the lessons and discussing that with Defra, and indeed we have an Education Bill going through the House of Lords at the moment. Do you think it is an opportunity to look at the English system to see whether there could not be some sort of duty placed on the system to meet the obligation under sustainable development, because it does seem that, at least in the Welsh context, that has brought forward a concerted and much more cohesive effort than we have had from evidence from England?

Derek Twigg: I think the straightforward answer is that I would want to look at a number of options about how we could continue to make the improvements that the Committee has been highlighting and which I would like to see. I would not want to commit myself to that, but, as I said, I have got an interest and I think I want to look in more detail into what is happening in Wales and whether we can take some lessons from that. I think there is a range of options we have got to consider and certainly that is one which I will be asking officials to bring forward to me.

Q570 Mr Thomas: In a way, in the context of what the Government itself is trying to achieve and when we do see, shall we say, a launch and relaunches, and

it is a criticism, I know, which is made from time to time of this Government that certain initiatives tend to get rebranded and relaunched, but one thing is for certain that there has not been a rebrand and a relaunch of Education for Sustainable Development. Do you think that it is getting the emphasis that it needs as to what should be a core part of the Government's approach to young people and to the generation which is going to make decisions about the way we live our lives?

Derek Twigg: The answer is, I think we could do better. I think we have made progress. As the new Minister, I shall be having a fresh look at this. I will want to see where we can make those improvements. Whether it is a relaunch, as such, is another issue, but in terms of the emphasis that I can give and the ways we can look at of improving its profile and giving a much firmer message about its importance, that is something I am looking at.

Q571 Mr Thomas: That will be welcome, and I was not asking for another relaunch. The sales pitch has been a bit low key, shall we say, has it not?

Derek Twigg: I would not say it has been low key necessarily. As I say, I have read it out to you, I think there have been a number of achievements and we have moved forward from where we were.

Q572 Mr Thomas: Let me put it to you, if you are a headteacher you do not look only at the monthly magazine, you do not look only at what is on the web, you also read the papers, see the news, and so forth. You will see time and time again the Government associating itself very closely with a sports initiative, a citizenship initiative, or whatever it may be, and we have not had that really in the educational field, that close association between the Government leadership and Education for Sustainable Development, we have not had that really, have we? It is not to say you are not doing things but we have not had that sort of close association so that people get the impression, "I wonder if this is important for my school," and not just headteachers but the governors come in then at the next governors' meeting and say, "I saw it on the 10 o'clock news, I think it is really important. I looked it up on the web and I saw it and I think we should be driving this forward."

Derek Twigg: I hope I have given the impression today, at least, that I do attach a high degree of importance to it and that we do need to do more, and in part I hope that answers your question. On the other hand, it is an issue about balance, is it not, with schools being autonomous in terms of what they want to prioritise as well and how much we can be prescriptive about things and what we should be prescriptive around. There is a balance to be struck there between ourselves and the schools, but, as you say, the ministerial commitment to raise the profile as well I think would be something which would be welcomed.

Q573 Mr Thomas: One of the interesting things just from last night, for example, reported in the news, was the comments of a Harvard professor who has

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now gone to ground, I understand, about whether women can do science. One of the first things the news did was go to the Science Museum and show how children were being taught within the Science Museum, demonstrations given of science, and in fact very much about sustainable development really, because this is about the environment and the impact we have on the earth. Also, we have had a lot of evidence to this Committee about work, publicity, like the Science Museum, Global Action Plan, amongst others; these are all projects which they have told us do not get too much support from your Department in what they are trying to achieve. Are you looking at that? Do you think that your Department is engaged enough with NGOs, with educational charities which are working now with young people, and do you think you have given them enough support really to integrate what they are doing into Education for Sustainable Development?

Derek Twigg: I do recognise that. I can give you an example from my own constituency. We have Catalyst: the Museum of the Chemical Industry, which is a very important science resource and very popular with children and obviously they talk about the Science Museum, the national museum, it does have an important role to play. I asked, for instance, if there were any examples, and one or two were pulled out. For instance, from 2003, 60, CMS and DfES are funding jointly the Science Museum's Creative Canals Project, which is £335,000. The Science Museum is working in partnership with Beauchamp Lodge Settlements, the Ragged School Museum in London and the Canal Museum on the project. That is an example of just one. The context of the programme links directly to sustainable development and thereby provides valuable teaching support for this area of study and participating schools. I suppose, in a sense, the schools have got the budgets and they may choose, for instance, to go to visit the museum in my constituency as being an important part of their science development within the school. On the general issue of whether we can do more, I have got to look at that, but, again, it is about what resources we have and how we prioritise them. What I am trying to say is that it is a very important resource and I know it is well used.

Q574 Mr Thomas: Can I give you an example, because resources are important but access and influence and discussion are also important. We had a specific example from Global Action Plan where they said they found it very difficult to speak to anyone in your Department above a certain grade. They did not feel that they were included and certainly did not feel that they could get access to senior officials, and they are one of these charities which are involved directly in this field. That reflects what Mr Ainsworth asked you earlier about the Development Education Association as well and the potential for a divisive or competitive environment which would not be very useful in this particular field. Do you think the Department is doing what it

should, not only about resources but it is accessible, open enough, actually involving these bodies in the discussion and delivery of new ideas?

Derek Twigg: Not according to this body. It is a simple question. If they said that, if you tell them to write to me we will try to arrange with them a meeting with officials. Again, it is something I will take back from this meeting today to see exactly what we are doing in that area.

Q575 Mr Thomas: I am sure, after this meeting, you will look at that. It is a general thing, is it not, whether your Department is inclusive enough?

Derek Twigg: I think we are. I am not quite sure why they have not had a meeting. I do not know all the details of that. For instance, yesterday, I met with the Farms and City Children charity, which is a tremendous charity, getting children out onto farms and into the countryside, and talked to them about how we help them, in terms of getting more funding but also in terms of general help. That was in my first few weeks. I can speak only from my own experience and I think we are quite an inclusive Department and we are very open to listening to new ideas. I would have to know more about what the problem was with this particular organisation, but if you ask them to write to me we will look into it.

Mr Stevenson: May I add just one thing on that. I think the Department is genuinely inclusive in working with all players here, but it is often important to have a very small number of lead partners who can help the Department co-ordinate many, many others. Two in particular have worked with the Department. In the pre-16 arena, SDC (Sustainable Development Commission), from whom we have now seconded someone who will help us forward and we have paid for that. In the post-16 arena, Forum for the Future, who, with me, have brought together many other agencies from the education sector, to whom again we have given small seed-corn funding to embed sustainability literacy right across the professions. We have taken that move whilst at the same time looking to involve all players, all agencies, Education for Sustainable Development, in our work.

Q576 Chairman: We are going to move on towards that very issue of funding, but just before we leave this general area can I put it to you that in the evidence we received yesterday one witness said that really it comes down to accountability and whether or not the headteacher or the chair of governors feel that this is something that they have to do. They have no doubt about the fact that it is required of them and, given all the many demands on their time and commitment and on their staff, etc., etc., the question is, is this something they have to be accountable to somebody for, about having to do it, because if it is not it tends to get dropped off the list? Would you agree with that statement and would you agree that ESD should be one of those areas where there should be some accountability?

Derek Twigg: Yes, there has got to be accountability, in the sense that we are trying to drive forward an agenda. Again, it is about balance

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and about the priorities as well that schools have and how we work with them, rather than being a sort of sledgehammer, saying “You will do this,” how we can encourage them to work in this way and make it a priority. As I said to you earlier, I am going to give it greater priority and I want to look at ways of improving our commitment and work in this area. It is an area that I can look at and see the best way of bringing that about within the balance and resources that we have.

Q577 Chairman: I think that everything we are looking at tends to confirm that the way to do it is to embed it at the very outset rather than have the add-on, end-of-pipe solution as an afterthought for just a very few. It is how the Department deals strategically with that which is important, but we look forward to hearing about progress on that, I think. If I can move on then. You have just mentioned resources and you have talked about a balance there with resources. In their written evidence to us, RSPB have been one of many organisations who have made the point that, the way in which this work actually is carried out, the non-governmental organisations, the NGO sector, are carrying a lot of the expenditure involved with the promotion of ESD and often they are caught between a rock and a hard place because there is not grant in aid and confirmed funding from Government. Very often they are at the whim of temporary funding, they have to renew applications every three years and that really too many people are failing and falling between the cracks here. Are you aware of a gap in funding at all?

Derek Twigg: I am aware, obviously, that NGOs have put in bids and have not got their funding. We have talked to Defra and have had to prioritise what is available within resources, so not everybody is going to be satisfied about the resources available and about how we prioritise those resources.

Q578 Chairman: You have just mentioned Defra. What discussions have you had with Defra about this?

Derek Twigg: Defra made it clear what the criteria were, for organisations bidding for limited resources, and that bids were judged against those criteria, quite properly, with no guarantees of success being given to any organisation. The process for deciding which bids would be approved was done in a fair, consistent and transparent manner. Obviously, if those who did not get it are unhappy, which they will be, then it is difficult to add to what I have said, in terms of what is available and determining those projects with the priorities which Defra have laid out.

Q579 Chairman: Would you see it as part of your new remit to have a look perhaps at what funding there was and what funding has been removed, and I am talking particularly about the money which came from the Landfill Tax Credit Scheme? Are you aware, first of all, of how much money has been removed from NGOs who would have been working

actively on this agenda and who do not have that source of funding to go to now because of the change in the Landfill Tax Credit Scheme?

Derek Twigg: My officials tell me that discussions are going on with the Treasury and Defra about this.

Q580 Mr Ainsworth: With a view to what?

Derek Twigg: Trying to find out whether we can find some alternative methods of funding, but whether that will happen I cannot say.

Q581 Mr Ainsworth: Has anyone in Government yet established the value of the monies which have been lost as a result of the changes to the Landfill Tax Credit Scheme?

Derek Twigg: I will have to write to you again on that.

Mr Ainsworth: Thank you very much.

Q582 Chairman: Can I go back a second to be a bit more in depth on this, because the relationship between DfES and Defra has changed really, has it not, the balance has changed? What would you think were the implications of that, with respect to funding?

Derek Twigg: When you say the balance has changed, could you be clearer?

Q583 Chairman: When we saw Defra and we talked about funding for ESD, “Oh, well, it’s not us, it’s DfES,” and that was the impression we got. Looking into that, it seems that the criteria which underpinned the funding streams, that there were to NGOs who previously had relied upon Defra funding, have changed. You might say, quite rightly so, because Defra have moved on and now they are dealing with issues to do with sustainable consumption and awareness on those issues. They assume that, because DfES have taken leadership on Education for Sustainable Development, any ensuing funding requirements which follow on are now a matter for DfES. I do not see where the funding streams are within DfES to substitute for what previously was there for Defra. Have you looked at that? Are you aware of that? Are you worried about it, because I am?

Mr Stevenson: Just to say that certainly, as far as I am aware, Defra encompass educational criteria within their broader criteria, and took account of the views of officials within DfES in thinking about the bids which came forward. We are also aware that both Defra are funding some education-oriented SD projects and, within our limited resources, we have a commitment to fund some SD projects as well. That is the context in which, within limited resources, we are trying to allow projects to go forward.

Derek Twigg: Defra are using EAF to fund several projects which are working specifically with either young people or schools to deliver sustainable consumption outcomes, but at the present time we are waiting for an official announcement to be made on this.

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Q584 Chairman: In terms of the Environmental Action Plan monies that were available, which over the past 20-odd years have funded organisations which I think you have already indicated you value, in terms of their role on the education agenda, if it were the case that the Defra criteria no longer applied to them, because those Defra criteria now operate sustainable consumption and production but in fact would not necessarily apply to education funds, and given that there is no grant in aid, for example, I know in another area, say, football, which I take a great interest in, the Football Foundation has got a grant in aid now in respect of money from, presumably, I do not know, DCMS or Treasury, but there is nothing similar, is there, for NGOs working on Education for Sustainable Development? Defra is no longer the lead body on education and if it changes its criteria, and we all want to see this whole issue of sustainable consumption addressed but the corresponding funding streams have gone, it will leave a lot of organisations in the lurch, will it not? Are you looking at which organisations Defra are no longer going to be funding and how that money can be made up from your own Department?

Derek Twigg: As I say, I want to look at the criteria and examine that.

Q585 Chairman: Were you aware of the criteria changing with Defra?

Derek Twigg: I am aware the criteria have changed but I am not aware of the detail of that.

Q586 Chairman: I think it might be helpful if you could let us know exactly how that is affecting organisations with which you work very closely?

Derek Twigg: Yes. I will put it in as part of the review when we look in this area anyway, so I will make sure that I come back to you on that.

Q587 Chairman: This is not just in the field of environmental issues, I think we see this across the range. A lot of voluntary organisations, no matter what their specialist area, are reliant upon three-year funding or lottery funding, and we are talking about something which is as important as this, which actually is fundamental to the way in which we are developing education. Many people have contacted us with their written evidence saying that often the only thing they can do to put this on the agenda is to have the kind of example that you talked about with the British Waterways in your own constituency, where you have got field studies taking place. I think it might be very educational for you to look at where the funding is, or is not, because the funding just is not there?

Derek Twigg: I appreciate the concern and the reasons for that. To be frank as well, we have got the priorities within the budget as a whole, but within that we will look at the criteria to see whether we can actually find any way of helping. At the end of the day, I have got to look at the overall priorities I have

got in this particular role that I have. I will come back to you when I have examined it and had time to think about it and reflect on the way we might be able to take this forward.

Q588 Chairman: Would you agree with me that we are in the United Nations Decade for Sustainable Development, are we not, which started three weeks ago, or two weeks ago, so we are making a long-term commitment to the United Nations? Our own Government is about to take on the G8 Presidency and the European Union Presidency and is saying that climate change and sustainable development are really key issues. Would you agree with me that there should be some kind of transitional funding, at the very least, for organisations which are about to lose significant funding from Defra and are not finding it elsewhere?

Derek Twigg: We are going to look at the priorities that we have got within education and the funding.

Q589 Chairman: I am saying, is not this a priority, Education for Sustainable Development?

Derek Twigg: It is a priority, but I have got to look at the whole and decide what the priorities are and how we can find funding for those priorities. I do want to look at the criteria. I want to go back and examine a number of things you have said today, and obviously a number of my own thoughts I have had in recent days prior to my appearance before you today, and come back and give you a much fuller answer and information and a decision about where we want to take that forward.

Chairman: That is helpful. This is a sub-committee, but I think I can speak for the Environmental Audit Select Committee and the way in which we operate. We see our role very much as certainly pressing Government but at the same time making sure that we can work closely, and if there were any way in which we could be party to any discussions and to help address this issue, in any formal or informal way, at some later stage, I think we would be very happy to pursue those because it is an important issue.

Mr Ainsworth: I would endorse what you have just said.

Q590 Chairman: Thank you very much for coming along this morning. This has been one of the first select committees which have invited you.

Derek Twigg: The first.

Q591 Chairman: May I hope that it might encourage you to consider this whole subject as much a priority as does this Select Committee. Thank you very much indeed and we look forward to your many written responses to the issues we have raised.

Derek Twigg: Can I thank you very much and say that I am very keen to work with you in an inclusive way.

Chairman: Thank you, Minister, and thank you, Mr Stevenson.

Supplementary memorandum by Department for Education and Skills (DfES)

FOLLOWING THE EVIDENCE SESSION ON 19 JANUARY 2005

STATEMENT OF VISION

1. When looking at the role that the Department for Education and Skills can play in educating people about sustainable development, it is worth reiterating what Charles Clarke wrote on the Foreword to the DfES Sustainable Development Action Plan (SDAP) in September 2003:

We must be more aware of how our actions affect the people we interact with, the local and the global environment, and the legacy we leave for future generations long after we have gone.

In education, our job is not only to act on all this by helping education providers operate in a more environmentally sustainable way, but to teach it as well. Making sure that children, young people and adult learners are aware that what they do has huge implications for everyone in this country and in the world at large.

2. There is already a lot of exciting and successful work happening in our schools, colleges and universities. But we need to build on this work. Our Action Plan is intended as a starting point for further discussion and development with schools, colleges and universities, together with national agencies like OFSTED, TTA, QCA, LSC and HEFCE. We need to spread the good practice, build capacity within the Department, its agents and delivery organisations, in order to inspire others to live and learn sustainability.

3. We are approaching this from a number of angles across the education sector: through the curriculum; through changing behaviours; and through improvements to the education estate. When added together, this creates a powerful and holistic approach to education for sustainable development.

DFES APPROACH AS OUTLINED IN ITS FIVE YEAR STRATEGY

4. The role of DfES is to set the strategic framework and to enable schools to operate effectively within it. Part of setting the framework is to articulate what DfES expects of schools. This it has recently done through the Five year strategy for children and learners¹ which makes clear that schools should engage with sustainable development:

“Every school should also be an environmentally sustainable school, with a good plan for school transport that encourages walking and cycling, an active and effective recycling policy (moving from paper to electronic processes wherever possible) and a school garden or other opportunities for children to explore the natural world. Schools must teach our children by example as well as by instruction”

5. The underlying principle of our *Five year strategy* is one of freedom and independence for frontline headteachers, governors and managers with clear simple accountabilities and more secure streamlined funding arrangements—including guaranteed three year budget for all schools with per pupil increases each year, and the new Ofsted self evaluation framework.

6. For schools this translates into more freedom to teach and to improve. We intend to strip out unnecessary bureaucracy, give teachers and headteachers more confidence, and treat different schools differently—challenging those that under perform, but being less directive with those that perform well. We will help schools to engage more effectively with parents and the local community. There will be a major focus on teacher professional development, linking it explicitly to career progression.

7. DfES encourages schools and provides practical advice, guidance and tools in a number of areas, including sustainable development. However, it is up to schools how they take these things forward, depending on their own priorities, local circumstances and the needs of their pupils.

8. We recognise this is a different way of doing things and it will take some getting used to, but Government wants local people to have the power to do things for themselves, including in education.

DELIVERY OF THE SUSTAINABLE DEVELOPMENT ACTION PLAN (SDAP)

9. It is worth listing a few examples of how the SDAP is being delivered.

INTERNATIONAL EDUCATION

10. The Global Gateway—a one-stop shop website funded by the DfES and administered by the British Council enabling those involved in education across the world to engage in creative partnerships via its built-in partner linking facility—has received over 8.9 million hits (as of 18 December 2004), mostly from teachers. 32 countries have currently signed up as International Strategic Partners.

¹ <http://www.dfes.gov.uk/publications/5yearstrategy/>

11. To celebrate International Education Week (IEW) in 2004, an annual DfES event celebrating the benefits of an international dimension at all levels of education, over 80 events were held across England, including events from secondary and primary schools, colleges, LEAs, commonwealth organisations, libraries, NGOs and foreign embassies.

12. DfES funds the International Schools Award (ISA) which recognises good practice in international work. 487 awards have been accredited to schools since its launch in 1998. A key aim of the DfES International Strategy is that all schools in England should, in time, gain an ISA. To achieve this, the DfES is investing an extra £250,000 on top of the annual DfES grant to the British Council for international education work they carry out on our behalf, to expand the awards.

POST-16 EDUCATION

13. £50,000 over the coming months to Forum for the Future for work on sustainability literacy in professional curricula.

14. LSC launched its Sustainable Development Strategy for consultation in December 2004. The consultation runs until 31 March 2005, after which time a final strategy will be agreed and implemented. The Strategy is aimed at the whole range of LS-funded providers and staff within the LSC itself. This includes some 400 colleges delivering programmes for some four million learners.

SCHOOL BUILDINGS

15. The Building Research Establishment Environmental Assessment Method (BREEAM) has been developed and was completed on time in November 2004.

16. All major new build and refurbishment projects valued at over £500k for primary schools and £2 million for secondary schools and involving rebuilding or complete refurbishment of more than 10% of the floor area of a school should be subject to a BREEAM assessment. We expect all these schemes to achieve at least a very good rating using the BREEAM Schools Methodology. There has been a lot of interest in this work from Local Authorities and other contractors.

17. Energy Certification Scheme: so far over 200 schools have signed up to be part of the Energy Certification Scheme. This work is being evolved into the SD Website for schools and SEAM. The Energy Saving Trust is the managing agent for the Certification Scheme. Their brief has been expanded to consider how best the NGOs working in this field can deliver the energy them of the SD framework for schools and a conference was held on 14 December to consult Other Government Departments and the NGOs on the best way forward. Nine possible action areas were identified and a report to DfES Secretary of State will follow shortly.

IMPLEMENTATION OF THE SDAP

18. £161,000 over next two years for the Sustainable Development Commission to help us implement the Department's SD Action Plan, including the recruitment of Dr Jake Reynolds as Senior Adviser.

FOUR PRIORITIES FOR THE COMING YEAR

19. There is much work being undertaken as a result of the SDAP in the DfES and among its partner organisations. Four priorities for action are:

Development of a web-based portal for teachers.

20. This is being designed:

- To get schools to take sustainable development seriously; and
- To bring together existing schemes in a way which will encourage sponsorship and make it easy for schools to access information, schemes, resources and local support.

21. We have engaged web developers and are working with a range of internal and external partners including the World Wildlife Fund (WWF), Heads, Teachers & Industry (HTI), and the Energy Savings Trust (EST) and other government departments and agencies. The Department's Sustainable Development Adviser is also playing a key role in developing the web service.

Supporting Forum for the future in their Sustainability Implementation Group

22. Forum for the Future has convened a group from the education and business sectors to examine the best ways to integrate sustainability literacy into post-16 professional qualifications. DfES funding will enable Forum to co-ordinate, stimulate and support the group over the coming year. DfES is keen that sustainability literacy becomes a core competency for graduates from the post-16 sector.

Local and regional ESD links

23. One of the roles of the recently appointed Senior Adviser on Sustainable Development, Dr Jake Reynolds, will be to examine and strengthen the local and regional links for ESD. This will include mapping existing activity, and examining the best ways to improve these links.

DfES internally

24. There is a need to continue to adopt best practice in environmental management within DfES and its partner organisations. Examples of achievements so far include:

- more than 90% success rate in recycling out of date publications and passing IT equipment onto schools and charities.
- DfES has reviewed its purchasing policy on green vehicles and has chosen to replace around 20% of its fleet, by April 2005, with ECO4 Diesel cars which emit less CO₂ emissions.

25. Next steps include raising staff awareness, and developing a policy for using recycled paper for all DfES publications and paper based products.

FURTHER INFORMATION ON POINTS RAISED AT THE EVIDENCE SESSION ON 19 JANUARY

PUBLICATION OF SUSTAINABLE DEVELOPMENT ACTION PLAN

26. As mentioned at the EAC evidence session on 19 January, the Sustainable Development Action Plan (SDAP) was made available on the DfES website, and practitioners were also made aware of it via our other communications streams, such as Teachernet website and our *Teachers* magazine. This approach is identical to what happened when the Enterprise Education Strategy was published.

27. The Action Plan is a high-level description of action and so it was felt that it was not essential to send it to every school, particularly as part of our aim of reducing bureaucracy.

SCHOOL TRANSPORT

28. The *Travelling to School* action plan sets out a series of measures for schools, local authorities and central government in England to take, which are intended to reduce car use on the school run. Most do not require legislation, and we have put in place a network of school travel advisors to help schools, local education and transport authorities to work together to promote walking and cycling for pupils wherever these are safe, realistic options for travelling to school. Similar initiatives are underway in Wales

29. School travel advisers, who are now in place in every Local Education Authority (LEA) in England, have already helped many schools survey their pupils, analyse their journeys to schools, and work with local authorities, bus providers, parents and the local community to prepare travel plans. Through the school travel advisers we want every school to get the support and encouragement it needs to tackle rising car use on the journey to school.

30. We have always seen the Bill in the wider context of our work on sustainable home to school travel as laid out in the *Travelling to School* action plan. We recognise that the original draft prospectus accompanying the Bill did not make the links between walking/cycling and schemes with sufficient clarity. We have done more work on the prospectus to ensure that scheme authorities will make these links.

31. When we published our response to the Education and Skills Select Committee, we also announced that, depending on the number of pupils covered by a scheme, we will provide up to £200,000 as a grant to the initial scheme authorities to assist them in building capacity at a local level to design and implement their schemes. The prospectus requires applicants to set out their track record in improving sustainable school travel in recent years, and that a track record of productive collaboration between LEAs and local transport services is essential. It also makes it clear that applicants must be able to show that they have a strong team with the right skills mix to tackle the cultural challenges that piloting will bring, and where gaps exist in their expertise, the measures they are taking to fill those gaps.

LANDFILL TAX CREDIT SCHEME

32. On the issue of Landfill Tax Credit Scheme, the Committee are encouraged to look at the supplementary memorandum provided by Defra officials which includes this topic.

 WORKING WITH NON-GOVERNMENT ORGANISATIONS AND ENGAGEMENT WITH SCHOOLS

33. In order to embed ESD successfully, we are working closely with Defra as the lead Department on sustainable development, both at an official and at Ministerial level. The evidence DfES sent to this Committee in November 2004 was a Government response, with contributions from other departments including Defra, DCMS and DTI.

34. DfES also works with a number of non-governmental organisations (NGOs) to help engage the sector in ESD, such as:

- Association for Citizenship Teaching (ACT)—to draft ESD schemes of work.
- Association for Science Education (ASE)—to draft ESD schemes of work.
- Royal Geographical Society (RGS)—to draft ESD schemes of work.
- Geographical Association (GA)—to draft ESD schemes of work.
- Design & Technology Association (DATA)—to draft ESD schemes of work.
- Heads, Teachers & Industry (HTI)—to convert a sustainable management tool for industry to a school-friendly tool.
- Council for Environmental Education (CEE)—to manage the drafting of ESD schemes of work by subject associations.
- DfES funded the Education and Community Involvement category of the Water Efficiency Awards 2005 where we launched BREEAM Schools.

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See also Appendix 52 (Ev 277)

Witness: **Mr Hadrian Southorn**, Secretary, National Association of School Governors, examined.

Q592 Chairman: Mr Southorn, can I give you a very warm welcome to our Sub-Committee's deliberations this morning and thank you for coming along from the National Association of School Governors. I know that you were here for the previous session with our new DfES Minister. Can I say, at the very outset, that we are really grateful to you for coming along, because I think one of the issues which have been raised in the evidence that we have had is the extent to which teachers, schools, governors and schools inspectors understand and are able to deliver on the whole issue of Education for Sustainable Development. While we appreciate that we have not had any evidence, I think I am right in saying this, from the Headteachers' Association, and no formal recognition of it I think from the School Governors, we felt it would be very important for someone like you to come along and just tell it how it is from the coal-face really. Having sat in and listened to the previous session, we will be really interested if there is anything that you just want to state at the very outset as to where you see it and where you are at and your role in the National Association for School Governors?

Mr Southorn: Madam Chairman, I am the General Secretary of the National Association for School Governors, having been President in the past. I was interested in what the new Minister had to say because, from what you were saying, obviously he has got a lot to learn or find out before you will be satisfied with his replies. I hope that the same will not operate where I am concerned, but I will do my best. Because I could not see anything specific that my organisation had done with regard to sustainable development overall, I looked carefully at the fact that in our magazine and in the schools in which we operate obviously we do encourage the question of

the new school development system, that it is sustainable, particularly the healthy food initiative. We have reached the situation now where in schools, and I know in my own school, one of the schools, where I am Chair of Governors, the machines which sold all the unhealthy foods are now being removed and there is one which sells healthy food. Also, there is a notice which says that chips will be served only twice a week instead of the usual five days a week. On the question of transport, through the magazine we do talk about transport because a lot of schools are going in for particularly walking-trains, to cut down on the number of schools which have pupils coming by car. I must say that at the schools I am associated with, in trying to get to a governors' meeting at the time when the school is coming out, I have great difficulty in getting into the school because of the number of parents' cars that are there. Because we are not particularly involved to the extent of holding an investigation, I took your question number four, in your 'seeking views', in response to the last inquiry, of going to embed SD more in the school curriculum, I took a straw poll round six schools that I know of in my area and I sent them the question and said "What is the situation at the chalkface?" It was quite interesting what came back. Geography was one of the issues spoken about. It is in Key Stage Three that sustainability is introduced at this stage and is mentioned as part of the programme of study, but it is not very prescriptive. Environmental change and its management are taught and the need to recognise the implications of sustainable development for people, places and the environment. It says: "but sustainability at AS and A level is a key theme running through the course" and there is a paper which is issued which focuses on sustainable development in a strong way. At GCSE

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level, in geography, they talk about sustainable tourism, rain-forests and also the management of industrial pollution. Design and technology, in Key Stage Five, it was reckoned that there had been the biggest improvement and raised awareness, as they had built sustainable development in the specification, and examination questions in the A2 module have used sustainable development in their questioning. That is at least in design and technology. With regard to the evidence, I have not seen anything to tell me that the DfES have taken this forward; that was the general feeling. In the note, you said: "DfES have made a commitment," and at the chalkface it seems to have fallen by the wayside slightly. In Key Stages Three and Four there has been no real development. There is a mention with regard to recycling and renewable materials, but "due to time restrictions it is hard to concentrate on this particular area." The biggest group is, of course, in the question of citizenship. As you well know, in Year Seven, in citizenship, there are so many subjects they have to deal with, such as human rights, law and justice, political systems, conflict resolution, multiculturalism, equality and diversity, the role of the media in society, then comes sustainable development and then business and the economy. It was said that "in citizenship lessons I talk discreetly, once a fortnight, in Key Stages Three, Years Seven and Eight, and in Key Stage Four. There is a curriculum in place for the 10 things which I have addressed and now it is taught at each level. Sustainability development is taught explicitly as one of these things. For sustainable development, students begin by considering their personal impact on the world around them," and 'think local and look global' is the attitude that is put forward.

Q593 Chairman: In terms of when Ofsted come in and talk to governors, or in the everyday kind of governors' meetings that you have, would you say that there is a focus on sustainable development?

Mr Southorn: I would not say it was focused all the time. As I have said, obviously, if you are in a Victorian school and you are looking forward to the Government's policy on new school development, one would look at the new school development being in a sustainable development, whereby the materials and the situation in which it set itself were conducive to that. Obviously, when school governors look at some of the plans produced by the authority they look carefully for open areas where there are going to be trees and other things. Particularly in primary schools, there is a greater emphasis on the pupils themselves actually setting up their own gardens and ponds, so that as well as helping the curriculum it gives them the idea. I would say that, particularly in primary schools, and in secondary schools, there has been a greater emphasis put on the fact that the authority does recycling, even for primary pupils. When I was in a school recently, a primary pupil saw another pupil throw away an aluminium can in the waste-bin and the child said immediately "That could be renewed and it should go as part of recycling rather than being thrown away." It is getting through but I would not say it was through

the curriculum particularly, it is getting through via the other stimuli which children have: television, the newspapers, the local authority and their parents. There is some focus being given in schools but, as you have pointed out already, I suppose design and technology is the best area where sustainability is definitely strong. When it comes to citizenship, it is like Topsy, it has so many parts to it. One school in particular teaches citizenship over 20 lessons, and two of those are specifically on sustainable development.

Q594 Mr Ainsworth: It is interesting to hear of life at the chalkface. What you have done actually is confirm much of what we have been told already by other organisations who view it from slightly further away than you do. Where are you based?

Mr Southorn: I am based in Kent.

Q595 Mr Ainsworth: The evidence you have given us is from Kent schools?

Mr Southorn: The evidence is from schools within my area, yes, which I contacted on this issue.

Q596 Mr Ainsworth: Your organisation is a national organisation, is it?

Mr Southorn: Yes, it is.

Q597 Mr Ainsworth: You have 45,000 members, is that right?

Mr Southorn: About that, yes.

Q598 Mr Ainsworth: Do they come from across the United Kingdom?

Mr Southorn: They come from across England and Wales but not Scotland. Scotland has a different education system.

Q599 Chairman: Do you meet regularly with the DfES?

Mr Southorn: We meet regularly with the DfES but not particularly on curriculum issues. We have had meetings in the past with QCA about different disciplines, but I do not recollect us having any discussion with the DfES on the question of sustainable development within the umbrella of citizenship, which, of course, is the last bit which was tacked on to the curriculum. I think the problem is that, as you have found already, sustainable development, whilst it is essential, it is a question of priorities, both in teaching and in the school. It is like ICT, whilst it might touch most areas, it does not have a home of its own too strongly.

Q600 Mr Ainsworth: You will be now, but previously were you aware of the Department's Action Plan on Sustainable Development?

Mr Southorn: Yes. We had seen the Action Plan.

Q601 Mr Ainsworth: Did it alter the way, in your schools or in schools, in which people behaved?

Mr Southorn: No, but it did alter it slightly, I think, because of the fact that there are so many action plans that one has to decide on priorities. Therefore, whilst sustainable development is an issue which is

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coming more to the fore, because people are worried about global warming and other problems to do with the planet, people are more planet conscious now and it is slowly coming more to the forefront through the various lessons which are being taught. Until now, when people are worried about the tsunami and global warming and other things which are happening, it has been an orphan, tacked on to the family of the curriculum.

Q602 Mr Ainsworth: It is coming more to the surface now, is it?

Mr Southorn: I think it is. It is coming more to the centre by pupils querying it, rather than it being part of the instruction which comes from the top. In other words, take the tsunami disaster, something which is on every child's mind, pupils are saying to teachers, "We're talking about global warming." The pupils themselves get information from the newspapers and the news then they query it with the geography teacher or when they are talking about citizenship. There is an impetus from the pupils which the teachers now are attempting to answer but which, from the DfES point of view, is not one of their main priorities.

Q603 Mr Ainsworth: Do you think that we should put the children in charge of the Government's curriculum priorities?

Mr Southorn: I think a lot could be done by asking particularly secondary school pupils, as well as primary school pupils, how they see their environment individually. After all, they are the future and if at this point they are not given some guidance then...

Q604 Mr Ainsworth: This is all great stuff but does your organisation actually have a position of its own on Education for Sustainable Development?

Mr Southorn: The organisation has not had a specific position on this, but obviously we have had a position on transport and on healthy food, and as these initiatives have come about so we have contacted and given our views to the Department. Obviously, through our own magazine, we have had articles on various issues to do with sustainable development.

Q605 Mr Ainsworth: You do not have a formal position though?

Mr Southorn: No, we have never had a formal position because we do not have formal positions on many things at all normally.

Q606 Mr Ainsworth: Have you noticed that the situation is any different in Wales, where there is a greater duty to take account of sustainable development?

Mr Southorn: Yes. The colleagues we have in Wales, when we are talking about healthy schools, or whatever, in Wales they are ahead of the game.

Q607 Mr Ainsworth: We heard yesterday from witnesses who took the view that this would never really catch on in schools, unless governors became

aware of the business case for engaging with sustainable development, so that, for example, a campaign to save energy would also reduce school costs. Do you think that schools generally and governors generally would become more motivated if they saw that there was actually some sort of financial inducement to promote sustainable development behaviour?

Mr Southorn: Obviously, each school has its own budget and one is forever struggling to make the budget balance with what your demands are, and of course any saving, particularly in the cost of electricity or gas or any of the other things, would be beneficial. A lot of schools in fact do take up these issues and specifically schools have used them by going into certain schemes which are beneficial to them and also beneficial to the environment. There are some schools which are pretty close to where there are wind turbines, and in my territory there are wind turbines and it is one of the outings, one of the visits, that pupils go on, to see wind turbines, to see how you can gain benefit without using up fuels.

Q608 Mr Thomas: Mr Southorn, as a national organisation, do you get any funding at all from the Department?

Mr Southorn: No.

Q609 Mr Thomas: None whatsoever?

Mr Southorn: No. We took up the issue in principle years ago that we would be independent.

Q610 Mr Thomas: That is very laudable. Does the Department ever ask you to become involved in delivering its ideas or initiatives? In particular I am thinking of this field of Education for Sustainable Development and the point which Mr Ainsworth raised about governing bodies being able to change the way that the school is run, in terms of energy management or waste or recycling, or whatever. Are you ever involved in those initiatives or in training? As governors, how do you know about these things? Do you get training; do you have the ability to do that?

Mr Southorn: We get training on financial management about other things. There is an emphasis, particularly among governing bodies and governors in general, towards a more sustainable environment. Therefore they are aiming that way because it is more beneficial financially and also more beneficial to the school and the environment in which the school is, and I think, in fact, a lot of schools take their guidance from and also help within the community in which they are. When they are sitting an exam., they do have contacts with the environment round the school.

Q611 Mr Thomas: You said earlier that you thought most pupils actually were picking up on the environment from external stimuli outside the school, and so forth. Would you say that, in a sense, governors do the same? If a governing body does anything for sustainable development, such as change all light-bulbs, or whatever it might be, is it more likely to do that because of the environment it

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is in, the community it is in, the people it is dealing with, rather than anything which comes down from the Department?

Mr Southorn: Yes, definitely. To some extent, other than the finance, there are very few prescriptive things that governors have to do. They have a fairly wide portfolio. There are things which are prescriptive which you have to do, but within that each governing body does its best for the environment in the community in which it is.

Q612 Mr Thomas: You may not be able to comment on this, but one of the interesting things is, when you say that there is no prescriptive responsibility, of course we have here in evidence that in Wales, as a public body, a governing body itself then would have an obligation for sustainable development upon it, but presumably the vast majority of members in England have no such obligation and are not made aware of any obligation like that?

Mr Southorn: No. Their obligation in law is to see that the curriculum is being used in the school. Therefore, if sustainable development, instead of being associated with various subjects, was looked upon as a sub-subject on its own and became part of the curriculum as such, rather than being tacked onto citizenship and various other things, it might be said that one of the sub-groups of citizenship, which you have to do, is sustainable development. Obviously, governors are keen on sustainable development, they are keen on anything which improves the environment for the pupils who are in the area, but I have never heard an Ofsted inspector saying, "Well, your running of the curriculum, you know, you're missing out on sustainable development." I have heard them talking very seriously about "Your act of worship isn't up to standard," but I have never heard them talking about sustainable development. Obviously, there is another avenue which you could use. You could ask Ofsted to look at the question of how sustainable development is operating over the entire school; if not, get QCA to put it in as a specific subject.

Q613 Chairman: Just on that point, after our previous inquiry the DfES acknowledged that more could be done to embed sustainable development into the National Curriculum. Were you aware that they had stated their intention to do that? From what you are saying, you have not seen any evidence of it?

Mr Southorn: Not until I saw your question, which said that some time ago the DfES had told you they were going to do more, and it came as a surprise to me. It did not appear to me, or to my colleagues, that I could see anything, having been involved since the National Curriculum started. I had no knowledge whatsoever that suddenly DfES had jumped onto this particular bandwagon and said "We want this to be at the forefront."

Q614 Chairman: To move on, are you aware of what the National Curriculum already requires of schools in respect of ESD?

Mr Southorn: Yes.

Q615 Chairman: I want to press you really on just one more thing. Do you think that it is realistic to have some kind of incentivisation scheme? What do you think it would take to get this understood and implemented in schools, this whole issue of ESD?

Mr Southorn: I think, first of all, it requires a ministerial statement as to how the Department sees the great value of sustainable development, which then needs to be looked upon and taken into scope by Ofsted. I think, at that point, instead of being in the shadows, it would come into the light and people would start thinking, "We're doing something but we should be doing more." At the moment, to all intents and purposes, sustainable development is within the shadow of structured disciplines within the National Curriculum.

Chairman: Mr Southern, thank you very much indeed for coming along this morning. It has been very valuable to us and I hope that it will help focus minds at every level on this whole issue. Thank you again for the work that you do and for that of your organisation.

Memorandum from the Geographical Association

Following up the learning the sustainability lesson.

I realise that this is a little late. I hope you can still accept the paper attached. This is self explanatory.

Geography is probably the best equipped school subject to carry ESD. There are reasons identified in the report that explain why geography has not pick up this agenda as much as perhaps we would have wished.

ESD is a term that is useful and relatively stable. It is, however, complex and teachers need time and support to make good sense of it. ESD themes, as the GA said in its response to the Tomlinson interim report, need to be a part of all students' educational experience beyond 14 years (when geography ceases to be compulsory).

As the committee will have noticed, Ofsted has serious concerns about the quality of geography education. Ofsted were also clear to point out that the quality is in places exceptional—it is the unevenness of quality that is the real problem. Developing understanding of the potential of Geography Education to develop a deeper understanding of Sustainability could be a very impressive way forward. But this will not be a quick fix.

December 2004

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

SUBJECT SPECIALIST TEACHERS: A NEEDS ANALYSIS

Cai Cheadle, Gillian Symons and James Pitt

July 2004

This enquiry was funded by the DfES and managed by the Geographical Association

EXECUTIVE SUMMARY

This “Needs Analysis” is based on the findings of six focus group discussions held between May and June 2004. Four groups were made up of subject specialist teachers (Geography, Design and Technology, Science and Citizenship respectively). There were in addition one primary group and one group of senior school managers. The overarching purpose of the discussions was to gain greater insight into how education for sustainable development (ESD) is perceived in schools, the difficulties teachers find in incorporating ESD in their subject classrooms/schools and the ways in which ESD may be supported in the classroom and in their schools. Although none of the participants knew of the *Sustainable Development Action Plan for Education and Skills* (SDAPES) launched in September 2003 by the DfES, many of the outcomes from the focus groups can be linked to recommendations in the SDAPES. An important question running through the discussions was “How many practical steps have been implemented to turn this plan into effect?” Responses from 36 teachers and senior managers imply that as yet not a lot is happening in schools under the guise of ESD.

Current views and perceptions of ESD vary:

- It is not a familiar term in many schools, though some teachers have tried to interpret the concept of ESD within their teaching.
- There is a lack of clarity about what it is, how it should be taught and who is responsible for it.
- ESD is thought to apply almost exclusively to the environmental aspects: the economic and social dimensions are less well appreciated.
- The key subject in which ESD could be embedded is thought to be geography (even by science and citizenship teachers), although geography teachers regard themselves to be marginalized in the curriculum and may not fully acknowledge the potential of ESD.
- Many teachers understood ESD to be a cross-curricular theme but there was uncertainty regarding effective coordination.
- Very few participants understood ESD to be a theme that could become an approach for the whole school.

Difficulties or obstacles in implementing ESD in subjects and schools centred around three main obstacles.

- ESD appears to have a low priority in the curriculum and in schools. Schools concentrate their efforts on aspects of school life that are statutory and seen to be priorities such as literacy, numeracy and exam grades. Sustainability is rarely encouraged in the ethos and practical life of the school. There is a lack of support from Senior Management and a lack of training in Initial Teacher Training (ITT) and Continued Professional Development (CPD).
- ESD cannot flourish in an over-prescribed and over-full curriculum. Testing and attainment drive the curriculum and there is a preoccupation with targets and results. The curriculum is fragmented, with no coordination or curricular planning for ESD.
- A lack of knowledge, time, communication and coordination were repeated throughout the focus groups as obstacles to progress. Time and space are needed to support the long term thinking required to build successful approaches to ESD.

The key areas for development have been synthesised from the discussions and form seven themes:

1. **Resources:** the study highlighted the lack of awareness of the QCA/ESD website. Less than 10% of participants had heard of this site and nobody had used it in their teaching. Though participants acknowledge the need for adequate resources (eg see “Links” and “CPD” below), it is also recognised that establishing ESD is not simply a question of money. Once teachers and curriculum managers are convinced of the educational gains to be had from ESD, school resources can often be found and awareness raised of available support. However, the policy setting also has to be favourable for this to happen, and move beyond rhetoric. Resources in terms of teacher time should not be under-estimated, for planning, designing and evaluating teaching and learning activities.
2. **Establishing meaning and purpose:** The analysis shows that a sustained approach is needed to establishing meaning and purpose to the term ESD, which may take several years. It is unlikely

that a single viewpoint or concept will be appropriate for all schools, and local interpretations should be encouraged. However, “local solutions” will require overarching guidance and stimulus, for teachers on the ground cannot always see the possibilities for curriculum development, nor have the theoretical resources to hand that will guide sound development.

3. **Identifying curriculum development opportunities:** The Tomlinson reform of 14–19 education provides a golden opportunity to ensure that ESD is a part of the curriculum experience for *all* young people. It was noteworthy that although geography teachers in particular can diagnose some significant curriculum issues impeding ESD (for example, the extreme compression of the curriculum content and the fragmented experience in KS3), they were less attuned to seeing the potential of ESD to reform the curriculum—to make it more coherent, stimulating and enjoyable for all participants.
4. **Links:** with Local Education Authorities (LEAs) and the community, which emphasise practical initiatives such as recycling, could be coordinated by a LEA advisor and can provide a “hands on” approach to sustainable living. Such schemes can be turned into a learning resource in their own right, with students evaluating their impact. Learning based on practical actions can be powerful.
5. **Whole school approaches:** the school ethos needs to embrace sustainability—possibly through a Sustainable Development Plan which would set targets and make the school accountable to governors. ESD will not function while it is only “encouraged”. It needs to become a requirement. The most important goal is to create a sustainable, learning environment for children.
6. **CPD:** teachers and management need time to attend training in ESD themes through INSET and CPD. The need is for extended, practical, hands-on workshop type training which teachers can embed into their own practice. Opportunities for accrediting such professional practice (at Diploma or Masters level) should be sought and encouraged.
7. **Subject Associations:** can become even better at promoting ESD explicitly on their websites, in resources and at conferences. They can help their communities identify sources available from other sources, often for free. They can become drivers of curriculum innovation and change through (funded) CPD activity and communicate this within and beyond their own established and trusted networks—that link with others, for example the KS3 strategy subject networks, the Specialist Schools Trust practitioner networks etc.

RECOMMENDATION

The main purpose of this Needs Analysis was to identify with greater clarity what teachers meant when they said they “needed help” to introduce ESD. We think this summary contributes effectively to helping understand the needs of subject teachers.

We believe the next stage would be to ask appropriate groups to tender in order to “trial” some of the suggestions implied in the “key areas of development” above. In the spirit of this enquiry, we would recommend emphasis on the “subject curriculum”, both primary and secondary, and how to set up effective CPD led curriculum developments. Apart from providing resourced, practical approaches to ESD the goal would be to broaden and deepen the understanding of ESD amongst practitioner communities and to realise more fully the potential of ESD to stimulate effective curriculum development.

What we envisage is a suite of projects to develop ESD with practitioner communities. We would of course be willing to explore this notion more fully.

Witness: **Dr David Lambert**, Chief Executive, Geographical Association, examined.

Q616 Chairman: Mr Lambert, thank you for coming to give evidence and help us with this inquiry. We are interested from the perspective of the Geographical Association. I think you sat in and listened. Is there anything you wish to say to us at the very outset, having sat through most of this morning’s proceedings, just very briefly?

Mr Lambert: Yes, just briefly. Point one: it is hard to imagine that there is a more important educational aim than Education for Sustainable Development and, talking about priorities, I would have thought it is the priority. I come to this from the point of view of the school curriculum, the day-to-day experience of teachers and pupils. In getting ESD embedded in schools, I would say that teachers have a prime role. I think subjects have a key role. It has got to be long term and I would say there is a lack of strategic

development at the moment. It has to involve a bottom-up element, and I will talk more about that if you wish, and it does need to be embedded. I would agree with all of that. The only other thing I would like to say, to begin with, is something about my Association and geography, and, I promise you, for only 30 seconds, or so. It is a national Association and its membership hovers around 10,000 teachers, mostly teachers but some academic geographers as well, and a large proportion are in primary school. Geography is an outstanding educational resource, which contributes to civil society in a number of ways, but I would say principally it is the knowledge and understanding of how people occupy the planet and their relationship with it. That involves moral and ethical issues, and of course pupils’ lives are central to that, and very

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often in good geography that is the starting-point. As we heard from the last person, pupils bring the future dimension to their learning, which is healthy. Geography is not the only contributor to sustainable development, of course, other subjects have a role, but geography has a key role, I think, because of its commitment to connected knowledge. The physical and the human worlds are connected and, where it is successful, geography understands that and tries to get pupils to understand that as well. Geography is not well understood out there, however, even in schools, and I would say that even within the geography community there is a lack of clarity about the educational potential of the subject, in particular in relation to sustainable development, and I think my evidence did suggest that.

Q617 Chairman: It is very helpful to have that on the record in that way, and I thank you for your contribution there. Can I start by asking you about the needs analysis report, which I believe you wrote in July of last year and I gather was funded by the DfES. Was it published by the DfES?

Mr Lambert: No.

Q618 Chairman: Is there any reason why not?

Mr Lambert: I have no understanding of the reason why not.

Q619 Chairman: Have you discussed the report's findings with either DfES or Ofsted?

Mr Lambert: Yes.

Q620 Chairman: First of all, in that discussion, did the subject of it being published by DfES come up at all?

Mr Lambert: I asked at the end of the meeting whether I could publish it and there is no problem about that, so the GA is looking at possibilities, but I have no funds to do that.

Q621 Chairman: Would you have hoped that the DfES would publish it?

Mr Lambert: Yes.

Q622 Chairman: Do you know why they have not?

Mr Lambert: No.

Q623 Chairman: With regard to the findings of your report, what relevance do they have, in terms of our inquiry currently?

Mr Lambert: I think the idea of doing what we call a needs analysis was to drill down a little bit more on what was well understood, which is that Education for Sustainable Development has not really happened yet in a widespread way in schools and, according to surveys, teachers said that they needed help. I think we needed to draw down a little bit more about that. One of the things that we have learned from that inquiry is that teachers need to make sense of the area themselves. It really is not appropriate, I think, to put material on a website and hope that somehow it will have an impact across the system. Sustainable development itself is quite a complicated idea, it is also contested. If you are

going to work with that in your subject, you have to converse and have a dialogue about how your subject contributes and where it can take you. I think sustainable development is rather like an educational goal. It is where the education project can lead you to an understanding of how to address some big issues which all of us have to face, but I do not think necessarily that it can be delivered in a mechanical way, teachers have to work with it within their subject communities. That is one of the things I learned from the inquiry above all. I would just like to emphasise, I would not want to drop the term "sustainable development" for one second. I noted that was one of your earlier questions. I think it is a very powerful term but it will take time for it to become established and grow and develop as a curriculum goal.

Q624 Chairman: Would you expect your report perhaps to be essential introductory reading for the new Minister?

Mr Lambert: I think it would be helpful, yes. It shows that this is a complex and long-term process in which we need to get involved and teachers need time to do the creative work which will underpin successful practice.

Q625 Chairman: In terms of the outcomes of your research, do they support the general direction that DfES is taking at the moment in respect of their current activity and their plans for supporting the Action Plan and support for teachers?

Mr Lambert: The support, for example, which is coming through the QCA website is fine. I think to have materials which are accessible and current and developing at that sort of level is fine, but it is not enough. It is necessary but it is not sufficient. That sort of policy level of support for teachers needs to be matched by what my Association refers to as local solutions, where teachers on the ground can interact with the good practice which is being portrayed at a certain level, the Plan itself, but make it happen locally with regard to local context and local pupils and local priorities and all that.

Q626 Mr Ainsworth: Can we touch just briefly on what may be a bit of a chestnut but it is the debate about the name of all of this, whether there is actually a difference between Education for Sustainable Development and environmental education. There is a feeling in some quarters, I think, that you can call it environmental education and you are not dealing with social and economic issues which are important. Do you have a position on that, as an organisation?

Mr Lambert: We do not have an official, published position yet, but we will have one shortly. Our annual conference will take place at the end of March and Jonathan Porritt will be one of our speakers and we hope to use that occasion to announce our own organisational policy position on ESD. More broadly though, speaking for my Association, I would say that we see a very significant difference between environmental education and sustainable development. We support

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the move towards sustainable development because it incorporates the connectedness of social, economic and environmental concerns in a way which often does not bring easy, visible solutions, it brings to the educational experience a lot of dilemmas, a lot of complexity and a lot of uncertainty. That is why at an earlier stage in these debates the GA pointed out that the pedagogies which teachers need are themselves quite complicated and advanced. This is another reason why publishing a Plan and rolling it out from the centre is not enough in itself, because teachers need to engage in some quite hard work, for example, designing lessons, where children and teachers are comfortable with a complex, uncertain outcome. Education is not asking a question and providing some answers which can be learned, it is not like that. This takes hard work. This is extremely complicated teaching, where you have got 25 teenagers who themselves need controlling and organising, and so on, and you are asking them to engage in difficult, unclear, uncertain outcomes with a very strong futures orientation. This is ambitious, tough teaching and it will not just happen.

Q627 Mr Ainsworth: Is the idea of environmental change and sustainable development part of the geography programme of study and is it a statutory part?

Mr Lambert: Yes.

Q628 Mr Ainsworth: For how long has that been the case?

Mr Lambert: Since the launch of the National Curriculum.

Q629 Mr Ainsworth: So right back to the very beginning. Does Ofsted report on the extent to which these issues are being taught?

Mr Lambert: They do not publish reports in that level of detail, no.

Q630 Mr Ainsworth: Are you aware of whether or not they look at it?

Mr Lambert: I am not in a position to say; in my experience though, not systematically. I think that must be a question for Ofsted.

Q631 Mr Ainsworth: I see from your evidence and the Executive Summary of the survey that your focus groups thought geography was the subject in which ESD could be embedded but that the teachers felt themselves to be marginalised in the curriculum and, it went on, "may not fully acknowledge the potential of ESD." Why should geographers feel so marginalised?

Mr Lambert: Since the launch of the National Curriculum, I think there has been a range of developments, I suppose one would call it the standards agenda, which have taken place, which have given more and more emphasis to core subjects, for example, and, not intentionally, it is almost like the law of unintended consequences, you marginalise others. I would say that, what I like to call the humane subjects, geography and history and

some others have felt at the end of the queue when it comes to CPD, at the end of the queue when it comes to funding sources within school and outside school, and curriculum time has been under serious pressure, particularly in the primary school. In the late nineties, indeed, teachers were told that they need not bother with geography and history for the time. That has been dealt with, but it does send a signal as to what is the most important thing. When it comes to league tables which are published and exam. results in relation to SATs scores, for example, in the core subjects, it seems obvious to me that if a school is looking at its image in the local community it has got to get that right and it will divert resources to getting those right.

Q632 Mr Ainsworth: I have heard this argument many times before and I am very sympathetic to it personally, but also I suspect that if I had a dialogue with a maths teacher or a physics teacher or a chemistry teacher they would say exactly the same thing only the other way round?

Mr Lambert: Actually, I would be quite surprised if that were the case.

Q633 Mr Ainsworth: The status of geography then within the educational world, is this potentially a problem for geography as a delivery vehicle for ESD?

Mr Lambert: Yes. As I was saying right from the beginning, geography as a school subject I do not think is necessarily understood well, in terms of its full educational potential, and by that I mean serving the goals of sustainable development. Geography is in a weak position in the curriculum, so I think, yes, I would agree, there is an issue there in terms of this sustainable development agenda.

Q634 Mr Ainsworth: Have you seen any improvement in the curriculum with regard to ESD in the last 12 months, since the Action Plan came in, effectively?

Mr Lambert: Yes. There are some good examples of extraordinarily interesting practice out there. We might go to them and experience this for ourselves and it would be uplifting and very reassuring. It is a bit like a bishop who believes that church attendances are very healthy. They are when he visits. As a general issue, I think it is in a weak position and that teachers need support. What I would argue for is some examples which have been enacted locally by people on the ground which are interesting and exciting and can be communicated to a wider audience, so that we get an idea that this is what you can do in school, you do not have to wait for someone to tell you, you can do it.

Q635 Mr Ainsworth: Sure; but, on the other hand, there is a dialogue going on, I believe, between Government and others, including yourselves, according to their memo., about tweaking the curriculum to get ESD more fully bedded in, to use that expression. They tell us that they have been working with you, amongst others, in developing

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primary and secondary units within design and technology, science, citizenship and geography. You must see that as a positive development?

Mr Lambert: Absolutely, and I acknowledge that. Those are appearing on the QCA website and this is good, I am not saying it is not, but it is not sufficient, I think, if you really want a long-term strategy to get this embedded.

Q636 Chairman: Can I come in, just quickly, on the QCA website, because I understand that will be subsumed after March into teachernet. Do you think that is a good move, or will it make it less accessible?

Mr Lambert: I think my jury is out on that. Really I do not know. On the one hand, I think it is a shame that a website which is steadily becoming known then disappears. On the other hand, it may be that the next site is more accessible, more central for teachers. I would have to have an open mind on that.

Q637 Mr Ainsworth: Do you think that unless ESD becomes part of the formal Ofsted inspection framework it is never going to get the sort of attention from teachers, or indeed from almost anyone else, which it deserves?

Mr Lambert: I suspect I would agree with that. I wonder whether the problem is not even more fundamental, in a sense. I mean by that, I think the Tomlinson inquiry was mentioned earlier and ESD does not feature at all in the Tomlinson Report. My view of those reports is that, in a sense, they did not really look at any educational aims. Perhaps that was not their remit but, the thing is, if you do not look at what the goals are, what you are doing this for, then things like ESD will never really get mentioned. In some sense, I think education is in a rather impoverished state of being, because we are very, very interested in mechanisms and structures and perhaps sometimes we are losing sight of what it is all for, which kind of people we are trying to produce through the school system. Those are the fundamental questions at this level, but also I think on the ground as well, and I would like to engage geography teachers and science teachers and D&T teachers with questions about what is worth teaching as well as "How do we do it?"

Q638 Chairman: Given what you have just said about educational goals and given the Schools Bill which is going through the House of Lords at the moment, it is just about to start evaluation, and also looking at the Tomlinson Report, I am just wondering, in view of what you have just said, whether or not you are aware of any research which DfES is commissioning or looking into to support the future development of the Action Plan in respect of how it relates to the curriculum?

Mr Lambert: I am not aware of any, no. That does not mean to say there is not any.

Q639 Chairman: I think, if you were aware of it subsequently, we would be very interested to hear from you about that?

Mr Lambert: Yes.

Q640 Mr Thomas: I think I am right in recalling that Ofsted said fairly recently that geography was the least well-taught subject in secondary schools. Is that right?

Mr Lambert: That was the headline which was attached to the report, the statement.

Q641 Mr Thomas: The statement which was attached, yes. The reason I ask that is simply that the evidence you have given so far seems to suggest that geography is the natural home for a lot of this work and it is where it can become embedded most easily within the curriculum; also you have said how difficult it is to teach, for all the reasons you have set out, which I accept. Then the one time that Ofsted has said anything which perhaps relates to this it is in a rather negative context. Does not all this add up to a bit of a triple whammy against sustainable development in schools?

Mr Lambert: In the statement, the Chief Inspector said that where geography is well taught it is exceptionally stimulating and motivating for children. The problem is that it is not well taught often enough nor on a wide enough basis. His criticism was partly to do with the way that geography sometimes is in a fairly reduced state, the experience is very heavily fact-based and it is not terribly well conceived in terms of its inquiry, open-ended, and that sort of thing. I read that statement and I think a lot did in the community in actually quite a positive way. The Chief Inspector was putting on record that there is considerable room for improvement in geography teaching and the goals are well worth striving for.

Q642 Mr Thomas: Was part of that room for improvement the need to get children out of the school and into field studies?

Mr Lambert: I do not think he mentioned that specifically in the statement, but on a broader base, yes, I would say that fieldwork is under serious threat at the moment, for various reasons this Committee must understand. If it were to be in an even more reduced state, I think the quality of geography education would go down with it, yes. I think the whole point of geography, of course, is engaging with the real world.

Q643 Mr Thomas: Is a school garden a replacement for a week's field study?

Mr Lambert: No.

Q644 Mr Thomas: Have you seen any real changes in terms of local education authority support for the whole range of field studies, environmental education as was, perhaps now we are moving towards Education for Sustainable Development, within the Geographical Association, within your membership, the teachers? Have they seen what I suspect would not be an improvement, but are you able to discern a material difference in the way in

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which local authorities are supporting field studies, in particular, and the opportunity therefore for children to engage in this?

Mr Lambert: You are right, there is no improvement to report.

Q645 Mr Thomas: It is early years, mind you?

Mr Lambert: Indeed, the support in recent years has declined, I would say.

Q646 Mr Thomas: Is that something you are concerned about, as an Association?

Mr Lambert: We are very concerned, yes.

Q647 Chairman: Really, you would support those representations which we have received, which say that field studies are absolutely important?

Mr Lambert: Absolutely. Fieldwork in this country is an absolute jewel which has built up over many, many decades and has a long tradition, and it would be a great shame for it to wither any further. It is not just work outside school during the day locally but it is residential trips, where children can engage at a very deep level with each other and with teachers, with the real world.

Q648 Chairman: It is very helpful to have that perspective from you. You have mentioned your relationship with the Department, as a subject Association, and I think what has come across is that the DfES is also getting advice from Forum for the Future, Sustainable Development Commission. Do you have any perspective on that? Where do you sit?

If, quite rightly, new relationships are being developed with Forum for the Future and with the SDC, where does that leave you?

Mr Lambert: Perhaps in a rather marginal position, and yet I would urge, and I do, I think it is an important part of my job, as I said right at the beginning, subjects have an incredibly important role to play here. I would hope that the GA, but the other subject associations too, would have an opportunity to engage even more meaningfully with the strategy over some years. What we can bring to the table in particular is work with teachers on the ground and, as I keep emphasising, without that I think there are big holes in the policy. It is quite an important point, I think; the whole point of subject associations is that they interact directly with teachers. It is teachers who are our members, so we are not dealing with schools, we are not dealing with LEAs, we are dealing with teachers, and that is our unique contribution, it is what we can bring to the table.

Q649 Mr Ainsworth: Are you a teacher yourself?

Mr Lambert: I am a former teacher and teacher-educator.. Twelve years in a comprehensive school: the best years of my life.

Q650 Chairman: On that note, we are up against time constraints, but may I thank you very much for coming along and for the evidence that you have given us, and we hope that you and your fellow members will take a keen interest in our report once it is published?

Mr Lambert: We will. Thank you very much indeed.

Chairman: Thank you very much indeed.

Written evidence

APPENDIX 1

Memorandum from BELS

I am a member of the Energy Efficiency Partnership for Homes, and former Head of Community Projects for the Energy Conservation and Solar Centre (ecsc) based in London. I am now general manager of an education charity which supports delivery of provision such as professional development placements for teachers, work related learning, supporting 14–19 education delivery and providing work experience placements for students. I previously helped set up the Community Action for Energy under the Education, Environment and Community Group of the Partnership. In that programme I delivered training at residential events across the UK. I also previously ran the Energy Resources for Tenants, where social housing tenants came to residential training programmes across England.

Using my current position and previous knowledge and contacts with ecsc we are now working on the following project:

- Delivery of training for teachers through professional development in conjunction with ecsc and the Natural History Museum.
- Drawing up curriculum materials and interactive cd's to be delivered by the trained teachers.
- Seeking sponsorship from energy companies to provide low energy lightbulbs to give to all the pupils.
- Other teaching aids at the various key stages.

We are well into the embryonic stage but unfortunately it is proving difficult to find funding.

We would be happy to appear before the Committee to highlight what could be achieved with some imagination.

I spoke to Professor John Cheshire (Head of the Partnership for Homes and key energy advisor) last night about this and he said I should contact you directly.

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APPENDIX 2

Memorandum from the Environmental Education and Enforcement Unit (Bolton Metro)

CURRENT EDUCATION STRATEGY

INTRODUCTION

This information should be read in conjunction with the strategic information relating to Environmental enforcement.

The Bolton approach recognises that information about legislation should be transmitted to the public in understandable forms to encourage co-operation and compliance.

Encouraging public compliance of legislation to raise environmental standards is not achieved by enforcement action alone. The Bolton approach recognises that it is crucial to promote and encourage responsible behaviour by acting as a role model. Life-long, shared learning is a key process to achieving a cleaner, greener, safer and more “liveable” environment.

Bolton’s education programme is limited. However some grant-funded additionality is provided in deprived areas and all activity is targeted to meet the needs of a range of audiences. The Environmental Education and Enforcement Unit focuses most resources in primary and secondary schools so a good basis is made for lifelong learning.

But education isn’t restricted to schools. Further opportunities to educate and gain compliance are available with every letter we send, every meeting we attend and every complaint that we respond to.

Even businesses need help to understand the rules and regulations they are bound by (eg the Duty of Care stipulated in the Environmental Protection Act 1990). And ordinary people need to understand the benefits of positive behaviour as well as the consequences of irresponsible behaviour. In the interests of fairness we endeavour to ensure that everyone has an appropriate opportunity to encounter our messages in forms understandable to them, from letters to leaflet drops, from large hoarding advertisements to small posters in community buildings.

It should be noted that not all councils undertake meaningful life-long-learning activities and the education role is often viewed as of secondary importance. However the work undertaken by education officers and enforcement officers in Bolton is complementary to the enforcement policy and carries equal importance.

Memorable life-long-learning experiences are not necessarily defined by legal subjects and certainly not by preaching meaningless legislation at an audience. Education in Bolton covers everything from fun assemblies and role-play, to tough reinforcement of Environmental legislation or an official caution.

Education is also enforcement and vice versa. Both fields overlap to achieve Environmental Compliance. Life long learning is delivered in the key priority areas as follows:

- Litter.
- Dog Fouling.
- Fly Tipping Domestic Waste Offences.
- Commercial Waste “Duty of Care”.

Activities are summarised below, but the list is not exhaustive.

ASSEMBLY PRESENTATIONS

Every school in Bolton will be offered their choice of one of the assemblies outlined below, using current mainstream resources.

The consequences of “environmental vandalism” are examined in primary school assemblies developed to fit in with the national curriculum requirements for education in PSHE for Citizenship (ie giving the children the tools to become good citizens).

“Respect” (also known as “Living Things” for Key stage I assemblies) is an assembly given with the assistance of live dogs to Key Stage I and/or II. The assembly reflects on the impact that humans have on living things, and the consequences of failing to understand or respect them. The presentation lasts 15–20 minutes but can be followed by questions, which stretches the assembly to 30 or 45 minutes.

The need for appropriate food, water, shelter and companionship are presented through the dogs’ interaction with the presenter. The children are encouraged to think about the impact they make on the living world around them and how they can influence their own, and other people’s actions (such as litter and their treatment of “pet” animals).

The “Virtual Professor” (also known as “The magic screen”) is an assembly for primary schools (again combined or separated into KSI and KSII) using a video projected onto a screen from which the main character emerges to talk about attitudes to the environment and their consequences. The presentation lasts 15–20 minutes and introduces the children to “big picture” environment issues. It invites discussion on the causes and consequences of local environmental damage, such as an increase in the rat population and the cost to taxpayers of cleaning up litter.

These presentations are to be expanded for the 2004–05 academic year with the addition of a “UC” (understanding canines) assembly that concentrates on safety and understanding canines in order to be safe around them. The “virtual professor” (and his evil twin) will also be making a follow up appearance for schools, which have already seen the original presentation.

Other presentational projects completed during 2004 will also be available for use by the unit:

- “HtoO” a Green Generation video that highlights the local and global importance of water.
- The “Commercial Services” video prepared for Bolton Show 2004 that shows people how they can make a difference in their community.
- The “Anti Social Behaviour” video, made in conjunction with the ASBO team and the Police and Fire Service.
- A “Responsibility” video designed to provoke thought and discussion about the social and moral consequences of a range of environmentally focused activities, including local issues like littering, to global issues like energy use. This has been developed for an older, secondary school audience.

ADDITIONAL GRANT FUNDING FOR DEPRIVED AREAS

Additional funding in Great Lever has facilitated extra activities. Regeneration monies have funded Eco Clubs at seven schools this year. Each club produced posters, songs, plays and videos on environmental themes to various audiences. They also undertook litter picks around the school grounds and contributed to the “Mean Green Magazine” (listed separately, see: “Green Generation”).

An additional monthly “after school” club involves year six pupils from all seven Great Lever primary schools. This group is more community focused. They assisted the recent railway line clean-up, and planted bulbs in a sheltered housing unit for local pensioners. The group are also encouraged to join the Green Generation when they reached secondary school level.

GREEN GENERATION

The Green Generation was established in 1998, supported by the “Environment Team”. Membership has been open to pupils from all local secondary schools, and so far more than two thirds of Bolton’s schools have been represented. Membership typically fluctuates between 15 and 30 youngsters at any one time.

The impact on members has been considerable. Some of the original members are now at university studying for Environmental degrees. Others have gained employment in related careers. Many have had life-changing experiences including study trips abroad and representation at International Youth events such as the Millennium Young People’s Congress in Hawaii.

The impact on other young people has also been far-reaching. One of the prime aims of the group is to raise awareness with peers by making videos, putting together presentations, attending community events and producing the Mean Green Magazine which goes out to the year six pupils of 50 schools in Bolton. Research has proved that having young people involved in this way has greatly increased the effectiveness of these projects. The group also undertakes work of a more practical nature such as tree planting, litter-picking etc.

MUSEUM PROJECT

Bolton museum were approached with a request to showcase the work of local school children on an environmental themed piece of artwork. They suggested we linked with their “How does your garden grow?” exhibit. Pupils from six primary schools were involved in making butterflies, flowers and insects from recycled sources wherever possible such as plastic bottles and foam off-cuts.

RAILWAY PATHWAY PROJECT

One of the main environmental improvement programmes in Great Lever is the redevelopment of the old railway line that runs from Bishop Bridgeman School towards Farnworth. Education officers (and occasionally, enforcement officer colleagues) have worked with local youngsters to spearhead activity at the site, encouraging local people to join in activities ranging from community clean-ups to creating information signs relating to litter, fly tipping and dog fouling from children’s artwork, which were placed at the main entrances to the site.

In September 2004 a community event was held to raise awareness about the project. It was well attended by local people who participated in a Treasure Trail devised by the Unit for the event.

SPRING CLEAN

The Unit worked on the annual Spring Clean with the Council’s Environment Team in April—June 2004. The event encourages local people to take part in local clean-ups. It was linked to the “Bin it for Bolton” campaign and the extra campaign publicity encouraged more than 100 groups to take part in a local community clean up. The Unit will take complete responsibility for organising the Spring Clean 2005 event.

SPECIAL EVENTS

Special events raise awareness about the work of the Unit to a wide audience.

Attendance at community events involves education and enforcement officers presented a united, complementary picture to the public, whose response has been largely supportive.

Attractions for each event are prepared for in advance, although some promotional items can be used repeatedly and are used more than once. For example banners, posters, “bugs”, stickers, information leaflets were prepared for the launch of the Bin it for Bolton campaign, but have an ongoing life as the Unit promotes other events.

Media relations have also formed an important part of the educational work of the unit. The “Bin it for Bolton” campaign by the Bolton Evening News extended public awareness of the unit considerably and supported themed events such as the “Business Clean Day”. Feeding the media positive information rather than waiting for them to pick up on negative stories has been maintained and provided a useful ancillary.

Events attended on an annual basis include Bolton Show, Christmas Illuminations, Moses Gate Country Fair, Spring Clean days and numerous smaller community events (eg PDSA fun day, Oxford Grove UCAN fun day, Cawdor Avenue Resident fun day).

“ENVIROGANZA”

The Unit organises the annual “Enviroganza” event in the Albert Halls. This is a special Environment themed day of music, media and arts for year six pupils staged every October. Highlights include a Recycled Fashion Show, songs, plays, videos and poetry composed and performed by the young people. In 2004, we delivered Enviroganza to over 500 Bolton schoolchildren.

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APPENDIX 3

Memorandum from Botanic Gardens Conservation International (BGCI)

Responding to specific questions:

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

BGCI’s Response:

- the strategy should include a section on the role to be played by informal education, including targets and indicators
- the strategy should emphasise the importance of first hand experiences of natural environments to encourage people to reconnect with their natural surroundings.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

BGCI’s Response:

- In the strategy there should be a clear statement on the value of out-of-classroom learning.
- The strategy should recommend that ESD and EE provision, including out-of-classroom learning, within schools be subject to Ofsted inspection.
- The strategy should include recognition on the added value to education provided by NGOs.
- Government support is needed for partnership working between local youth, community and environmental organisations at local and regional government levels.
- All government funding streams (including local and regional government grant programmes) for children, young people and communities should incorporate ESD within their criteria. Community funding grants from government need to be consistent in ensuring a higher priority for SD at a community level.

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APPENDIX 4

Memorandum from Botanic Gardens Education Network

This organisation is a network of educators from Botanic gardens, reserves, country estates, zoos and natural history collections across the UK. The network supports education development in the field of biodiversity management and conservation, and in the sustainable use of our natural resources, it also raises awareness about these issues through formal and informal education programmes offered by the network members.

THE TERM “EDUCATION FOR SUSTAINABLE DEVELOPMENT”

From personal and BGEN membership observations the term ESD is currently only used amongst the few that purport to “teach it” or lecture on the subject at University level. The general public, schoolteachers and even practitioners in the field of conservation (such as educators in Botanic gardens) have little real understanding of what the term actually means and would not be able to define it when asked. Most educators in the field of plant and biodiversity education refer to the need for the “sustainable use of our natural resources” (such as food, medicinal, dye plants etc) and the need to manage ecosystems sensibly and conservatively) ie they use the definitions as laid out in the Convention on Biological Diversity.

We have enough of a problem as it is explaining the term “biodiversity” to the public!

One big problem is that most of those who work in the fields of ESD mention the socio economic factors involved but do not relate this to the “environment”; this is particularly extraordinary as the “environmental factors” underpin the other two. It used to be seen as a three issue concept—now only two are really discussed.

DFES SD ACTION PLAN SIGNALLING CHANGE

The only real change that we can see as a group is that we have one new area within the curriculum to potentially link some of our messages and informal/formal education programmes to ie citizenship—and we welcome the fact that this is compulsory within the system. However, the “environmental issues” are not well covered or engaged with—rather the social, political and economic concepts. Furthermore there is no real encouragement within the Plan for teachers to explore what the informal sector has to offer and no engagement of the informal sector by the QCA to see how best to deliver these issues within the curriculum.

REVIEWING THE UK SD STRATEGY

We have been lobbying as a group through organisations such as CEE to enhance the role of education. The education targets in the first review were not well thought through, and were always unlikely to offer any real idea of whether SD as a concept was being grasped by the British public. For example, recent surveys by the BBC, the RSPB and the Scottish Executive show how little people really understand the need to conserve and sustainably manage our biodiversity. This is symptomatic of the lack of understanding across the whole concept of SD. We have few baseline figures to show where we are at present with knowledge/awareness about SD and therefore it is difficult to know whether we are progressing or achieving anything. We also have many “providers” of education in SD—particularly in the informal sector. There is no call for a co-ordinated approach across any of these organisations to date and there should be a “consistency” of message delivered.

Education courses on ESD should be built in at all levels and for all audiences—for industry, business, local and regional authorities etc to embed and reinforce the ideals and processes required to deliver ESD

MORE TO EMBED ESD IN CURRICULUM BY DFES—ANY IMPROVEMENT?

Neither myself nor my colleagues see any evidence of this at all—and neither do any teachers we have spoken to! We use biodiversity and plants to teach all curriculum subject areas and could offer advice to the QCA as to how to approach this. However it is very difficult to influence any curriculum development. Government should bring pressure on DfES to seek advice of those actively working in this field.

ROLE OF INFORMAL LEARNING—IS GOVERNMENT DOING ENOUGH TO HELP?

Many organisations like Botanic Gardens, Zoos, reserves etc are struggling to help deliver the “informal” side for ESD within their schools education programmes. This is because there are a number of barriers to school visits including:

- Teachers have no time to organise trips out.
- The curriculum is very crowded with subjects such as science, mathematics and literacy and teachers have little time to develop work about the environment.
- The cost of the visit is too high for parents of schoolchildren (bus, lunch, pocket money etc).
- Teachers do not want the responsibility of taking children out of the school ground as they fear “litigation” in the case of accidents.
- Teachers do not feel confident when they are out of “their school classroom” as they often do not feel they can answer children’s questions knowledgeably or understand some of the techniques required for fieldwork.
- Teachers find it difficult to negotiate with other colleagues to take older children out for a “whole day” as it upsets the timetable.
- Biodiversity/ecological education is not examined or assessed to a particular standard, therefore teachers give it a low priority.

The government could actively work with the informal sector by signing up to and implementing the “real world campaign for learning”—encouraging teachers to bring children on visits and to engage in real life experiences. This is the way forward if we really want to engage, enthuse and change hearts and minds.

On the “public” audience side—the Government should work with the environmental education providers eg zoo and botanic garden educators to develop clear consistent statements on SD that should be incorporated into all interpretative programmes. Reinforcing the same message on a large number of sites across the UK would offer a concrete and consistent way to reach our collective audiences.

Pressure should be brought on DfES to endorse and recommend quality materials, resources and sites from informal providers within curriculum documents, and govt could provide a one stop shop or portal for such information.

EVIDENCE OF GOVERNMENT GETTING BETTER?

We hear a lot of rhetoric but do not see much concrete action. No campaigns on TV, no consistent media coverage, no co-ordination of, or genuine support for, informal provision as offered by many informal sites.

ARE THERE SUFFICIENT RESOURCES?

We deplore the loss of both these schemes. Government must redress the balance immediately and seek extra resources to implement this key policy. If we don't manage our resources sensibly there IS NO FUTURE—it is not something we can just play at!

November 2004

APPENDIX 5

Memorandum from the British Ecological Society

INTRODUCTION

1. The British Ecological Society, founded in 1913, is an independent learned society with an international membership of over 4,000. The Society's primary objectives are to advance research in ecology, promote ecological education and provide science policy advice. The Society's involvement in terms of education for sustainable development is through supporting biological fieldwork in schools.

GENERAL COMMENTS

2. The BES believes that scientific education is an important part to achieving sustainable development. Science education, including fieldwork, needs to play an essential part of the curriculum, because it develops the science skills base and increases the public understanding of science and environmental change.

3. The government's education for sustainable development strategy needs to explicitly recognise the role that ecology and the other sciences can play in helping to meet the goal of sustainable development. Ecology is important to sustainable development since it is the science underpinning resource management and sustainability requires maintenance of ecological processes. The importance of the natural sciences in the "Education for Sustainable Development" agenda needs to be given greater weight if the very challenging goal of sustainable development is to be achieved.

EMBEDDING ESD IN THE SCHOOL SCIENCE CURRICULUM

4. Science education needs to better incorporate fieldwork into the curriculum. This would include learning to observe, identify and classify biological organisms. The benefits of applying scientific knowledge and understanding would support education for sustainable development through fostering students' appreciation for the need to look after the environment. Students should also learn science communication skills and the ability to make judgments about the quality of scientific evidence.

5. There is currently no requirement for fieldwork in the science curriculum and many students are denied the opportunity to study outside of the classroom. Consequently, the school curriculum is not developing students' knowledge and skills to support them being informed citizens to enable sustainable development. Fieldwork and science education is also needed to prepare students for developing practical skills, such as field surveying and identification that are required to address pressing environmental and conservation issues.

CONCLUSION

6. The move towards long-term sustainability relies heavily on educating young people who are currently in school. There are many reasons why education for sustainable development and ecology can get crowded out of the curriculum. However, educating young people about science and sustainable development is essential. Increasing the amount of field work in schools is essential to achieving education for sustainable development.

January 2005

APPENDIX 6

Memorandum from Carnyorth Outdoor Education Centre

Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?

- Whilst it is clear to all but the most clouded of minds that the need for carbon neutrality and economic equality is of the highest possible urgency, this does not appear to affect the thinking of business and economists. The term “sustainable development” has come to mean “economic development that can continue to grow ad infinitum”, which many believe to be both an illusion, and potentially incredibly damaging to the environment, if not the death knell for life as we know it. The idea of “development for a world that lives within its environmental means”, which many would argue is what “sustainable development” has to be if it is to be truly sustainable, appears to have been lost.
- There is a sense that “sustainable development” has become a tickbox exercise, to gain brownie points, but doesn’t actually get to the heart of the issue.
- There is amongst the public at large an awareness of a huge black cloud on the horizon, so large that they are unable to deal with it themselves, and yet no one else seems to be facing up to it. Consequently very few really dare look at (1) the cloud, or (2) their personal response to it too closely. Thus a communal act of ostrich-head-in-the-sand is being committed. I believe that this is a direct consequence of the failure to include the Brundtland definition, or something reminiscent thereof, in the UK government definition.

The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?

- It is not tangible from my perspective as an environmental educator of pupils aged 8–14.
- There are schemes operating which are in the right direction—for example Healthy School schemes and Sure Start. These are going to help children grow into healthy adults, which is an important start, but they are not directly addressing the Sustainability question.

Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?

- A definition that is based on the reality of a finite planet, such as the Brundtland definition, which is understandable to everyone. Children have taken on board the ecological message. They know about global warming, they know about recycling, and windmills and pollution and so on and so on. But they don’t see the political will to make the changes they already know need to be made.
- The best teaching happens by example, so the UK’s sustainable development strategy should set a framework or context, for ALL government thinking. This would then powerfully demonstrate the political will to tackle the environmental challenges ahead. This would, as a side-effect re-engage a whole generation in the political process.
- Children’s experience of school seems to be almost universally, too much time in the classroom, and often with too much uninspired “you-must-learn-this” imposed teaching. There is solid evidence to suggest that children learn best what they are interested in. This would then suggest a shift in emphasis from a packed compulsory curriculum, to a pupil-driven learning, incorporating play as a teaching tool.
- Much more emphasis on practical hands-on learning, especially the tools of how to learn and how to think for one’s self. Practical skills lead to reducing, reusing and recycling, making the individual much more resourceful, and ultimately a more confident and competent member of their community.
- Incorporating Permaculture into the national curriculum (look up “permaculture” on Google for further information). This, in my opinion, would make the single biggest difference in terms of curriculum changes, especially if incorporated with:
 - Much more time outdoors, away from the box of the classroom, and out in the open air whether that be in wide open spaces, or exciting and inspiring school grounds. It seems crazy to expect children to grow up into adults who love, respect and protect the environment if they have never had the opportunity to connect with it as children.
 - A much higher adult to pupil ratio, so teachers have the ability to teach rather than police.

Does the 14–19 Working Group’s report, “*14–19 Curriculum and Qualifications Reform*”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?

- There is a need for specific, quantifiable education regarding the environmental challenges that these young adults will be inheriting from us.

In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?

— As a non-school based educator, I am not well placed to answer this question.

The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?

— No. The government needs to put ESD (of a Brundtland persuasion) at the very forefront of its thinking and actions. The changes that our profligate use of natural resources in the past 200 years have created are going to fundamentally, dramatically and possibly devastatingly, change the nature of human life on this planet. There is no more pressing challenge for this, or any, government.

Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

— As an environmental educator in an LEA controlled Outdoor Education Centre, I am very much aware of the lack of funds and support for environmental education.

— Children have grasped the ideas of global warming, sea level rise, renewable energy, recycling and so forth, so awareness of the problems has been successfully imparted, but not the solutions. And seeing no solutions, children are at best frustrated at the lack of solution, and at worst entirely disempowered and disenfranchised.

Are there sufficient resources available to deliver the Government's commitment to education for sustainable development?

— As I understand it there are no resources available. However education for sustainable development is to be resourced it is not sufficiently high a commitment for the Government to put money behind it. How are teachers to train? How are schools to become the "*environmentally sustainable schools, teaching children by example*" that the DfES has promised in the next five years?

November 2004

APPENDIX 7

Letter and Memorandum from CITB—Construction Skills

I attach the CITB-ConstructionSkills response to the Environmental Audit Committee's consultation.

Construction is a critical industry to the whole issue of sustainable development. The impact of the Government's UK Sustainable Development Strategy, the Sustainable Communities Plan, the Egan report on Skills for Sustainable Communities, the new Sustainable Buildings Code and the Secure and Sustainable Buildings Bill will all need to be factored into how we support future industry skills development. Sustainable development learning is critical to each of these areas.

We welcome future opportunities to engage with you in this important policy area.

CITB Construction Skills Response to: Environmental Audit Committee Inquiry 2004

We are particularly seeking views on the following questions:

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

CITB ConstructionSkills response: Education for Sustainable Development may be too narrow a term and be perceived as something that happens within schools. Learning for sustainable development may be a more appropriate term. CITB Construction Skills experience as a Sector Skill Council is that at a construction sector level there is an increase in the awareness of the need for learning around the issues of sustainable development.

2. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

CITB ConstructionSkills response: There are signs that change is occurring and that an infrastructure is being established, however funding to carrying out sustainability learning, still remains scarce.

Businesses are powerful levers for change. The establishment of Sector Skills Councils will help improve business learning for sustainable development. The DfES's Sustainable Development Action Plan states that sustainable development will be covered in all agreements with the Sector Skills Council (SSC) network with a view to developing guidance and tools for sector development. SSCs will include the sustainable development agenda in all partnership agreements with key stakeholders and consider its skills implications.

An example where this is having an impact is in construction. In November 2003, CITB Construction Skills secured a two-year secondment from the Environment Agency to help us plan and prepare the organisation to support industry on sustainable development. A survey of the industry resulted in the "Build to Last—Reviewing Sustainable Construction" report. The feedback forms the core resource for a construction stakeholder workshop on 30 November 2004—a workshop that will help to shape future skills development and learning requirements for sustainable construction. However, there will need to be sufficient fiscal drivers and incentives for industry to make the necessary changes in practice and to up-skill accordingly. Both policy and legislation will help to create a "level playing field" that industry will need to move forward.

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

CITB ConstructionSkills response: In CITB-ConstructionSkills response to the Sustainable Development's Unit's "Taking It On: Developing UK sustainable development strategy together" we stated that learning and skills should underpin their four priorities, if not explicitly listed as a separate priority. We suggested supporting learning—especially in sectors such as construction (where increased capacity to deliver sustainable communities has been identified by Government and others), should be a specific priority within the strategy, this would allow for specific dedicated long-term funding to support sustainable development learning. We also believe that education programmes will be required and these should address critical knowledge and understanding relating to environmental, social, economic and political issues (see notes on Construction GCSE below). The Sustainable Development Commission also identified education as a key driver for behaviour change in their response to "Taking It On".

4. *Does the 14—9 Working Group's report, "14—19 Curriculum and Qualifications Reform", go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

CITB ConstructionSkills response: The final report of the "14—19 Curriculum and Qualifications Reform" report makes no mention of sustainability. However this report is about frameworks and structures not content. The greater focus on vocational learning provides an opportunity to link education for sustainable development to the world of work. Vocational programmes seek to combine core learning with a specialised vocational curriculum which should include knowledge and skills relating to sustainable development issues. As the final report states vocational programmes . . . should be delivered only in institutions which are suitably equipped, improved vocational learning will require increased levels of government support. This will necessarily have implications for the training or retraining of teachers, lecturers and assessors.

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

CITB ConstructionSkills response: Things are beginning change on the ground, but these changes are gradual rather than step change. While sustainability has been taught traditionally through Geography and design and technology vocational GCSEs offer another opportunity to inbed sustainable development into the school curriculum. Edexcel will be offering GCSE Construction and the Built Environment: Single Award and Double Award from September 2005. One of the central themes running through Edexcel's GCSE qualifications is "sustainability and the built environment" and is a core unit of both the single and double award.

Edexcel and CITB ConstructionSkills believe "these new GCSE awards will give students the opportunity to learn about how important sustainable development of the built environment is to our future and to the environment we live and work in". Four central themes underpin the "sustainability and the built

environment” unit. These are community issues, economic issues, design issues and site issues. These units were designed with the support of the construction industry and also align with the recommendations of the “14–19 Curriculum and Qualifications Reform” report.

CITB ConstructionSkills have also been involved in the introduction of the Sustainable Design Award scheme for AS and A2 level students. This scheme helps students explore environmental, economic, social and moral issues in Design and Technology, within contexts such as sustainable building materials and housing.

6. The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?

CITB ConstructionSkills response: One criticism that is often cited of Government is that sustainable development is spread across too many departments and this does not maximise efforts. The creation of a Skills Alliance has the potential to improve the situation, especially in regard to work-based and informal learning. While DfES, DTI, DWP and HMT are included, DEFRA is notable by its absence. The inclusion of DEFRA in the Skills Alliance should be considered, as a priority.

In our response to “Taking It On: Developing UK sustainable development strategy together” we noted that “Formal and informal education programmes are needed, and these require long-term government support”, this remains the case.

While regulation to encourage sustainable development is growing in relation to the construction sector there is a need to promote this to, and support it in, the industry. Fiscal measures, such as publicly funded support for learning and awareness raising activities, are required, as are further tax incentives to change business practice. Government also needs to provide more leadership in this critical area.

7. Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

CITB Construction Skills Response: While the Skills Alliance is not focused learning for sustainable development it does form part of its remit. The development of Sector Skills Councils will also aid the growth of learning in this area, in part due to increasing requirements for businesses to adopt more sustainable practices. It is therefore important that education for sustainable development is wider than the DfES Sustainable Development Action Plan and must cover other Government Departments. Some clarification of the roles of QCA, LSC, SSDA, RDAs etc in providing and supporting sustainable development learning would be welcome.

Alongside any regional and local levels sector level learning is required. This means providing applied sustainable development learning at the sector level. This has been recognised in the construction sector with the establishment of the National Centre for Sustainable Communities Skills, who will address these issues. This plus the work of groups such as the Sustainability Alliance will create a real learning environment.

Industry/Government partnerships could prove fertile ground to advance the “environmental message” and the learning that is a prerequisite for action.. These partnerships can act at national, regional and local levels through existing infrastructures and the Regional Development Agencies.

8. Are there sufficient resources available to deliver the Government’s commitment to education for sustainable development?

CITB Construction Skills Response: We recognise that government spending is a matter of allocating scarce resources but we have identified (above) three areas where more public funding is a prerequisite to deliver sustainable development learning. Funding is required to support:

- the greater vocational pathway focus of the “14—19 Curriculum and Qualifications Reform” report and the links between schools, further education work based training.
- Publicly funded support for learning and skills/knowledge development as well as awareness raising activities at the business and sector level will “pull” the demand for sustainable development learning as they come to terms with new demands. This is in line with the “demand pull”, rather than “supply push” outlined in the Government Skills Strategy.
- Public funding for informal learning, for example site based tool box talks and training is an efficient way to promote the sustainability message and provide immediate and measurable results that the learning has impact.

The Government's Pre Budget speech on 2 December will indicate the spending intentions in this important area. It has already been announced that £190 million will be allocated to financing time off for employees and skills training, which may include some element of sustainable development learning. This may suggest that Government spending on business/sector learning for sustainable development is not likely to increase in this spending round and therefore resources will remain tight.

A national funding strategy which brings together both government agencies such as the QCA and LSC and Government departments is required to bring joined up government to bear on this essential area of learning. While agreement is required at national level, delivery models must address regional and local issues.

November 2004

APPENDIX 8

Memorandum from CREATE

CREATE's views on lack of progress with certain aspects of the DfES Action Plan for Sustainable Development are appropriately recorded in a recent letter to the Prime Minister (attached). Our concerns are twofold:

- Too much emphasis is being placed on the development of web sites as tools for improving the presents status of ESD and environmental stewardship in schools. Schools don't need more information but site specific support.
- The local interface that helps schools implement national initiatives is in decline. Cuts are being made in local authority personnel and the NGO network is losing many of its funding streams (eg lottery funding and landfill tax credits can no longer be used for environmental education purposes).

Summed up, we are dissatisfied with current progress and what is being proposed for the future.

November 2004

Annex

14 October 2004
 Rt Hon Tony Blair
 Prime Minister
 10 Downing Street
 London
 SW1A 2AA
 Dear Tony

RE: SUSTAINABLE SCHOOLS

In your recent speech on the environment you referred to the Government's huge school building programme and the importance of sustainable development in the design, construction and utilisation of the new schools and academies. As an organisation promoting and supporting energy education and energy management in schools, CREATE welcomes this initiative and your recognition of the importance of demonstrating to children how smart building and energy use can help tackle global warming.

The new schools will provide wonderful opportunities to raise awareness of new construction techniques, building materials and systems to reduce energy and water consumption. They will foster an environment in which young people will take a greater interest in sustainable development, encouraging them to consider how they can lead more sustainable lifestyles.

We all know that Rome was not built in a day and that it will be many years before the building programme will be complete. In the meantime, many of our schools are not operating sustainably, even those built in recent years. DfES data shows that electricity and water consumption in schools is increasing year on year and little is being done to halt this trend. In the Government's UK Climate Change Programme schools were expected to reduce their CO₂ emissions by 10% by 2010. Based on current data this will not happen.

The DfES Action Plan for Sustainable Development details a number of initiatives to improve the environmental stewardship of our school buildings. The plan predominantly focuses on the development of guidance material and web sites. Information on energy efficiency and water conservation in schools has been around for years. More information is not needed, what we really need is action within our schools.

It is becoming increasingly apparent that many schools are ignorant of the information and support that is currently available. Historically, they have depended on the support of the local authority for energy management advice. But this layer of support is declining. Due to devolved budgets and more contracting out of services, energy management units in local authorities are reducing in size or closing altogether. The interface between Government initiatives and local action is shrinking. Add to this the decline in funding streams for NGOs that also provide valuable local support and the situation becomes even bleaker.

Energy management in schools is the responsibility of governors and headteachers, for which they have little training. Until recently the Building Research Establishment had provided training for school managers through the Carbon Trust Action Energy programme, but this has ceased due to the withdrawal of funding.

At a time when consumption and energy costs are increasing we now have a situation in which many schools are struggling to access support at a local level. Most headteachers and governors do not have the knowledge and skills to manage their resources effectively. They are resigned to paying the increased costs, when they should really be looking to invest in energy and water saving measures. The Government's school building programme bodes well for the future, but what are you going to do to help existing schools manage their establishments more sustainably. Are they to wait for new buildings and do nothing for the next 10 years?

As previously mentioned more information and web sites are not the answer. A more proactive carbon reduction programme for all schools is required. The solutions do not require "rocket science" but a commitment to provide on site support for schools, using existing information, tools and agencies in a collaborative and effective way. The funding required to achieve this amounts to "peanuts" compared with the budget for the school building programme.

In recent months I have engaged in communication with Ian McCartney (our local MP), Charles Clarke and Lord Whitty about these matters. Nothing I have read assures me that the issues I have raised will be addressed effectively. The need for local "hand holding" is being ignored.

I await your response.

Yours sincerely

Mike Wolfe

Chief Executive

APPENDIX 9

Memorandum from the Development Education Association

OVERALL COMMENTS

The Development Education Association (DEA) welcomes the opportunity to comment on progress on the DfES Sustainable Development Action Plan.

The DEA is the umbrella body for greater understanding of global and international development issues within education. We represent the voices of over 240 member organisations reflecting all sectors of learning within UK society. We work closely with the Council for Environmental Education on taking forward common agendas, including education for sustainable development (ESD).

We would like to highlight three issues that are to some extent reflected in the questions asked and in the press release around this review, and to place this response in the context of the active role of DEA and development education:

(a) Education for sustainable development is still seen primarily as about environmental education

Education for Sustainable Development is still seen by too many policy-makers as the same as environmental education. This is not how it has ever been envisaged and is certainly not what was agreed at the Rio Summit in 1992 or the framework for the Decade on Education for Sustainable Development agreed at the recent Johannesburg summit. This confusion and lack of clarity is in our view still a fundamental problem. It is reflected in how the DfES has begun to implement the Action Plan. But also more widely it reflects the lack of space being given to debate and resource what we mean by "education for sustainable development".

(b) Strategic engagement and ownership of the strategy

From 1997–2002 the Government Panel on Sustainable Development Education met. This Panel achieved a great deal which in our view has not informed the current delivery of the strategy. It operated at a strategic level and worked in partnership with a range of key stakeholders in education.

A fundamental weakness of progress since 2003 has been the failure by DfES to recognise the importance of strategic ownership and engagement on a collective basis. This has led to the delivery of the Plan in a fragmented manner with NGOs and educational bodies competing for resources, status and engagement with the department. The consequence has been that the actions of DfES have led to a more divided, more competitive and less strategically engaged ESD NGO sector. This is a missed opportunity as the nature of ESD should bring together a broad coalition of policymakers, educators, NGOs and learners from varied traditions working towards achieving shared aims of sustainable development.

(c) Promotion of the DfES Sustainable Development Action Plan

As highlighted later in this response, a major weakness of the implementation of the Plan is that far too few people know about it. There has been very little press or media coverage around it. The Department made little attempt to work in partnership with key stakeholders in education to identify how we could communicate our common key messages and goals. As a result, if and where teachers and other educators hear about the Plan, they are all too dismissive because it is perceived as “just another short-term initiative” with no extra resources.

DEVELOPMENT EDUCATION AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

Development education has always been a key component of education for sustainable development. It was part of the Rio Summit agreement on ESD and throughout the past decade, many of the initiatives within and by schools and communities have demonstrated the relationships between global and international development issues with local need through an integrated approach to environment, economy and society.

Within the membership of the DEA a wide range of organisations whose root is in development education have produced materials and developed projects on the theme of education for sustainable development. These include Teachers In Development Education (TIDE), based from the Development Education Centre in Birmingham, the work of the Development Education Project in Manchester, most notably their project on Sustainable Cities, and the Global Education Centre in Milton Keynes. International NGOs such as Oxfam, CAFOD, Christian Aid and ActionAid have all produced resources and development education projects that incorporate sustainable development.

Among the sustainable development themes which several of the above mentioned and other organisations have developed through resources and curriculum projects have been food and farming, water and waste, healthy living and urban lifestyles.

ROLE OF THE DEVELOPMENT EDUCATION ASSOCIATION IN DfES SUSTAINABLE DEVELOPMENT ACTION PLAN

The DEA has been active in commenting on early drafts of the Action Plan and are members of the following working groups which feed directly into the Action Plan:

- Global Dimension in Education Working Group led by DfES International Education Team
- Sustainable Development Youth Group, led by DfES Youth Work Unit
- Post Sixteen Working Group, led by Learning and Skills Council.

COMMENTS ON SPECIFIC QUESTIONS

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

Sustainable development is a complex concept. This means that educational initiatives that engage with the public to achieve understanding of the term are essential. A problem has been that DfES themselves in leading on the strategy on sustainable development have not been clear or consistent in their understanding and communication of the term.

Too many organisations that focus on “environmental education” have thought all they had to do was re-brand their work as “education for sustainable development”. This tendency, unfortunately reinforced by DfES, results in the idea that all one has to do is put all the various elements of environment education into a new box and call it sustainable development education.

In our view, sustainable development has to be equally about environment, society and the economy. It is learning and exploring the interrelationship of the three that is not being developed or debated enough.

We are disappointed by the failure of government to reflect on why there appears to be a lack of public understanding on sustainable development. In our view it is because there has been a tendency to regard it as being about communicating a simple message. Sustainable development is, in our view, not some ideal state we are working towards to which somehow people have to be converted, but a complex process of engagement by people with the economy and the environment to ensure that we all have a future. There are not simple solutions. ESD is not a simple message like “wear your seatbelt” and cannot therefore be approached through “awareness raising” alone. It requires education for critical understanding and engagement leading to active citizenship.

2. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

The Development Education Association has played a role in working with DfES on taking forward several aspects of the Action Plan. With the exception of the strategy on youth work and to a limited extent the initiatives led by the Learning and Skills Council on post-16 education, we believe there has been little change.

Schools and Initial Training of Teachers

In our view, the actions of DfES on schools work could be argued to have taken us backwards. Between 2000 and 2003 a consensus had emerged between the key stakeholders and lead bodies on ESD on how best to work together on securing school engagement. Sustainable development is present within the national curriculum. An excellent website has been developed by QCA. There has been some valuable work undertaken by OFSTED. The Teacher Training Agency has begun a process of developing ideas and materials for both pre and in-service training of teachers.

Into this context, DfES developed their own website and promoted one initiative, from WWF, with minimal consultation with the key stakeholders. The rationale for the DfES initiative has not been fully explained to stakeholders. As a consequence there is increasing disengagement by the leading bodies involved with ESD with the department.

The work being undertaken by the subject associations on schemes of work may prove to be useful if it is placed in a visible location, ie on the main schemes of work website and not only on the new DfES ESD site.

The evidence from the key stakeholders in ESD showed that the primary need was to support effective delivery at a local and regional level. By refusing to work in partnership to build on existing work and identify how best to work strategically DfES have reduced their work on ESD and schools to a series of minor initiatives, based primarily around a website.

Producing a new website is the one thing that DfES should not have prioritised given that www.nc.uk.net/esd is an excellent site which benefits from an expert manager and a fully engaged advisory group. The DEA is very concerned that this excellent existing site will somehow be absorbed within the new DfES site. We would strongly recommend that if DfES are to take over the website which has until now been administered by QCA and integrate this in their Teachernet site, a person who has a good understanding of ESD manages this and works in consultation with an advisory group. We are concerned that websites are sometimes perceived by DfES as something, which are produced and then left. In fact, the website will need ongoing work and the involvement of stakeholders.

DfES’s commitment to embedding sustainable development within schools needs to be delivered through a strategy which goes beyond making material available to schools and relying on committed and enthusiastic individual teachers. The contrast with this approach to that say on basic skills or citizenship is obvious. Only by working in partnership with a common focus and programme with the key stakeholders can sustainable development be recognised as central to the learning taking place in all schools.

DfES has done little to work with the key providers in briefing and training headteachers, raising awareness with governors or ensuring professional development is in place for teachers. All this has happened with citizenship education but not ESD.

Youth Work

A failure to work strategically in the schools sector contrasts with the progress in the youth sector. Here through the formation of a strategic working group of the key partners, including three government departments and the major bodies in youth work, a process of dialogue and engagement with the sector resulted in the identification of a number of key initiatives to be developed. Throughout this process, a key need identified was to relate sustainable development to other initiatives in youth work, such as health and quality of life, citizenship etc. As a consequence there is agreement about what the next steps should be. In the view of the DEA the youth work initiative is the most effective model and should be developed with the other sectors of education.

However, it should be noted that this group no longer meets as it met the initial terms of reference upon which it was set up and made key recommendations. We suggest this work needs to be continued, sustained and resourced. One approach would be through a Sustainable Development and Youth Work Forum, involving government departments, NGOs and youth organisations, with the DfES continuing to take a lead role to emphasise the importance of this work. Otherwise valuable momentum will be lost and the area may be marginalised.

Post Sixteen Learning

The Learning and Skills Council have established a valuable working group but there has been concern here that the outcomes of the consultation process have not been as transparent as they could or should have been. Some useful work has been done and the DEA is optimistic that if LSC agree to work in partnership with the key stakeholders in the sector, including particularly NIACE, then further progress can be made which has a strategic impact.

Higher Education

The DEA is very concerned about the lack of transparency in any discussions on what has been developed and the failure to engage with the key strategic partners. In our view, the Department has relied too heavily on inputs from one organisation, Forum for the Future, and not attempted to engage a wide range of stakeholders. As a consequence, a major opportunity has been missed to strategically engage all of the key stakeholders in higher education that would successfully take the agenda onto a learning focus, rather than a narrow environmental management focus.

Comparison with Other Models

We would recommend that consideration be given to looking at other models for the delivery of ESD. The Welsh example is in our view one to give particular consideration to. The Welsh Assembly has brought together two existing initiatives, one on Sustainable Development and one on Global Citizenship, to form one new strategic advisory group. The outcomes of this group have included a briefing document and the resourcing of a number of key initiatives which have the support of all the key stakeholders in the sector.

3. Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?

The strategy needs to identify the role that can be played by the key agencies and stakeholders in education for sustainable development. It needs to identify the role of respective learning sectors, to propose goals and targets with indicators that the sector buys into, and to secure agreements to work in partnership with government to achieve these. A partnership for ESD has to be a key message in the sustainable development strategy.

To make this happen, there needs to be closer inter-departmental dialogue. In particular, the engagement with other government departments who have a stake in education in this area, notably DTI, DCMS, ODPM, DEFRA, DoH and DFID, has been limited or in some cases non-existent.

Within DfES and other government departments there have been a number of initiatives that could potentially add value to the ESD strategy. These include the recently published "Putting the World into World Class Education" published by DfES in partnership with DFID, FCO, DCMS, DWP and DTI. There is not one direct mention of the links between the Action Plan and this strategy apart from a very minor footnote. At a consultation meeting of representatives from 60 bodies involved with devising this international strategy in September, less than five had heard of the Sustainable Development Strategy. This included participants from DfES. Therefore a key role for the Sustainable Development Strategy is to promote the Action Plan and the importance of joined up thinking on education.

Finally we would recommend the need for dialogue and debate about the relationship between information, awareness raising and learning on sustainable development. In our view there is a lack of discussion within the Commission about the contribution of education to deepening societies' understanding of sustainable development. Research in this area we believe would be very useful.

4. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

Despite lobbying and submissions from a number of NGOs and key educational bodies to the reform of 14–19 year olds, there is no direct reference to ESD in the report.

In our view a major opportunity was missed to embed ESD in the review. Although all is not lost, it reflects the lack of strategic thinking across the Department. By concentrating on short-term and specific initiatives, the Department has lost sight of the bigger picture and where for example sustainable development needs to be located within the learning for 14–19 year olds.

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

The DEA is aware of the work that has been undertaken by the subject associations. We are however concerned that the outcomes of this work have not yet been published. This is potentially a very important area. In our view, one of the best ways to deepen understanding of sustainable development is through linking it to subject knowledge. ESD also needs to be linked to OFSTED frameworks for inspection. The DEA has written to the Secretary of State on this matter but has yet to receive a reply.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

The DEA is concerned here that the question is reduced to environmental education and not education for sustainable development.

As mentioned earlier, the DEA welcomed the working group, led by the DfES Youth Work Unit, and its draft action plan. With regard to further work in this sector, apart from implementing the recommendations in this action plan, specific consideration needs to be given to convening and resourcing a “Sustainable Development and Youth Work Forum” of government departments, NGOs, voluntary and statutory youth organisations, and national agencies to consider how to:

- Ensure the recognition of sustainable development within the forthcoming review of occupational standards for youth work.
- Maximise the opportunities for promoting sustainable development within the debates following the launch of the Green Paper on Youth, due to be published in January 2005.
- Involve representative networks of young people, eg British Youth Council and UK Youth Parliament and others, in exploring ways to make the language and concepts of ESD more “young person friendly/accessible”.
- Work to include ESD within the OfSTED Inspection Framework for Local Authority Youth Services.
- To promote the inclusion of ESD within youth work training locally and nationally.
- Promotion of partnership work between statutory and voluntary sector providers on ESD.

With regard to adult, community and further education, as mentioned earlier, the DEA welcomes the work led by LSC on a strategy for post-sixteen education. However, the debates in the group on the role of learning versus skills reflect wider issues which need to be discussed. Sustainable development cannot be understood solely by the acquisition of more skills or being incorporated within training programmes. The DEA would argue that it has to be recognised as an integral component of learning. Understanding the relationship between environment, economy and society and how we can improve the quality of our lives and the lives of others, has to be reflected within all adult learning opportunities and settings.

In our view, too little attention has been given to the contribution of community learning to education for sustainable development. The DEA knows of some excellent work being undertaken with communities up and down the country, often at a very local level. Many such local ESD projects contribute to supporting communities facing the challenges of today, such as crime reduction, economic decline and social cohesion. Very little of this work is reflected within national strategic discussions on ESD.

7. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

The DEA is again very concerned that the term “environmental education” is being used here when the inquiry is about the DfES Sustainable Development Action Plan.

There is some excellent work being developed at a regional level under the banner of ESD. There is also a well-resourced model for regional support strategies on the global dimension to education, called Enabling Effective Support, which is supported by DFID. DFID have committed £100,000 per region to this initiative for a minimum of five years on the condition that this money is matched from other sources. Already the regions are finding that this may well not be enough to have a strategic impact. Closer links with regional initiatives on ESD could help to maximise the impact of this work.

We recommend that the whole area of regional strategies needs greater consideration and discussion. Some form of evaluation of the value of this work would be useful.

8. *Are there sufficient resources available to deliver the government’s commitment to education for sustainable development?*

The DEA proposes that delivering this commitment cannot be achieved solely through additional resources and initiatives. We suggest that equally important is how existing resources and initiatives recognise and can incorporate ESD. From our own experience there is little evidence that resources for areas such as health education, citizenship or even new Lottery funding are recognising sustainable development as part of their remit. However, resources are needed for people to look for and follow up on these opportunities.

Here we believe DfES with the Sustainable Development Commission could be playing a strategic role.

DEFRA, possibly with the support of DfES, should develop a funding stream which supports creativity and innovation within education for sustainable development. This would ensure a range of models of good practice would evolve and actively engage a large number of organisations in ESD. In the past the DEFRA Environmental Action Fund played this role. There is an urgent need to reinstate such a funding stream. Otherwise all of the excellent progress that has been developed to date will fail to be embedded within education and society. Strategic plans like the Sustainable Development Action Plan for Education and Skills must not be reduced to short-term initiatives with no recognition of the need for additional resources to ensure their effective implementation.

The Development Education Association on behalf of its 240 member organisations has prepared this submission.

November 2004

APPENDIX 10

Memorandum from the Development Education Project (DEP), Manchester

Details of organisation: The DEP is an independent charity and part of a network of Development Education Centres around the UK. The DEP provides resources, training and support to the formal sector of education (mainly primary and secondary schools, plus initial teacher education and training) to promote the global dimension to education and issues of global citizenship and ESD.

ENVIRONMENTAL EDUCATION: A FOLLOW-UP TO LEARNING THE SUSTAINABILITY LESSON

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

The term Education for Sustainable Development (ESD) does not seem to have any real resonance with the public. It does not even have much resonance for most teachers or trainee teachers. Amongst those who take an interest on the global education/development education/environmental education fields, ESD does seem to be gaining in currency, though there is always debate about any phrase that includes for, and the issue of whether it is learning for sustainability or sustainable development (some of our own research has indicated that if young people only come across the phrase sustainable in relation to development, they are less able to apply it to other areas eg sustainable transport, sustainable communities etc).

Many people seem to think that ESD is almost synonymous with environmental education or environmental sustainability, but the term environmental education itself seems to be losing currency and subsumed in ESD. However, environmental education is an important pre-requisite of ESD, to be able to connect with ecology and the natural world.

More needs to be done to promote the idea of the interplay between social, economic and environmental factors, and whether they are all equal or, for example, whether the environment should be seen as the most important factor, as we only have one planet to live on and we ignore our impact on its ecology at our peril.

2. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers: what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

The main achievement was in getting the Action Plan produced so soon after the EAC enquiry and covering the four key areas that it did, plus making clear who should be involved in each part of it. However, though it said that there has been enough talk and the plan will be about action, this has not been seen on the ground. The Plan itself obtained very little publicity beyond those working in the field. We rarely come across teachers, trainees or tutors who are aware of it. At a recent conference of 60 Secondary Geography teachers in one of the Greater Manchester boroughs, I held up a copy of the plan and asked how many had seen it—about five had (many of them new trainees we had worked with on their university course)—yet Geography is one of the subject areas that explicitly has to cover sustainable development issues.

The university we are working with seems to show little awareness of the Action Plan or their key role within it, beyond a few committed tutors (who have succeeded in setting up a sustainability course for school bursars).

Too few policies or pronouncements from the DfES make mention of sustainability issues. The recent Five Year Plan makes no mention of learning for a more sustainable future.

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

As the final report of the Panel for ESD recommended, learning for a sustainable future needs to become a key part of all areas of learning: formal, non-formal, informal and social. This means that bodies such as the Learning and Skills Council and the Sector Skills Council should be engaging in widespread debate about what these skills might be, and how they should be linked to all areas of lifelong learning. The various shake-ups of the curriculum do not seem to be taking this into account. More attention should be paid to pioneering courses and approaches, such as the NVQ in sustainable development and PP4SD (Professional Practice for Sustainable Development).

Part of the SD Review was “A Dialogue paper for Local Authorities” which pointed out that Local Authorities have a crucial role in delivering community well-being and the delivery of the government’s sustainable development strategy. Community well-being, according to the paper, is taken to encompass four key features: Balance (between economic, social and environmental well-being), Wider impacts (addressing national and global concerns through local action), Long-term (taking account of the needs of future generations and developing a long-term vision) and Participation (engaging and involving local communities, using their ideas, skills etc). Why have I never seen this as part of any local authority discussion or documentation? Why is this not being proposed as a key strategy for public engagement?

4. *Does the 14–19 Working Group’s report, 14–19 Curriculum and Qualifications Reform, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

The proposal in terms of changing the assessment framework and allowing a broader education to continue to a higher level, as well as recognising the importance of vocational education seems welcome. However, in the need for the reforms and the proposals, no mention is made of the need to connect more with the urgency of the sustainability agenda or the need to think and act as informed and responsible global citizens. Education does not happen in a vacuum. The first line of the “Values, Aims and Purposes” of the National Curriculum is:

“Education influences and reflects the values of society *and the kind of society we want to be.*” (My italics).

When I have done training with teachers asking them to reflect on current values, the list is always very negative yet most of their desired future values fit in very much with the sustainability agenda. However, they are uncertain about their role in values education and are mostly unaware of the strong set of values in the “Values, Aims and Purposes”. They are also mostly unaware of the section:

“(The curriculum) should develop (pupils’) awareness and understanding of, and respect for, the environments in which they live, and *secure their commitment to sustainable development at a personal, local, national and global level.*” (My italics)

The experience of our recent “Learning for Sustainable Cities project” (working with teachers in cities in the North and South) has shown that engaging young people and teachers as active citizens, and developing learning communities around local to global sustainability issues, can really bring learning to life, raise self-esteem and lead to lifestyle changes. This only happens if time and space is built in to discuss and engage in the sustainability agenda, and share learning with others, from school to community. It also needs to recognise that it is not a quick fix, but requires commitment over a number of years (something that those who fund such projects also need to consider).

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

As my answer to Question 2 has described, most Geography teachers seem unaware of the Action Plan. At the same meeting I asked these 60 teachers how many of them were teachers of Citizenship: only four put up their hands, as they had been asked to teach it. An adviser from a neighbouring authority was appalled, feeling that all Geography teachers should automatically see themselves as teachers of Citizenship. I would argue that all teachers are teaching Citizenship as soon as they walk in the door of the school (and beyond!) but this does not seem to be the case. Most teachers see it as yet another add on, and that some person with a small allowance for the subject will get hold of materials, and tell them what they have to do. Even trainees are picking up negative attitudes about Citizenship from their time at the “chalk face”, when they should be the new enthusiasts going out to inspire others.

Links with ESD and Citizenship are now being talked about increasingly by subject associations like the Geography Association and the Association of Citizenship Teachers, but there is a lot of work to be done on the ground, and the DfES seems to have done little to promote it. The DfID has done a far greater amount in this area, through the promotion of the Global Dimension (with eight key concepts, which include Citizenship, Sustainable Development, Interdependence, Social, justice etc), and their funding of regional and sub-regional strategies, and projects in schools and HE institutions. These are bringing together educators and service providers around a diverse agenda.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

See answer to Question 3.

7. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

The Learning to Last report highlighted the fact that the focus of most government public education campaigns, on raising awareness of issues and everyone “doing their bit” was not enough. Much more needs to be done to look at how people can work through the issues, preferably by discussing with others, and then developing a sense of “action competence”, the feeling that they can do something through informed choice.

The importance of this last feature is recognised in the review of 10 years of ESD published by UNESCO for the World Summit on Sustainable Development:

“Indeed, among the most successful programmes are those that avoid the belief that awareness leads to understanding, understanding leads to concern, and concern motivates the development of skills and action. Instead, the key ingredient of success is to start from the questions, issues and problems that concern young people themselves, and to help them develop action competence through community-based learning. Action competence brings the capacity to envision alternatives, clarify the values and interests that underlie different visions, and make choices between visions. This includes developing the skills to plan, take action and evaluate needed in active and informed citizens. Action competence brings knowledge, not just of the problem and its symptoms but also about its root causes—how it impacts on people’s lives, ways of addressing it, and how different interests are served by different sorts of solutions.”

(From Rio to Johannesburg: Lessons learnt from a decade of commitment, UNESCO 2002)

Education needs to engage young people with their communities so that all can debate and work out ways to take informed action.

However, even everyone doing their bit in our relatively affluent society is not enough for global sustainability. As I have written (in a forthcoming teaching pack on “Learning for Sustainable Cities”), based on research by the Stockholm Environment Institute, looking at residents of “Bedzed”, one of the UK’s most sustainable communities:

“Ecologically conscious residents at Bedzed can reduce their energy footprint by 90% compared to the UK average, but their food footprint is only 26% less than the UK average—unless you are going to grow all your own food (a challenging task in many city living environments), it is very hard to purchase food products in the UK that are mainly locally sourced. The individual, in a high consuming culture, can have limited impact on the resources consumed by shared services (eg public administration and commercial services). Currently processes do not reflect the true environmental (and often social) costs.”

We can all do our bit, but the more we learn, the more we see that national and international legislation needs to reflect the true environmental (and social) costs. The fact that the government is planning to spend millions on a campaign to try and get the public to recycle more, without tackling issues of extended producer responsibility (or penalising built-in obsolescence) and is failing to provide the funds for effective kerbside collection, indicates that they have not started to learn the sustainability lesson.

However, at a local level a number of local authorities have started to set ESD or Eco-school networks, usually supported by Council Environment Departments, and only minimally supported by Education Departments (as School Improvement Officers cannot seem to fit this into their crowded schedules, as it has not yet been pointed out at a high enough level, that engaging in the ESD agenda can help to raise achievement).

8. *Are there sufficient resources available to deliver the government's commitment to education for sustainable development?*

Though there could be better and more joined up use made of existing funds, there is clearly no way near enough money available to tackle a mass public re-education campaign towards more sustainable living. As someone said to me recently "You could spend £1million on a campaign in Wigan to get people to take climate change more seriously and still need to do more." NGOs who are engaged with this agenda struggle to get long-term funding. What about the evidence from your last report, of work such as the Global Action Plan project, working with neighbourhoods to share together how to make their lifestyles more sustainable? Why are there not more school-community projects in this vein, sharing their learning locally and globally?

More needs to be done to push the sustainability message and politicians need to explain to the public that we may have to face tough choices, that a lifestyle of never-ending consumption paid for on credit is not sustainable.

Pointing out that the collective impact of individual choices is important needs to be addressed, as Baroness Young of the Environment Agency has recognised:

"Increasingly. . . solutions to environmental challenges lie in individual decisions—to drive, to consume, to throw away. We have to overcome ignorance, apathy and the widespread belief that there will be a "technofix" somewhere down the road. We shouldn't be scared of bold measures such as taxing environmental behaviour to encourage good. The deal is, however, that we make it easy to be green."

The DfID has made a good start on promoting more active engagement with their "Rough Guide to a Better World" which will be available at Post Offices, but without a major government and media focus, the debate will stay with the informed few.

Cheshire County Council has demonstrated that you can change perceptions and behaviour by insisting on sustainable design for all their new build and refurbished schools. They have just opened Kingsmead Primary in Northwich, built at the DfES recommended price of £1,500 per square metre. The project has been a huge learning curve for the builders and architects (and they had to go abroad to obtain many of the materials, as there is such a dearth of sustainable design in the UK, though they factored in the footprint of various choices of materials), but they have built the most sustainable school in the country, and are now even more committed to the agenda. Why is this not being trumpeted by the DfES and others as an example of how we can move towards more sustainable living and learning?

November 2004

APPENDIX 11

Memorandum from the Education Dialogue Group

1.1 History of EDG—The EDG was established by UNEP-UK in 1991 to prepare for the Rio Earth Summit, for which it produced the publication "Earth Matters." When, in 1993 UNED-UK (later Stakeholder Forum) took the full SD mission forward, the education community was given a position on the executive. In 1994 the EDG developed the concept of Education 21 and in 1995 it established the education caucus at the UN. The EDG has continued to lobby for recognition for the education community as a major group, a Decade for ESD and a new chapter for Agenda 21. It currently exists independently of Stakeholder Forum. It is open to any individual or organisation with an interest in ESD, which is in broad agreement with the aims and principles of the UN. The EDG continues to provide a sounding board over ESD for a wide range of organisations, acting as a conduit for the diverse voices of the education community to both UK government and the UN System.

1.2 EDG perspective—Sustainable Development (SD) is an umbrella term, which covers a wide range of different contested viewpoints and strategies regarding the future of human society. Under these circumstances definitions of Education for Sustainable Development (ESD) cannot be expected to command a consensus. But in the Education Dialogue Group (EDG) we are, in any case, more concerned to encourage processes that will equip learners to handle complexity and respond to the many challenges of SD. We believe that ESD should not be seen as simply "delivering" a pre-set message, but as a creative

process that can expand our conceptions and practices regarding SD. Accordingly, the EDG's mission is to research and document existing practices in ESD and to encourage policy makers to build on that foundation. Existing ESD educators should be empowered to contribute to policy. In other areas, such as regeneration, a three-cornered model is already the norm, with private, statutory and civil/community sectors being expected to co-operate to enhance each other's efforts and produce "joined-up" plans. ESD must include environmental, social and economic factors, the triple bottom line of effective SD: we need to guard against the still common slippage between ESD and Environmental Education (EE), they are not the same things.

2.0 Q 1 The term Education for Sustainable Development—The EDG feel that the term should be retained. Despite a currently poor resonance with the general public, both academic and education communities have worked hard to clarify the knowledge, values, attitudes, skills and systematic frameworks required to effect ESD. ESD is a process, enabling people to engage with current environmental, social and economic issues and empowering them to act. For the benefit of both the public and the education communities, EDG is developing a diagram illustrating the relationships between different strands of learning and the goal of sustainable development. Might the government be invited to support such work?

3.0 Q 2 The DfES Sustainable Development Action Plan—Pockets of change are underway with commendable achievements under each objective of the DfES Action Plan: Ob. 1—OfSTED good practice guide; Ob. 2—sustainable buildings work, BRE; Ob.4—IdEA work integrating sustainable development into LSP and community planning. The levers for change vary across the country with Scotland, for example, registering 1,600, or half of its schools on the Eco Schools programme which, with the support of UNEP, now spreads across 30 countries. However, change is fragmented and slow. The EDG poses two questions: Which body is taking the strategic overview required to multiply these efforts and build synergy between the various strategies? What are the key threads of research informing Government work in this area? The EDG proposes that the EAC build on the survey of ESD across the Local Authorities carried out in the run up to the WSSD.

4.0 Q 2 The UK Sustainable Development Strategy Consideration for education within the UK SD strategy is woefully inadequate. The sole headline indicators are "Qualifications at age 19" and the only explicit reference to education is under the heading information and involvement, taking no account of how we instil the engagement process essential to effect SD (see answer to Q1), or the relationship, between ESD and sustainable communities. The initial consultation document "Taking it on" written by DEFRA, did not have an education focus but demonstrated confusion between information exchange and education, emphasising information about sustainable development issues over learning. Key themes emerging from the responses to that consultation include improved education, provision of information and communication of sustainable development. The EDG asks if subsequent reports can draw on the initial work of Education 21, identifying the active teaching and learning involved in ESD? Is there a continued role for the EDG or similar group to act as a conduit to government from the diverse education community in order to clarify the role of education in subsequent documents?

5.0 Q 3 The 14–19 Working Group's report, "14–19 Curriculum/Qualifications Reform"—While the EDG recognises that the 14–19 Working Group's report represents a far-sighted attempt to review the structure of educational provision within this phase, ESD is not differentiated from any other personal skills. The EDG asks if the White Paper could state that each vocational pathway would include relevant aspects of ESD, so building a solid foundation for future links between ESD and work-based learning? Is there an opportunity for the Common Knowledge, Skills and Attributes section (CKSA) to state the inclusion of ESD?

6.0 Q 4 The school curriculum Both—school based learning and lifelong learning have developed comprehensive commitments to ESD through both strategy and curriculum development, with the latter encompassing all curriculum areas. The substantial work carried out by the ESD panel has led to packets of good practice in ESD. The EDG believe that this best practice needs to be effectively rolled out across the sector.

7.0 Q 5 The role of informal learning—The EDG questions the Panel's use of the term environmental education here. We believe that the EAC underestimates the wealth of ESD actively occurring across civil society at grass roots level and in the parallel education system of museums, libraries and archives. Local Agenda 21 spawned a plethora of second generation projects, many at neighbourhood level, while the LA21 process was mainstreamed within the community planning agenda. The EDG suggests that the Government seek to build on this grassroots activity and formulate a national strategy both for its support and to create added value.

8.0 Q 7 Resource availability—There is enormous capacity and potential within the education sector, it is however fragmented with many of the resources being found in the informal education and NGO sectors. The EDG suggests that there is a lack of human resources and cross-linking between the plethora of ESD silos and that this is where the Government should add its support.

9.0 The DESD—Finally, how is the Government measuring its success in ESD and is that measure of success linked to the DESD?

Background documents referred:

LGMB (1994)	Local Agenda 21 Roundtable guidance. “Educating for a sustainable Local Authority.”
OFSTED (2003)	“Taking the first step forward . . . towards an education for sustainable development”. Good Practice in primary and secondary schools. HMI 1658. OFSTED
SDE PANEL (2003)	“Understanding, Conviction and Commitment”. The fifth annual report of the Sustainable Development Education Panel.
UNED–UK (1997)	“Education 21”. Promoting Education in support of Sustainable Development. Prepared by the Education Task Group. A joint working Party of UNED–UK and the Education for Sustainability Forum.
DEFRA (2004)	Sustainable Development strategy consultation summary of responses from “Taking it On”. http://www.sustainable-development.gov.uk/taking-it-on .

Glossary:

BRE	Buildings Research Establishment
DEFRA	Department for Environment, Food and Rural Affairs
DESD	Decade of Education for Sustainable Development—UN
DfES	Department for Education and Skills
EDG	Education Dialogue Group
NGO	Non-Governmental Organisation
OfSTED	Office for Standards in Education
DESD	Decade of Education for Sustainable Development
LSP	Local Strategic Partnership
UNEP—UK	United Nations Environment Programme—UK
UNED–UK	United Nations Environment and Development UK Committee
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WSSD	World Summit on Sustainable Development

APPENDIX 12

Memorandum from the Energy Savings Trust

Thank you for giving us the opportunity to submit evidence to the above inquiry. Our experience is in pursuing the sustainable and efficient use of energy, and as such this is the focus of this response. Please note that this response should not be taken as representing the views of individual Trust members.

Our response focuses specifically on questions 2, 4, and 6 and for ease is presented as one piece of continual text. We very much welcome the opportunity to input into the Environmental Audit Committee’s Inquiry into Environmental Education. This inquiry is particularly timely for the Trust as we are currently in the process of reviewing our activities within schools.

EST currently runs the Energy Certification for Schools Programme (<http://www.est.co.uk/schools/>). This programme takes a holistic approach—establishing positive links between energy efficiency and the school curriculum and encouraging efficient use of school energy resources. It aims to raise levels of environmental awareness amongst pupils, teachers and parents, thus reaching a range of domestic energy consumers and future bill-payers. Additional benefits include, reduced energy bills for schools, reduced carbon dioxide emissions and an improved working environment for students and staff alike. EST has run this programme for just over a year and there are now more than 250 schools enrolled in the programme. Funding for this programme is provided by DfES.

As noted above EST is currently undertaking a review of our future activities in schools. We are undertaking this review as we believe that, given the UK’s challenging 2010 climate change targets¹, the new requirements of the Energy Performance in Buildings Directive and DfES’ Sustainable Development Action Plan, now is a critical time for schools to be tackling sustainable energy. We believe that these key drivers

¹ The UK has a national target to cut CO₂ emissions by 20% below 1990 levels by 2010. Energy Efficiency The Government’s Plan for Action confirms that 12MtC of savings by 2010 are expected to from energy efficiency.

will require a coordinated effort that would involve a considerable amount of work beyond next year, and will undoubtedly need greater funding each year to deliver the necessary step-change in schools' understanding and capacity to tackle sustainable energy issues.

In terms of the Government's progress in "getting the environmental message across to the general public" we believe that our Energy Efficiency Campaign plays a key role here, and for further details we would refer the Committee to our response to their original consultation. In addition, the Climate Change Communications Campaign which is being developed by Defra and other parties, will have an important role to play. This campaign would have the objective of creating a step-change in public awareness of the threat of climate change, and the need for—and potential benefits of—a low carbon future. We believe more needs to be done in engaging public support and action to ensure carbon reduction targets are met and also to support existing government policies such as the Energy Efficiency Commitment and the Home Energy Conservation Act. Information and advice to the public, at local and regional level, on the environmental impacts of their energy use is essential for carbon abatement policies to be effective. In recognition of this EST will, in early 2005 pilot the concept of a Sustainable Energy Network (SEN) in a number of parts of the UK. This will build upon the existing infrastructure provided by our UK network of 52 Energy Efficiency Advice Centres. The aim of the SEN will be to engage consumers on the main actions they can take to address climate change. It will provide information, advice and support for action locally, and will cover both homes and road vehicles.

The SEN will enable us to work far more effectively with the nine English regions and the Devolved Assemblies. It will act as a delivery mechanism for consumer facing aspects of regional energy strategies. Regional delivery will allow delivery mechanisms that are consistent with regional goals, whilst retaining the ability to share cost effective best practice across a national network.

Delivery also needs to be local. Local authorities have a key role to play in this, in three ways, as an exemplar using energy sustainably, as local "regulator" and as a community leader. But there are functions that some local authorities may not be well placed to deliver: disseminating information on consumer products, providing energy advice and delivering consumer campaigns, and as such the work of the SEN will enhance and support that of local authorities. The SEN, along with EST's other Local Authority support programmes will also seek to influence policy within Local Authorities and support them to take action in the area of sustainable energy.

To summarise we believe that: i) further resources will be required for to deliver the necessary step-change in schools' understanding and capacity to tackle sustainable energy issues, ii) our Energy Efficiency Campaign plays a key role in getting the energy efficiency message to consumers, the Climate Change Communications Campaign being developed by Defra will also have a key role to play here, iii) information and advice to the public, at local and regional level, on the environmental impacts of their energy use is essential for carbon abatement policies to be effective, and in view of this EST will shortly pilot the concept of a SEN.

November 2004

APPENDIX 13

Memorandum from the Environment Agency

1. INTRODUCTION

1.1 The Environment Agency is very keen to encourage the development of skills, knowledge and attitudes in the national workforce that will lead to good environmental practice. This will help to avoid costly enforcement activity and more especially, damage to the environment.

1.2 We emphasised the importance of businesses having environmental skills in our response to the Government's recent review of the UK Sustainable Development strategy and in our response to the Sustainable Communities plan.

1.3 The Egan Skills Review highlighted the importance of environmental skills. The review concluded that there was a lack of skills among built environment professionals to support the delivery of sustainable communities, a programme which has an important environmental dimension. To overcome this skills gap, Egan proposed a National Centre for Sustainable Communities Skills. We look forward to working with the centre once it is established to ensure that the environmental dimension of its work is supported.

1.4 Mentions of "environment" and "sustainable development" in national and regional policies and plans will not deliver environmental improvements. Sustainable development needs to be part of the ethos and culture of organisations and individuals.

1.5 We think that the following measures will help to strengthen the role of learning as part of the UK's Sustainable Development Strategy and we want to see training on environmental issues raised to a similar position as health and safety with the national workforce.

2. PROFESSIONAL INSTITUTIONS

2.1 Professional bodies should have sustainable development as part of their course accreditation requirements. Sustainable development should also underpin continuous professional development.

2.2 This is a view echoed by the Government's Sustainable Development Education Panel.

2.3 Many professional institutions play a key role in setting the higher education curricula.

2.4 These institutions have been phasing out their own examinations and instead relying on "accredited" degrees as the educational route to membership.

2.5 5.5 million professionals are making important decisions on a daily basis, relating to land use, planning, new development, investment and waste management. They are responsible not only for safety, technical and economic performance, but also for the use of natural resources and for minimising the environmental impact of projects, wastes and emissions.

3. SKILLS FOR BUSINESS NETWORK

3.1 The setting up of the Skills for Business Network by the Sector Skills Development Agency (SSDA) presents an opportunity to ensure that all national occupational standards for each of the new Sector Skills Councils include environmental sustainability. These standards provide the foundations for all training and qualifications that are developed for particular sectors.

3.2 The SSDA could do more to ensure that sustainable development is part of the vision and ethos of Sector Skills Councils.

4. QUALIFICATIONS

4.1 Environmental issues should be mandatory in vocational and other qualifications and skills training.

5. HEALTH AND SAFETY

5.1 We recommended that the basic legal requirements relating to health and safety training should be replicated for the environment.

5.2 This presents an excellent opportunity to deliver training in a co-ordinated way that delivers multiple outcomes that benefit business, people and the environment.

6. FRAMEWORKS FOR REGIONAL EMPLOYMENT AND SKILLS ACTION

6.1 We recommend that the environment is an intrinsic part of "Frameworks for Regional Employment and Skills Action" (FRESAs) owned by the Regional Development Agencies.

7. ENVIRONMENT AGENCY INITIATIVES TO INFLUENCE SKILLS AND LEARNING

7.1 We have been involved in a number of initiatives to support environmental knowledge and skills development: These include:

7.1.1 Working with NAPAE0 (umbrella body for UK land-based colleges) to review and revise the HE/FE agricultural curricula to give full consideration to environmental issues.

7.1.2 We are a partner of PP4SD—"Professional Practice for Sustainable Development." PP4SD has been working with the professions for six years to encourage sustainable practice through facilitated workshops and the development of case study materials.

7.1.3 We helped to revise guidelines for ICE and IStructE accredited design/engineering courses to reflect environmental considerations.

7.1.4 We were one of the partners in the development of the NCFE Foundation Certificate in Sustainable Development.

7.1.5 We are working with the Sector Skills Council, Lantra, to develop an on-line course "Best farming practice: profiting from a good environment". The course is aimed at farm advisers, and managers and agricultural students.

7.1.6 We input into the Defra "Learning Skills and Knowledge Review" for the land-based sector. In particular, we played a key role in helping to set professional competencies for farm advisers.

APPENDIX 14

Memorandum from the Environment Centre

In response to an email asking for comments on ESD, I wanted to respond to point 5. As an educator in an outdoor study centre, we teach many themes that could be considered as sustainable education. The fact that children were out, in an outdoor setting makes them more receptive to any teaching point on the need to look after our planet and to live our lives responsibly bearing in mind our impact on other people and animals. Could the ESD strategy incorporate more funding to encourage cash strapped schools to pay for visits to outdoor study centres.

November 2004

APPENDIX 15

Memorandum from the Environmental Campaigns Ltd (ENCAMS)

1. INTRODUCTION TO ENCAMS

Environmental Campaigns Ltd, or ENCAMS as we are known, is the charity which runs the Keep Britain Tidy campaign. Our corporate mission is:

To create effective action by our targeted groups to achieve a sustained improvement in local environmental quality and reduce anti-social behaviour.

Campaigning is central to the way in which ENCAMS reaches its targeted groups. Campaigns can be national or local but all are evidence-based, using market research techniques to analyse in depth why people behave the way they do and to discover what will make them change their behaviour.

As is well recognised, litter, graffiti, fly-tipping, fly-posting, dog mess or neighbourhood noise have a damaging effect on the public spaces we all regularly use, such as residential streets, town centres, local parks, beaches, rivers and recreational waters, and thus harm peoples' quality of life. However, these are often complex issues to put right involving a variety of agencies with responsibilities to maintain and manage local environments. ENCAMS works with the whole range of local authorities, organisations, landowners and private sector agencies to improve the liveability of local environments.

We have in recent years undertaken a number of projects on behalf of the Department for Environment, Food and Rural Affairs the government department which grant-aids ENCAMS. We were commissioned to draft a Voluntary Code of Practice for the Fast Food Industry and are currently in the early stages of a revised and updated version of the Code of Practice on Litter and Refuse. ENCAMS has a long track record of supporting local authorities with over 170 throughout the UK working with us on our People & Places Programme. The People & Places Annual Conference brings practitioners together and ENCAMS' annual Awards recognise best practice in local environmental quality.

1.2 *Relevance to the Committee's Inquiry*

ENCAMS has proven success in changing people's behaviour in environmental issues through targeted campaigns. For example, in 2002, our dog fouling campaign contributed to a 30% reduction in dog fouling across England, measured through our Local Environmental Quality Survey of England 2002–03 (www.encams.org).

ENCAMS manages the Eco-Schools award scheme in the UK. Eco-Schools is an international programme and award scheme co-ordinated by the Foundation for Environmental Education (FEE). It has recently been endorsed by the United Nations Environment Programme as an example of good practice.

Eco-Schools is an effective model for the promotion of citizenship and the development of a whole school approach to sustainable development, making environmental awareness and action an intrinsic part of the life and ethos of the school—both for pupils and staff. It also promotes extended links and partnerships with the local community. It has been proven to be an effective structure that leads to lasting behaviour change amongst staff and pupils, encouraging partnership working with the local community and other organisations to produce environmentally sustainable schools. It develops greater personalisation and choice for pupils by involving them in the environmental management of the school and enhances the curriculum, encouraging creativity in teaching and cross-curricular links.

More information on Eco-Schools in the UK is included as supporting information.

ENCAMS' expertise is in effecting the behaviour change of targeted groups, influencing policy, delivering programmes and administering award schemes to improve local environmental quality. ENCAMS does not work directly with the school curriculum. Therefore our responses to the Committee's Inquiry are contained within these boundaries.

2. WRITTEN EVIDENCE

2.1 *Has the term Education for Sustainable Development and the environmental message within it been lost to the general public?*

ENCAMS believes that, in England, the sustainable development message has indeed been lost. We feel that the cause is twofold; firstly the over-use of the word “sustainable” and secondly the wide scope ascribed to the term “sustainable development” makes it difficult for the general public to relate to.

The term “sustainable” is used as an adjective with an array of different nouns. For example, “sustainable communities” and “sustainable waste management” are two key phrases currently used regularly. Because the word is rarely linked to a tangible outcome or an effective measurement of what “sustainable” means, therefore it becomes a convenient “catchall” term. “Education for Sustainable Development” therefore also suffers the same fate.

ENCAMS feels that clearer wording needs to be developed by Government to help people to understand these issues. We feel that the “Cleaner, Safer, Greener Communities” recently developed to encompass the “liveability” agenda shared by the Department for Environment, Food and Rural Affairs, the Office of the Deputy Prime Minister, and the Home Office, does clearly define its scope, and is a good example of this preferred approach.

“Sustainable development” as a concept is too wide in its scope. We feel that the complex issues associated with sustainable development, such as climate change and global warming have become uncoupled from everyday life. This means that the public is not able to relate to these themes, and more importantly, unable to see how or why to change their behaviour in relation to these issues.

ENCAMS believes that the way to approach such a complex message is to break it down into individual, simple issues, and deal with each separately, using targeted messaging aimed at specific elements of society. We recommend using market research techniques to understand how different elements of our society respond to each of these particular issues and to target campaigns specifically at each of these groups and each topic. This approach is further explored in section 2.3 below.

Research shows that in order to prompt behaviour change start simply with issues that affect people’s everyday lives, such as litter, dog fouling, graffiti and encourage them to take action at that level. Only then can it be put into perspective, and can the general public understand and take action in relation to the less tangible areas such as climate change. The Joseph Rowntree Foundation has published a report to evaluate the disparity of environmental concerns between different societal groups.² It found that for the poorest socio-economic groups, who were also often disadvantaged environmentally through living in polluted and derelict areas, still felt that issues such as dog fouling and litter were more important than pollution, which had a greater long-term effect on their lives. Even the term “local environment” was not understood, whereas “surroundings” was. They did not comprehend, let alone take action on, issues such as climate change. Living in areas with poor local environmental quality in itself made people feel powerless.

Learning about “sustainable development” needs to be a vital part of long-term formal education too and should be integrated at an early stage. However, it must be tangible, in language that people understand and that relates directly to their immediate experiences of their surroundings. The Department for Education and Skills’ “Sustainable Development Action Plan for Education and Skills” (DFES 2004) contains laudable commitments to teaching in sustainable buildings and integrating issues into the curriculum. We applaud this approach but feel that it can go further to set a clear framework in place to co-ordinate the whole-school approach to sustainable development. This framework, we feel, is well established in the Eco-Schools programme, which is already recognised by the Scottish Executive as a performance indicator. OFSTED research³ identified that the most successful schools in ESD have the following characteristics:

- a record of thinking about such issues over a number of years;
- a whole-school commitment to integrate ESD into the work of the school and a well-developed local support network;
- strong links with the community, in particular to encourage pupils and their families to play a part in their local community;
- pupils who demonstrate both individual and collective responsibility in looking after and improving their learning environment and an emphasis on promoting positive attitudes and values to aid their learning now and in the future; and
- a well-planned curriculum, taught by teachers who have clear objectives and an active involvement of pupils in initiatives that promote ESD.

² “Rainforests are a long way from here” begins by exploring interviewees’ concerns for their own homes and localities and for the wider national and global environment. It finds that people are often most concerned about what may seem relatively minor local environmental problems rather than issues such as pollution which seem most problematic from an external viewpoint. The study then looks at the extent to which individuals are getting involved in environmental action to tackle problems and what prevents them from doing so. <http://www.jrf.org.uk/bookshop/details.asp?pubID=382>

³ Taking the First Steps forward . . . towards an education for sustainable development” (OFSTED 2003).

Eco-Schools is a long-term sustainable programme that promotes whole school involvement and requires links to be made into the curriculum. To achieve Green Flag—the highest—standard it is necessary to develop links into the local community and for the pupils to demonstrate positive attitudes and values that have aided their learning, whilst environmental issues must be shown to have been delivered through the curriculum over a number of years. The pupils must be actively involved in initiatives that promote ESD and display a sense of ownership for the school environment and local community. The Eco-Schools programme may therefore be seen to fulfil the requirements, identified by OFSTED, that bring about the effective delivery of education for sustainable development within our schools.

In addition, schools need to engage more practically with sustainable development in simple terms. For example, schools are major beneficiaries of second-hand electrical equipment such as computers, all of which will need to be disposed of when they reach the end of their useful life. It could indeed become a huge burden for schools if they are not exempted. Currently it is not apparent that schools are being engaged in their role in the forthcoming EU Directive on Waste from Electrical and Electronic Equipment (WEEE). This would be an excellent opportunity to study the impact of development in an intensely practical way and we recommend that Government take this opportunity.

ENCAMS also believes that this impact of individual behaviour change on environment, society and economy encompassed in the sustainable development principles needs to be embedded firmly into graduate and postgraduate courses. Where, for example, is the sustainable development input in MBA courses or teacher training courses? It is these students who will play a major part in shaping our collective future. We recommend that Government hold discussions with the Higher Education Funding Council for England to set up structures to integrate a compulsory element of practical education on sustainable development into every course.

2.2 What elements should the Government's revised UK Sustainable Development Strategy include in order to strengthen significantly the role of learning within it?

ENCAMS very much welcomes the Government's revision of the UK Sustainable Development Strategy, in particular the development of new indicators to measure its success.

We feel that this document should encompass the work that Government is currently doing to monitor and evaluate the immediate quality of life for ordinary people. The Government's Public Service Agreement Target 8 on cleaner, safer, greener communities; work being carried out on Quality of Life Indicators including those by ENCAMS (described in 2.4 below) and through the Shared Priorities Programme led by the Office of the Deputy Prime Minister, all provide tangible evidence of change to people's surroundings.

We feel that Government has achieved joint departmental working with considerable success, but it will remain important to link these targets across government. For example, the Department for Environment, Food and Rural Affairs' PSA 1 target relates to climate change, energy saving, sustainable waste reduction and improved local environmental quality. The Department for Education and skills has targets in sustainable development education through global citizenship, citizenship and behaviour change. This is a timely opportunity for these two to work closely together to support each others' work and make links to each others' indicators.

We feel that this Strategy should incorporate a learning framework through formal education channels and through public campaigning to lead to behavioural change.

2.3 Is there any evidence to suggest that the Government, through its stewardship of education is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

Since the Government's "Are you doing your bit?" campaign ended in 2002, there has been no comprehensive large-scale messaging aimed at the public. If this were done, however, ENCAMS would like to see targeted, well-researched, campaigning which encourages the public to take action across the whole range of issues relating to sustainable development. (The current WRAP campaign focuses on recycling.)

The Committee may be interested to know that ENCAMS has carried out its own research into local environmental quality, waste collection, and waste reduction. In each case we have been led by the public on these issues, their attitudes and what action they will take. We have mapped this information onto a commercial socio-economic database so that we know what types of action and attitudes people of different lifestyle types have, but also what they read, where they shop, and crucially where they live. We have this information at post-code level. It provides accurate classifications of residents within boroughs, their locations and the way in which clusters of residents think differently to other residents. This will enable local authorities to deliver more targeted services.

ENCAMS currently provides this material in paid-for reports to local authorities in England, together with consultancy support on how to implement this information and better target service delivery. There are three reports available:

1. What householders think of local environmental quality in . . . (covering issues such as dog fouling, graffiti, fly-posting, fly-tipping, abandoned vehicles, litter, street cleanliness, syringes, weeds and chewing gum)
2. What householders think of service delivery in . . . (covering bulky waste collection, public waste tips, recycling banks, refuse collection and doorstep recycling)
3. How to get householders to recycle in . . . (covering preferred types of container for differing types of waste).

We are about to start a project to develop and map quality of life indicators from the perspective of the individual and believe that this will begin to fill the gaps in current sustainable development indicators.

All of this work is funded through ENCAMS' Defra grant and we would very much like the opportunity to share this information so that it can be used more widely, subject to funding. ENCAMS feels that this in-depth information can feed into the UK Sustainable Development Strategy.

2.4 Are there sufficient resources available to deliver the Government's commitment to education for sustainable development?

As always, it is not just about resources but how they are targeted and how efficiently they are used. Greater resources would allow greater commitment only if they were targeted through effective methods and clear action points on what is to be achieved. The suggestions made above about targeted campaigning and research are made with this in mind.

However, ENCAMS is both concerned by and perturbed that the funding of sustainable development in the UK has almost entirely been directed through the waste agenda and the Landfill Tax Credit Scheme, and so the broad spectrum of different issues that make up this subject do not receive similar levels of government funding. In addition, the removal of the Category C Landfill Tax Credit Scheme funding for education projects has resulted in a huge void that can only have a detrimental impact on the resources for sustainable development, if nothing is put into its place.

Recent research and partnership work carried out by ENCAMS in conjunction with other NGOs has demonstrated that there is a great demand for a joint delivery approach to sustainable development education. Effective programmes, whether national or regional, that are already established, should be utilised and encouraged to work together, this would not only be more resource efficient but would also promote a "joined up" approach.

Where there are effective programmes in existence, ENCAMS believes it is sensible they should be used. For example, the Eco-Schools Programme already provides a framework for education for sustainable development, which encompasses and complements that of other agencies.

We feel it should be cause for concern within government that the number of schools achieving the Eco-Schools Award in England, once leading the way, is now rapidly falling behind the rest of Europe. Schools are keen to register to become an Eco-School, but largely due to time constraints, the number of schools achieving the highest level award—Green Flag—is relatively low. Despite England having⁴ nearly 50% of all registered Eco-Schools in the world,(and just over 10% of awarded schools), we are rapidly being overtaken by European and African countries and will fall behind before the end of this academic year.

In the last few years since the Scottish Executive has adopted Eco-Schools as a performance indicator for local authorities, the number of registered Eco-Schools and Green Flag Awards has quadrupled.

November 2004

Annex

SUPPORTING INFORMATION: SUMMARY OF THE ECO-SCHOOLS PROGRAMME ADMINISTERED IN ENGLAND BY ENCAMS

ENCAMS believes that Eco-Schools provides an auditable and flexible framework within which Government policy can be delivered and success can be measured.

The Eco-Schools programme can make a major contribution to the sustainable development agenda within England. The programme effectively initiates behaviour change within schools and within communities and fulfils all aspects of the model recognised by OFSTED as being most effective in achieving this. ENCAMS believes that the Eco-Schools framework can help:

- Defra to achieve its targets in Sustainable Development (PSA1), particularly in climate change, energy saving, sustainable waste reduction and improved local environmental quality;

⁴ By the end of the 2002–03 school year, there were about 10,000 schools participating of which nearly 3,500 were Green Flag award-winners. These numbers were expected to increase to more than 12,000 Eco-Schools in 30 countries, until the end of the current academic year (2003–04). There are 4,031 Eco-Schools registered in England and 384 green flag awarded schools.

- DfES to achieve its targets in sustainable development education through global citizenship, citizenship and behavioural change.

This document outlines that work undertaken by schools on the Eco-Schools programme has an immediate and sustained benefit to the school's environmental performance and to the local environmental quality of a community by the action that is taken. There is a long-term benefit that is initiated by ensuring that the pupils are involved in the decision making process. The behaviour change that results from this will contribute to a future population educated and informed about environmental issues through their schooling.

Eco-Schools is an international programme and award scheme co-ordinated by the Foundation for Environmental Education (FEE) and managed in the UK by ENCAMS. It was developed in 1994 following the Rio Earth Summit and introduced to the UK in 1995. There are now 30 countries throughout the world delivering the Eco-Schools programme within schools. It has recently been endorsed by the United Nations Environment Programme as good practice.

Within the UK, recent developments have enabled Eco-Schools to be managed separately in Wales and also in Scotland, where the Scottish Executive has provided financial backing for the delivery of the programme and made Eco-Schools a performance indicator for local authorities.

Eco-Schools is an effective model for the promotion of citizenship and the development of a whole school approach, making environmental awareness and action an intrinsic part of the life and ethos of the school—both for pupils and staff. It also promotes extended links and partnerships with the local community. It has been proven to be an effective structure that leads to behaviour change amongst staff and pupils, encouraging partnership working with the local community and other organisations to produce environmentally sustainable schools. It develops greater personalisation and choice for pupils by involving them in the environmental management of the school and enhances the curriculum, encouraging creativity in teaching and cross-curricular links.

The Eco-Schools programme provides guidance and can help schools involve pupils in the decision making process to:

- Improve the school grounds
- Reduce litter and waste
- Reduce energy and water bills
- Devise efficient ways of travelling to school
- Promote healthy life-styles

In addition, the Eco-Schools programme covers:

- Energy
- Waste Minimisation
- Water
- Healthy Living
- Litter
- Biodiversity
- Transport
- Citizenship
- School Grounds

The Eco-Schools programme in the UK has developed a Bronze and Silver level of certification to reward and encourage schools working towards the prestigious Green Flag. The Bronze and Silver awards are self assessed and applied for through the website, www.eco-schools.org.uk. In order for a school to achieve the international Green Flag they must submit a written report outlining their environmental management, including details of community links, pupil consultation and whole school involvement. Currently, the standard of the Eco-Schools Green Flag application is verified by external Eco-Schools assessors. Assessors complete an assessment visit to each school that applies for a Green Flag.

In England there are now nearly 4,500 schools registered in the programme. Over 800 are at Bronze award level, 450 are at Silver award level and over 450 have achieved the international Green Flag. Over 300 representatives from local authorities, local education authorities and Non Government Organisations (NGOs) throughout England support the Eco-Schools programme.

The registrations and awards provide an indicator to local authorities and local education authorities to monitor the development and quality of education for sustainable development within their local area. NGOs working within schools to improve the environmental quality, use the award status and progression to monitor the sustainability and development of work that they have initiated. Currently, quarterly updates specific to individual needs are sent to organisations supporting the Eco-Schools programme so that they can monitor progress in their local area.

APPENDIX 16

Memorandum from Envision

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

The term sustainable development has little resonance with the general public. This does not necessarily mean that there is not a general understanding of the underlying concepts—eg the need to conserve natural resources and for long-term policy making. However, when compared with short-term needs (eg low fuel taxes), the public rarely prioritise longer term sustainability issues. Education for sustainable development (ESD) is vital here in fostering a general public not only aware of the issues but more importantly keen to place value upon them, making it easier for decision-makers to integrate sustainable development into policy making. The key here is not redefining the term ESD, but instead understanding what it needs to incorporate. (See answer to question 6 for an expansion of this point).

Using the term “Environmental Education”

Reducing the term “education for sustainable development” to “environmental education” would miss the point. It would be fair to say that sustainable development as a concept is often corrupted in corporate spheres for the sake of marketing, but this is less of an issue in education. If ESD was changed to “environmental education”, would it exclude issues like Fairtrade and poverty? ESD represents a learning opportunity because of its complexity. It is a complex issue but it’s a complex world out there and the more this is understood by the general public, the easier it will be to negotiate the minefield of local and global sustainability politics. For younger students (eg primary school) there is definitely a case for reducing the issues to “environmental” and “social” but for secondary school students (particularly older ones) this would be missing an opportunity.

2. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

At present, DfES seems to be focused almost uniquely on “what can be achieved immediately”, ie “greening the educational sector” through procurement and environmental management systems. Addressing the longer term educational issues such as the “value-action” gap needs much more attention. In the DfES Action Plan, Charles Clarke stated “our aim is to enable all citizens to exercise informed and responsible choices”. This is an important aim but DfES needs to understand the commitment that must be associated with it.

For the general public to make choices based on sustainable development concerns requires both an understanding of the issues and the motivation to engage with them personally. Methods aimed at addressing this last aspect are almost completely lacking in the Action Plan at present. (See answer to question 4 for an analysis of how to address “motivation”).

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

Government needs to recognise the difficulty of longer term policy making based on sustainability concerns, with respect to a general public often more likely to vote for short-term concerns when they clash with longer-term sustainability priorities (eg building roads v. longer term sustainable transport policy). The strategy must recognise the importance of “learning” in this regard—to both develop a greater understanding of the dilemmas associated with sustainable development (eg utilising the precautionary principle and polluter pays model), and of fostering “motivation” in the general public (addressing the value-action gap).

Tackling “motivation” and consequently the “value-action gap” will be a long-term undertaking but the strategy must not shy away from this commitment. Moving towards a sustainable society requires an informed and motivated general public, willing and able to make choices in line with sustainability concerns. The strategy must also recognise the futility of large-scale public awareness campaigns on broad sustainability issues in fostering this understanding and personal motivation, and instead focus on creating opportunities for individuals to “experience” sustainable development first hand by making a positive difference. The role of “learning” in creating these opportunities, particularly for young people, is crucial. (See answer to question 6. for more detail on methods of creating these opportunities).

With regard to the sustainable development indicators, the government should develop more “positive” indicators, to encourage sustainable activity. With respect to the education sector this could include indicators such as:

- Schools which have effectively integrated sustainable development into the curriculum.
- Schools involving students in experiential sustainable development activities.

Both could be OFSTED monitored

4. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

Building on the argument put forward in question 1—that the important issue is not redefining ESD but understanding what aspects it needs to incorporate—the White Paper must include the importance of fostering both “awareness” and “motivation” as mutually-supportive aspects of ESD:

Awareness—This involves developing an understanding of the complex issues surrounding sustainable development. In the formal education sector (as recognised in the last EAC enquiry) this is most effectively tackled by effectively integrating sustainable development across the curriculum. The importance of this issue has been recognised even though it is not always ideally implemented. (See answer to question 5).

Motivation—This simply translates as a desire to engage with sustainable development issues with respect to making a difference at a local level, and voting for sustainability concerns at the national or global. It is generally understood that “motivation” does not necessarily result from increased awareness of sustainable development issues, and a lack of “motivation” results in the “value-action gap”, highlighted as one of the key issues to tackle by numerous research papers (including the recent “Impact of Sustainable development on Public Behaviour”, commissioned by DEFRA). Though it is one of the most important, it is an area which is most often poorly understood and ignored and is almost completely lacking in the DfES Action Plan (except for a desire to foster a “value base” without any associated actions). ESD needs to play a key role in fostering “motivation” and there are numerous examples of good practice. (See answer to question 6)

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

A significant opportunity exists to link the citizenship and ESD agendas but while this has been recognised, it has not been exploited at present. The citizenship agenda often struggles with areas such as community involvement, and active citizenship which provide ideal opportunities for integrating ESD issues in an experiential format (see answer to question 6)—either facilitated by the school/college or by external organisations as encouraged in the previous answer. OFSTED has already recognised this opportunity.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

The most effective method of fostering “motivation” (see answer to question 4 for definition) for sustainable development is experiential learning, or “discovery”. Motivation is far more effectively fostered through experienced than through “teaching” in a classroom or wider community context and this is where “informal learning” plays a vital and undervalued role. This is recognised by numerous local and national groups and charities that have set up to work directly with young people and provide them with first-hand experiences of “sustainable development” which are able to translate a complex term into something meaningful. For example, Envision has grown to work with young people from 60 schools and Global Action Plan works with around 150 schools. Both organisations support young people to get involved in sustainability issues on their own terms and have been highly successful at tackling the “value-action” gap.

This is the area which Government seems to understand the least and is probably the most important. Government needs to work towards providing the opportunity for as many people as possible in all sectors of society to “experience” sustainable development in a positive and inspiring way. This “discovery” will foster “motivation” and translate over the long-term in a society willing to make sustainable choices on a daily basis. Because of the nature of informal learning, large scale public awareness campaigns will not encourage individuals to get involved. Instead, Government needs to link with the citizenship and volunteer agendas, and crucially to provide adequate resources for the countless external organisations already active in this field, to develop more opportunities for “informal learning” (ie experiential learning) in sustainable development.

In the formal education sector schools and colleges are rarely able to provide these opportunities for “experiential learning” to their students because of the current burdens of the national curriculum. The opportunities to link active ESD and citizenship have not yet been made and integrated for all ages (up to 19 years old). These opportunities are also usually more effectively facilitated by external organisations

(eg Envision and Global Action Plan) who are able to establish partnerships between schools and local groups working within this area. Until there is more resourcing for similar external organisations, this crucial aspect of ESD will be largely underdeveloped.

7. Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

The most effective methods associated with ESD and environmental education are local opportunities for people to get practically involved with sustainability issues. Government seems to be going in the opposite direction however with DfES developing a website to tackle ESD and Government removing almost all resources for sustainability and environmental education—crucial in enabling external organisations to provide effective informal learning (experiential) opportunities to tackle the “value-action gap” in society.

8. Are there sufficient resources available to deliver the government’s commitment to education for sustainable development?

This paper argues that the most important and presently underdeveloped aspect of ESD is encouraging the provision of informal or experiential learning opportunities, particularly in the formal education sector. There are numerous examples of existing good practice such as Envision and Global Action Plan which could easily be expanded nationally to provide young people in schools and colleges around the country to opportunity to develop in “awareness” and crucially “motivation” for sustainable development.

An additional issue is that because DfES is devolving most funding directly to schools from LEAs and LSCs, schools understandably have the ever increasing curricular concerns to cope with and therefore there are even fewer resources available to fund external organisations to support schools in ESD.

The lack of sufficient resources to provide these opportunities is probably the most important issue for Government to address. Results on a societal level will only be seen in the long-term but this long-term commitment lies at the heart of sustainability and would be the most effective way Government could take the lead in ESD.

December 2004

APPENDIX 17

Memorandum from Esh Winning Eco-Learning Centre (EWE Centre)

1. Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?

I’m not sure that Education for Sustainable Development ever had currency. I think the vast majority of teachers and workers generally in education do not understand the term. I think in the general public it is even worse. In terms of the environmental message I think within education this is the strongest aspect of ESD and many people in my experience see ESD as environmental education.

2. The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers? What can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?

I think the process of change is very slow. The vast majority of the plan was about making the educational estate more sustainable in terms of its operation. This I think (resources allowing) is relatively easy to do. The harder part is the learning aspect of the plan. Embedding the concepts of ESD into a typical school day is much harder to achieve and I think its process has hardly started.

3. Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?

Learning is a long term goal, it relates to changing attitudes and impacts upon peoples perception of their quality of life and how they live their day to day lives. One of the problems is that sustainable development is such a difficult concept to explain and deliver. In terms of the revised strategy learning and awareness raising are therefore long term goals that need support, consistency of message, and a way of delivering the issues of SD in bitesize chunks that people can understand.

4. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

My knowledge of the 14–19 Reform is not great however I would say that in my opinion flexibility is a key aspect. In my experience in schools some pupils get some opportunities to get involved in ESD activities, however once they reach KS4 it becomes more and more difficult due to the confines of the curriculum unless they are involved in fewer GCSE subjects.

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

In the vast majority of schools my opinion is that ESD has not really been taken forward at all. The DfES should be congratulated for their programme “Growing Schools” which is highlighting issues around sustainable development, ESD and Outdoor Learning. However this is a relatively small programme and its impact has been small in comparison to for example Healthy Schools which is a much better resourced and know programme for schools to work on. I am aware that the DfES are developing an SD website which I’m sure will provide very useful information. The issue for me is how these diverse and complicated issues can be delivered when scattered across a number of subjects in an already overcrowded curriculum. I think given that ESD is about developing the skills to be able to make judgements about the work and how we live our lives it is very difficult to spread it across subjects. It needs to be a whole school objective that underpins everything the school does and promotes.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

Is there a reason why the questions have gone from discussing SD and ESD to discussing environmental education? Simple answer no.

7. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

Same response as above in terms of confusion between SD and environmental education. I think in general terms people may well be more aware about environmental issues such as climate change and waste disposal for example. Whether this awareness is being raised by the media or because of messages from the Government I’m not sure. In terms of regionally and locally I think support for environmental education is patchy. I think in some ways the problem may be that so many organisations are involved eg. Countryside Agency, English Nature, Countryside Agency, Local Authorities. Government funded NGO’s etc. Therefore there seems to be very little if any strategy in terms of direction and implementation. Certainly at a regional level in my region the North East partnership working is limited and relies on the Officers within the organisations rather than from a strategic viewpoint.

8. *Are there sufficient resources available to deliver the government’s commitment to education for sustainable development?*

No in short. But the issue is not just about money or people on the ground or copies of packs or website but commitment in terms of allowing and creating time and flexibility for schools in particular to be able to support and deliver ESD and understand why they should be doing it and how it supports there main area of work which is providing the best opportunities for pupils to fulfil their potential and become active productive citizens.

November 2004

APPENDIX 18

Memorandum from an individual in co-operation with The National Association for Environmental Education UK. Norman Farmer, Senior Education Adviser. Sheffield LEA

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within been lost?*

I doubt whether the term Education for Sustainable Development has ever had any widespread public currency as a concept for education. Activities and programmes badged as “Environmental” have more understanding and support from the public and educators in general than the relatively new term of ESD.

As a former honorary chair and general secretary of the National Association for Environmental Education I recall government, civil servants, and others trying to direct their grants towards activities labelled ESD at a time when the term had little common parlance. The National Association for Environmental Education lost out in this debate and lost its government grant. It now struggles to survive and promulgate its messages to the education world of which ESD was always a central plank. Using the term environmental in the association’s title has always resulted in a clear understanding of its aims and purpose. In contrast ESD would appear to exclude certain activities/ideas that are essential to the education of children and young people if they are to value and understand their surroundings. How can they be keen to sustain their environment if they do not come to love it along with the life they have?

As a local authority adviser for over 25 years (including being an Ofsted inspector since 1993) I have never heard the term Education for Sustainable Development used in a classroom during what must be many thousands hours of observations in schools and their classrooms

2. *The government is currently reviewing the UK Sustainable Development Strategy. What should the strategy include in order to significantly strengthen the role of learning within it?*

In my opinion the strategy for learning should include:

- (1) Experiences in the early years of learning that families, voluntary groups, and schools can plan which provide fun and enjoyment but not rampant consumerism.
- (2) Be more developmental and less preaching.
- (3) Allow room for ideas and initiatives as well as planting trees!
- (4) Don’t bamboozle the public with short-term targets for recycling and ignore the underlying issues.

3. *Does the 14–19 Working Group report, “14–19 Curriculum and Qualification Reform”, go far enough. Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

The classic dilemma for most curriculum planning is whether to designate a particular area of study as a distinct “subject” and assess and test it as you would any academic subject or to try and ensure it is included in all relevant areas of a curriculum and taught and tested within those academic subjects.

The 14–19 curriculum with both “academic” and “vocational” elements should be able to accommodate both parts of this dilemma with some students choosing to study aspects of sustainability/environment in depth and others meeting ESD issues in the curriculum most suited to them.

My interpretation of the report is that not enough consideration is given to ESD issues and in reality there is more about qualifications than curriculum content.

4. *In response to our last enquiry the DfES said they recognised more could be done to embed ESD in the school curriculum and that they would lead on the strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

DfES are locked into a curriculum designed to last from 2000–07 based on content and not process. Teachers are locked into a system of curriculum planning from the statutory programmes of study that are normally narrowly interpreted. Often there is little enthusiasm for experimentation or innovation and to succeed ESD requires commitment from the whole school and not just a few sticking plasters from staff that have any energy left after a full working day.

In secondary schools there are some pockets of ESD in the subjects mentioned there is no joint planning and little that would indicate a coordinated approach.

The two major government curriculum initiatives The Primary Strategy and the Key Stage 3 strategy completely ignore any contribution from ESD.

The specialist schools initiative again has completely ignored the possibility of establishing specialist secondary schools with an environmental/ESD curriculum bias.

There has been some window dressing by the DfES and its agencies with a quite useful Internet web site on sustainable development constructed by a member of staff of QCA. Many teachers are unaware that this site exists.

5. The role of informal learning including youth work, work based learning and adult and community learning in taking the environmental education agenda forward is key. Is the government doing enough in these areas?

The easy answer is to say no because we have no measure of enough or insufficient. The lack of government policy and strategy that acknowledges the proper role of the voluntary sector in ESD is apparent.

Undoubtedly there is some sterling environmental work by all the bodies mentioned in the question and by their very nature environmental work will always be dependent on the interests and enthusiasm of their clientele at the time. However piecemeal progress is to be encouraged as the process is often cumulative and moving forward on a broad front is vital to ESD.

6. Is there any evidence to suggest that the government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

There appears to be a conflict between the drivers that support the national and local economies and the environmental messages for ESD. Recycling is a case in point. Local councils are encouraging recycling with household collections etc but the root cause of over packaging, thick news papers that no one reads from cover to cover, spam post through the letter box etc is not included in public awareness programmes.

Often NGOs are the main drivers of hard environmental messages and the government only becomes involved when the problems are almost overwhelming and nationally less controversial. Global warming being an example.

Councils to a point do their best through Agenda 21 officers and the like but their role can be unclear and often appear to be working at the margins of the problems and often there is no linkage between departments in their public awareness programmes.

The out-sourcing of council services also causes problems. In one council I know well the council "Street Force" deals with litter and anti-litter publicity and a private company who empties the dustbins deals with recycling publicity.

7. Are there sufficient resources available to deliver the governments commitment to education for sustainable development?

If resources are to be added on to what we already do educationally the answer is no. More importantly what is required is a refocusing of existing programmes/curriculum in both the formal and informal structures and organizations. More emphasis should be placed on process and less on content. NGOs should be enabled through modest grants to provide encouragement and support to work with the formal education structures in developing meaningful Environmental Education. At present there appears to be plenty of grants for planting trees which delights planners in DEFRA but few grants which promote ESD in schools and with the public in general. There is little real linkage with DfES objectives and targets and ESD objectives and targets.

November 2004

APPENDIX 19

Memorandum from David Fellows

I have just retired after 40 years teaching and remain a key member of the National Association for Environmental Education and our Cumbrian Regional branch. I have been a headteacher since 1984. I have also just written two ks1&2 units for ESD in geography. This was funded by Government, through CEE to GA (Geography Association).

Q1. Yes—educationalists overwhelmed by more urgent issues—SATS, targets, litigation and safety issues etc etc. General public only take note when flooding or a new care story hits the headlines.

Q2. Back any demands by clear examples of what government (and our fellow governments) are doing—actions not words!

Q4. It was very enlightening to find that, after I had agreed to contribute to specifically ESD geography units, that I took time to analyse all 25 existing QCA Geography units for ks1&2. As I teach I'd never had the time to do this. There are lots of ESD elements already in these. Several units simply need the ESD element highlighting or emphasising. Teachers are snowed under with "advice". "More" will probably not be more effective but less so. Nonetheless, I have written the units and hope to see them on a website in the Spring.

Q5. Yes, agree. No government needs to do more.

Q6. Yes, slowly, but very slowly while the commercial world and the mantra of economic growth moves on and still dominates our priority thinking.

Q7. No, especially not in the case of our National Association for Environmental Education, still the only one run by teachers and educationalists specifically for them. We lost our "Defra" grant in 1999 while I was in New Zealand. I fly back there in a few hours for five months. The contrast in support and activity is noticeable. I'd love to come back and find we had gained a grant and could once again support a small office staff (I'm a very slow typist in any case) but am still keen to work for the course.

I hope you can make sense of this scribble. NAEE has been supporting keen environmentally minded staff in schools for almost 40 years. We have seen a large decline in interest in the last 10 years. The sympathy is there but time and energy are not. As I am almost at the airport I close wishing the Committee well and that a positive outcome brings ESD back to life.

November 2004

APPENDIX 20

Memorandum from the Field Studies Council

BACKGROUND TO FIELD STUDIES COUNCIL (FSC)

Established in 1943, the FSC is an educational charity, which has become the largest provider of secondary science and geography fieldwork in the UK. Each year, over 82,000 students from 2,300 schools visit its network of 17 residential and day centres. It also attracts many primary and university groups. The FSC is working with DfES London Challenge to co-ordinate the delivery of residential visits for all London Secondary schools. It also works with adult learners—both amateur and professional—offering over 650 courses. The FSC is, therefore, uniquely able to detect trends in formal education, professional training and lifelong learning associated with the environment. The FSC has joined with other NGOs and the DfES to fund research to identify the contribution of Outdoor Learning.

RATIONALE

The FSC believes that a meaningful understanding of, and commitment to, sustainable development can only be achieved by giving children and adults the opportunity to explore and experience the world around them. It is critical that young people should be aware and understand the environmental component of sustainable development as well as the social and economic dimensions. Outdoor learning in their own environment and, if possible, contrasting locations, will provide a context in which complex issues raised through ESD begin to make sense. Without this experience ESD can remain sterile and unattractive. All too often "indoor" ESD tries to overcome this by provoking guilt and challenging individual consciences, both of which can be counterproductive, particularly in disadvantaged communities where action and lifestyle change can have a disproportionate impact on daily living.

Despite still being valued by teachers and students there is strong evidence of a continuing decline in provision of fieldwork in secondary schools and universities, particularly in science/biology education. This is now affecting human capacity in the environment sector. A number of critical factors have been identified including: changes in curriculum and assessment; profile of outdoor education within schools and school inspections; cost; and health and safety concerns.

The importance of each varies between subject, location and age group, but all will need to be considered to reverse the decline. The lack of practical fieldwork experience amongst trainee and qualified teachers is also a major area of concern, which needs to be addressed.

RECOMMENDATIONS IN RESPONSE TO ENQUIRY QUESTIONS:

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

Whilst the Government has supported a number of initiatives to promote the understanding of the term "Sustainable Development", it remains an ambiguous and complex concept. There is concern that the Government places insufficient weight on the environmental dimension of sustainable development and inclines towards the economic and/or social interpretations.

The relatively low profile of the environment may help explain the decline in outdoor learning, particularly in science. In reducing the opportunity to make meaningful and understandable links with local, regional and global environments, the relevance of ESD is challenged. If we are to create an environmentally literate populace then this lack of relevance must be reversed to ensure that the environmental message is not lost.

2.1 The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what could be built upon.

2.2 Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?

In the Government's Response to the Committee's Tenth Report there was recognition by the DfES that there "needs to be a step change in green operations of publicly funded education in England". The Action Plan and the Government's response to the Select Committee report signalled the start of a process of change with indications of what could be achieved immediately and in the medium term.

The process of change has commenced and there are clear outcomes, especially against Objective 2 with the publication of the BREEAM document (Environmental Assessment Method for New School Buildings).

There is evidence that such groups as the Learning and Skills Council and HEFCE are producing a number of strategies. A significant amount of ESD material and guidance has been produced by QCA. A Sustainable Development framework for schools is being trialled and should be evaluated with other alternative approaches.

At the moment it is not evident what mechanisms or methodology will be used to evaluate the strategy though the sector welcomed the DfES's support for the CEE working group in Measuring effectiveness and the publication of "Measuring effectiveness: evaluation in education for sustainable development".

The strategy for funded education should emphasise the need for strong and positive curriculum statements supporting the need for practical experience working in and through outdoor environments in the local community and beyond. There must be synergy between practice and support for formal, informal and continuing education.

It is essential that the Director appointed to take the strategic direction of ESD forward (No 27 of the government's response to the EAC's report) not only embraces ESD as the core of the DfES strategic thinking but also takes every opportunity to communicate with the sector. The sector hopes that the Director will take every opportunity to engage with colleagues in other government departments who have an interest/involvement in the delivery of the Government's Sustainable Development strategy; DEFRA, DCMS, DTI, Health, Home Office, DfID etc. and strive to ensure coherence in terms of strategy and practice.

3. *Does the 14–19 Working Group's report, "14–19 Curriculum and Qualifications Reform", go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

There is no obvious or direct reference to environmental or sustainable development issues in the White Paper, though the Working Group stressed the importance of Key Skills at all four Diploma levels. If the Government wishes to influence attitudes and behaviour, then the skills needed to address ESD/Environmental issues should be incorporated into the Key Skills curriculum.

It is important that all 14–19 students are exposed to environmental or sustainable development issues.

- QCA should be required to produce generic criteria for ESD/Environmental issues which will be integrated into all levels of the diploma.
- Meaningful reference to ESD/Environmental issues should be included in the qualifications portfolios that will make up the diplomas at each level, not some vague reference in an introductory rationale.

We welcome the recognition of the importance of "external learning/out of classroom learning" included in the White Paper. Outdoor learning, including in subjects such as science, is a vital component in delivering active and enquiry led learning. An extended "research topic" plus work in the local community should offer opportunities to undertake first hand enquiry though there is need for fieldwork and practical outdoor learning experiences to be included in other delivery areas and subjects.

First hand enquiry, including fieldwork, should be at the core of the curriculum, rather than an optional addition. Without this component, ESD will struggle to make an impact on the lives of individual citizens and on the communities in which they live and work.

4. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

The DfES recognised the importance of needs analysis and contracted the Geographical Association to conduct research into teachers' needs. We look forward to the publication of this research and working with the DfES to meet those needs.

The DfES has actively engaged with the Subject Associations and contracted them to either produce new or to adapt existing units for the QCA schemes of work. The timescale for the completion of this work remains a little unclear. Greater clarity on what mechanisms will be used to disseminate and support the use of the materials would be welcome.

Within science there is increasing evidence that active learning approaches including practical and outdoor experience are declining. There are also signs that implementation of such approaches is being hampered by inadequate teacher training and professional development opportunities, and a school inspection framework which gives a very low priority and profile to fieldwork and outdoor learning ("if it isn't inspected, it isn't important"). There is also very little evidence that good practice is shared across subjects and departments within secondary schools. All of these areas need attention by DfES, QCA, TTA, Ofsted, LSC and the other agencies.

5. *The role of informal learning, including youth work, work based learning and adult and community work in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

The establishment of a working group by the DfES Youth Work Unit and the production of a draft plan of action for youth work has been welcomed by all interested parties. That commitment to progress work in the area has been reinforced by the inclusion of Sustainable Development within the Transforming Work Development Fund criteria.

- Further progress needs to be made in incorporating ESD/EE within the core initial training for youth and community workers.
- The inclusion of ESD/EE within the Inspection Framework for Local Authority Youth Services would both raise its profile and send a clear message of the value government places on this area of learning and experience.
- The Secretary of State for Education and Skills in launching the Action Plan stated, "... Government can provide the lead and the vision. It can co-ordinate and monitor structures to make the task easier. But we rely on our many partners at the grassroots to help deliver this ambitious agenda". Against the background of this encouraging statement by Charles Clarke, the Government needs to work with Local Authorities to increase the level of effective linkage between youth and community organisations with environmental services and linked organisations. There is a need for more effective partnerships and mutual support.
- All Government funding streams for children, young people and communities should incorporate ESD/EE within their funding criteria.

In a world where parents and other pressures appear to be discouraging children and young people from engaging with the environment in which they live, greater emphasis and support needs to be given to local groups and NGOs. These groups work to engage children, young people and community groups in exploring and contributing to the discussion and decisions about the management of their own environment whether this be the location of recycling bins or the development of Local Biodiversity Action Plans or the management of a local park/historic building. These groups need both recognition and support with access to funds under the new lottery arrangements, plus clear actions to facilitate networking and the sharing of good practice.

6. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

The Government is providing leadership through promoting the environmental management of its estate though it could improve its communication as to what has been achieved and what practical actions it intends to engage with other potential partners to achieve the objectives set out in the Action Plan.

If ESD/EE received similar support to that provided by the DfES for such initiatives as PSE, Health Eating, Citizenship then a number of the concerns raised by the sector could be more effectively addressed.

Coherence in the messages and resource allocation across Departments would aid progress. How far are the messages being conveyed by the DfES, DICM and DEFRA's Communication, Education and Public Awareness? (CEPA) deliberations, constant and supportive?

The public understanding which is needed to make choices within complex environmental issues such as GM crops, foot and mouth disease, global warming etc is being undermined by a decline in opportunity to set such issues in a real context—namely an experience of the outside world. Only with this experience will the cognitive development, often allied to emotional and physical development, be sufficiently deep, broad and meaningful, to take ESD forward. Trends at local and regional level are reducing opportunities for this to happen.

7. Are there sufficient resources available to deliver the Government's commitment to education for sustainable development?

Whilst the sector is appreciative of the much of the material made available by the DfES and QCA there is no comparable document to the DfES Citizenship document. The last guidance document in the field was produced in 1996, "Teaching environmental matters through the National Curriculum".

The Growing Schools initiative has identified examples of good practice which may help pupils understand more about sustainability and the environment through first hand experience in the outdoors. The FSC welcomes the Minister of State's commitment to explore the development of a "Manifesto for Outdoor Learning".

Such a manifesto would assist in clarifying the scope and contribution of such work but to be effective it is essential that it receives similar support to the recently launched "Music Manifesto": a ministerial champion; clear action plan to launch and implement the manifesto; appointed individual to assist in the dissemination, promotion and fund raising for the implementation of the manifesto's objectives.

Funding to support fieldwork and outdoor learning needs to be clearly allocated for this purpose. There are signs that the need for voluntary support for fieldwork and outdoor activities are affecting maintained schools more than independent schools. This will undermine the Government's commitment to ESD, particularly within disadvantaged communities. Similarly, support for activities allied to fieldwork and outdoor learning such as teacher training, curriculum development and resource production must be clearly allocated for this purpose.

EVIDENCE OF DECLINE IN FIELDWORK:

Influences on fieldwork

1. *Overall trends*

- (a) There has been a 25% decline in biology groups coming to the FSC's centres over the past 20 years (Ref 1,2).
- (b) There have been increasing numbers of geographers to FSC centres, although these courses have also been shortening (Ref 3).
- (c) Fieldwork course lengths in FSC centres, and in schools and colleges, have shortened (Ref 4).
- (d) Most schools want to come at the same time of year, mainly due to "modularisation" of courses and the timing of SATs and end-of-year examinations; a trend which is being repeated outside the FSC (Ref 1,2).
- (e) There is strong evidence throughout the UK that courses are becoming more local, and more likely to be non-residential at all levels, including university (Ref 5,6).
- (f) There are now much tighter links to coursework and assessment in Science/Biology (Ref 7).
- (g) There are now very few 11–16 year olds doing science fieldwork, with fewer than one in 20 pupils having a residential experience (Ref 3).
- (h) The FSC trends are also repeated elsewhere—verified through several independent surveys, which have also shown dramatic falls in university as well as school science fieldwork provision (numerous reports) (Ref 2,6).
- (i) There is now strong evidence that decline in fieldwork is affecting the numbers of potential candidates, and the quality of work, in the environment sector. Over 80% of environmental agencies and consultants have experienced difficulties in recruitment in the past five years; lack of field skills is a particular problem (Ref 6, 8).

2. *Financial influences*

- (a) Costs are known to be a major influence on present-day fieldwork provision, but this has also been true in historical surveys (Ref 2, 3, 9).
- (b) There is a heavy reliance on parental/guardian contributions, even in the most disadvantaged boroughs (Ref 10).
- (c) There is some evidence that the decline in biology fieldwork has been more pronounced in the maintained compared to the independent sector (Ref 11).

- (d) Costs are not the exclusive, or even the most important, barrier in some teacher surveys (see curriculum influences below) (Ref3).
- (e) Even with 100% funding many schools will not take up opportunities (Ref10).
- (f) There is concern within schools that financial support targeted through measures such as free school meals excludes a significant number of deserving pupils (Ref 10).
- (g) The increasing dependence on part-time jobs does affect fieldwork provision, particularly amongst A-level and University students (Ref2, 6).

3. *Curriculum influences*

- (a) The curriculum is the major critical factor amongst many teachers (Ref 3)
- (b) The statutory requirement to carry out fieldwork has a major positive impact on levels of geography fieldwork (Ref 3).
- (c) Pre-16 geographers are 10 times more likely to do residential fieldwork than science students (Ref 3).
- (d) Curriculum 2000, and new A-level specifications, has had a major impact on the numbers and timing of field courses (Ref 2, 7).
- (e) A strong curriculum requirement also affects content of Ofsted inspections—a geography inspection is five times more likely to comment on outdoor experience compared to a science inspection. This affects profile of outdoor learning within schools; “if it isn’t inspected it isn’t important” (Ref 7, 12).
- (f) Nearly two thirds of biology teachers and A-level students feel that there is insufficient time for fieldwork (Ref 11).

4. *Organisation and integration of fieldwork*

- (a) There is evidence that well planned and appropriately delivered fieldwork can add significantly to educational achievement (Refs. 16, 17).
- (b) The delivery of fieldwork is variable within A-level biology—students’ descriptions ranging from “inspiring” to “tedious and dull” (Ref 11).
- (c) There is a very strong association with techniques, skills and coursework—and associated assessment—in secondary science and geography fieldwork. This has been described as “unbalanced” in meeting of senior biology educators. (Ref 7)
- (d) The outdoor experience is sometimes poorly integrated into the school, and often lumped into the end-of-year “activity” period (Refs. 10, 13).

5. *Qualification and motivation of teachers*

- (a) Most A-level biology teachers and students think that fieldwork is important (Refs. 2, 3, 11).
- (b) There is strong evidence that many trainee teachers are entering the profession with little previous fieldwork experience: for example, nearly half of trainee biology teachers (all with good biological sciences degrees) in one leading PGCE course had less than two days fieldwork in total during their previous school and university experience (Ref 14).
- (c) An FSC survey of students/teachers ability to recognise common plants has demonstrated that most participants will be able to name fewer than 2 out of 10 plants (Ref 13).
- (d) Strengthening the provision of teacher training and in-service support is seen as critical in many surveys (Ref 1, 7).

6. *Effect on teacher workload*

- (a) Negotiating timetable cover, and paying for supply cover, is a major barrier cited by teachers who are trying to organise fieldwork. This appears to have become more of a problem as courses have become increasingly modularised, thus reducing flexibility (Ref 1, 3, 7).
- (b) There is concern that the workload agreement may have an impact on fieldwork, particularly where there is a requirement to undertake such work.

7. *Fear of accidents*

- (a) Whilst fear of accidents is an important influence on fieldwork provision, it is of lower importance than curriculum and cost (see above) in some recent surveys (Ref 3, 10).

- (b) There is some evidence that LEA protocols for delivering out-of-school visits are dissuading rather than supporting fieldwork provision; although they have introduced robust systems, they have also made organisation more burdensome; “there are just too many hoops to jump through these days”.

November 2004

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APPENDIX 21

Memorandum from GEMK

BACKGROUND

GEMK (Global Education Milton Keynes) is a Development Education Centre. Since 1992 it has been working with environmentalists in the development of the local Agenda 21 Strategy. The Co-ordinator of the Centre has been in post for five and a half years and during that time has completed an MSc in Environmental and Development Education. Her dissertation was based around a case study of a local Middle School, looking at how Education for Sustainable Development was reflected in the curriculum, use of resources, management of the school and the schools links with the local and global community.

The research for this dissertation formed the basis of a funding application to SEED (now part of the Big Lottery Fund) for a pilot project called “Sustainable Schools”. This was successful and the project was launched in the same week that the Action Plan for Sustainability in Education and Skills was published. Over the last 18 months we have been working with five local schools to work out what a Sustainable School would be in practice. A copy of the report of this project is submitted too.

RESPONSE TO QUESTIONS

1. Education for Sustainable Development (ESD) is a short phrase which covers a wide range of complex ideas. Even enthusiastic practitioners do not have one agreed definition, so it is not surprising that the general public do not understand it. When asked about sustainability, local voluntary organisations only understood the question in relation to funding and the security of their organisations. There was a clear gap in knowledge—even when groups were given more information about sustainable development they were only aware of recycling as a sustainable practice.

This narrow view is also reflected within education circles—many people seem to have adopted ESD as a new posh way of talking about Environmental Education and do not appear to acknowledge the social, economic, political and global aspects.

It is the concept which is difficult, not the name. To suggest introducing a new phrase or word to describe ESD would add to the difficulties.

2. I have been disappointed at the lack of apparent results from the Action Plan. Our own local Council is a Unitary Authority with one Sustainability Officer to raise these issues across the whole practice, including education. The Leader of the Council and the Chief Executive are personally interested in these issues and attended part of a conference GEMK held for 150 local school children on ESD. However no-body from the LEA came in spite of repeated requests to senior people. Even a member of the DFES staff who had promised to come didn't turn up. He has subsequently visited with a colleague and attended a conference for adults.

I started trying to arrange a meeting with a senior member of the LEA last March and finally achieved it at the beginning of November 2004. I am waiting for a response to my request for someone to liaise with at a senior level and also my request for some funding to enable us to expand our local work on sustainability.

Governors are mentioned in the Action Plan. Before it had been published, GEMK had initiated two governor-training sessions, locally, and is in contact with the LEA about the possibility of arranging more. When speaking to the person who arranged governor training in another LEA I was surprised that she felt it was not appropriate or necessary for governors to learn about this.

I have been waiting for the appointment of the Senior Advisor (Sustainable Development Commission and DFES) in the hope that they will be able to co-ordinate regional groupings. Progress can be made much more effectively when there is at least one framework in place. GEMK ran a conference last week, which brought together people from Devon, Durham, Leicester, London and Pembrokeshire as well as Milton Keynes and Buckinghamshire. Leszek Iwaskow (HMI) gave the key note speech, and there were delegates from schools, an LEA, the DFES, local Councils, universities, Development Education Centres, Enabling Effective Support, NGOs (Oxfam, WWF, the National Energy Foundation, Peace Child, a Wildlife Trust), Businesses, and the Big Lottery Fund.

I was concerned that one of the members of DFES staff who has been working on ESD for three years within the Department was unaware of the seven key concepts that had been identified by the Government Panel on Education for Sustainable Development.

I had expected that DFES would have had an integrated team working on ESD to reflect the importance of resource use, process of decision making and links into the local and global communities alongside the curriculum. This does not yet appear to be the case.

2a. Our experience locally is that unless the head teacher is behind a whole school approach it is likely to fail. ESD taken seriously brings change. Without senior management support, any scheme is likely to result in frustration.

One of the aspects of our local project has been to look at how the school relates to its local community. There is the potential for a school to use its facilities for the community and to draw on skills in the community to broaden the experience of the pupils and staff. Perhaps there is a way of including this idea in the UKSD Strategy?

3. I am not familiar with the 14–19 Curriculum and Qualifications Reform

4. GEMK is aware of more resources being produced with “Sustainability” in the title. These are generally produced by NGOs, sometimes with government funding. Some of them appear to be capitalising on the word rather than really tackling topics in a new way.

Even though GEMK is a small organisation (one and a half members of staff), I have tried to keep abreast of developments in ESD, networking where possible. I contacted the DFES at the time of our project launch and invited someone to come. Sensibly they said they would delay visiting until the project was really under way, perhaps in January. Nobody at the DFES took the initiative in this. If they were really interested in keeping abreast of progress I would have expected an occasional e-mail or other form of contact.

I have not been aware of them taking a lead in anything.

5. I have been involved in a local rural youth group since its inception 18 months ago. I am not aware of any Government suggestions that we could be more environmentally aware. One problem here is making sure there are enough skills available to provide some kind of local input.

6. Much of the Sustainability agenda is being taken forward by voluntary groups. These depend on finding funding to continue their work. If the Government is serious about Sustainability it needs to make money available. Perhaps DFES could learn from the regional approach to Development Awareness, Enabling Effective Support, initiated by DFID. With such regional groups in place and a set of clear guidelines, funding could be channelled into effective work. This would include training so that there are more people with the appropriate knowledge and skills to make sure that ESD is understood.

7. No! GEMK would like to build on the pilot project—continuing to support the five pilot schools, encourage more schools in Milton Keynes to take part and then take the scheme into the SE Region and beyond. We are likely to start the next financial year with only £5,000 in our reserves. We hope that applications we have made to DFID, Defra (EAF), Heritage Lottery and the EU will be successful. These all require matched funding. An application for landfill tax was accepted by the local environmental body but refused registration by the Government quango responsible. I understand that changes in landfill tax guidelines deprived Eco Schools from adjusting their scheme to include a global dimension and be more about ESD than just ecological issues. There needs to be a way to enable those of us with expertise in ESD to use it rather than to spend a lot of time chasing (unsuccessful) funding.

The UNESCO run International Decade of Education for Sustainability begins in January. Pilot schemes such as ours could really help to inform a national plan for this, but once again there seems to be no national leadership and its down to small organisations to somehow find funds and make it work.

November 2004

APPENDIX 22

Memorandum from Global to Local Ltd

GLOBAL TO LOCAL

Global to Local is a leading sustainable development consultancy. We have many years experience of working in partnership with local authorities in the UK and Europe. Further information may be found on our website: www.globaltolocal.com.

“SAY IT LOUD!” FESTIVALS

The “Say It Loud!” festivals provide schools with the opportunity to demonstrate their sustainable development projects with static displays and live stage presentations.

They provide an example of how education for sustainable development can be promoted as recommended by your Committee in its 13th Report (paragraph 122).

The festivals:

- celebrate the achievements of school projects;
- promote sustainable development education in schools;
- provide a forum for the exchange of ideas between schools and the sharing of good practice;
- promote wider public awareness of the links between the local environment and global development issues; and
- put sustainable development at the heart of the National Curriculum, demonstrating cross-curricular opportunities in IT, Geography; Science, English, Art, Drama, Citizenship etc.

To fully understand our submission, it is strongly recommended that reference is made to Appendix 1, which describes the festival approach in more detail.

HISTORY

The first “Say It Loud” festival, held in London in November 2002 was devised by the London Environment Co-ordinators Forum to link the World Summit on Sustainable Development with the work of London schools on sustainable development. Global to Local were commissioned as organisers and have since organised a second festival in London, and festivals in Norfolk and Cambridgeshire in 2004. The support of the Science Museum and the Royal Geographical Society (with IBG) has been essential to the success of the Festivals in London.

BENEFITS

- (a) All participating schools are made to feel that their efforts are valued and important, whether they have introduced a small recycling scheme or installed a wind turbine. There are no prizes; no winners and losers. The aim is encourage both teachers and pupils to build on their achievements.

- (b) Schools are expected to share good practice but in reality this is difficult to achieve. We have found that teachers welcome this unique opportunity not only to see each other's projects but also to discuss them in person.
- (c) A PDF document of a representative sample of the projects is produced after the event and is available to all schools via The Royal Geographical Society's website. This includes how the projects are linked to the National Curriculum. (See Appendix 2)

PARTNERSHIPS

Global to Local works in partnership with local authorities and government offices to organise and promote the festivals.

The London Festivals were organised for the London Environment Coordinators Forum (a network of London Borough Council officers working on sustainable development issues) with financial assistance from the Government Office for London.

The Festivals in Norfolk and Cambridgeshire were organised with GOEast (Government Office for the East of England) with the co-operation of several county councils.

FUNDING

Global to Local is endeavouring to roll-out the "Say It Loud!" festivals throughout the country over the next few years. The challenge is to secure funding.

Funding for the London festivals was provided by The Government Office for London (DEFRA funding), The Royal Geographical Society (the venue), The Environment Agency, The Royal Bank of Scotland, several London boroughs and the Capital Standards Agency.

Funding in the East of England has been provided by GOEast (DEFRA funding).

The loss of the education criteria from DEFRA's Environmental Action Plan is very regrettable and may jeopardise future funding for the festivals.

Funding has always been a problem. Some commercial sponsorship has been obtained, but the bulk of the funding has come from DEFRA via the regional government offices, and not from DfES or DfID. This may reflect the perceptions of other governmental departments that sustainable development is at best a marginal part of their activities. This may also be the case for many local education departments.

CONCLUSION

The United Nations is proposing a Decade of Education for Sustainable Development 2005–15. The draft implementation Scheme, published in October this year, has five objectives:

1. Give an enhanced profile to the central role of education and learning in the common pursuit of sustainable development.
2. Facilitate links and networking, exchange and interaction among stakeholders in ESD.
3. Provide a space and opportunity for refining and promoting the vision of, and transition to sustainable development—through all forms of learning and public awareness.
4. Foster increased quality of teaching and learning in education for sustainable development.
5. Develop strategies at every level to strengthen capacity in ESD.

The "Say It Loud!" Festivals provide a mechanism for achieving these aims. They require increased support from national, regional and local government to realise their full potential.

December 2004

APPENDIX 23

Memorandum from Derrick Golland

I do not propose to provide an in-depth response to this Committee, as I will explain below, however, if called I would be happy to give evidence.

All too frequently it seems that those in authority, be it government, industry or agencies satisfy the demand for action by discussing the issues, re-inventing, repeating and rehearsing the arguments for, or against environmental education or education for sustainable development. This serves to create an impression of activity, but usually results in inertia and a lack of genuine commitment.

Many of us have now decided that in the limited amount of time available to us we can best support those that we serve by ensuring that some action takes place, that it is continued, and that we act as enablers and facilitators.

Most importantly, constant reviewing and restating simply serves to alienate those we wish to be involved and frequently adds to confusion where clarity is needed. Engagement in such processes takes us away from our central role.

You have asked if the term Education for Sustainable Development has lost its currency. I am sorry to say that for the vast majority of teachers that currency was never there in the first place. I have deliberately chosen to ignore the usual pedagogy with which I would address these issues. I want to make the point that to move forward our discussion and our actions should be in a language that is understood by all and relevant to everybody.

Throughout, there has been an inherent problem with the term Sustainable Development; it is too all embracing. It may be laudable to have one umbrella term, but in hindsight it was a mistake to have one term that seeks to cover everything. We should have sought to include sustainability as a concept in all our work.

The umbrella term Sustainable Development has been adopted by so many different groups that rather than unite people in a common purpose it has alienated well meaning groups. Suddenly, those committed to protecting our natural environment found themselves around the same table as those dealing in urban poverty or drugs education. Such groupings became unmanageable. Any impetus was lost.

To compound matters there was a distinct move away from the environmental dimension by the UK government. Too often it has been possible for government to attach a social agenda to Sustainable Development, which then served to sideline the environmental agenda. This is a crucial issue for those in education.

When a child enters formal education we seek to ensure that their environmental entitlement is realised. For many young people school will be a child's first introduction to formal stewardship. Coupling these together we seek to ensure that a child matures appreciating the world in which they are growing up. However, by switching the emphasis to social rather than environmental issues we have lost the important bedrock upon which a young persons understanding develops.

Government has ensured that young people are given far less opportunity to become aware of the environment in which they live, they value that environment less and as a result care less for their environment.

From local experience in my own area of Staffordshire I cannot speak too highly of the support that we have received from individual Members of Parliament. However, this grassroots support is simply not translated into any meaningful government initiatives or support. Whilst Charles Clarke was willing to sit and discuss the issues that mattered to an Eco-Schools committee in a local high school and then describe them as being "a million percent on the right lines" there has been little national effort to support this scheme.

I am not about to enter into any debate about the merits or otherwise of the Eco-Schools scheme. I would simply point out that there has been no equivalent scheme on offer to our schools. It has a strong European dimension and has been accepted by UNEP as its preferred delivery mechanism. Eco-Schools is strongly supported in Wales, Scotland and Northern Ireland. However, government has continued to be look warm in its support for the scheme in England.

This has a considerable effect on our work. It is not as if we had a range of environmental accreditation schemes from which to choose—we do not. It seems that government may be looking for "brownie points" by developing its own process. Which is more important, to support something that works and develop it further through good practice or to be given the credit for a re-invention?

I would never take the credit for how the Eco-Schools scheme has succeeded in Staffordshire; yet it remains a success story. OFSTED often refers to the value of the scheme when it reports on a school. Today, we have some 135 schools working on the scheme and approaching 40 with the "green flag" award. Why—because the scheme has met a need in Staffordshire. However, we are no different than any other area.

What is disappointing is the lack of recognition for our schools. They have worked hard to embrace the sustainable development message—often in their own brand of environmental education. They have sought to enable young people to take ownership in the management of their school. They have made big strides in reducing the environmental footprint of their school and its community. It has to be said that Eco-Schools have become an important feature of our lives, despite government!

Because of this lack of support it is becoming harder to attract schools to the scheme. As noted earlier, as long as those in authority constantly discuss possible avenues without any significant action, we loose the people that matter.

One could be heartened by the Prime Minister's recent comments on the development of sustainable schools and the opportunity for young people to live as well as learn sustainability. However, we have spent many years working to ensure young people understand sustainability and its meaning for their everyday life. We have made pupils acutely aware of energy issues, of the need to conserve water, of recycling a range of resources, of adopting school travel plans—the list is endless. Yet, frequently, it seems we have to fight to gain acknowledgement for this.

We have long encouraged young people to have an equal voice, alongside adults, when taking ownership of sustainability issues in schools. I am very concerned that behind the Prime Minister's statement may be a move away from all that we have striven for—a move to give youngsters sustainability rather than enabling them ownership of it. Is this in itself, sustainable?

Finally, we have the evidence to show that whilst we would want a school to determine its own future in the community they do require outside help—at the least, a critical friend. Many local authority advisors have been able to offer this support. However, with no clear leadership from government those with the expertise and responsibility are more and more diverted into other work, making it doubly hard for a school to embark on the process.

November 2004

APPENDIX 24

Memorandum from Hampshire County Council

The “Environmental Education: a follow-up lesson to Learning the Sustainability Lesson” Inquiry

1. OUR ORGANISATION

Minstead Study Centre is a Hampshire County Council funded residential centre in the New Forest.

The Centre holds a strong corporate commitment to Sustainability Education. Over the last 12 years the centre staff have had the opportunity to “actively research” the dimensions within effective delivery of ESD.

Minstead is a thriving environmental study centre offering unique “quality” experience for Hampshire children, teachers and the local community. Having participated in the Healthy Schools and Growing Centres initiatives we are now involved with the National Federation for Education Research to assess the impact of our Outdoor Education on lifelong learning

The Centre is currently working towards Eco-Centre status.

2. CURRENCY OF THE TERM ESD

In our view, the term Education for Sustainable development, is still gaining currency in the English language, whereas the term Environmental Education has now slipped from general parlance. It must be recognised that ESD likewise will have a limited lifespan as buzz phrases come and go with vernacular evolution. As providers of ESD, it is not a phrase used often with Primary children. We prefer to use the term Educating for Sustainability or “Sussed Ed” due to the conflict of meaning of the word “Development” Children equate “Development” with the concept of growth and expansion, rather than an acceptance of global equilibrium where “more” is not necessarily better.

3. HOW TO STRENGTHEN THE ROLE OF LEARNING WITHIN THE UK SUSTAINABLE DEVELOPMENT STRATEGY

Funding streams would need to be identified to support the model proposed below. As ESD is cross departmental contributions could be combined from Education, Environment, Resource Management and the Primary Care Trust.

4. HOW TO EMBED ESD IN THE SCHOOL CURRICULUM

1. ESD needs a clear champion within a County. This needs to be strategically managed at least from Inspectorate level.

2. County Policy for ESD would be disseminated to all schools and County departments.

3. Monitoring of ESD targets could be managed within an Eco-School framework of audit, action plan, review.

4. Centres for Excellence can be established within certain schools or the County Study Centres, from which outreach officers (Sussed Teachers) can promote good practice, based on tried and tested models of learning.

5. The power of the residential experience can be utilised to activate ESD whereby the holistic nature of the learning can be emulated.

6. Grassroots networks can be supported through this framework.

7. Funding needs to be secure in order that the long term growth for ESD can be promoted and all strata of the learning community can benefit.

The model here utilises highly effective senior staff to engender change across the County, investing money for a higher level of expertise obviates the clear difficulties experienced by Agenda 21 Officers when trying to engineer change.

November 2004

APPENDIX 25

Memorandum from HDRA—the organic organisation

HDRA, the organic organisation, is dedicated to researching and promoting organic gardening, farming and food and boasts a membership of more than 31,000. The charity is based at Ryton Organic Gardens, Warwickshire, and it manages two more beautiful display gardens: Yalding Organic Gardens, Kent, and Audley End Organic Kitchen Garden, Essex (in association with English Heritage).

The following questions are those to which we can usefully make a response (not all are relevant to us).

QUESTION

Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?

RESPONSE

Where schools have clearly devoted time and energy increasing pupils' knowledge of sustainable issues through gardening activities and developing their grounds, OFSTED inspectors should be able to give a higher level of award for these activities. At present, environmental improvements are taken into consideration, but this area could be given greater credit in inspections. A school with a flourishing garden, growing vegetables, flowers, encouraging wildlife, and maintained sustainably, should receive massive recognition.

QUESTION

Does the 14–19 Working Group's report "14–19 Curriculum and Qualifications Reform" go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?

RESPONSE

Careers in horticulture are plentiful, and can offer employment at every level of aptitude. The 14–19 curriculum should recognise this area of career potential. Horticultural study and activities would involve focussing on sustainable development issues and programmes. The UK could develop a body of young people whose lives revolve around this whole topic.

QUESTION

In response to our last enquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?

RESPONSE

In our work with schools, encouraging them to undertake gardening activities with their pupils in their grounds, we have not come across any obvious leads, or improvements in any of the above curriculum areas. On the contrary—HDRA itself has produced material to assist teachers, with interests in the above areas, link gardening activities to the curriculum.

QUESTION

Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

RESPONSE

School pupils are more than aware of environmental issues, at many levels. However, a range of difficulties arises when relevant projects are suggested:

- Schools need financial assistance in many cases to enable them to obtain basic materials for working in gardens, and their grounds.
- Teachers need to feel that working outside is just as valued as class-based study. This is particularly so at secondary school level.

Local authorities could ensure that school grounds were managed in a sustainable way, rather than continue to rely on environmentally questionable practices. Pupils notice poor practices in their grounds.

Examples:

- Using herbicide unnecessarily in areas where pupils walk and play.
- Poor planting schemes that are installed solely due to low cost
- Bad design of play areas, resulting in damage to the area and consequently an uncongenial environment for pupils.

Inner city schools with largely paved surroundings should be enabled to access green space more easily.

QUESTION

Are there sufficient resources available to deliver the Government's commitment to education for sustainable development?

RESPONSE

No.

November 2004

APPENDIX 26

Memorandum from Policy Studies Institute

In the Memorandum (largely based on our book *How we can save the planet* *) for the Environmental Audit Committee's Inquiry, *The International Challenge of Climate Change*, we concluded that the Global Commons Institute's Contraction and Convergence framework offered the only political feasible and morally justifiable strategy that provides an assured solution to the awesome problems posed particularly by the affluent world population's continuing profligacy in fossil fuel use.

We pointed to the urgency with which procrastination on this critical issue must be ended. To accelerate such a course of action, we highlighted the imperative of informing the public, politicians and industrialists on:

- the case for Contraction and Convergence; and
- its manifestation in the form of per capita carbon rationing;

In our view, an understanding of the elements of carbon rationing is essential to enabling individuals to audit their own carbon emissions and, in that way, to appreciate:

- the extent to which these emissions exceed their fair share of this commodity (set by the finite capacity of the planetary atmosphere to absorb the emissions without severe climatic instability);
- the courses of action that must be taken to lower the emissions to that equitable level.

In Chapter eight of our book, we set out a simple auditing process—see the Annex to this Memorandum—and action that can be taken to achieve both of the above ends. The completion of a personal audit are likely to have both a cathartic and energising effect. We see this as essential to an appreciation of the gravity of continuing with lifestyles dependent on too much energy use and of the changes to them that must come in the wake of this.

* Mayer Hillman and Tina Fawcett, *How we can save the planet*, Penguin Books, 2004. ISBN 0-141-01692-2

As part of a programme of “education for sustainable development”, we therefore urge the Committee to consider incorporating this process into the school curriculum in order to promote the imperative of understanding on the subject. We consider that “sustainability” is too loose a term for it to be meaningful in coming to terms with the reality of the impact on the environment of the lifestyle of each individual—and therefore responsibility for taking steps to limit emissions to the safe level that does not exceed their fair share of “the global commons”.

December 2004

Annex

AUDIT YOUR CARBON EMISSIONS

We invite you to calculate your own emissions—it does not take long—and then enter into a pact with yourself and your household to reduce them. What are the emissions from your use of energy? How do these compare with the national average? More importantly, how do they compare with what is necessary to meet future reduction targets—three tonnes by 2020 and 1.5 tonnes by 2030?

INSTRUCTIONS FOR CARRYING OUT YOUR CARBON AUDIT

- For the gas, electricity and oil used in your home, calculate your annual consumption in kilowatt hours (kWh) from your energy bills. Divide each total by the number of people in your household, to get your personal energy consumption.
- For transport, roughly estimate your own annual travel in kilometres (for miles multiply by 1.6)—it is not necessary to be precise.
- Put these figures for YOUR annual consumption in the table below. Then use the multiplier in the next column to get the figure for YOUR carbon dioxide emissions in kilograms (kgCO₂).
- Add up your emissions from all your different activities to get an annual figure, and then compare this for the average individual and with your ration in future years.

ANNUAL CARBON DIOXIDE EMISSIONS (kgCO₂) FOR PERSONAL ENERGY USE

<i>Energy use</i>		<i>YOUR annual consumption</i>	<i>Multiplier</i>	<i>YOUR emissions</i>	<i>Average individual</i>
IN THE HOUSEHOLD					
electricity	kWh	x 0.45		870	
gas	kWh	x 0.19		1,480	
oil	Litre	x 3.00			
PERSONAL TRAVEL					
Car:	petrol (as driver)	km	x 0.20		1,060
	diesel (as driver)	km	x 0.14		
Rail:	intercity	km	x 0.11		100
	other services	km	x 0.16		
Bus:	underground	km	x 0.07		
	within London	km	x 0.09		90
	outside London	km	x 0.17		
Air	express coach	km	x 0.08		
	within Europe	km	x 0.51		(1,800)
	outside Europe	km	x 0.32		
Total for 2004, kilograms CO ₂					5,400
Target for 2020, kilograms CO ₂					3,000
Target for 2050, kilograms CO ₂					1,100

By 2020, a return flight from London to New York alone will exceed the annual personal ration for all your fossil fuel purposes!

APPENDIX 27

Memorandum from Mr A Hopgood

Here are my views as a professional with experience of managing London Youth Services for 30 years. I have answered according to the questions listed in order:

1. I think that it has lost its currency—I believe people do not understand the term in education never mind the general public—and as a result the environmental message has been lost.

2. No I do not believe the process of change has been taken on immediately from school curriculum's right through to local councils being able to give financial incentives to local people (like myself who would like to fit solar panels but cannot afford to) to take local action.

3. The strategy should include incentives from both gas and electricity firms to assist local people to make their cost of living more sustainable—giving out leaflets on how to save heating are way out of date and should now be talking about how people will get paid £3,000 to fit solar panels in their streets to assist council housing to pay their bills for instance.

4. This one is obvious to me as an educationalist—the young people are our future—they have fantastic ideas—the curriculum should offer up more practical design time and resource for young people to be part of the new sustainable designs of the future. I have just purchased an electric bicycle—not that sustainable—but better than a single person driving to work in a car (but the design is not perfect because instead of having a battery that needs plugging into electricity it should be able to recharge as you peddle—but you cannot buy such a model). When I was an art teacher, many moons ago, I used to say to young people you can redesign anything—remember everything was designed once and is open to be redesigned. If we offer more competitions for young people to enter around sustainability—watch the ideas flow in.

5. Clearly not in relation to the reduction in Youth Service budget' over the last 10 years. Although Transforming Youth Work monies was much appreciated—it is a drop in the ocean compared to what is needed for informal education. The “extended schools” remit is now letting Senior Managers and local councillors think they can realise their assets by selling off youth club buildings and put all youth service into schools. Remember this “young people spend only nine minutes of every waking hour in school”—where are the budgets to support this fact?

6. If we are going to run out of world supplies of oil in 25 years time then now is the time to act in terms of our lifestyle. I think the environmental message is still based around issues the Scandinavians have been doing for 50 years—recycling, wrapping your taps and pipes for the winter, where are the new ideas/new messages around sustainability? How many people do we still see driving on their own in a car? Where are the incentives to get people actively involved in environmental issues?

November 2004

APPENDIX 28

Memorandum from Kim Jackson ⁵ an individual in co-operation with The National Association for Environmental Education UK

1. Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within been lost?

In my experience as Environmental Education Officer in Brighton & Hove's Sustainability Team, the term “Education for Sustainable Development” is too hard for people to grasp—let's get back to basics and call it Environmental Education—everyone knows what this means.

3. Does the 14–19 Working Group report, “14–19 Curriculum and Qualification Reform”, go far enough. Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?

Environmental Education should be compulsory within the Nat Curriculum and not just a token gesture. Even if it's going to remain non-examinable pupils should still have to score a certain mark for their ROA in order to have some validity. Environmental Education needs to be given a higher profile all round.

November 2004

APPENDIX 29

Memorandum from Learning South West and Sustainability South West

Learning South West is a regional cross-sector, membership-based voluntary organisation that promotes excellence in learning and skills. Our membership comprises further and higher educational institutions and other organisations from the private, public and voluntary sectors.

⁵ Kim Jackson, Environmental Education Officer, Brighton & Hove City Council.

Sustainability South West is the region's independent charity for promoting sustainable development. It's members bring together the experience and expertise of a wide range of sectors to support the staff team, exchanging ideas and best practice to promote a consensus on the best way forward for a sustainable South West.

Our two organisations work together closely on the promotion of education for sustainable development in the South West region.

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

1.1 ESD has currency with teachers in England and across international boundaries, however, the phrase is problematic.

1.2 The term "education" has connotations of "teaching". At a recent regional conference on sustainable development, people with a business background thought that sustainable development would be addressed by "getting it into the curriculum"; for them, "education" meant "school". We would therefore prefer to use the word "learning" as this encompasses informal learning which is crucial in the formation of attitudes.

1.3 The term "development" has come to mean "economic development" or "economic growth"—it has therefore been easily co-opted by those who promote models of economic growth that are incompatible with a sustainable society. The word "sustainable" is often used to mean "long-term economic viability" while ignoring or often postponing social and environmental issues. However, because of the high quality of the environment, the South West region has many examples of small businesses that recognise "quality of life" as a key outcome rather than economic growth *per se*. This is a point missed by the Regional Development Agency whose remit is one of stimulating "growth" in a narrow economic sense.

1.4 The term "sustainable development" is not user-friendly—it sounds technical, is not widely understood and does not therefore have resonance with the general public. One member of Sustainability South West studying at the University of the West of England (UWE) noted that he has to explain the term "sustainable development" to lecturers and students alike. ESD would mean even less to them. Interestingly, people tend to grasp the environmental aspects of the term. Students who major in sustainable development at UWE tend to choose environmental topics to complete their full degree course.

1.5 Where sustainable development has been addressed in regional level strategic discussions, people tend to atomise the term into its component parts. For example, in discussing the Regional Spatial Strategy, planners looked at economic, social and environmental concerns separately, juxtaposing them in conflict with one another rather than understanding that solutions needed to address all three aspects simultaneously. What is clearly missing is a systemic view of the world and the way that social, environmental and economic aspects are deeply interconnected (cf. paragraph 4.2).

1.6 Although the wider sustainable development debate has focused on the socio-economic spheres, in our experience, the environmental message is still dominant in educational institutions. In schools, ESD tends to be environmental education by a new name, while in higher education institutions sustainable development is often addressed through institutional environmental audits.

1.8 We feel that learning for sustainability or learning for sustainable living would be better terms to promote. These avoid the word "development" but the process still requires a realising of potential or a "healthy emergence".

1.9 The "for" in ESD is still problematic. If we accept that education is a "drawing out" or realising of potential, then education should not be "for" some externally pre-determined goal, even one as laudable as sustainability. However, we are hard pressed to find a succinct term that serves us better than learning for sustainability.

2. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

2.1 Our view is that there has not been a discernable change.

2.2 The most powerful lever of change in schools is the way that a school is judged. The combination of Ofsted inspections and the publication of league tables based on a narrow band of test results have a profound effect in determining what a school sees as important. Neither of these mechanisms reflect progress on ESD whether or not this is in line with the Action Plan.

2.3 Those who are already promoting ESD refer to the Action Plan. For example, it was mentioned a recent conference of Devon teachers who are committed to ESD although it seemed to hold scant interest compared to teachers' thirst for practical tips and resources.

2.4 As well as lacking any relationship to the inspection framework, the DfES Action Plan includes no statutory requirements for schools, no specific entitlements for learners and no additional resources that might promote a deeper engagement from the education sector.

2.5 There is no clearly identified or resourced service that co-ordinates the development of ESD in schools at the local or regional level in the South West. This has hampered progress on the Action Plan and ESD in general.

2.6 Curriculum development has been out of the hands of teachers for many years now. This puts reduces creativity and professional engagement. Teaching and learning should be a powerful lever for progress but the high degree of managerialism currently in the system serves as a brake.

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

3.1 The regional consultation on the Sustainable Development Strategy in the South West highlighted the role of learning and skills. This should also be reflected at the national level.

3.2 We would recommend that the Strategy includes a high level “learning” indicator that is not linked to the achievement of general qualifications at any given level. A more specific indicator that would reflect engagement with the concept of sustainable development might be:

The number, or proportion, of (children/students/residents/workers/members) who have developed sustainable development indicators for their own (class/community/social group/company/team).

This is a flexible indicator that can be adapted to any group but one that can be measured to demonstrate progress over time. It also challenges groups to find out what to do and how to do it in order to improve the quality of their SD indicators.

3.3 We would like to see the Sustainable Development Strategy call for a reorientation of the goals of education, learning and skills away from maintaining an unsustainable economic model to “challenging the assumptions” of our current development model and exploring a more sustainable system.

4. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

4.1 We are disappointed to find that no reference is made in the Tomlinson Report to sustainable development, sustainability or ESD although many aspects of ESD are addressed in the report (see below).

4.2 Our chief concern is that no reference is made to systems thinking. The ability to recognise the high level of interconnection that exist between and among species, sectors, life worlds, “environments” is one of the important prerequisites for understanding the nature of sustainability. Nowhere in the 14–19 Working Group’s report is reference made to the need for a systemic view of the world.

4.3 Although no reference is made to ESD in the Tomlinson Report, there are some very promising passages and care should be taken not to lose the essence of these in the White Paper. We would highlight the importance of paragraph 30 in the Introduction:

“They should be active citizens, equipped to contribute to the economic, social, political and cultural life of the country as well as developing an understanding of the wider international community. They should share in the cultural heritage of the country and of its many communities. They should have a passion for learning and should see it as a natural, necessary and enjoyable part of adult life.”

4.4 Other features of the Report that capture the nature of ESD include:

- The idea that every young person should develop positive attitudes towards “continuing learning and active participation within the community” (this is crucial because sustainable development is a learning process for society).
- reference to specific attributes such as personal awareness, problem-solving, creativity, team-working and moral and ethical awareness (we would suggest that these are important dispositions for living in a sustainable society).
- Recognition of the need to allow more space for exploratory learning (because the solutions to unsustainable development are often unseen or are as yet unknown).
- Ensuring breadth of study (thus avoiding an unnecessarily tight focus of study at a young age).

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

5.1 As we are not involved in daily curriculum delivery we are not in a position to tell. However, anecdotal evidence from an unscientific sample of children and teachers would suggest that while specified subjects do carry sustainable development, it is unusual to find examples of linking across subjects. We feel that sustainable development shouldn't only sit in a narrow range of subjects. Cross-curricular linking is often difficult but it crucial to understanding the holistic nature of SD.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

6.1 Global education is identified as a key curriculum area by the National Youth Agency; they are funded by a DFID Enabling Effective Support grant. Environmental issues and sustainability are not identified or supported nationally in this way. Youth curricula are devised at the local authority level and the environment is often given prominence at this level. There is no specific regional level co-ordination of ESD to share good practice in this area.

6.2 Learning South West co-ordinates the UK Youth Parliament in the South West. The MYPs have a strong concern with sustainability issues and are often critical of formal sector provision in this area. We would recommend that some MYPs meet the EAC sub-Committee you are able to visit the South West.

6.3 ESD is not well represented in adult and community learning. One-off courses in building renovation or hedge-laying might be deemed relevant to the field but there are no resources for co-ordination or networking on ESD at the local or regional level in this learning sector in the South West.

6.4 Work-based learning is hugely influential in terms of promoting Education and Skills for SD arguably of equal import to pre-16 formal education. There are a multitude of players involved from sector skills councils, auditors and accreditation bodies, private work-based training providers, colleges, trade associations, trade unions, in-house trainers and NGOs (such as Global Action Plan) offering both accredited and non-accredited learning via the workplace. Representatives of most of these players were interviewed as part of the research for "The Way Ahead?" report and analysis of responses will inform the final regional ESD strategy and action plan.

6.5 Sustainability South West identified a gap in leadership for sustainability within the management development training programmes of senior managers in the public sector. It worked in partnership with the training arm of the Regional Assembly/Local Government Association to pilot the "Symphony" training session.

6.6 Funding for vocational training is set against economic objectives and mechanistic measures of learning (ie formal qualifications). This militates against creativity in the learning and skills sector. Learning South West is carrying out work in partnership with others, at the national and regional level, on the recognition and recording of achievement and prior learning that lies outside the current qualifications framework. This may well assist in refining the funding mechanisms currently used by Learning and Skills Councils and should not be restricted to "entry level" learners. To misquote some South African colleagues who work in the environmental education field, "there is an inverse relationship between the ease with which data can be counted and the usefulness of the data."

6.6 The recommendations of the Egan Skills Review (2003) are not yet reflected in learning and skills provision and much needs to be done to develop (and practise) sustainability skills in work-based learning. There is a question mark over Egan's use of the word "sustainability"—it appears to include local self-reliance but does not embrace the wider environmental aspects of the term. A regional conference on this issue is being organised by Learning South West in December 2004.

7. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

7.1 we are unsure why the term environmental education is being used here when other questions refer to ESD. Our response is in relation to ESD.

7.2 The approach of using voluntary sector organisations to front national campaigns appears to be more successful although care is needed by both parties not to undermine the independence of NGOs. Campaigns are successful when they "speak" to our experience and reflect our current concerns rather than those of the Government or any other agency. For this reason it is unlikely that a national level campaign, that necessarily reduces complex issues to simple messages, will have an impact although such a campaign would almost certainly irritate millions.

7.3 This is an opportunity to build on local and regional pride/sense of place. Many sub-regions within the South West have a strong sense of identity. This may provide fertile ground for locally-based sustainability campaigns, linked to practical actions with coordination regional level. Regional coordination is important to engender a sense that “we are all on this journey”. As a report by David Uzzell, University of Surrey (Changing Assumptions about Attitudes to Sustainable Lifestyles) said:

“... without the sense that society was collectively embracing change, few individuals would be prepared to do so.”

7.4 This regional approach is in the early stages development in the South West but there is a great deal of important work as well as goodwill to build upon. There are many exciting but uncoordinated efforts, to mention a few:

- The Devon Education for Sustainability Working Group supports a wide network of teachers.
- Envolve, a local NGO in Bath conducts participatory community projects and works with schools on ESD.
- Bristol has its own ESD Strategy, prepared through a voluntary network and coordinated by the City Council.
- Learning South West and Sustainability South West have published “The Way Ahead?”, a first step towards a regional ESD strategy.

7.5 The work on “The Way Ahead?” project has highlighted the critical role of learning and skills. There are many aspirations linked to sustainability to be found within the numerous regional strategies but these cannot be achieved by simply wishing. Sustainability needs to be a core component of the initial training and continuous professional development of every professional and vocational field of study if these regional aspirations are to be achieved (this also applies to the 14–19 agenda).

7.6 We recommend that the EAC sub-committee visits the South West in order to meet a range of people who are currently engaged in ESD in different sectors across the region.

8. *Are there sufficient resources available to deliver the Government’s commitment to education for sustainable development?*

8.1 Funding is woefully inadequate—and not simply because we all need more but because the resources marshalled towards unsustainable development are so much greater!

8.2 A critical success factor for the development of a “regional ESD movement” will be our ability to secure modest but long-term funding. The Regional Development Agency has offered limited support to date but it is hampered by its own narrow remit of economic development. This raises the issues of the goals of the RDAs that need to be adjusted to reflect sustainable economic development. But that’s for another enquiry.

November 2004

APPENDIX 30

Memorandum from Leeds City Council

1. INTRODUCTION

1.1 Since 2000 work has been ongoing in Leeds to re-align environmental education under an education for sustainable development (ESD) agenda. A focal point for this work was provided by the Leeds City Council report “Towards a Strategy: A draft paper for the development of Environmental Education in Leeds” (Annex). Subscription under an ESD agenda signified that Leeds was working towards sustainable development in line with regional and national priorities including that of the revised National Curriculum.

1.2 This paper is intended to provide evidence to the inquiry on the good practice and experience in Leeds and to highlight expectations of the way national support should be given to this area of the curriculum. Where the paper relates to Questions 1-8, specified in the notification to the inquiry this is indicated, for the Committee’s convenience, by bracketed italicised text.

2. LOCAL INFRASTRUCTURE

2.1 An ESD Task Group was established under the Leeds Environment City Partnership (LECP), a partnership group of the Local Strategic Partnership (LSP) for Leeds, to oversee and co-ordinate ESD work. Primarily the focus of the Task Group and the strategy was on the formal education sector and in particular schools.

3. HEALTHY SCHOOLS

3.1 Simultaneously 2000 saw the piloting of the national Healthy Schools Standard in Leeds which provided an opportunity to trial the strategy's objectives directly with schools.

3.2 Working through the Leeds Healthy Schools Standard (LHSS) a regular ESD input is provided to schools, facilitated by Leeds City Council engaging a network of local ESD service providers, including voluntary groups who are "on hand" to provide continuing support to schools as they work to achieve the various criteria covered by the standard.

3.3 Through incorporation of an environmental strand the LHSS enables a well developed environmental agenda to take its place, and be considered equally, alongside a range of other issues that impact on the health of pupils and staff. This approach is to be commended not least because it requires schools to address real world considerations through balancing the issues implicit within sustainable development. A recent review of the LHSS has seen the link between sustainable development and health made more explicit resulting in greater integration.

3.4 In Leeds this approach is favoured over "off the shelf", stand alone environmental programmes for schools. All too often such approaches are overly dependent for their up-take on enthusiastic and knowledgeable teachers, concentrating primarily on an environmental element not specifically addressing sustainable development.

3.5 Good Practice in Leeds is promoted to schools through "Sorted" a termly newsletter of sustainable development information and education resources aimed at teachers. Hard copies of the newsletter are mailed direct with an electronic version regularly uploaded to the schools intranet to complement the national publication *CEEmail* (available electronically).

4. REGIONAL INFRASTRUCTURE

4.1 Leeds City Council, in partnership with the local Government Office amongst others, contributed to the establishment of the regional Education for Sustainability Forum (ESF). The Council at one time provided the secretariat for two sub-groups of the Forum with the schools group successfully producing and distributing a Guide to ESD for Primary and Secondary teachers to every school in the region.

4.2 The objective of the Forum was to establish a channel of communication, both up and down the line, from grass roots activity to central Government, facilitated through a regional ESD network feeding into (and taking from) local area networks.

4.3 (*Relevant to EAC Inquiry Q's 7 & 8: Is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education. Are there sufficient resources available to deliver the government's commitment to education for sustainable development.*)

The issue of resourcing (Officer time) became a problem with attendance at the expense of the sponsoring organisation. Currently there is no programme of sub-group meetings.

5. RECOMMENDATIONS

5.1 (*Relevant to EAC Inquiry Q's 1 & 3: Has the term Education for Sustainable Development lost its currency? What should the UK Sustainable Development Strategy include in order to significantly strengthen the role of learning within it.*)

In the recent Government consultation "Taking it On—Developing a UK Sustainable Development Strategy Together", reference is made to the importance of ESD and awareness raising "to make sure that we all understand both why and how we should take steps to live and act more sustainably" (page 12 Point 2).

5.2 This is one of a limited number of references to education for sustainable development throughout the consultation paper, reinforcing the case that the profile of ESD has to be elevated particularly in light of its fundamental importance to sustainable development. At page 14 the report concludes: "For many people, being more sustainable still just means recycling newspapers and visiting the bottle bank—more about being 'green' than anything to do with economic or social issues. We know it is much more than this".

5.3 This highlights one of the biggest challenges for "sustainable development" and emphasises the importance of ESD being incorporated at the highest strategic level, central to the Government's Sustainable Development Strategy.

5.4 In order to raise the profile of ESD it is essential to provide a focus. The following recommendations are proposed in this context:

5.4.1 (*Relevant to Q7: Is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education.*)

Build upon existing good practice to support the development of networks across all Government regions and ensure a national infrastructure to provide a focus for the ESD community. To date only three regional networks have been established. (Yorkshire and the Humber, Avon and West Midlands).

5.4.2 (*Relevant to Q2: More than a year on can it be said that that process of change has begun and have there been any immediate achievements*).

As well as being championed at ministerial level (Charles Clarke) an operational contact is needed, to be tasked with overseeing and co-ordinating implementation of the DfES Action Plan as well as monitoring, evaluation and reporting on progress. It is not good enough to rely on the NGO sector holding Government to account on the Action Plan—they do this as a matter of course anyway!

5.4.3 Complement this development with a method for communication eg a newsletter (electronic) and/or a Practitioners discussion forum/web site. The new regional networks would be integral to cascading throughout the “ESD community”.

5.4.4 (*Relevant to Q7: is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education*).

Provide encouragement/incentives for LEA’s/Local Authorities facilitating local area networks of NGO’s and service providers to integrate ESD into schools through the Healthy School Standard model outlined above.

5.4.5 (*Relevant to Q2: More than a year on can it be said that that process of change has begun and have there been any immediate achievements*).

Closer working between Government Departments on new projects in meeting the objectives of ESD. A good illustration of this need is the recently launched DoH national School Fruit and Vegetable scheme. Resulting from the scheme are large amounts of waste in the form of cardboard boxes, plastic bags, fruit and vegetable leftovers as well as transport emissions from distribution. DfES ought to have influenced the scheme to take advantage of the substantial opportunity for teaching about ESD. DEFRA also have an interest in minimising the significant amount of waste to landfill which could have been achieved through broadscale encouragement of school composting. If commercial suppliers of composters were also involved in the scheme a potential knock on effect of encouraging domestic composting may have been realised. New initiatives such as these would benefit from sustainability appraisal/environmental impact assessment as part of their implementation and also as learning opportunities for schools.

5.4.6 (*Relevant to EAC Inquiry Q5: Has there been any discernible improvement in embedding ESD in the school curriculum*).

Incorporate ESD into the Children’s Services Inspection Regime. Good work has already been started by OfSTED notably through the report; “Taking the first step forward . . . towards an education for sustainable development”. This work needs to be consolidated with a stronger element of compulsion to consider sustainable development within statutory LEA and School Plans. Inspectors will need to be trained in sustainable development, as part of their continuing professional development, to ensure that inspections assess against the breadth of issues covered and not purely environmental initiatives such as school paper recycling schemes, etc.

5.4.7 (*Relevant to EAC Inquiry Q8: Are there sufficient resources available to deliver the government’s commitment to education for sustainable development*).

EAC has stated that it does “not believe that a strategic approach to ESD would necessarily require significant new resources. It can be achieved by realigning current priorities” to which DfES responded that “This Department does not plan to introduce any additional resource to support the work of the plan . . .”

That said, it could be argued that extra funding will have to be provided if benign environmental developments (currently excluded on cost grounds) are to be incentivised.

For new build this is needed to encourage more extensive use of natural ventilation and daylight, incorporation of solar panels/roof tiles, use of wind turbines and rainwater harvesting, etc. Such developments are essential in meeting the Prime Ministers recent commitment that:

“Sustainable development will not just be a subject in the classroom: it will be in its bricks and mortar and the way the school uses and even generates its own power. Our students won’t just be told about sustainable development, they will see and work within it: a living, learning, place in which to explore what a sustainable lifestyle means”.

(Prime Minister Blair, HRH Business and the Environment Programme.14 September 2004)

For schools to take up beneficial environmental options in services, extra pump-priming revenue will be required so that alternatives such as “pay by weight” waste contracts are the preferred option. Currently this is not the case because they are not the most economically attractive option for a school with scarce resources. This situation is likely to continue in the foreseeable future until landfill tax charges reach a realistic level.

If DfES maintains a stance of no additional funding the very least it has to do is clarify precisely, and publicly, how its priorities are being re-aligned to deliver ESD.

5.4.8 (*Relevant to EAC Inquiry Q5: Has there been any discernible improvement in embedding ESD in the school curriculum*).

Develop a culture and concept of outdoor learning to support out of school trips and address the Real World learning Campaign's call for Government to:

- Give clear direction to schools that out-of-classroom experience is important and an integral part of a child's education
- Introduce out-of-classroom learning as a key part of every school inspection
- Engage in a debate with Teacher Trade Unions to address issues of concern over out-of-school education
- Support quality providers of out-of-classroom learning in tangible ways
- Ensure quality of access for all schools to out-of-classroom learning, and
- The Teacher Training Agency must ensure that the teaching profession, both now and in the future, has the competence and confidence to deliver out of classroom teaching.

6. CONCLUSION

Leeds has achieved a considerable amount in relation to environmental education and now education for sustainable development. Historically much of this work has been as a result of voluntary effort through effective local networks of NGO's with little, if any, statutory basis.

Leeds City Council has provided some support to this work, largely as a result of its on-going support of its designation as one of only four UK Environment Cities.

Recent developments, including the DfES's "Action Plan for Sustainable Development" in particular and the "Five Year Strategy for Children and Learners" have been well received on the basis that they at least provide some strategic underpinning reflecting the importance of this work. However, implementing appropriate action intended to turn the rhetoric into reality is still largely to be undertaken.

It is encouraging that the Sustainable Development Commission, through the recent creation and appointment to the ESD post, are contributing to the beginnings of the necessary infrastructure. This development will provide a focal point and hopefully some of the lateral thinking required at central Government level to ensure closer working between Government Departments.

The challenge, and attraction, of sustainable development as a central objective for Government is in its requirement for environmental issues to be considered equally alongside economic and social issues. On some occasions the resulting decision may represent an environmental dis-benefit but as long as it is given equal consideration then it can be argued we are still moving in the right direction.

Much more work remains to be done to ensure that consideration is indeed equal and guard against a "business as usual" approach that can pay lip service to the concepts of sustainable development without any substance. Equally advocates have to work hard to maximise the opportunity presented through sustainable development to bring to bear their legitimate influence.

November 2004

Annex

Towards a Strategy: A draft paper for the development of Environmental Education in Leeds

1. INTRODUCTION

Following a report on the review of environmental education (EE) provision in Leeds Schools presented to the Leeds Environment City Partnership Meeting, 2 October 2000, approval was given for a subsequent paper proposing a strategy for the development of EE in Leeds.

2. OVERALL AIM

Having established a baseline position the aim is to outline a strategy to enhance the effectiveness of Environmental Education provision in Leeds. In recognising the important work of providers "on the ground" there is nonetheless an argument that this work would benefit from more strategic co-ordination bringing "added value" not only to the work of providers but also enabling easier and more meaningful access to this resource.

This following objectives are intended to contribute to a strategy.

3. OBJECTIVES

- Re-alignment of Environmental Education under an “Education for Sustainable Development” (ESD) Agenda.
- Co-ordination of “Education for Sustainable Development”.
- Improved Networking.
- Strengthened Links with the Education Department.
- Development of a Pilot Project.

4. FRAMEWORK FOR IMPLEMENTATION

Re-alignment of Environmental Education under an “Education for Sustainable Development” Agenda

A debate on the re-alignment of EE under the “education for sustainable development” agenda is timely in Leeds. Central to this discussion is a recognition that EE is open to interpretation, best described by a continuum with organisations pursuing a single issue environmental agenda at one end, and at the other, initiatives which take into account social and economic influences alongside environmental.

Currently there is a clear popular emphasis on sustainable development. Subscription under the Education for Sustainable Development agenda would signify that Leeds is working towards sustainable development in line with regional, National, and, to some extent, local priorities (including that of the revised Curriculum). It would also engage providers in a degree of self-assessment using the criteria implicit in ESD against which they could gauge their position.

In manifesting such a re-alignment there are practical implications as it represents a relatively new departure that would either involve considerable bolstering of existing mechanisms (such as LEEP) or the establishment of new arrangements.

Co-ordination of Education for Sustainable Development

The review identified one agency (LEEP) with a remit for strategic co-ordination of environmental education albeit on a relatively limited scale. In complementing the role of the Leeds Environment City Partnership (LECP) in overseeing Vision for Leeds Action Plans it would be appropriate for LECP to act as a focal point in co-ordinating ESD in Leeds. The Environment City Office already has a seat on the schools sub-group of the Regional Education for Sustainability Forum (ESF) and is currently enhancing its signposting function.

As the city wide “Wise Up” Campaign promotes, at a strategic level, the topics of Water, Energy, Transport, Purchasing and Waste and Recycling it is appropriate that this campaign be extended to cater more for a schools audience.

At a national level, a co-ordinating role will be assisted by membership of the Council for Environmental Education (CEE) who are currently producing a Best Practice Guide and developing a scheme for joined up Local Authority working.

Improved Networking

Networking mechanisms connecting those searching for information on ESD with providers, take many forms and cater for individuals different learning styles.

Direct Mailings—information into schools is already done to some extent through the termly mailings of the LEEP but there is scope to enhance this provision. At one level the national publication CEEEmail could be incorporated into the mailings thereby complementing local information with a national context. Use of the “Wise Up” branding is a further development to produce a termly newsletter based on the CEEEmail model but tailored for local resources available to schools and acting as a filter that teachers can trust. Ultimately there is a need to design a mechanism which will deliver this in an effective and stimulating electronic format as at some point in the future any information going into Leeds schools will have to be electronic, as the paper based system is phased out.

Directory—A Directory of ESD resources and contacts (including financial) is an important networking tool. LEEP already produces an alphabetical paper Directory including EE providers’ contact details and a summary of services provided. This could be enhanced in the short term, specifying other information such as age range of target audience, numbers of children benefiting from each service as well as whether provision is on or off site. Ultimately it would be made available in an electronic format. The intended audience would be schoolteachers, who would get information on what agencies are providing, and Agencies themselves who would find this useful.

Annual Standing Conference with speakers and an opportunity for providers to exhibit their services to schools, similar to a “Trades Fair”. LEEP have already identified this as a possible development which would provide a mechanism for bringing together predominantly local (perhaps Regional and National) Agencies and schools’ representatives. The issue of personal contact is important as teachers need to be able to rely on the source of the information which comes with personal knowledge and/or experience of providers. Plans are currently underway for an Environment Week four—8 June 2001, at the Elmete Professional Development Centre which could be promoted as a collaborative effort and the first Standing Conference of its kind.

Support of Environmental Education Centres to schools via a promotional leaflet, detailing provision and incorporating a location map, under the “Wise Up” branding which would complement an electronic strategy by promoting opportunities for children to visit EE centres. (Some centres are beginning to explore the possibility of web links to continue work with children when they are back in the classroom). Physical experience of the environment is important in enabling individuals to connect with, and therefore value, the environment. People are more likely to conserve what they value.

Development of a web site which fulfils National Curriculum criteria would be promoted through the Leeds Learning Network. (LLN). Including “hyperlinks” to other sites (of which there are an ever increasing number amongst those agencies surveyed) and containing specific teaching materials which can be downloaded for use by teachers as “off the shelf products”. There is to be a major shift to the use of ICT for delivering education and other activities such as after school clubs, libraries, lifelong learning, etc. One likely consequence of this is demand for useable resources in an electronic format. Tailor made “off the shelf” resources/programmes addressing National Curriculum requirements will be particularly attractive to Schools.

The web facility could be interactive encouraging schools to make contact, locally, nationally or even globally, via e-mail. Some schools are already involved with developing countries, with the curriculum link often being through the Geography Department. This may counter to an extent the difficulty some young people have in linking local and global environmental issues.

Strengthened Links with the Education Department

Strengthened links with the Education Department (including Advisors) need to be fostered, particularly in light of the new Joint Venture Company, in developing and delivering resources for Schools and to provide a perspective on school needs as well as a channel of communication with the LEA.

In recent years strategic support for EE in the LEA has been variable. Some agencies experience considerable difficulty in their attempts to work with schools because there is no readily identifiable channel for communication with the Education department.

Development of Pilot project

Develop a pilot within an existing programme such as Excellence in Cities, Healthy Schools or Health Action Zone, providing a link/co-ordinating function for ESD resources and activities, developing networks and possibly electronic resources for use with schools. Lessons learned would be fed into a strategy to roll out the pilot to remaining Leeds schools. It would be appropriate to begin with existing links and where some influence has been had to date. Such an opportunity is timely as the Healthy Schools Initiative is currently piloting, with a limited number of mainly primary schools, its approach to development of the Healthy Schools Standard in Leeds. Links already fostered and work to date would make this an appropriate starting point as a pilot for trialling the co-ordination of ESD.

5. CONCLUSION

In seeking to consolidate and develop the contribution which Environmental Education/Education for Sustainable Development makes to the future sustainable development of the city, it will be necessary to begin to address the issues outlined in this paper. There is, no doubt, a considerable amount of further work which could be undertaken beyond existing provision. Only the development of a strategic approach will ensure the overall co-ordination required to maximise the effectiveness of this provision in Leeds.

An essential part of this approach will involve identifying an appropriate mechanism capable of overseeing, organising and driving forward, in a practical way, the process as well as the implementation of the emergent strategy. Any such mechanism will need to specify its relationship to the Environment City Partnership; working to agreed terms of reference and drawing its membership from a range of key providers of ESD in Leeds.

The following recommendations are intended to contribute towards this process.

6. RECOMMENDATIONS

To note this paper as a draft strategy for the development of education for sustainable development in Leeds.

To endorse the overall aim and specific objectives outlined in the paper.

To endorse the approach for progressing the draft strategy and contribute to the formation and membership of an appropriate mechanism for progressing this work.

To endorse a wider consultation on the draft strategy aimed primarily at agencies participating in the review stage. The consultation period to be set to allow responses to be brought to the Leeds Environment City Partnerships' first meeting in 2001.

APPENDIX 31

Memorandum from the Learning and Skills Development Agency (LSDA)

INTRODUCTION

1. The Learning and Skills Development Agency (LSDA) submitted evidence to the previous sitting of the Environmental Audit Committee (LSDA 2003) and we are very pleased to do so again. We reiterate the point made in that response that "LSDA sees sustainability as an important strategic issue for post-16 learning, since it underpins both social health and economic well-being". We define education for sustainable development as learning how our actions affect the long-term future of the economy, ecology and our communities.

2. We sent our most recent publication on education for sustainable development (Martin *et al* 2004a) to the Committee for the new inquiry in November 2004. This drew attention to the innovative work of a number of Centres of Vocational Excellence (CoVEs). The paper below draws on a wider range of recent publications, research and delivery by LSDA.

3. In our view, some progress has been made recently in the area of education for sustainable development, especially at policy and strategy levels. Recent developments include:

- the Egan review of skills for sustainable communities commissioned by the Office of the Deputy Prime Minister (ODPM);
- the review of the UK sustainable development strategy by the Department for Environment, Food and Rural Affairs (DEFRA);
- the sustainable development strategy of the Department for Education and Skills (DfES);
- the Learning and Skills Council (LSC) draft strategy *From here to sustainability*;
- the draft strategy to be published by the Higher Education Funding Council for England (HEFCE) later in the year.

4. However, there is still a long way to go before there is consistently high quality provision for students, trainees and other learners in the post-16 sector.

5. LSDA has considerable current experience in education for sustainable development.

- We are the UK centre for UNEVoc, which is UNESCO's technical and vocational education and training arm. Judith Cohen from LSDA represented the UK at the International Experts Conference, Bonn, Germany in October 2004. This conference produced a declaration and action plan on integrating sustainable development into vocational education, which will contribute to the UN decade of education for sustainable development starting in January 2005.
- Our summer conference in June 2004 offered a seminar for practitioners and policy-makers from across the post-16 education and training sector to deepen understanding about the implications of different approaches to "sustainable communities" within the broad regeneration agenda. The resulting report by Martin Yarnit (Yarnit 2004) is entitled *Regeneration and all*.
- We commissioned an analysis of current major policy initiatives in the learning and skills sector to identify where sustainable development could be "written in". This work provides a model for embedding sustainable development principles and practice within our mainstream thinking and practice as well as immediate points of reference for policy-makers, senior managers and practitioners in the sector to begin to address this agenda.

6. Continuing the theme of integration, LSDA commissioned a report that explored the extent to which Centres of Vocational Excellence (CoVEs) are already working with sustainable development ideas and practice (Martin *et al* 2004b). The report includes eight case studies in different geographical locations and occupational sectors. It identifies a wide range of activities that are based on cutting-edge industrial practice, employer engagement and future skills needs.

7. With LSC funding from 2002–03, we developed a sustainable development web-based toolkit. We are now extending the toolkit to form the basis of a post-16 sustainable development website called Learning to Last. The website will allow us and our partners to keep material updated, and has support from all major stakeholder organisations.

8. The 16–19 Citizenship Development Programme is a national initiative to develop and share good practice to support the possible implementation of an entitlement to citizenship for all 16–19 year olds. It is managed by LSDA. We make connections between education for sustainable development and citizenship in our responses to the questions below.

9. LSDA is very happy to be of further assistance to the Committee.

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

10. LSDA does not have a view on the term education for sustainable development. However, we developed the phrase “learning to last” in 2002. Partners and practitioners from project work like the phrase and it has become established as a brand.

11. We are about to launch a post-16 interactive website where our partners (including LSC, Forum for the Future, Council for Environmental Education, Development Education Association, and the Environmental Association for Universities and Colleges) will be licensed to post material, news, events, and so on. The site will be called Learning to Last.

2. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

(a) Process of Change

12. We have produced two publications recently that address this question LSDA reports: *Opportunities for sustainable development in the learning and skills sector: a policy analysis* (Martin et al 2004b) and LSDA reports: *Regeneration and all that: learning and skills and sustainability* (Yarnit 2004).

13. We believe that the process of change has indeed begun. For example, national training and education programmes such as CoVEs are being used to embed education for sustainable development in mainstream activity and in a focused way. However, as our reports suggest:

- sustainable development has grown in society in general but provision for education for sustainable development within schools, colleges and other sites of learning is very uneven. The capacity of staff to deliver a curriculum incorporating sustainable development, the financial incentives and local infrastructure all need to improve
- to participate effectively in the sustainable communities movement learning providers will need to be up-to-date with the policy and practice of sustainable community developments and maintain this knowledge with continuing professional development (CPD).

14. In more detail, both reports stress the importance that government places on education in fostering the values, behaviour and lifestyles required for a sustainable future. But, despite a powerful case having been made for education for sustainable development at the strategic level, progress on the ground is “patchy” and there is little evidence that organisations delivering further education and training have made significant inroads with education for sustainable development on a national scale. Nor is there evidence that teaching and learning are being shaped to meet the objectives of an ethical and more sustainable future.

15. Further education and training organisations need to move fast to catch up with the private sector, where eco-friendly and socially responsible practices are becoming embedded in business practice in a more structured way. Businesses have seen a 42% growth in ethical banking and a 300% growth in green energy in just three years (from 1999 to 2002). Yet progress in education towards “greening the curriculum” or the “eco-friendly college” has been piecemeal, based on small-scale initiatives and short-term funding.

16. Analysis in the reports indicates that learning providers need to accelerate their activity, not only in “greening the curriculum”, but also in introducing more sustainable principles into the management of estates, transport practices and purchasing. Action is also needed to create “sustainability champions” and develop learning communities around education for sustainable development.

17. The two reports make the following recommendations.

- Education for sustainable development should be integrated across the curriculum into all subjects. It should also be included in the new apprenticeship frameworks and the common skills or core elements of the new diploma proposed by the Working Group on 14–19 Reform.

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- Sustainability policies and practice should be embedded into the governance of education organisations—both those providing education and those funding it (such as the Learning and Skills Council). College governors, for instance, should be charged with monitoring the impact of learning organisations on their communities as businesses.
 - Existing good practice needs to be joined up with national policy developments—a “bottom up” and “top down” approach. At the top, for instance, high-level commitment is needed to integrate sustainable development into core processes and decision-making within government and national organisations.
 - Inspectors should be asked to report on how well an organisation is adhering to sustainability practices.
 - More training and development are needed on education for sustainable development for learning providers, such as colleges, and for organisations like local Learning and Skills Councils and business networks. Learning providers could also take the opportunity of the growing market for sustainability and corporate social responsibility by providing training and development for other professionals plus support for local businesses and communities.

18. The paper *Regeneration* and all that suggests that the Egan review of skills for sustainable communities makes a powerful case that a comprehensive and unified approach with a stronger sense of direction should replace the existing vague community-planning framework. We agree with this, and that local authorities are best placed to develop a vision for their area in alliance with regional bodies. The Egan review gains much strength from spelling out the skills and knowledge required for effective implementation, for distinct groups of practitioners, stressing the need for common generic skills alongside specific technical skills.

19. Egan also offers a broad definition of sustainable communities, which we believe helps make sense of the field and identifies elements that constitute a common goal for central and local government, service providers, communities, and the private and voluntary sectors.

(b) Embedding education for sustainable development

20. Our third publication *Contributing to sustainable development*—the CoVE research and development project referred to earlier (Martin *et al* 2004a) was specifically commissioned to demonstrate that education for sustainable development can be:

- embedded into mainstream policy and practice;
- expressed in language and concepts that are accessible to both the learning and skills sector and the occupational sectors it is working with.

21. The report uses a survey of 52 CoVE specialist vocational education and training centres, based mostly in colleges and training organisations, to reveal the extent to which sustainable development is being included in the curriculum and embedded into the day-to-day running of their organisations. The findings highlight some tangible success stories.

22. This research shows how a national education and training programme is beginning to integrate sustainable development into its work. It includes examples of where the focus on sustainability is leading to new courses and vocational programmes, forging stronger links with employers and developing skills for the future through leading edge, advanced practice.

23. The main findings of the survey were as follows:

- Almost all (92%) respondents to the survey say that sustainable development is being integrated into their teaching and learning programmes in a variety of ways. Many are reducing their use of paper-based resources through more use of whiteboards, online electronic marking and other types of e-learning. Others are purchasing technology to increase recycling capacity, insulating central heating appliances; using sustainable farming methods; and involving their local community more closely in addressing skills shortages.
- Around 85% are involving the local community by offering programmes and courses about regeneration. Examples include engineering training for school pupils and adult learners in the community, cooperative forms of transport and links with local organisations such as social care groups. The Genesis project at Somerset College of Arts and Technology, for example, is building a centre for sustainable construction, using environmentally friendly materials such as straw, timber, earth and clay.
- More than 75% are developing new facilities to meet internal, national or international environmental standards. Examples include the purchase of low-energy equipment and the promotion of responsible use of resources by staff and students.
- Almost two-thirds (over 63%) involve employers who promote sustainability principles in a variety of ways—through environmental management systems, corporate social responsibility or other sustainability principles.

24. In addition to the survey, eight CoVEs were visited to explore in more detail how sustainability principles are driving their work. All eight are reviewing or have already reviewed how their new or refurbished facilities could meet more rigorous environmental standards in terms of energy costs, water use

and general use of resources. Many are using their capital funds to design and purchase more environmentally sustainable buildings, plus teaching and technical equipment. Several are also involved in a whole-institution change process based on the principles of sustainability and many are strengthening the involvement of their local community in learning.

25. In nearly every case the influence of environmental legislation is seen as a major driver towards greater involvement in sustainable development. This is particularly pertinent in construction where the impact of more stringent building regulations and the demand for more affordable and energy-efficient homes are major factors.

26. There is also evidence that new skills are being developed as a result of the emphasis on sustainable development. These include both specific and generic skills. The latter includes systems thinking and practice to make connections between ecological, physical, cultural, economic and political systems. More specific skills, for which there is a growing need, include integrated farm management and the use of sustainability principles in the purification of water. An important task for trainers and educators is to define the new kinds of skills that will be required and develop those skills among the workforce.

27. Making sustainable development tangible, instead of a woolly idealistic concept, is a significant challenge. There is a clear need to bring the concept down to earth and talk about what it means in practical terms to a wider audience, particularly employers.

28. For the next phase of the project, LSDA is funding three CoVEs to support the integration of sustainable development into the vocational curriculum in three areas of the economy—construction, agriculture and food processing. The projects will identify leading-edge industrial practice, specify new or emerging skills, pilot ways of embedding such skills in education or training provision, and evaluate and disseminate findings from pilot programmes.

(c) Neighbourhood renewal

29. Recommendations from LSDA's research for the Neighbourhood Renewal Unit (Taylor and Doyle 2003) set out key dimensions of practice for successful learning for neighbourhood renewal that are relevant to sustainable development goals and to community involvement in planning. They include:

- ensuring that there is effective learning provision available to increase local capacity to take part in neighbourhood renewal work
- engaging the local community in planning and developing this learning provision, ie enabling residents, regeneration practitioners and professionals to play an active part in developing programmes to meet their needs
- effective working with local partnerships that promote such learning.

30. In LSDA's response to the DfES action plan Sustainable development in education and skills (LSDA 2003) we emphasised the need for a significant research and development programme to inform the sector and spread good practice. The CoVEs, discussed above, show the potential of such a programme.

3. *The government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

31. In summary, we believe that:

- the new Strategy should clearly state the key role of education for sustainable development in the delivery of the country's sustainable development agenda
- the Strategy should explicitly identify the need for synergy and linkage between the DfES ESD Action Plan and priorities in the new Strategy
- in future, it will be important for the government to revise the education indicator to include a whole school/college indicator for sustainable development (covering the curriculum, procurement, buildings, etc).

32. Our work on education for sustainable development and on the role of the learning and skills sector in neighbourhood renewal suggests that economic growth in the poorest areas of the country is more likely to be sustained when planning is genuinely inclusive. The Strategy should promote inclusiveness when planning. Economic growth can generate new jobs, but local knowledge and skills and the aspiration to gain new skills will be needed if local communities are to benefit. Learning and skills are therefore a crucial foundation for economic development.

33. Links should be made to other strategies, in particular the Egan Review of Skills for Sustainable Communities. We strongly support the approach to sustainable communities offered by the Egan Review and would urge others to build on this. Indeed, we believe that the Egan Review provides a basis for dialogue across government (and across the various parts of the learning and skills sector). We particularly welcome the analysis of the generic skills, behaviours and knowledge essential for developing sustainable communities.

34. As we said in our response to the consultation on the Egan Review, a useful further step might be to make stronger connections between the principles and values that should underpin planning proposals and the types of knowledge, skills and behaviours that Egan puts forward. This would make the purpose and rationale of planning proposals more transparent and so could increase the motivation and understanding of local people.

35. Further, we recommend that networks are fostered between organisations with expertise and responsibility for delivery, eg the Institute for Environmental Management and Assessment and local Learning and Skills Councils. In particular, connections to the work of Regional Development Agencies should be developed and include, for example, links between regional sustainability frameworks and skills.

36. In addition, major areas of the learning and skills sector that have recently been established or reformed such as the Centre of Excellence for Leadership, Initial Teacher Training for Further Education lecturers and the DfES Standards Unit, should be strongly encouraged to incorporate the Strategy in their work in a highly visible way. Finally, there is also an urgent need for cross-Departmental liaison, with ODPM, DEFRA, the Department for Trade and Industry (DTI) and DfES consistently involved and others participating as necessary.

4. Does the 14–19 Working Group’s report, 14–19 curriculum and qualifications reform, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?

37. In our view:

- the proposed reforms for 14–19 education provide an excellent opportunity to integrate ESD into both “core” and “main” activities of programmes of learning for all 14–19 year olds
- informal learning opportunities are also offered in the 14–19 diploma in the form of “wider activities” which take place out of school hours, such as environment clubs.

38. Education for sustainable development is not mentioned explicitly in the final report of the Working Group on 14–19 Reform. However, the clearest place for its inclusion is in Common Knowledge, Skills and Attributes (CKSA). The final report says that the curriculum for CKSA will draw upon the existing areas of PSHE, citizenship and religious education. Education for sustainable development should be added to this list not least because CKSA exists to cover three broad strands of learning—“the reflective and effective individual learner”, “the social learner” and “the learner in society and the wider world”. The third includes active citizenship, awareness of other countries and cultures and becoming morally and ethically aware, but doesn’t mention the environment or sustainable development. (See Question 5, paragraphs 41–42, for more detail on the relationship between citizenship and education for sustainable development.)

39. Education for sustainable development should feature in components of main learning (ie subject-based options) within “open” (ie mixed) and “specialised” diplomas, wherever it is appropriate. In developing the position of education for sustainable development within the new 14–19 curriculum, work needs to be done with Sector Skills Councils, which the Working Party identify as key partners in developing the content of specialised diplomas that link to specific employment sectors.

5. In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?

40. There is a support programme to improve the quality of citizenship education in schools and colleges run by LSDA and now in its fourth year. The major issue for developments of this kind is staff capacity building.

41. Our experience of running the Post-16 Citizenship Programme reinforces the close relationship between the intentions behind citizenship education at all levels and education for sustainable development. For example, both emphasise as parts of their agendas, the need to build active communities, the promotion of equality and the importance of social inclusion and social cohesion. Sustainable development is a broad area that has many social, economic, political and moral dimensions and therefore constitutes a significant citizenship issue in its own right.

42. The link between the two areas is in fact explicitly recognised within the programmes of study for citizenship as laid out in the national curriculum which is statutory for all 11–16 year olds in England. The programme of study identifies three strands: “developing skills of enquiry and communication”, “developing skills of participation and responsible action” and “knowledge and understanding about becoming informed citizens”.

43. As suggested above there is great scope for issues related to sustainable development to be incorporated within any citizenship programme or activities for post-16 learners. Some of the Programme projects have, for example, taken on issues related to the environment and the responsibility of local authorities for these types of issues. A popular area is the issue of fair trade and how it affects the food

available in many educational organisations. A number of projects in the work-based setting have also looked at issues related to pollution. One group of Modern Apprentices looked at marine pollution and another group considered issues of pollution and environmental damage in the context of their hair-dressing course. A key aspect in both projects was the practical action they could take to make a difference.

44. The position of post-16 citizenship is also generally not certain, even though the recent report of the Working Group on 14–19 Reform explicitly recognised the importance of developing young people as active citizens and there is much potential within the diploma framework for developing the skills and knowledge required for effective citizenship. Education for sustainable development could be included as part of this wider arena, although like citizenship generally, it needs to be defined explicitly and built in as a requirement for achieving the diploma.

45. The key issue when setting up really successful citizenship programmes is the need for effective staff development and training in this area. The Programme shows that many staff find the concept of active citizenship difficult to understand and need support in developing the type of skills and dispositions required to facilitate and engage young people's involvement in citizenship issues.

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

46. Research is needed in this area to:

- explore the ways that community development programmes may already be addressing this agenda; and
- recommend priority areas for attention.

47. For the post-16 sector the LSC strategy and consultation process will allow responses from providers of informal learning [I don't understand "responses" here—Clarify with Judith], but the government could be proactive in recommending that resources to support involvement are made available to ensure that views from these organisations influence the strategy.

7. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

48. No, there is no clear, discernable government message on environmental issues.

49. A marketing campaign such as that used to promote Apprenticeships and Skills for Life (ie the "gremlins" adverts) could be considered to raise public awareness of education for sustainable development. However, a clear lesson learnt from the Apprenticeships campaign is that real opportunities must exist for volunteers and prospective learners who respond to the advert. These need to be set up before the campaign begins and infrastructure will be needed to deal with what could be a very large numbers of enquiries and to match these up to appropriate local organisations.

8. *Are there sufficient resources available to deliver the government's commitment to education for sustainable development?*

50. No. However, we do not believe that extra resources are needed, for example, to develop new curricula. It is more important, at this stage, that opportunities are highlighted within existing activities. We outlined above how the CoVE programme has been able to promote the "added value" of sustainable development. We recommend that an audit is conducted across DfES/LSC policy and funded programmes of development to extend this approach.

November 2004

Sources

Since the last sitting of the EAC on Education for Sustainable Development, LSDA has produced the following work.

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APPENDIX 32

Memorandum from MMU

ENVIRONMENTAL AUDIT SUB-COMMITTEE

Although we made a response to “Learning the Sustainability Lesson” I have only just become aware of the request for views on progress in ESD from the Sub-committee of the Environmental Audit Committee. Although it is after the deadline for submissions I am sending a response in the hope that it may be looked at.

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

Our observation at the Institute of Education (IoE) at Manchester Metropolitan University (MMU) is that the term Education for Sustainable Development has always lacked currency. This is in part because DfES deployed the term most prominently in the Citizenship guidelines giving it status only as a subset of the Citizenship Agenda. There is also little doubt that the term sustainable is most frequently used in discussions of social, political and economic issues than it is of issues that relate to the ecological or natural. The term environmental is quite clearly being used in the context of this question to mean natural, whereas for many environmental involves the same synthesis of the social, political, economic and natural domains as that which characterises sustainability.

What dismays us is the possibility that some may reach the conclusion that we need another name to replace ESD. What is critical in this debate is to get beyond names to concepts. ESD should be critical, cognitive, affective and active, it should be based on a whole school philosophy where educational institutions practise what they teach by encouraging and promoting sustainable actions in schools, FE, HE and their local communities. ESD should be a process that emphasises education as agency, active citizenship and participation. This advocacy of whole school approaches is a positive feature of the DfES Action Plan although the plan is based on a rather incomplete model of whole school approaches that neglects the social organisation of active learning. In essence does it matter if people who share this synthetic, whole schools conception use different terms to describe it such as environmental education, of sustainability education? The advent of the UN Decade of ESD is another opportunity to reinforce the conceptual message about ESD and of itself a strong reason for not seeking new terminology.

2. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that process of change has begun and have there been any immediate achievements?*

From our perspective the most significant achievement has been the development of an environmental module for the Certificate in School Business Management (CSBM) by NCSL. This module was developed by a consortium led by IoE MMU consisting of CREATE, Groundwork and the Learning Through Landscapes Trust. The module has been written, piloted and evaluated formatively and been very positively received by NCSL tutors and school business managers (SBMs). We understand that an evaluation of this module has been forwarded by NCSL to DfES. The module was developed from a European Commission funded project called SEEPS (directed by MMU) which advocates a whole school development approach to ESD. The SEEPS Project provides schools with the resources and activities to promote whole school development approaches to ESD through a school-focused model of professional development. The latest version of the SEEPS Project was launched at a conference at MMU in February this year. A TTA

recommended website to support ESD in initial teacher education, which has also been developed as part of the SEEPS Project, has seen a significant in development this year using COMENIUS funding
url:www.education.ed.ac.uk/esf

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include, in order to significantly strengthen the role of learning within it?*

If ESD is to have any coherence in schools, initial teacher education and continuing professional development it needs some unifying principles. A conceptual model of ESD was outlined in answer to question 1. This model needs to be associated with the advocacy of whole institution approaches and organisational development. A strategy supported at a workshop on Teacher Education for ESD in the Decade of ESD at the recent UCET conference. Linking ESD with NCSL's educational leadership and management agenda in combination with initiatives in ESD in ITT is the most promising way of promoting ESD rapidly in schools. However there are two difficulties with realising this strategy.

The first is a lack of reference to ESD in TTA standards for NQTs (unlike in Scotland). The second is that whole school approaches and ESD are currently only addressed in the NCSL's CSBM course. As SBMs recognised themselves in the evaluation of the environmental module, the whole school message will be easier to disseminate and adopt if similar modules exist in NPQH and Leading from the Middle. IoE has developed an elective for ITT trainees in ESD and a ESD is a component of most ITT courses in the IoE.

4. *Does the 14–19 Working Group's report, "14–19 Curriculum and Qualifications Reform", go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

The short answer is no because ESD action focused education goes beyond knowledge, understanding and awareness. The environmental awareness model that suggests that if people are aware of a problem they will act for its resolution is discredited. Any recipe that deals only with qualifications and curriculum will never be enough because of its difficulty in addressing communal action. Some involvement in community based action such as that required in the International Baccalaureate would be the best that one could expect. The relative failure of the Managing Environmental Resources initiative in Higher Still shows all the limitations of solutions limited to curriculum and qualifications. This is not to say that knowledge and understanding are not important, but it is to say that these are insufficient to realise the lifestyle changes to sustainable living that UNESCO descriptions of ESD require.

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

The development of the QCA website for ESD has been a positive step but how far has progress been adversely affected by the declaration that geography, arguably the flagship subject for ESD is now considered to be the worst taught subject in schools?

6. *The role of informal learning, including youth work, work based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

It is interesting that the term environmental education rather than ESD is used in this question and the next. This is not our area of expertise but we would see synergy between the solutions proffered above and this sector of education.

7. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

One of the best ways to promote ESD would be to promote Centres for Alternative Technology across the country. We never think that sufficient will or can be done by government because the SD agenda is heavily dependent on individual and community agency. However while developments in transport are disappointing much good work is going on in the building industry and school building in particular, the latter linked to the urban education agenda.

8. *Are there sufficient resources available to deliver the government's commitment to education for sustainable development?*

No. The lack of resources for Agenda 21, perhaps the best vehicle for ESD, while other community initiatives and partnerships have secured government funding is one significant reason for Agenda 21's lack of success.

November 2004

APPENDIX 34

Memorandum from the National Institute for Adult and Continuing Education (NIACE)

INTRODUCTION

1. The National Institute of Adult and Continuing Education (NIACE) is the leading non-governmental organisation in England and Wales representing the interests of adult learners and those who make provision for them. Founded as the British Institute of Adult Education in 1921, NIACE's members include colleges, universities, local authorities, trade unions, broadcasters and voluntary organisations. NIACE's key objectives are to secure more and more effective provision for adult learners and to support measures to widen participation to engage adults who have benefited least from initial education.

2. NIACE currently represents the views of adult learners on the Department for Education and Skills Education for Sustainable Development Sounding Board and the Learning and Skills Council Strategy for Sustainable Development Advisory Group.

3. NIACE welcomes the Environmental Audit Committee inquiry into how effectively formal and informal learning aids the delivery of the sustainable development agenda. The inquiry is particularly timely given the convergence of political and international events in 2005 including the launch of the United Nations Decade of Education for Sustainable Development (2005–14) and the central role of the UK in hosting the G8 Conference, holding the EU Presidency, publication of the Commission for Africa Report and a range of internationally important events (including the European Year of Democratic Citizenship and the UN Millennium Development Goals Special Summit).

4. This response is organised around the eight questions identified in the inquiry document with an emphasis upon question 6—*The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?* It also makes wider points.

Question 1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message been lost?*

5. We believe the term “environmental education” to be widely recognised by the general public, a recognition largely attributable to leisure activities (such as information points detailing the natural features of nature reserves, forests and reservoirs), school-related activities (children engaging their parents in environmental tasks linked to the curriculum, such as recycling or garden wildlife), local authority environmental protection campaigns (such as waste/litter reduction and vehicle emission initiatives) and to a lesser extent, the activities and awareness raising promotions of NGOs working in the sector.

In contrast, we believe that the term “education for sustainable development” and the complex interrelationships the term implies has minimal resonance with the general public, apart from when the environmental dimension of sustainable development has come to prominence through one of the previously mentioned activities. NIACE agrees that the need to educate individuals about the scarcity of natural capital is paramount, and feels that the environmental message has not been lost. However, equally as compelling is the need to educate individuals about the interrelated nature of environment, society and economy, recognising that for many (potentially concerned and passionate) people, the hook to engage them in dialogue and action lies not with natural capital, but rather with more societal and quality of life questions (liveability, deprivation, aspirations and security).

Question 2. *The DfES said that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

6. Whilst we remain unconvinced of signs of genuine progress, the process of change has at least started, indicated by the welcome engagement of the Learning and Skills Council in developing a (draft) Sustainable Development Strategy for the post-compulsory sector, the emphasis placed upon sustainable development by the Sector Skills Development Agency (albeit championed by LANTRA) and the range of activities and consultations undertaken by Regional Development Agencies (RDAs). However, in late 2004, UK

secondary, further and higher education institutions have yet to respond in a meaningful way to these initiatives, resulting in the impact on learning and learners—the critical goal of the DfES Action Plan—showing few signs of having been progressed, more than a year after the launch of the Action Plan.

Question 3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

7. NIACE welcomes the current review of the UK Sustainable Development Strategy and looks to see recognition of the central role of learning in achieving a more sustainable society, especially given the role of schools, further, higher and community-based organisations in educating the decision-makers of tomorrow. However, NIACE is concerned that sustainable development is too complex a subject to be reduced to a series of learning outcomes, and that a sustainable society would be better served through the fostering of critical/analytical skills coupled with the development of media and information literacy within all learning opportunities, with curriculum developments continuously highlighting the interconnectedness of natural, societal and economic systems.

Question 4. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What should the White Paper say about ESD?*

8. Generally, NIACE supports the move towards more learner-centred, flexible and transferable qualifications whilst remaining concerned at the emphasis of skills over learning and the resource implications apparent within the Tomlinson Report. With regards to coverage of ESD, the proposed reform of 14–19 qualifications falls short of adequately identifying and addressing the critical/analytical skills required by learners in working towards a more sustainable society, and we advocate the explicit referencing of education for sustainable development within the forthcoming White Paper.

Question 5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

9. This question lies outside of NIACE expertise. However, we would draw the sub-committee’s attention to the OFSTED review of education for sustainable development in schools (15 September 2003) and the mixed range of ESD/environmental education achievements identified, and are concerned by the vulnerability of locating ESD in subject silos (Please see article—“Pupils desert geography lessons”, *The Times* Thurs Nov25 2004).

Question 6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

10. Whilst the *Transforming Youth Work/ Resourcing Excellent Youth Services (REYS)* agendas have taken significant steps in mainstreaming global citizenship and sustainable development within youth work practice, recognising the contribution of informal learning to societal well-being, the opposite is true of recent developments within work-based learning and adult and community learning. The rationalising of non-accredited and community based learning opportunities within regions and the emphasis upon vocational skills development means the capacity of the ACL sector to respond to the challenge of ESD is severely diminished. This situation becomes all the more serious when one considers that the seven key principles of ESD⁶ closely mirror the aspirations of informal learning, and the recommended pedagogy of student-centred, participatory learning remains core to ACL delivery, but a significant challenge to the more regimented approach of formal education.

Drawing out wider issues, the current policy priorities of sustainable and learning communities and the macro aims of regeneration and revitalised regions will struggle to be realised without an emphasis upon the need to foster Egan’s “generic skills”, many of which have clear parallels with the principles of education for sustainable development. The learning and skills sector has enormous potential to act as a medium of change and advance society along the route to becoming more sustainable, but it must first recognise that ESD is central to the process of developing individuals and communities with world-class aspirations and abilities, instead of viewing ESD as yet another “bolt-on” initiative.

⁶ Interdependence—of society, economy and natural environment; *Citizenship*—participation and co-operation; *Needs and rights*—of current and future generations; *Diversity*—Cultural, social, economic and biological; *Quality of life*—safe, fair and healthy lifestyles; *Sustainable change*—not exceeding resources; *Uncertainty*—acceptance of risk and adoption of a precautionary approach.

11. In conclusion, NIACE proposes that the Government is failing to articulate the importance of education for sustainable development amongst its agencies, with the resulting message of low-importance filtering out to regional funding and policy-makers, ultimately resulting in learners themselves being denied the opportunity to experience ESD approaches.

Question 7. *Is there any evidence to suggest that the Government is getting better at getting the environment message across to the general public? In particular, is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

12. The related example of the recent “Recycle Now!” campaign (although admittedly not a DfES initiative) has failed to re-energise the environmental message of recycling at a local and regional level, whilst in education and learning, the few examples of good-practice in environmental education are isolated and lack the resources to become beacons of best practice regionally.

Question 8. *Are there sufficient resources available to deliver against the government’s commitment to education for sustainable development in light of the loss of the Landfill Tax Credit Scheme and the loss of the education criteria from DEFRA’s Environmental Action Plan, for example?*

12. NIACE remains generally concerned at the low level of resources made available for ESD, both in terms of the funding deficit stunting growth in this area but also in the message of relative unimportance low levels of funding communicate outwards to the sector.

Recent funding initiatives, including the Landfill Tax Credit Scheme and Environmental Action Fund, whilst welcome have been entirely short-term project-based funding, with serious limitations imposed on the availability and flexibility of funds to meet core operating costs. NIACE considers that the short-term, competitive nature of funding for environmental education is inconsistent with Government policy which increasingly promotes co-operation between local/regional organisations, and calls for ring-fenced funds in support of locally-based multi-professional learning centres, supporting the provision and integration of ESD into informal, formal and professional learning and development.

CONCLUSION

13. NIACE would be pleased to work with Parliament, Government and NDPBs/NGOs in promoting education for sustainable development principles and activities within the post-16 sector. For further information about any aspect of this response, please contact, in the first instance:

November 2004

APPENDIX 33

Memorandum from Individual on the Executive of the National Association for Environmental Education (NAEE) UK

NAEE (UK) is the only association in the UK that is run by teachers for their colleagues in formal education (teachers, lecturers, advisers, inspectors, education officers and trainees) and all who are professionally concerned with any aspect of education and the environment. It was founded almost 40 years ago, but since 1997 has received no Government funding, and relies entirely on membership and sponsorship for funding. Its main function today is to raise the profile of Environmental Education and Education for Sustainable Development in schools and publishes a termly 40-page journal for its members, “Environmental Education”. (the current copy, sponsored by Birmingham City Council, is enclosed). NAEE’s head office is at the University of Wolverhampton.

NAEE does, therefore, feel able to contribute a response to question 4 of the Inquiry:

Question 4: *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

Response:

Much more still needs to be done to embed ESD in the School Curriculum in England. My evidence for this is as follows:

1. As an Environmental Education Teacher Consultant working mainly in nursery and primary schools in Birmingham and the West Midlands, virtually no teacher in the schools visited, knows what ESD means. They do not know that ESD is a “value” in the key stage 1 and key stage 2 national curriculum.

2. As an “outdoor learning through play” teacher trainer for teachers of the Foundation Stage, not one of the teachers last Monday on my course had heard of ESD. I supplied them with an audit of the Foundation Stage curriculum where opportunities for ESD occur; I was commissioned by CEE, to draw up a similar audit for QCA, over 12 months ago.

3. As a school governor of a Junior, Infant and Nursery School, the subject of ESD has never been raised by School Senior Management at Governing Body meetings. I have been a governor for five years, and Chair the Curriculum Committee.

4. As Editor of the NAEF termly journal for teachers (“Environmental Education”) it is evident from the articles submitted that many teachers throughout the country recognise the value of the “environmental” bit of ESD, and, to some extent, the “social” bit. The “economic” bit however, is missing. It is ironic that, despite the lack of DFES funding for EE, schools still strive to include it where they can. The ESD bit is often delivered in schools by NGOs who receive funding from DEFRA for projects such as biodiversity, energy conservation and waste management.

5. Evidence from Agencies: The Qualifications and Curriculum Authority (QCA) recognises the value of EE: its website states “ESD is an approach to the whole curriculum and management of the school, not a new subject. It has its roots in Environmental Education and Development Education. As a result, many of the building blocks of ESD are already present in every school”. NAEF agree wholeheartedly, but the practice is not matching the rhetoric—not surprising when the EE root has been allowed to wither away.

Question 1: “*Has the term ESD lost its currency? Has the environmental message within it been lost?*”

Response:

It is my opinion, and that of many of my colleagues on the executive of NAEF, that :

1. That the “environmental” message has been lost within the term “Education for Sustainable Development”. (This was also the opinion of the lead article on School Leadership in the *Times Educational Supplement* (21.5.04) which said “The future of our planet could depend on keeping the environment on the school curriculum.”

2. That the “environmental message” has been lost because Environmental Education, which was a cross-curricular theme 10 years ago, has almost disappeared from the National Curriculum. Without the knowledge, attitudes and skills developed through EE, NAEF feels many pupils cannot move on to develop an understanding of Education for Sustainable Development.

3. That the “environmental message” has been lost because the School Management does not understand the connection between the environment and “sustainable development”. Few schools have a Policy to reduce their harmful Eco-footprint, (although I have no figures to corroborate this, only personal experience as an Advisory Teacher) by saving energy, using environmentally friendly grounds maintenance contractors, reducing waste, etc. If schools are not role models of sustainable living, the environmental message is lost on their pupils.

November 2004

APPENDIX 35

Memorandum from Norfolk County Council

1. BACKGROUND

This report was written by Norfolk County Council’s (NCC) Environmental Education Service. The Service includes Holt Hall Field Study Centre and Wells Field Study Centre and is part of Norfolk Education Advisory Services. The Advisory Service also has a new brief for Education Visits advice and approval.

The Environmental Education Service is dedicated to working in partnership (with Council departments and District Councils, statutory bodies, charities, FE establishments and businesses) to promote high quality environmental education opportunities for Norfolk schools, this includes:

- Education for Sustainable Development (ESD).
- Quality learning out of doors.
- Comprehensive support for school communities.

2. AN ENVIRONMENTAL EDUCATION/ESD SERVICE

Having an Environmental Education Service with a strong emphasis on ESD has made a difference to the level of support that schools in Norfolk are able to access locally. At times the Services role is as a promoter/champion, at times as coordinator, at times as provider and also as initiator (where recognised gaps in provision exist or capacity needs to be built). It has also helped to ensure that the schools agenda is more fully understood by providers/partners and that, where possible, real synergy is achieved and the raising achievement agenda fulfilled/considered. Thus if appropriate hands-on support is to be achieved (that is accessible to schools), a strategic county level ESD position is helpful.

3. OUTDOOR LEARNING

We would like to back up our input into the Outdoor learning Inquiry by saying how important this area of activity is for ESD. Opportunities and time to appreciate and enjoy the outdoor world (not least so that people are motivated to act in a way that will not harm it) is important.

Different individuals will be motivated by different experiences (sport, adventure, nature/field study, gardening etc), thus diverse opportunities are essential. We are concerned that pupils are missing out on “Field Studies” experiences—especially at KS3 and “A” level. Very soon there will be a major skills gap in this area—both for high quality provision and for training opportunities for teachers.

We recommend that there is support for existing field studies providers—many of whom have been unable to tap into sports/outdoor education funding streams.

4. BURSARIES

Given the importance of the residential/offsite visit, bursaries for those on benefits or who cannot afford to pay for school trips, deserves consideration from central government as part of its child poverty reduction and inclusion initiatives.

5. SUSTAINABLE CONSTRUCTION

The principles of sustainable construction (for devolved capital/PFI projects) and the integration of appropriate renewables and monitoring/interpretation technology need far greater consideration if our schools are to support young peoples understanding of the technologies/methods that they may need to become dependent on. The outdoor classroom/school grounds should also be included in this debate if the benefits from building work are to be maximised.

6. ISSUES

NCC is committed to supporting schools undertake offsite visits—many of these contribute greatly to high quality ESD. The level of first aid qualification is a concern—both to schools and to the LEA. If both first aid and minibus driving (especially for those teachers who gained their tests after January 1997) were included in ITT courses, this would go some way to help build capacity amongst teachers and make opportunities for educational visits in the future much more likely.

November 2004

APPENDIX 36

Memorandum from the Real World Learning Campaign

BACKGROUND TO REAL WORLD LEARNING CAMPAIGN (RWL)

The Campaign was launched by the Chief Executive of the RSPB at the FSC’s 60th anniversary conference in conjunction with the Royal Geographical Society at the RGS on 10 December 2003. The partners represent a membership of over 5 million people providing “Out-of-Classroom Learning” (OoCL) for over 1.25 million day visitor equivalents in both day and residential formats covering a range from outdoor adventurous activity to urban based museum and heritage sites plus a mix of reserves and day/residential “environmental” centres in suburban, agricultural and wildscape environments.

The proposition from the RWL partnership is that there is no substitute for learning in the real world outside the classroom for all young people, in all sectors of education. Our combined practical experience, evaluation and research suggests that young people of all ages derive enormous benefits from such experiences.

“There is substantial evidence that OoCL, properly conceived, adequately planned, well-taught and effectively followed-up offers learners opportunities to develop their knowledge and skills that adds value to their everyday experiences in the classroom.” (Ref 4,18,19).

Despite a number of innovative initiatives, the RWL believes that as a result of a combination of factors there has been a general decline in the number OoCL opportunities, including fewer and shorter residential experiences. This amounts to a huge missed opportunity for several generations of young people to develop their creativity and curiosity to learn about the world around them.

SUMMARY OF CAMPAIGN:

Despite being highly valued by teachers and students there is strong evidence of a continuing decline in provision of Out-of-Classroom Learning especially in secondary schools, post-16 institutions and universities, particularly in science/biology education.

A number of critical factors have been identified including:

- changes in curricula and assessment with government prioritisation on literacy, numeracy and ICT;
- profile of outdoor education within schools and school inspection;
- health and safety concerns, including the increased bureaucracy/form filling associated with taking young people out of the classroom: fear of “accidents” and unreasonable litigation;
- views and guidance from teaching unions;
- senior managements’ negative view of what is often seen as a “disruptive” activity: perceived lack of value of out-of-classroom learning;
- limited experience and training in out-of-classroom learning and the management of groups in the outdoors; and
- cost.

The importance of each factor varies between subject, activity, location and age group, but all will need to be considered to reverse the decline or even stabilise the present position.

The lack of out-of-classroom experiences amongst trainee and qualified teachers is also a major area of concern that needs to be addressed. To some degrees this is equivalent to the Red Book species scenario—fewer numbers, increasing age of population, low recruitment to the population, death of species—as “older” teachers suggest they have little confidence that the Out-of-Classroom Learning activities they now lead will continue with the new tranche of recruits to the teaching profession as they lack the competence and confidence to undertake this work despite Initial Teacher Education’s (ITE) inclusion of Health and Safety matters, including risk assessment, in their curricula. (Ref.1).

Those concerns were reinforced on 24 November 04 when Ofsted reported, “Inspection evidence reveals that geography is the worst taught subject in the primary school curriculum”. On Radio IV at 17.00, three primary pupils at a centre in Swanage gave their opinion of Geography;

“Boring”

“Boring”

“It comes to life when we are on a field trip”.

The same report identified that “secondary pupils get little fieldwork experience”.

KEY CAMPAIGN OBJECTIVES:

1. Government and Opposition Parties to provide a clear steer as to the benefit of out-of-classroom activity as an integral part of a broad and balanced curriculum for all children.
2. Ofsted encouraged to inspect out-of-classroom activity at first hand and not just the outputs of out-of-classroom activity.
3. Government and Opposition Parties engage with Teacher Trade Unions to address well aired concerns over out-of-classroom activity.
4. Press the Teacher Training Agency to review the training provided for out-of-classroom activity.
5. Creation of a fund to undertake further research into out-of-classroom activity.

RATIONALE TO ENVIRONMENTAL EDUCATION: A FOLLOW-UP TO LEARNING THE SUSTAINABILITY LESSON

The RWL believes that a meaningful understanding of, and commitment to, sustainable development can only be achieved by giving children and adults the opportunity to explore and experience the world around them. It is critical that young people should be aware and understand the environmental component of sustainable development as well as the social and economic dimensions. Outdoor learning in their own environment and, if possible, contrasting locations, will provide a context in which complex issues raised through ESD begin to make sense. Without this experience ESD can remain sterile and unattractive with a tendency to produce clear-cut responses or answers that rarely confront the complexity of the REAL world.

RECOMMENDATIONS IN RESPONSE TO ENQUIRY QUESTIONS:

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

Whilst the Government has supported a number of initiatives to promote the understanding of the term “Sustainable Development”, it remains an ambiguous and complex concept. There is concern that the Government places insufficient weight on the environmental dimension of sustainable development and inclines towards the economic and/or social interpretations.

The relatively low profile of the environment may help explain the decline in outdoor learning, particularly in science. In reducing the opportunity to make meaningful and understandable links with local, regional and global environments, the relevance of ESD is challenged. If we are to create an environmentally literate populace then this lack of relevance must be reversed to ensure that the environmental message is not lost.

2.1 *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what could be built upon?*

2.2 *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

In the Government’s Response to the Committee’s Tenth Report there was recognition by the DfES that there “needs to be a step change in green operations of publicly funded education in England”. The Action Plan and the Government’s response to the Select Committee report signalled the start of a process of change with indications of what could be achieved immediately and in the medium term.

The strategy for funded education should emphasise the need for strong and positive curriculum statements supporting the need for practical experience working in and through outdoor environments in the local community and beyond. There must be synergy between practice and support for formal, informal and continuing education.

It is essential that the Director appointed to take the strategic direction of ESD forward (No 27 of the government’s response to the EAC’s report) not only embraces ESD as the core of the DfES strategic thinking but also takes every opportunity to communicate with the sector and ensures that Out-of-classroom learning is promoted and supported in the strategy.

The sector hopes that the Director will take every opportunity to engage with colleagues in other government departments who have an interest/involvement in the delivery of the Government’s Sustainable Development strategy; DEFRA, DCMS, DTI, Health, Home Office, DfID etc. and strive to ensure coherence in terms of strategy and practice.

3. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

There is no obvious or direct reference to environmental or sustainable development issues in the White Paper, though the Working Group stressed the importance of Key Skills at all 4 Diploma levels. If the Government wishes to influence attitudes and behaviour, then the skills needed to address ESD/Environmental issues should be incorporated into the Key Skills curriculum.

We welcome the recognition of the importance of external learning/out-of-classroom learning included in the White Paper

It is important that all 14–19 students are exposed to environmental or sustainable development issues.

- QCA should be required to produce generic criteria for ESD/Environmental issues that include out-of-classroom learning, integrated into all levels of the diploma.

- An extended “research topic” plus work in the local community should offer opportunities to undertake in-depth first hand enquiry though there is need for fieldwork and practical outdoor learning experiences to be included in other delivery areas and subjects.

First hand enquiry/ Out-of-classroom learning should be at the core of the curriculum, rather than an optional addition. Without this component, ESD will struggle to make an impact on the lives of individual citizens and on the communities in which they live and work.

4. In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?

The DfES recognised the importance of needs analysis and contracted the Geographical Association to conduct research into teachers’ needs. We look forward to the publication of this research and working with the DfES to meet those needs, especially in the context of out-of-classroom learning.

The DfES has actively engaged with the Subject Associations and contracted them to either produce new or to adapt existing units for the QCA schemes of work. The timescale for the completion of this work remains a little unclear. Greater clarity on what mechanisms will be used to disseminate and support the use of the materials would be welcome.

Within the sciences and humanities, there is increasing evidence that active learning approaches including practical and outdoor experience are declining. There are also signs that implementation of such approaches is being hampered by inadequate teacher training and professional development opportunities, and a school inspection framework which gives a very low priority and profile to out-of-classroom learning.

RWL welcomed the recent Ofsted report, “Outdoor education, Aspects of good practice” and the clear statement of the benefits of out-of-classroom learning provided by Her Majesty’s Chief Inspector to the Education and Skills Select Committee enquiry into “Education Outside the Classroom”. (November 2004).

Disappointingly there is little evidence that good practice is shared across subjects and departments within secondary schools. All of these areas need attention by DfES, QCA, TTA, Ofsted, LSC and the other agencies.

5. The role of informal learning, including youth work, work based learning and adult and community work in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?

The establishment of a working group by the DfES Youth Work Unit and the production of a draft plan of action for youth work have been welcomed by all interested parties.

- Further progress needs to be made in incorporating ESD/EE and OoCL within the core initial training for youth and community workers.
- The inclusion of ESD/EE and OoCL within the Inspection Framework for Local Authority Youth Services would both raise its profile and send a clear message of the value government places on this area of learning and experience.
- The Secretary of State for Education and Skills in launching the Action Plan stated, “Government can provide the lead and the vision. It can co-ordinate and monitor structures to make the task easier. But we rely on our many partners at the grassroots to help deliver this ambitious agenda”. Against the background of this encouraging statement by Charles Clarke, the Government needs to work with Local Authorities to increase the level of effective linkage between youth and community organisations with environmental services and linked organisations. There is a need for more effective partnerships and mutual support.
- All Government funding streams for children, young people and communities should incorporate ESD/EE within their funding criteria.

In a world where parents and other pressures appear to be discouraging children and young people from engaging with the environment in which they live, greater emphasis and support needs to be given to local groups and NGOs. These groups work to engage children, young people and community groups in exploring their built and natural environments, and contributing to the discussion and decisions about the use and management of their own environment whether this be the location of recycling bins or the development of Local Biodiversity Action Plans or the management of a local park/historic building. These groups need both recognition and support with access to funds under the new lottery arrangements, training where appropriate plus clear actions to facilitate networking and the sharing of good practice.

6. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education.*

There is some evidence of regional and local support for food, farming and countryside initiatives through the DfES Growing Schools project with dissemination through the dedicated website. DfES is supporting the Subject Associations with the OU to produce on-line modules that will assist in providing a framework for training teachers and youth workers to manage groups outside the classroom and provide quality out-of-classroom teaching and learning.

If ESD/EE received similar support to that provided by the DfES for such initiatives as PSE, Health Eating, Citizenship then a number of the concerns raised by the sector could be more effectively addressed.

OoCL covers a vast range of activities that contribute to the whole curriculum as well as the requirements of the National curriculum. Very few schools and colleges have an institutional policy for OoCL that demonstrate subject coverage, a range of approaches to teaching and learning plus clear evidence of progression.

There are concerns within different subject areas; eg the public understanding which is needed to make choices within complex environmental issues such as GM crops, foot and mouth disease, global warming etc is being undermined by a decline in opportunity to set such issues in a real context—namely an experience of the outside world. Only with this experience will the cognitive development, often allied to emotional and physical development, be sufficiently deep, broad and meaningful, to take ESD forward through science and the humanities.

7. *Are there sufficient resources available to deliver the government's commitment to education for sustainable development?*

Whilst the sector is appreciative of the much of the material made available by the DfES and QCA there is no comparable document to the DfES Citizenship document. The last guidance document in the field was produced in 1996, "Teaching environmental matters through the National Curriculum".

The Growing Schools initiative has identified examples of good practice which may help pupils understand more about sustainability and the environment through first hand experience in the outdoors. RWL welcomes the Minister of State's commitment to explore the development of a "Manifesto for Outdoor Learning".

Such a manifesto would assist in clarifying the scope and contribution of such work but for it to be effective, it is essential that the manifesto receives similar support to the recently launched "Music Manifesto"; a ministerial champion; clear action plan to launch and implement the manifesto; an appointed individual within or with established links to the DfES, to assist in the dissemination, promotion and fund raising for the implementation of the manifesto's objectives.

Funding to support fieldwork and outdoor learning needs to be clearly allocated for this purpose. There are signs that the need for voluntary support for fieldwork and outdoor activities are affecting maintained schools more than independent schools. This will undermine the government's commitment to ESD, particularly within disadvantaged communities. Similarly, support for activities allied to fieldwork and outdoor learning such as teacher training, curriculum development and resource production must be clearly allocated for this purpose.

EVIDENCE ON THE DECLINE OF FIELDWORK

Influences on fieldwork

1. Overall trends

- (a) Most schools want to undertake OoCL at the same time of year, mainly due to "modularisation" of courses and the timing of SATs; a trend which is common across the whole sector (Refs 2, 3).
- (b) There has been a 25% decline in biology groups coming to the FSC's centres over the past 20 years (Refs 2, 3).
- (c) There have been increasing numbers of geographers to centres, although these courses have also been shortening (Ref 5).
- (d) The dominant Key Stage group attending National Trust and RSPB properties is Key Stage 2. (Ref 4a and 4b). 3D Adventure has a similar profile with Key Stage 2 forming the dominant group though the museum sector has identified a growing proportion of Key Stage 3 visitors.
- (e) Fieldwork course have shortened in length across all sectors; schools, post-16 institutions and higher education (Ref 6).
- (f) There is strong evidence throughout the UK that participants visit sites and centres that are more local to them, and are more likely to be non-residential at all levels, including university (Refs 6, 7).

- (g) There are now much tighter links to fieldwork/coursework and assessment in science/biology and geography (Ref 8).
- (h) There are now very few 11–16 year olds doing science fieldwork, with fewer than one in 20 pupils having a residential experience (Ref 3).
- (i) The FSC trends are also repeated elsewhere—verified through several independent surveys, which have also shown dramatic falls in university as well as school science fieldwork provision (numerous reports) (Ref 2).
- (j) Geographical Association biennial reports have identified a reduction in OoCL/fieldwork at the secondary level. It is unlikely that this position will improve in the immediate future considering the lowly position of Geography in Primary education and the use of non-specialists at Key Stage 3 (Refs 20, 22).

2. *Financial influences*

- (a) Costs are known to be a major influence on present-day out-of-classroom provision, but this has also been true in historical surveys (Refs 3, 5, 10).
- (b) There is a heavy reliance on parental/guardian contributions, even in the most disadvantaged boroughs (Ref 11).
- (c) There is some evidence that the decline in biology fieldwork has been more pronounced in the maintained compared to the independent sector (Ref 12).
- (d) Costs are not the exclusive, or even the most important barrier in past surveys of teachers' opinions though recently teachers are identifying spiraling transport costs as a barrier to half and one day, OoCL activities (Ref 5).
- (e) There is concern within schools that financial support targeted through measures such as free school meals excludes a significant number of deserving pupils (Ref 11).
- (f) The increasing dependence on part-time jobs does affect fieldwork provision, particularly amongst A-level and university students (Refs 3, 7).

3. *Curriculum influences*

- (a) The changing curriculum is a major critical factor for teachers in prioritising whether or not to engage in OoCL (Ref 5).
- (b) The statutory requirement to carry out fieldwork in geography has a major positive impact on levels of fieldwork within the subject (Ref 5).
- (c) Pre-16 geographers are 10 times more likely to undertake residential fieldwork than science students (Ref 5).
- (d) Curriculum 2000 and new AS/A2-level specifications, have had a major influence on the numbers and timing of field courses (Refs 3, 8).
- (e) A strong curricula requirement also affects the content of Ofsted inspections, as a geography inspection is five times more likely to comment on out-of-classroom experience compared with a science inspection. This affects the profile of OoCL within schools; “if it isn't inspected it isn't important” (Refs 8, 13). Estyn have indicated that out-of-classroom learning will form a part of future school inspections.
- (f) Secretary of State continues to signal his personal support for OoCL and the residential experience plus the DfES's Growing Schools initiative that “aims to use the ‘outdoor classroom’ as a context for learning, both within and beyond the school grounds” (Ref 23).
- (g) Out-of-classroom experiences represented by RWL can support teaching and learning across curriculum subjects and are not limited to science and geography (Ref 25).

4. *Organisation and integration of fieldwork*

- (a) There is substantial evidence that Out-of-Classroom Learning, properly conceived, adequately planned, well-taught and effectively followed-up offers learners opportunities to develop their knowledge and skills that adds value to their everyday experiences in the classroom
 - (i) Specifically, OoCL can have a positive influence on long-term memory due to the memorable nature of the fieldwork setting. Effective fieldwork experience can lead to individual growth and improvements in social skills. More importantly, there can be reinforcement between affective and cognitive developments in young people, with each influencing the other and providing a bridge to higher order learning. (Refs 17, 18).
- (b) Where schools have an active policy for OoCL there is clear evidence of access and inclusion for all and progression in the nature of the activities from year to year and Key Stage to Key Stage. (Ref 9).

(c) “Outdoor education continues to thrive where headteachers and individual enthusiasts provide leadership and a vision that promotes a well-balanced PE curriculum and outdoors off-site, day or residential experience as part of curricular extension and enrichment. They recognize the importance of outdoor education experiences in giving depth to the curriculum and to the development of students’ personal and social development.” (Ref 19)

(d) The provision of OoCL/fieldwork is variable within A level subjects—students’ descriptions ranging from “inspiring” to “tedious and dull”: “just like work in the classroom”. (Ref 12).

(e) In secondary science and geography fieldwork there is a very strong association with techniques, skills and coursework, and associated assessment. (Ref 8).

(f) The outdoor experience is sometimes poorly integrated into the whole school curriculum and is often lumped into the end-of-year “activity” period (Refs 14)

(g) Initiatives such as the DfES/NOF Get Real programme indicate both the benefits and the challenges of one off residential programmes. (Ref 25).

5. *Qualification and motivation of teachers*

(a) Most A level Biology and Geography teachers and students maintain that OoCL is important (Refs 3, 5, 12).

(b) Many teachers are not aware of the positive outputs and outcomes of Out-of-Classroom Learning—improvement in social and communications skills, increased motivation, positive changes in the relationship between pupils and accompanying teachers—with improved behaviour on the activity/course being transferred to the classroom. (Ref 14, 18).

(c) Some teachers celebrate the fact that courses/out-of-classroom activities “had enabled us to see a great potential in inner city kids which is often not so apparent in schools” and allow young people with learning difficulties to excel in a non-classroom environment. (Ref 14).

(d) There is strong evidence that many trainee teachers are entering the profession with little previous out-of-classroom experience: for example, nearly half of trainee biology teachers (all with good biological sciences degrees) in one leading PGCE course had less than two days fieldwork in total during their previous school and university experience (Ref 15).

(e) An FSC survey of students/teachers ability to recognise common plants has demonstrated that most participants will be able to name fewer than two out of 10 plants (Ref 16).

(f) Strengthening the amount and quality of initial teacher training and in-service support is seen as critical in many surveys (Ref 2, 8).

6. *Effect on teachers’ workload*

(a) Negotiating timetable cover and paying for supply cover is a major barrier cited by teachers who are trying to organise fieldwork. This appears to have become more of a problem as courses have become increasingly modularised, thus reducing flexibility (Ref 2, 5, 8).

(b) There is concern that the teachers’ workload agreement may adversely affect the provision of OoCL. (Ref 24).

7. *Fear of accidents (and Litigation)*

(a) Whilst fear of accidents is perceived as an important influence on OoCL provision: it is of lower importance than curriculum and cost (see above) in some recent surveys (Ref 5, 11).

(b) Within the workforce there is a perception that accidents or incidents will result in significant media exposure and litigation that may lead to civil or at worse, criminal, action. This perception still remains despite the Secretary of State’s commitment to tackle the “compensation culture” (speech to the NASWUT at Llandudno conference) and the recent report of the Better Regulation Task Force indicating a significant reduction in the number of accident claims. (Ref 21)

(c) There is some evidence that LEA protocols for delivering out-of-school visits are dissuading rather than supporting OoCL provision. DfES, LEA and School policies have established robust systems but they have made the organisation more burdensome: “. . . there are just too many hoops to jump through these days!”. Providing appropriate, certificated training for Classroom Assistants could assist in the sharing some of the administrative load.

8. How UK Provision compares with that in other countries?

(a) Until now there appears to have been no systematic collection of data by the government or its advisers to enable assessment or monitoring of Out-of-Classroom Learning activities in schools and colleges in the UK. This makes historical, geographical or subject comparisons of fieldwork provision within the UK, or comparisons with other countries, not feasible (Ref 2).

(b) In the past, several states and countries have attempted to implement what they interpreted as the UK model of OoCL provision.

(i) 1960–70s—FSC advice to the Toronto Education Board to establish an entitlement for Out-of-Classroom Learning for Primary and Secondary students. Creation of an Urban Centre in Toronto and the Shelburne Outdoor Education Centre in the wildscape of Ontario plus support, teacher advisers/mentors for schools undertaking local out-of-classroom activities.

(ii) 1996–2002 British Council supported FSC to provide advice and support for CSOD, Slovenia, a government supported organisation-providing OoCL for all in a residential contexts. The initial four Centres have now been extended to over 20 with a widening of the initial sports/outdoor adventurous activity provision into the historical and environmental areas.

(iii) Provision within the EU varies from country to country with different countries having different emphases: eg The Forest School initiative is used by many Danish Nursery/Early Years learners with children exploring and learning woodland context for part of each day or week throughout the school year. (In the UK this approach to Out-of-Classroom Learning is being piloted in Sheffield and Derby with training provision for childcare and nursery staff. The approach has relevance to others ages and sectors of the student population with real benefits for adolescents with emotional behavioural problems through its emphasis on ‘hands on’ activities. (Ref 9)

November 2004

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APPENDIX 37

Memorandum submitted from The Royal Society for the Protection of Birds

THE RSPB AND ENVIRONMENTAL EDUCATION

1. For over one hundred years, the RSPB has made a substantial contribution to environmental education. As a membership body, with over one million members, including 150,000 under 18 years, we believe that the key to ensuring the conservation of habitats, species and the wider environment lies with public awareness and education. Ultimately, the future of sustainable development is dependent on individuals understanding its principles and committing to the lifestyle changes necessary to its success.
2. As an on going commitment to education, the RSPB spends around £5 million per year on its public awareness and education functions. In addition to broad based public awareness functions we,
 - Support the curricula of all four UK countries with the production and dissemination of teacher led resources and school activities.
 - Offer structured educational programmes to visiting parties on 35 of our reserves.
 - Produce e-learning courses on birds and conservation as part of life-long learning.
 - Export our educational expertise to 13 countries working within the BirdLife International partnership.
 - Work within the policy advocacy arena promoting environmental education.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

3. Following the Rio Earth Summit in 1992, Education for Sustainable Development (ESD) became a high profile issue. There was a real sense of a shared global agenda and a commitment to its promotion. Twelve years on, few organisations would claim that sustainable development has permeated the consciousness of all but a small proportion of the population. Much of this lack of success can be laid at the door of confusing terminology. There does not appear to be a single cross governmental definition of sustainable development and there remains much ambiguity. For instance, within the Regional Development Agency network, sustainable development appears to principally mean “economic sustainable development” and it appears that Government has downplayed the environmental dimension. Amongst young people, there has been a decline in environmental concern as measured by opinion pollsters, which, leads to the inevitable conclusion that, sustainable development and the environmental messages within it are not permeating the public consciousness.

THE DFES SUSTAINABLE DEVELOPMENT ACTION PLAN AND ITS SUCCESS

4. The RSPB welcomed the DfES Sustainable Development Action Plan as a major contribution to the promotion of sustainable development. However, we have consistently been critical of its lack of measurable objectives.
5. The Action plan has led to much activity and the RSPB commends the Government for work around Objective 2—the environmental impact of the Department and its partner bodies, and Objective 3—the environmental impact of the Education state. The BREEAM initiative is praiseworthy as are the strategic developments by the Learning and Skills Council and the Higher Education Funding Council. Through its

work in the Professional Practice for Sustainable Development partnership, the RSPB has identified an increase in interest about sustainable development from the professional estate management sector. We believe that there is still substantial training work necessary to equip professional practitioners to understand and implement the Action Plans intentions.

6. The RSPB is rather more critical of the implementation of Objective 1—Education for Sustainable Development. Actions such as the development of the Growing Schools network, the new framework for schools and the QCA website on ESD are all praiseworthy but appear rather fragmented. Little progress appears to have been made with promoting sustainable development with some of the key agencies such as OFSTED, The Teacher Training Agency and the National College for School Leadership. The RSPB believes that these agencies are critical to the delivery of the Action Plan.

THE UK SUSTAINABLE DEVELOPMENT STRATEGY AND THE ROLE OF LEARNING

7. The RSPB believes that learning is the key to public engagement and that the forthcoming strategy should include a specific section on the contribution of formal and informal education. In order to be credible this section must include targets and indicators. We believe there is a need for new indicators for learning and hope that the Education and Skills Secretary's statement to that effect will be implemented.

THE 14–19 WORKING GROUP AND ESD

8. The 14–19 report represented a real opportunity to integrate education for sustainable development into the heart of the Government strategy. The RSPB is particularly disappointed that no consideration of ESD appeared in the report and the significance of sustainable development has been substantially ignored. If the Government is to live up to its commitment to sustainable development it is difficult to understand why such an opportunity was missed. The RSPB hopes that this situation is repairable and that sustainable development can become one of the underlying principles of both the curriculum and qualifications for the 14–19 age range. Without this integration it is difficult to see how future citizens will be either equipped or committed to address the challenges of sustainable development.

ESD AND THE SCHOOL CURRICULUM

9. The 2000 National Curriculum is absolutely clear on the subject of education for sustainable development “it should develop their awareness and understanding of, and respect for, the environments in which they live and secure their commitment to sustainable development at a personal, local, national and global level”.

10. It is true that sustainable development is explicitly mentioned in seven curriculum subjects. However, the RSPB is highly critical of the current situation in schools.

11. We believe that sustainable development is much more than the transfer of information. It is as much about emotional commitment as it is about intellectual understanding. Only an integrated framework which builds on curriculum content and includes the hidden curriculum ie how a school conducts its business as an institution and the teaching and learning culture of the school will generate the level of commitment which the curriculum identifies.

12. DfES has embarked on specific and worthy initiatives such as Growing Schools but has failed to address the fundamental lack of status of ESD in schools. In comparison with initiatives such as literacy, numeracy, citizenship and health there is a lamentable lack of commitment. It is unreasonable to expect teachers to knit together ESD in seven subjects to form a coherent whole. If DfES is to take ESD seriously, it must give a clear commitment to support the concept at all levels. This support must include teacher's professional development, head teachers training and the raising of governor awareness.

13. We are aware of the new WWF-UK framework being adopted by DfES but believe that it will not be given sufficient backing as evidenced by the pilot only be implemented in 10 schools. The RSPB believes that the subject of ESD in schools has been tackled from the wrong angle. Rather than fragmented initiatives, the Department should have assessed and identified the key components to effective delivery in schools and built their actions around that framework. Our fear is that current practice is like expecting a dot-to-dot picture to yield a Rembrandt portrait.

14. The RSPB wishes to draw to the attention of the Committee the subject of out of classroom learning and its contribution to the effective delivery of education for sustainable development. We believe that firsthand experience is the most effective form of generating commitment to the environment and are disappointed that the DfES Action Plan contains no references to the importance of firsthand experience. The recent critical report by OFSTED on the teaching of geography, which is currently the only national curriculum subject which demands out of classroom learning, shows how poor the provision is. Through its partnership in the Real World Learning Campaign the RSPB has demonstrated its commitment to this vital area and we hope that both the Education Select Committee and the Environmental Audit Committee will endorse the objectives of the Campaign.

THE ROLE OF INFORMAL LEARNING INCLUDING YOUTH WORK

15. The RSPB have seen no great rise in environmental action or awareness among national voluntary youth organisations (NVYO's) and certainly none that can be attributed to DfES activity—this is obviously a very general statement as there are, and always have been, are pockets of excellent environmental work within the Youth Service.

16. The lead in this area continues to be given by youth programmes of environmental charities such as RSPB's Wildlife Explorers with nearly 150,000 members under 18 years. The RSPB's Wildlife Explorers have a separately branded teenage section whose activities and publications are largely directed by a elected forum of young people. At their annual conference they debate local and national issues which relate to the environment and sustainable development. With RSPB facilitation they have been able to communicate their concerns and ideas to appropriate decision makers, including MPs. We believe this to be an example of best practice.

17. Opportunities for influencing the activities of after-school clubs have not been taken, yet these, relatively new, organisations have time beyond the classroom for informal learning about ESD.

18. Grants can be used to focus the attention of NVYO's on changing and emerging priorities. Again ESD, did not feature in the qualifying criteria in the latest round of DfES grant applications.

19. Departments that work with young people can help them to direct their time and interests in a positive way through grants towards 'green' travel, educational credits in records of achievement or providing a recognised certification schemes.

20. Training of youth workers does not appear to be recognising ESD as relevant topic nor giving a new direction for practical youth work in the natural environment.

21. Finally, the DfES does not appear to be working closely with the Russell Commission on Youth and Volunteering. This is a great opportunity to influence the attitudes of the next generation on issues relating to the environment and citizenship through practical work.

THE ENVIRONMENTAL MESSAGE AND THE GENERAL PUBLIC

22. The RSPB is not aware of any significant initiatives by DfES to promote environmental messages to the general public. Our perception is that DEFRA have been more active through initiatives such as 'are you doing your bit?' but that the evaluation of such initiatives has proved inconclusive.

23. The RSPB is disappointed that the Government has failed to come up with multi-departmental initiatives to support Education for Sustainable Development. Good examples of how it can be done include co-operation between the Department of Health and DfES on food in schools and child obesity. These partnerships are broadened to include networks, professionals, and NGO's and are backed with sufficient resources to support local implementation, professional development and guidance materials for schools and families. We would like to see such initiatives on sustainable development.

RESOURCES FOR ESD

24. The question of resourcing is inextricably linked with what you set out to achieve. The kind of integrated framework which is likely to lead to real commitment by young people to sustainable development is expensive. However, the current low level of funding appears to indicate that Education for Sustainable Development is a low priority area for the Government.

25. The RSPB believes that the NGO sector is currently carrying most of the expenditure involved with the promotion of Education for Sustainable Development. DfES is involved in funding its own projects but there is currently no funding stream to develop new initiatives. The Environmental Action Fund seems to be moving away from education into areas such as sustainable consumption and this will lead to a reduction in Education for Sustainable Development and environmental education initiatives. We believe that the ideal solution would be a recurring fund as part of a Government framework where DfES and Non-Government Organisation Practitioners and Deliverers are involved in allocating grant money to organisations in pursuit of agreed and shared objectives.

November 2004

APPENDIX 38

Memorandum from Ms Anona Sheridan

I am responding to this as an individual teacher who was very actively engaged in educating for sustainability in an inner city primary school in London for almost 13 years. My experience also extends to the non-formal sector and working with a local borough council in a voluntary capacity. Over the past two

years, as a supply teacher and part-time support teacher I have been in a number of schools and have formed impressions of their involvement in ESD. I am also vice chair of the National Association for Environmental Education (NAEE).

1. *Has the term Education for Sustainable Development lost its currency?*

Many teachers (including NQTs), Heads, Deputy Heads and non-teaching staff have little idea of what ESD is; most have not even heard of the term. They are aware of Environmental Education, which they understand to mean both nature study and activities such as recycling. Only staff involved in Environmental Education/Development Education/Citizenship seems to have heard of it. So I would conclude that the term Education for Sustainable Development never gained any general acceptance within schools.

Does it have any resonance with the general public? My perception is that people are aware of environmental issues including recycling and climate change but have very little idea of how their individual actions CAN make a difference. They have not heard of the term “Education for Sustainable Development”. They DO have a general understanding of the term “Environmental Education”.

Has the environmental message within it been lost? The environmental message within this term was a non-starter in many schools and among the general public. A number of London local authorities have been working hard to promote the environmental messages borough-wide, generally with a focus on recycling, community participation, working with schools, but all of this makes very few ripples in terms of overall attitude and/or lifestyle changes.

2. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

- Have a clear definition of sustainable development education and the role of Environmental Education, Development Education, Citizenship Education and PSHE within that strategy.
- Consider a whole range of active learning approaches for educators to use, using the senses (also consider Gardner’s “Multiple Intelligences”), to make learning about the importance of sustainable action both fun and meaningful.
- Consider a role for underachieving or under-motivated pupils and those with English as an additional language, to tap into their skills (eg gardening for food, renewable technology etc).
- Provide support for school linking between inner city and rural schools, between UK schools and schools in less developed countries.
- Encourage local councils and LEAs to create posts for sustainability education officers and advisers, working with local traders, the general public and schools. In schools, provide INSET for ALL staff, assemblies, workshops with pupils, work with school councils; find ways of getting parents involved, particularly at secondary school level.
- Through the local education authorities and teachers’ professional development centres, provide specific training for Head teachers and other senior management, to show how ESD can be embedded in school life and in the curriculum. Enable schools that are already inclined towards ESD work to develop creative approaches to ESD in their curriculum work and the school community.
- The Strategy should include a clear message that social and environmental sustainability goes beyond recycling or school grounds development. It should consider the need for prudent use of natural resources.
- Provide resource lists for the public including books, journals and specific journal articles, websites. For schools, particularly in Key Stages 1 and 2, there are excellent fiction books that convey sustainability messages.
- For schools, the Strategy should link to a QCA/ DfES website with interactive pages which children can access as part of their curriculum work.

3. *Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough?*

I have no specific comment, as I am not involved with any 14–19 curriculum.

4. *DfES recognises more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

From personal observations in primary education, I would say that schools where at least two members of staff (including one Senior Manager) believe strongly in the importance of educating for sustainability, then ESD will have a place within the school curriculum, regardless of the DfES and its agencies. But in other schools I see little real evidence of ESD in the curriculum. In my view there has been little improvement in these areas. Some schools are involved with the Healthy Schools initiative, some are doing great things through their school councils, some are involved with the Eco-Schools scheme, the London Schools Environmental Awards, and various other projects, but very few of these schools are working on fully embedding ESD across the school curriculum. In some schools where there is some good work, senior management or the school governing body may not value this. Most teachers have no idea of the ESD website for the national curriculum. Several Heads and Deputies have told me they have never heard of ESD!!

5. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

I am unable to comment on this.

6. *Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

This question refers to “environmental education” rather than ESD: presumably it intends to include educating for sustainability?

Local councils in London are making efforts through publicity to increase domestic and business recycling rates but not all schools are taking on this message. Some London councils are also working on social justice issues (eg Fair Trade), on transport (with active support from London’s Mayor and the GLA). Yes, the message is getting across to the general public, but too slowly.

There needs to be stronger evidence of linked thinking with DfES, DEFRA and other Government departments showing that they are working together to consider the many terminologies currently used to imply education for sustainability, and to have some kind of consensus on methods which support best practice in educating for sustainability.

7. *Are there sufficient resources available to deliver the government’s commitment to education for sustainable development?*

NGOs have worked hard to produce some very good resources for schools in Environmental Education, Development Education, Education for Sustainable Development, Global Citizenship, and Citizenship. There are too many resources, many competing, and subject to schools having the finances to purchase them and the motivation to use them. There needs to be greater collaboration and more widespread use of these resources. There needs to be training for teaching and non-teaching staff in the most effective methods of using these resources.

FINAL THOUGHTS

1. Many people are becoming concerned at the increased rate of environmental degradation in all its forms, so it is imperative to:

- Address the training of educators and reach out to more teachers.
- Provide input at teacher training level.
- Deal with the tensions between teaching about sustainability and the way we teach it, by considering project-based approaches and integrating multiple intelligences.
- Provide appropriate financial and learning resources.
- Bring ESD into mainstream thinking by changing its title to something more meaningful.

APPENDIX 39

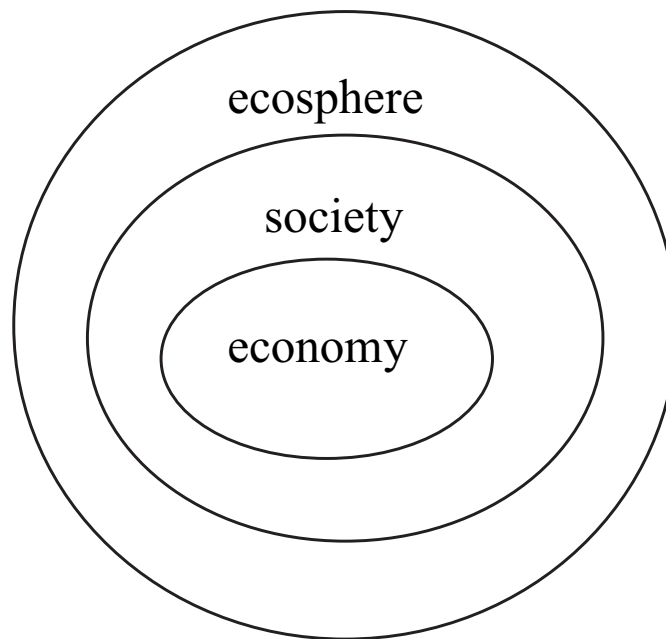
Memorandum from Dr Stephen Sterling

The following responds to the seven questions put by the EAC press release, with the exception of q6, which is omitted here. Also, a section of Additional Comments is appended.

1. THE TERM “ESD”

People interpreting this term tend to fall into three groups. The first two interpretations carry problems. The first group tends to emphasise “the environment” at the expense of attention to the social and economic dimensions—for example, the issue of sustainable livelihoods and healthy economies is not one which environmental educators are often particularly good at incorporating into their work). The second group interprets ESD more broadly, but in this group, the environmental and ecological dimension tends to get diluted. The third group interprets ESD in a more integrative way where environmental dimension gets full but not exclusive weighting. These differences very much parallel the interpretation of the term “sustainable development” in wider society.

The third is the most desirable interpretation, but it seems that most people—including educators—struggle towards understanding it, even where they assert it. This is partly because of the dominant reductionist mindset (which is reflected in most education), and partly because—wrongly—the environment, society and economy are often quoted as equal emphases. By contrast, a “strong sustainability” interpretation of ESD asserts that economy and society are subsystems of the ecosphere (see diagram). This understanding, which is the basis of all ecological economics, is vital.



However, the “development” part of the term “ESD” tends to play into the hands of those who assert the primacy of economic growth above environmental limits. I agree with the EAC’s “Illusion or Reality” report on the UK Government’s Sustainable Development Strategy, that the concept of environmental limits is fundamental.

When a subgroup from the Sustainable Development Education Panel was working on its report for the national curriculum review (Sterling (ed) 1988), one of the original “seven concepts” we proposed referred to “Limits to growth” but we were advised against this and the concept became “sustainable change” which, some of us hoped, would suggest “limits” to readers.

It is for these sorts of reasons that many in the field prefer the term “education for sustainability” or “sustainability education”. These terms help those involved to see things in terms of a fresh approach to education as a whole, rather than be tempted to pigeon-hole “ESD” into some curriculum corner.

I have used the term “sustainable education” (Sterling 2001) to indicate the vital need for a change of educational culture, rather than a simple addition of “ESD” to an otherwise unaltered educational landscape.

2. DFES ACTION PLAN AND PROCESS OF CHANGE

Progress seems very slow. We are still waiting to see the strategies from the LSC and HEFCE for example, let alone their implementation.

3. THE DFES SD ACTION PLAN

The whole sustainability transition involves a learning process by all those involved. This is because, in the words of the New Zealand report on learning and sustainability, it necessitates “a metamorphosis of many of our current education and learning constructs” (Williams, 2004).

Thus, it is not a simple matter of requesting educational providers to do more on ESD. Rather it involves learning on the part of policymakers and decision-makers, civil servants and administrators, central and local government, institutions and their staffs, so that a more fundamental reorientation of educational systems towards sustainable development is made possible. In other words, there is a double learning process involved, whereby the education providers need to be involved in re-thinking purposes and provision, (stage 1) so that provision is much improved—so that, in turn, the adult and younger student bodies can better learn about and for sustainable development (stage 2). Therefore, the government’s SD strategy needs to recognise and grasp the size and importance of the challenge.

I would agree with those that suggest the need for much better indicators for education and learning for sustainability, as long as any performance indicators are balanced with process indicators, and that they do not become burdensome and allow scope for creativity and innovation at local level.

4. THE 14–19 CURRICULUM AND QUALIFICATIONS REFORM

At present there is no consideration of ESD in the Working Group’s paper. This kind of omission is a common pattern, which bears out the validity of the need for learning amongst policymakers (point 3. above).

5. DFES’ COMMITMENT

There is some evidence of progress, but often this has not reached the awareness of schools and teachers, let alone their practice. ESD needs to be much better linked to other educational interests such as school improvement and management. The TTA needs to require pre-service providers to raise the profile of ESD in their training, and OFSTED needs to be required to inspect and encourage ESD good practice, not as an isolated phenomenon but as a visible part of good educational policy and practice in schools.

However, there is some quality thinking taking place and this is most encouraging. Tony Blair’s statement (14/11/04) which currently applies to new schools needs to become a guiding ethos of all schools and indeed, further and higher education establishments:

“Sustainable development” will be in its bricks and mortar and the way the school uses and generates its own power. Our students won’t just be told about sustainable development, they will see and work within it: a living learning place in which to explore what a sustainable lifestyle means”. (Guardian 15/11/04).

It would be good to see this sort of thinking encapsulated in a major statement by the minister that ESD will be one of the fundamental guiding purposes of education. With the UN Decade in sight, this would be timely and a very important statement of intent. Note that 11 Baltic states adopted ESD as major purpose in their educational systems back in 2002 as part of the international Baltic 21 initiative (see www.baltic21.org).

7. STRATEGIC APPROACH TO THE ENVIRONMENTAL MESSAGE

Despite Tony Blair’s statement above, there is evidence that, largely, the DfES still sees ESD as meaning “the environment”, and further, “the environment” as somehow separate from its other concerns, be it with Literacy, Numeracy, Citizenship, or Health Education, or Thinking Skills for example.

In other words, policymakers in the DfES need to learn the need for and how to do the “joined-up policy” that ESD requires.

There is little support for regional networks, and those few that do exist should be supported and their experience used as a basis for establishing other regional networks.

8. AVAILABLE RESOURCES

The simple answer is that there are insufficient funds to support ESD. Compare for example, with the Dutch experience, where a number of programmes in environmental and sustainability education have been significantly funded by some five different ministries working in partnership for over 15 years. The latest programme is “Learning for Sustainable Development—from the margins to the mainstream” and runs from 2004–07. By comparison, the UK effort appears piecemeal and poorly funded.

In higher education, both HEFCE and the major funding councils need to put significant funds into research into all aspects of ESD and support those few academic centres which have some expertise in this area.

ADDITIONAL COMMENTS

Curriculum

I was involved in the preparation of the influential Sustainable Development Education Panel report (1998), Education for Sustainable Development in the Schools Sector which suggested seven content principles for ESD. These were scattered, rather than kept coherent, in the subsequent revision of the national curriculum.

While these principles are a start, I now think them to be insufficient. New work needs to be undertaken on a core sustainability curriculum. As well as the “seven principles” this curriculum might include areas such as climate change, sustainable consumption and production, ecological footprints and environmental limits, ecological design, ecological economics, sustainable communities, futures studies etc, translated to local needs, issues and conditions. Ideally, there would also be some time for a “fluid curriculum”, able to respond to topical sustainability issues which might arise (for example, fish stocks and wind energy masts are current issues). Not least there needs to be a much better link between ESD and current sustainable development concerns.

Although I don’t really favour the term itself, it may be necessary to label this as “ecoliteracy” and identify it as an essential sustainability skill.

ESD in parallel to SD in wider society

If we take the EAC’s recent report “The Sustainable Development Strategy: Illusion or Reality?”, it is clear that the EAC consider that sustainable development is not yet central to government policy. If sustainable development cannot—logically—be a sectoral concern, but a part of virtually all areas of policy, then neither can ESD be a sectoral concern. In other words, ESD has to affect virtually all areas of educational policy, purpose, provision and practice. Clearly, ESD can be taught as a subject, and/or within existing subjects, and in some situations this may be desirable. This might be thought of as “focussed” ESD. At the same time however, other subjects, pedagogy, estate management, resource use, community links etc—ie all other aspects of educational provision—need to reflect ESD values, concepts and practices. This might be thought of as “contextual” ESD. Identifying these two levels of manifestation of ESD might be helpful to policymakers.

Educational reorientation

Ultimately, it is not a matter of “integrating sustainability into education”, which is a limited and accommodative response. Sustainability is not just another issue to be added to an overcrowded curriculum, but a gateway to a different view of curriculum, of pedagogy, of organisational change, of policy and particularly of ethos.

In sum, the overriding context of learning should be sustainable development—that is, all our futures—while the process of sustainable development is, essentially, learning.

The effect of patterns of unsustainability on our current and future prospects is so pressing (as the EAC recognises), that it requires the reorientation of whole educational systems and institutions towards sustainability. This need was identified at the Rio Earth Summit of 1992, reiterated at the Johannesburg Summit of 2002, and in the UNECE Strategy for ESD, and will be a key concern of the imminent UN Decade of ESD.

The key issue is one of “response-ability”: that is, how far institutions and higher education as a whole are able to respond sufficiently to the wider context of the crisis of unsustainability and the opportunities of sustainability. Clearly, this is a difficult challenge, and it involves—as suggested under point 1 above—a learning process on the part of all actors involved in educational planning, policy and practice.

This reorientation requires some serious thinking about staged learning, and about systemic change.

Staged learning

Learning theory suggests that “not all learning is the same”. Functional or simple learning, for example “learning about sustainability” occurs at the level of information and content—an accommodative response. Deeper “second-order” learning involves critical examination of our own and others’ assumptions—a reformative response. Third-order learning involves a change of culture or paradigm—a transformative response. Sustainability requires at least second-order learning on the part of policy makers and practitioners. This is challenging and difficult, and this—in a nutshell—is why it is difficult to get ESD

really understood and properly embedded. However, a theory of staged learning allows us to develop models of change which relate both to individuals and institutions, and identify and clarify stages through which learning and change can take place over time within educational systems.

Systemic change

Sustainability requires systemic change rather than piecemeal change in education. Because of our reductionist legacy, the conventional response to a new challenge such as ESD is essentially piecemeal—it is seen as a discrete and additional area which needs to be placed somewhere. But as sustainability is systemic, it requires a systemic or integrative response. If the DfES were serious about ESD, it would look at the nature of systemic change and systemic change strategies, and look at areas such as organisational and culture change and organisational learning.

Systemic thinking

I would strongly urge the EAC to press the DfES for the recognition of systemic thinking as a highly relevant and necessary skill in education. Whilst such skills as logical thinking, critical thinking and creative thinking are widely recognised and supported, it is extremely rare to find any reference to systemic or relational thinking in any curriculum document at any level. Arguably, sustainability issues cannot be understood without an ability to think more holistically and systemically (what is sometimes termed “joined-up thinking”). As the recent LSDA report *Opportunities for sustainable development in the learning and skills sector* (Martin et al 2004) notes, “There is an increasing recognition that systems thinking and practice are core to the new skills required for engaging with the SD agenda’. Not least, employers are increasingly needing people who can think relationally, flexibly and “out of the box’.

The soon to be published WWF Linking Thinking project is one major resource through which systemic thinking could be encouraged among educators and their students, and it would be good to see this officially endorsed.

The ecological design of education and learning as a key part of the sustainability transition

Ultimately, the sustainability transition implies and requires a shift of culture from one which is essentially mechanistic and reductionist towards one which is more ecological and holistic. This challenge applies to virtually all areas of endeavour and is evidenced in growing interest in such areas as sustainable agriculture, sustainable construction and green architecture, green chemistry, industrial ecology, sustainable design, renewable energy, sustainable communities, corporate and social responsibility etc. Working towards these changes involves questions of learning, skills and design—and this has to involve educational systems:

“Our machines, our value systems, our educational systems will all have to be informed by this switch, from the machine age when we tried to design schools to be like factories, to an ecological age, when we want to design schools, and families and social institutions in terms of maintaining the quality of life not just for our species, but for the whole planet.”
(M C Bateson, 1997, 84)

November 2004

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Awareness for a Sustainable Future (UNEP UK 1992), *Education for Sustainability* (Earthscan 1996) (with John Huckle), and *Sustainable Education—Re-visioning Learning and Change*, (Green Books/Schumacher Society, 2001).

APPENDIX 40

Memorandum from Student Force

SUSTAINABILITY, SKILLS AND EMPLOYMENT

At the heart of the Government's skills strategy is the aim to secure greater engagement from education and training organisations with employers and their needs. This is a major opportunity for education and training organisations to maximize the integration of sustainable development into a national skills strategy. This is because the challenge of sustainable development has profound implications for all occupations—whether in engineering, management, agricultural, or secretarial occupations. Engineers, for example, are responsible not only for the safety, technical and economic performance of their activities, but they also have responsibilities to use resources sustainably; to minimise the environmental impact of wastes and emissions; and to use their influence to ensure their work brings social benefits. In farming, new technical skills are required in precision farming using global positioning systems because there is now a greater emphasis on minimising the application of nitrogen fertiliser and pesticides because of contamination of our water supplies. However to date the process of integration has been patchy and slow. The key question for this inquiry is why is it taking so long for the DfES, LSC, SSC and HEFCE to make progress towards some tangible action?

All the economic trends are favourable for expanding provision in the environmental sector. For example: the market for goods and services produced by the so-called “eco-industries” in the EU, currently estimated at €183 billion a year is growing significantly. Direct employment in the EU eco-industries is over two million full-time equivalents, with 1.5 million jobs in pollution management and 650,000 in resource management. Whilst parts of the environmental sector comprise highly educated and skilled individuals, there is a continual need for improvement in technical skills and training given some of the rapid technological changes taking place in recovery and recycling and other aspects of environmental management. All of these trends offer significant opportunities to the providers of education and training in the learning and skills sector.

There is a growing market for consumer goods and services, which meet increasingly rigorous environmental and ethical standards. Whilst the growth in absolute terms is small, the trends demonstrate real consumer power. Recent data shows that the ethical market place, from food to green energy, saw a substantial growth over the baseline year 1999 to 2001 by 42%. Within this overall average, green energy has seen explosive growth of almost 300%; ethical food grew by 56% and household goods by 88% and ethical banking by 56% per year.

There is an increasing body of evidence that companies that take a more sustainable approach enjoy positive benefits such as improved operational efficiency, customer attraction and retention and attracting and retaining staff. These benefits are equally relevant to education and training organisations. However, to date, apart from some notable exceptions, there is little evidence that education and training providers have begun to offer courses which meet the objectives of an ethical and more sustainable future. This is because there is limited expertise and resource to deliver on this critical agenda.

These trends offer real opportunities for education and training organisations to target the leading businesses in ethical and environmental sustainability and to forge strategic and operational links with them to create new training and educational programmes. For more effective engagement with leading edge employers on this agenda there is a need to research best practice in sustainable development and corporate social responsibility in the business community and establish a database for education and training providers as well as local Learning and Skills Councils and the Business Support Network. There is also a need to offer some real financial incentives for providers to get involved in developing such provision.

There is some scepticism regarding the level of buy-in by employers for training services from the learning and skills sector. However, there is evidence of a growing market for private-sector training and development in sustainable development, corporate social responsibility and business processes and re-organisation. A significant increase in the level of buy-in by employers can only be helped by a more proactive and professional engagement by the learning and skills sector in developing and marketing new courses in this emerging market. The learning and skills sector has generally been slow to respond to the environmental skills market, which has been clearly prioritised in many Regional Development Agency's Economic Development Strategies (eg South West and East and West Midlands). This is probably due more to a lack of capacity to design and deliver such provision, than an unwillingness to engage with relevant employers and employment sectors.

All of these opportunities should form the basis of a appropriately funded national programme of action research linked to rigorous monitoring and evaluation and dissemination processes so that the objectives of the Skills White Paper of developing a modern vocational learning system can be met by integrating

sustainable development within its theoretical and practical delivery frameworks. Employer training pilots targeted at companies aiming to meet the emerging sustainability agenda could provide useful information on how such provision can be rapidly designed and delivered by expert staff in ways that businesses and their workforce consider appropriate.

Finally, the Skills White Paper refers to the establishment of a new national Skills Alliance made up of government, business leaders, trade unions and delivery bodies. Ministers should clearly identify in its terms of reference the need for it to play a crucial co-ordinating role to support the integration of sustainable development into the national vocational learning system.

Stephen Martin is visiting professor in education for sustainable development at the Open University, Centre for Complexity and Change, President of Studentforce for Sustainability and Vice Chair of the Institute for Environmental Sciences and Co-author of *Opportunities for Sustainable Development in the Learning and Skills Sector: a Policy Analysis* published by the Learning and Skills Development Agency in November 2004. This response is based on this report.

November 2004

APPENDIX 41

Memorandum from Teachers in Development Education (Tide)

Tide [Teachers in Development Education] is a teachers' network based in the West Midlands, which elects a Management Committee to run a centre which is located in Birmingham's Millennium Point. Tide is a registered charity, and has some 30 years' experience of work on Education for Sustainable Development, Global Citizenship and related issues.

Tide made a submission to the previous inquiry, *Learning the Sustainability Lesson* [recorded in its report as Ev 283: Appendix 39].

On this occasion, we will particularly be addressing Questions 1, 2, 2, 4, 6 and 7 from the Environmental Audit Committee, as listed on 2 November.

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

Progress has been made, but it has been slower than we might have anticipated.

The term Education for Sustainable Development is gradually gaining currency in the schools sector. There is a growing recognition that sustainable development is a matter of "everyday complexity," which balances environmental, social, economic and political domains.

However, there is still work to be done in the schools sector on popularising this understanding that sustainable development is not simply synonymous with the environment. If we are to understand sustainable development, however, we do require basic knowledge about the environment and ecology.

The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?

The Action Plan, and debates arising from it, have helped legitimise work in the schools sector.

Learning for sustainable development, the proposed DfES framework for self-evaluation in schools, is particularly helpful. It will provide space for creativity within schools, while offering a defined framework compatible with schools' other concerns. The framework will help schools build on the best of what already exists, and will encourage further creativity and mutual professional development.

2. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

It is essential that the Strategy clearly acknowledges the importance of education.

In the context of schools, it is also vital to acknowledge that education is not simply about campaigning and awareness raising. To fail to do this would be harmful and counter-productive to other emerging strategies.

There is a need for learning which engages with the complexity of the issues involved.

4. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

We are not complacent about the size of this task, and a good deal of work is still needed. This includes the further development of the QCA ESD website.

There is a need to build on a growing awareness of the educational value of the seven key concepts at the heart of that site [as originally described in the 1998 Holland Report].

The proposed DfES framework will enable local ownership and exploration of this agenda. It will offer space for teachers to think creatively together about the implications of ESD and its relationship to the rest of the curriculum.

Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

There is much still to do, but clear evidence that a wide variety of bodies are getting better at enabling people's engagement with these complex issues:

- HTI and others have offered opportunities for exploring leadership issues about ESD in schools;
- environmental education centres are seeking ways of offering rounded programmes, which build out from ecological concerns to a broader conception of local and global sustainability;
- teachers have been working together to develop appropriate curriculum materials and pedagogical approaches, which are compatible with other curriculum work;
- local and regional networks have come together to offer mutual support for teachers and educators;
- some local education authorities [such as Worcestershire] have offered particular leadership in this field by incorporating ESD in their Education Development Plans.

6. *Are there sufficient resources available to deliver the government's commitment to education for sustainable development?*

We do not believe that progress in this area is a matter of resources in isolation.

What is needed is a properly-resourced strategy where an enabling style of leadership is matched to the need for professional space where teachers can develop work and thinking on Education for Sustainable Development.

As DfES are beginning to demonstrate, there is a role for leadership which shares the fact that sustainable development is a complex matter which requires not simple messages but creativity, reflection and critical engagement at all levels as part of a "learning society"—within which schools play a pivotal role.

November 2004

APPENDIX 42

Memorandum from the Trade Union members of the Trade Union Sustainable Development Advisory Committee (TUSDAC)

The Trade Union Sustainable Development Advisory Committee (TUSDAC) was established in 1998 with the role is to bring trade unions and Government together to discuss issues relating to trade unions, the environment and sustainable development. TUSDAC has the following core objective:

“to provide Government with a trade union perspective on the employment consequences of climate change, and the response to it and to allow the trades unions to enter into constructive dialogue with the Government on sustainable development and environmental issues.”

The terms of reference for TUSDAC are:

- To direct trade union input into the policy process to enable constructive dialogue with Government on sustainable development and other related environmental issues.
- To provide a trade union perspective on the employment consequences of climate change, and the response to it.
- To help mobilise the trade union movement to become involved in the move towards better environmental practice in the workplace, building on existing initiatives and activities, disseminating information and experience.

TUSDAC has attached high priority to education and training on sustainable development. A successful pilot environment/sustainable development training programme was held in spring 2002 comprising three residential training courses. Funded by Carbon Trust (now part of the Carbon Trust), it attracted interested representatives from a range of unions and industrial sectors. Development of course materials and tutor delivery costs were funded by Carbon Trust. Subsequently, a Training the Trainers programme, funded by the Carbon Trust and Envirowise was undertaken in 2004. It is now intended that both the Trades Union Congress and London Metropolitan University will roll out the programme.

As a result of this experience, TUSDAC felt it appropriate to focus on two of the questions in the Education for Sustainable Development consultation exercise.

Has the term Education for Sustainable Development lost its currency?

In answer to this question it is instructive to consider evidence from a recent survey of trade union representatives conducted by TUSDAC. This survey shows:

- A high level of interest and support for environmental action at all levels—international, national and local; but
- Significant gaps in skills and knowledge required to progress sustainable development issues.

What the survey also clearly shows is that this is not only an issue for mainstream education provision (in schools, colleges and universities), but that educational and training opportunities also need to meet needs of people in employment. These are likely to vary significantly in terms of level and breadth of knowledge and will also need to be flexible in terms of length, timing and format of provision .

A summary of the survey evidence is enclosed.

Feedback from students on TUSDAC courses demonstrates the value of a practical, focused approach. On the whole the students found the course useful and intended to apply what they had learnt when the returned to work and union activity. Many cited the multi-union approach as particularly useful and instructive and indicated a desire for this approach to remain. The consensus of opinion appeared to be that it was useful to be able to compare and contrast the different union positions on environment to see what could be achieved and what obstacles may obstruct the way.

What was most encouraging about the student feedback is that all the students found the course thought provoking and in the words of one student. “Very early on you found that you were forced to examine your existing thoughts on environmental aspects . . . There was a lot about the environment crammed into three days.”

There would seem little doubt that this course is having an impact in terms of generating activity when the students return to their workplace and union work. However, it needs to be remembered that the cohorts of students are from well-organised (in the trade union sense) workplaces. It is safe to assume this as all those that attended negotiated paid leave for what is not generally recognised, certainly in legal terms, as a trade union function. Nevertheless, even with this level of workplace organisation, two of the case studies express managerial reluctance in extending the trade union role in any meaningful way. Subsequent case studies of the students who attended the courses identified that one student is now experiencing hostility when applying for educational leave or in a less overt way another student who has been kept so busy as a trade union representative that the environment has fallen from his agenda. However, more positively, most of the case studies report improvements. There are encouraging levels of involvement in the various Environmental Management schemes, workplace environmental initiatives and environmental committees. Two have sought further environmental training, although through different routes both with institutional recognition.

Therefore, there is clearly great benefit in training in sustainable development and environmental issues and, certainly for these students the expression has lost none of its currency.

Are there sufficient resources available?

It has been cited as a continual problem at both TUSDAC and its working groups that the absence of any legal environmental/sustainable development rights for trade unionists has limited the role they can play in the workplace. A recent 3-day environmental course run by a trade union had a high level of application that did not materialise at the commencement of the course. This is very unusual for a trade union course and initial inquiry suggests that this was often due to employer’s refusal of time off to attend. This can only heighten and bolster the arguments in support of rights for trade union environmental representatives, providing them with, amongst other rights, a role and function, facility time and educational leave. For this education programme to flourish and grow from strength to strength, this would be the single most important resource the government could provide.

Other questions raised in the EAC Inquiry

In addition to the above response, please see specific points on questions two, three and five of the Inquiry:

2. The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?

The most immediate achievement has been in using the public sector's purchasing power to promote sustainable development. This needs to be built upon by encouraging a programme of education and learning for those involved at all levels, so that it doesn't become another "tick box" exercise. This is one of the aims to develop learning and skills for sustainable food, and conforms exactly with DfES Action Plan 1.4 bullet point 3.

3. Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?

The Strategy should ensure that it aims to raise the overall awareness of sustainable development amongst both the general public and employers. There should be clearly targeted funding to encourage/seed the development of learning for sustainability at work. At present there is no incentive, instead often relying via EU funding which does not encourage long term strategies. Too often there are examples of good practice but no connection or consistency. The SD strategy should spell out clearly what needs to be done now to improve sustainability and the key skills needed to deliver that, and the appropriate learning to support that skills development.

5. The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?

There is no coherent strategy for work-based learning taking the environmental agenda forward. TUSDAC encouraged the development of "Environmental Effectiveness" Award and supported the pilot on the North West which demonstrated that supervised employees (Level 2) can make major improvements in relation to the environment. And there is little development of similar qualifications and awards at level 3 (supervisors/technicians/union reps), although management level (4) is well served. In the light of there being little regulatory push to enable this, other government incentives need to be made to allow time off and encourage employers of the benefits. Under the DfES Sustainable Development Action Plan for Education and Skills, Object 1.4 Improving content and engagement with life long learning. There is a commitment for the Sector Skills Council to include sustainable development in the workplace including apprenticeships. It is essential that this commitment is transferred down to effective and accredited training in the workplace.

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APPENDIX 43a

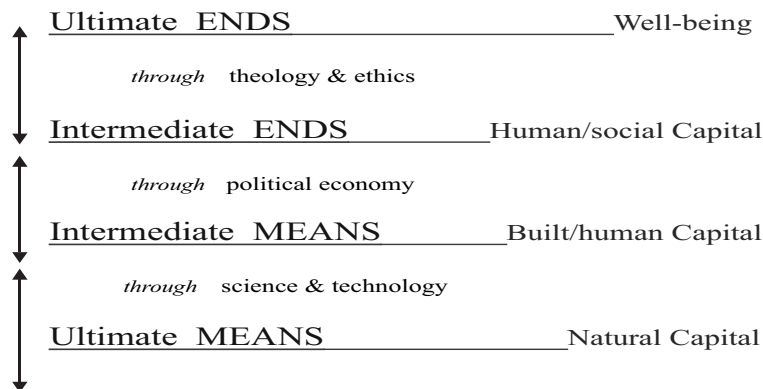
Memorandum from the University of Bath, Centre for Research in Education and the Environment

The focus of this submission is the first question set asked by the Committee: *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?* Our comments do bear on other questions, such as the appropriate content for the UK Sustainable Development Strategy and the role of informal learning, but we retain a primary focus on the first question for the sake of clarity.

To begin, we applaud the view taken in the EAC's recent report *The Sustainable Development Strategy: Illusion or Reality?* (8 November 2004) where it is noted that:

"The concept of environmental limits is fundamental to sustainable development. While such limits cannot, as yet, be firmly established in many areas of human activity, it is nonetheless certain that they exist. The new Framework and Strategy should place greater emphasis on the concept of environmental limits, and the Government should devote more effort to developing this concept . . ."

One useful, and, we argue in this submission, potentially very productive way of conceptualising this fundamental environmental aspect of sustainable development is through the concept of natural capital. This concept has been explored in great detail by economists and others, but a straightforward representation which makes clear its significance in sustainable development is shown in the following diagram, which is based on the ideas of the economist Herman Daly.



See Meadows, D (1999) *Indicators and Information Systems for Sustainable Development*; In D Satterthwaite, *The Earthscan Reader in Sustainable Cities*; London: Earthscan.

Thus, it might be argued that no one can be working towards sustainable development unless they understand the environmental issues involved as, whilst progress in social and economic terms is important and must be pursued, there will be no material prosperity, social justice, or ultimate well-being unless the essentials in the environmental sphere are protected.

The essence of the argument is that:

- The natural environment places constraints on our social and economic choices.
- The social and economic choices we have made in the past, and are continuing to make, now seem to be testing these constraints (perhaps to the limits)—though unevenly and with a good deal of unpredictability.
- Thus we need to rethink the choices we make.

It should be noted that anyone looking at the DfES sustainable development indicators website would search in vain for these arguments. At the time of writing the UK Government's Department for Education and Skills works with a range of indicators of sustainable development in which social and economic goals are very much dominant. The website <http://www.dfes.gov.uk/sd/indicators.shtml>: accessed 19 November) notes:

“We have direct responsibility for the main element of the fifth headline indicator H5: the percentage of 19-year-olds in England achieving level 2 qualifications. We also have an interest in part of headline indicator H4 on poverty and social exclusion: the proportion of work-age people in England without a qualification.”

H4 Success in tackling poverty and social exclusion: working age people with no qualifications in England (%); (Headline)

H5 Qualifications at age 19; (Headline)

C1 Education; 16 year-olds with no qualifications;

C2 Lifelong Learning: adult literacy/numeracy;

C3 Lifelong Learning: learning participation;

C4 Lifelong Learning: Businesses recognised as Investors in People;

E3 Tackling poverty and social exclusion: truancies and exclusions from school;

T2 Help to promote women's interests/fairness at work: women in appointments as secondary school head teachers; and

T8 Improving awareness of sustainable development: awareness in schools

Virtually all of these indicators are about social justice in one form or another. Only the last (T8) might possibly have a bearing on the environmental underpinning of the problems we face.

In proposing an approach to understanding and addressing these difficulties we draw on recent research funded by the ESRC Environment and Human Behaviour Programme and conducted by ourselves in collaboration with Professor Robin Grove-White and Dr John Foster of the University of Lancaster.

The research explored the ways in which an economic idea—capital—bears on environmental policy. The following quote from Keynes makes the initial point rather well:

The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed, the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influences, are usually the slaves of some defunct economist. Madmen in authority, who hear voices in the air, are distilling their frenzy from some academic scribbler of a few years back . . . Soon or late, it is ideas, not vested interests, which are dangerous for good or evil.

(J M Keynes, quoted in Krugman, 1994, vii)

When people think about it at all, we tend to think of the natural environment as being, for policy purposes, a kind of capital asset. We therefore value it in the same way that capital assets are usually valued. This happens in a formal way when environmental economists perform Net Present Value (NPV) calculations. It happens in an informal way when, for example, DfES officials make decisions about the proportion of available educational resources (including curriculum time) that will be allocated to ESD. The question broadly is: how far is it worth taking environmental action now (in opportunity cost terms) in exchange for the pays-off we can foresee in the future? In relation to environmental assets this technique, internally rigorous as it undoubtedly is, tends to produce answers which environmentalists find disappointing. For example, *The Economist's* recent "Copenhagen Consensus" exercise shows that, on any credible assumptions, global warming simply isn't worth worrying about. There are only two possible explanations. One is that global warming really isn't worth worrying about (in which case perhaps the DfES has got it right as well), and the other is that the NPV approach isn't adequate, by itself, for the complexity of the task at hand.

At the heart of environmental complexity lies uncertainty, as the EAC has itself noted. It is interesting, therefore, that in the business world an approach exists to enhance NPV calculations in the presence of uncertainty. This approach employs a technique derived from financial economics called Real Options. In real options analysis NPV data may be supplemented by the additional value of options to, for example, abandon a course of action if things turn out below expectations; switch to alternatives if parameters change; delay decisions; expand (or contract) if things turn out well (or badly); and make sequential, phased investments. Companies using this approach include HP, General Motors, Boeing, and AT&T.

Most significantly for the present discussion, a real options approach requires a commitment to continuing learning. Managers will learn as new data become available. They will also increase the value of options by learning to do things better.

Clearly this is in some respects a most complex topic, but it seems to us that the following straightforward points might be made.

- The natural world is rich with potential future options.
- If we assume away uncertainty as NPV approaches do, it may well then be rational (for DfES for example) to largely ignore environmental issues.
- Assuming away uncertainty in relation to the environmental future cannot possibly be scientifically rigorous.

An approach to ESD informed by real options ideas would not primarily aim to teach learners about sustainable development, nor focus exclusively on precaution against environmental threats which cannot, in the present, be quantified. Rather it would seek to maximise the value of the future options open to learners.

This is not, it must be stressed, the same as "keeping options open". It is easy to imagine, for example, that in a developing country with few resources future option value might be maximised by an exclusive focus, in the present, on literacy and numeracy (and indeed, this would be also fully consistent with the vision of ESD contained in Agenda 21).

So how would an ESD curriculum planner seek to "maximise option value"? There are three possible ways:

- By making learners aware of possible options arising from the natural environment of which they were previously unaware.
- By enhancing learners' skills in exploiting options they have or might have.
- By influencing the relative value that learners place on different options.

Examples do exist where this kind of approach is consciously employed, including a current piece of UK research and development funded by NHS PASA. More importantly, perhaps, we would argue that, as aims of an ESD curriculum, the above would be recognised as challenging, and as fundamentally educational by good teachers at all levels, and of any specialism. Hence, they would tend to establish the currency of ESD, while ensuring its environmental focus.

November 2004

APPENDIX 43b

Supplementary Memorandum from the University of Bath, Centre for Research in Education and the Environment

The focus of this submission is the second question set asked by the Committee: More than a year on, can it be said that that process of change has begun and have there been any immediate achievements? Our comments do bear on other questions, such as whether ESD has lost its currency, but we retain a primary focus on the first question in relation to the school sector for the sake of clarity and brevity.

1. In the foreword to the National Curriculum (2000), the Government (DfES) tells us this about the values and purposes underpinning the school curriculum:

“Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the individual.”

which, of course, sits alongside a wider set of goals:

“Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. Education should also reaffirm our commitment to the virtues of truth, justice, honesty, trust and a sense of duty.”

2. Specifically in relation to sustainable development, the DfES says:

“The school curriculum should pass on enduring values and help (learners) to be responsible and caring citizens capable of contributing to a just society. It should develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.”

3. All of the above can only make sense if attempts to realise such values, and secure such commitment, are played out in every school in the country:

[1] between teachers and children in “teaching and learning” curriculum contexts, whether through subjects, PHSE, citizenship, or dedicated ESD provision, through extra-curricular contexts; for example, clubs, or through learning outwith the school, in the community, through fieldwork, structured visits, etc,

and

[2] between schools and children in hidden curriculum contexts—how a school conducts (and children experience) its routine daily business as an institution; for example, in terms of environmental indicators, how well the school safeguards its environmental assets, encourages biodiversity, minimises waste, conserves water, resources and energy, etc, and, crucially, how all of these measures become the focus for engagement and learning by the children.

4. On the basis of available evidence, eg, articles in research and professional literature (Environmental Education Research, the Developmental Education Journal, CEEmail, Teaching Geography, etc), project and research reports/case studies, conferences and seminars, web-based outputs, etc) it would seem reasonable to conclude that at present, up and down the UK, there are individual teachers and schools, and sometimes school communities, that take these ideas very seriously, and attempt to put them into practice—and this pattern of limited-engagement is a familiar one in some, but by no means all, countries in Europe and further afield. Many such teachers/schools are likely to be those who take development education and/or environmental education seriously. But the DfES cannot rely for ever on enthusiasm and particular interest—something it has rightly decided not to do, for example, in relation to numeracy, literacy, citizenship, etc. Its aim clearly has to be that all schools have well-thought through and strategic provision in place to help children develop awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development. Thus, DfES needs to be to have a policy and strategy to support schools in achieving this, as it has with numeracy, literacy, citizenship, etc.

5. As it is unreasonable to expect that activity by the DfES in the year following the publication of the action plan could have led anywhere near this “all schools” goal, the question now must be not, what has the DfES achieved, but what has the DfES done strategically to prepare the ground for such achievement? This will, of course, be within tightly defined and deliverable targets that raise standards in this area, and in education more broadly, ie a spill-over effect should be expected.

6. Thus, in this case, one needs to ask what would need to be in place to ensure that all schools can work with children to enable them to develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development.

7. It seems reasonable to conclude that plans and actions will target the following: headteachers and governors being supportive and offering a lead; appropriate professional development provision provided across the country; subject associations supporting their members; TTA enabling pre-service programmes to engage new teachers; and Ofsted looking for, and encouraging, good practice whenever it inspects.

8. Thus questions the DfES might be asked are: What have you done in the past year to ensure that:

- headteachers will be fully briefed and trained;
- governor awareness will be raised;
- teacher professional development provision will be in place;
- subject associations are encouraged;
- TTA engages pre-service providers; and
- Ofsted looks for and encourages good practice on a routine basis.

9. Further questions must be: What timelines are in place to ensure all this is complete; what indicators does DfES have to measure progress? What evidence does DfES have that that progress has been made? Although we are aware of activity in a number of these areas, we think that the Committee's concern at present ought to be to discover how much progress has been made by DfES towards making progress. We are confident that you will be asking such questions of the Department. We also hope that the Committee will ask DfES why is it that it seems to take citizenship education more seriously than ESD, and whether this will continue to be the case even during the UN's Decade for ESD, starting January 2005.

10. As we note in [9], some things have been done. For example, we understand that DfES has endorsed a 10-school programme supported by WWF(UK) using a framework that WWF has developed. We'd make two points here: [1] working with only 10 schools seems risible when, according to the Prime Minister, sustainable development is something to be taken seriously; and [2] endorsing only one product/approach would seem risky. At this stage, doesn't DfES need to encourage a plurality of approaches; ie, the WWF experiment and others? The impression at the moment is that DfES has grabbed at the WWF proposal rather than take a strategic view. We attach as an appendix to this submission a paper which demonstrates the breadth of foci that ESD can have—and ought to be encouraged to have—if it is to fulfil the goals set by the DfES. We would like to see DfES show an awareness of such breadth, and an appreciation of its value.

11. The minimalist approach in relation to schools seems in stark contrast to the HE sector where Hefce has been proactive and has developed a support strategy (which sets out Hefce's vision for higher education's contribution to sustainable development and in broad terms its approach to pursuing this vision) and an action plan (which sets out in detail the first round of activity Hefce proposes to undertake according to parameters set by the support strategy). During 2005, Hefce intends to consult on both documents and invite everyone involved in higher education, including heads of institutions, governors, researchers, academics, support staff, students and external stakeholders, to respond. We would hope that you will call Hefce to give evidence to explain its plans in detail.

12. Whether ESD has lost its currency (ie as a means of exchange in relation to engendering public understanding of sustainable development, and enabling the public's participation in sustainable development) is perhaps the wrong question. To extend the metaphor, perhaps the question ought to be whether sufficient coinage has been minted to enable the exchange of ideas that is now needed. Doubts clearly exist across the sector about whether the DfES has moved quickly or far enough to interest people in ESD, or to capitalise on wider trends and interests in society at large.

13. As to whether the term ESD has resonance with the general public, recent research for Defra⁷ suggests that only about one third of people claim to have heard of the term sustainable development. Evidence presented in that research reveals that behind this headline level of awareness, far fewer people (perhaps one in ten) understand what the term Sustainable Development means. The principal conclusion presented by the report is that running communications campaigns explicitly on the concept of Sustainable Development would be unlikely to build public engagement with the concept, and would be even less likely to result in the public's changing their behaviours to fall in line with the goals of sustainability. As ESD cannot have significant meaning other than in relation to the idea of sustainable development, it follows that public understanding of the term ESD will likely be considerable less than the Defra figures quoted here.

November 2004

Annex 1

USING THE ENVIRONMENT AS A STIMULUS TO LEARNING: EXPLORING CATEGORIES OF INTEREST⁸

The field of ESD represents a broad church—a church whose congregation and ministers represent many facets of what we term environmental learning, which we define purposefully broadly as “learning which accrues, or is derived, from an engagement with the environment or with environmental ideas”. Such learning can be the outcome from formal or non-formal educational programmes in schools, and/or communities, from designated environmental education interventions, or from personal or incidental learning where no teacher or instructor was involved. This table sets out nine categories of interest which capture, in a tentative fashion, a range of foci and objectives of those who espouse and promote environmental learning.

⁷ Driving Public Behaviours for Sustainable Lifestyles; Report 2 of Desk Research by Andrew Darnton for DEFRA and the COI, May 2004.

<i>Categories of Interest . . .</i>	<i>Focus & outcomes</i>	<i>Exemplified by . . .</i>
1. those interested in sharing the joy and fulfilment derived from nature, in order to bring about significant life-enhancing and life-changing experience for learners	Nature <i>values & feelings</i>	non-formal educators and interpreters seeking attitudinal and/or value change; possibly seeking to introduce and extend particular philosophies of living
2. those interested in the study of the processes of nature in order to understand, or to teach about them	Nature <i>understanding</i>	teachers of ecology, (physical) geography, the earth sciences and rural studies; researchers in these (and other) areas
3. those using nature as an heuristic to foster the development of knowledge, understanding, skills and character which, although situated, are transferable to other contexts and through time	Nature <i>skills</i>	teachers, environmental interpreters and field studies officers seeking to develop students' cognitive/conative/affective/psychomotor skills related to environmental work
4. those using the natural and/or built environments as heuristics to achieve conservation and/or sustainability goals	Conservation <i>understanding</i>	conservation/heritage scientists (and others) working for government or NGOs bringing communication and education strategies to bear on conservation and sustainability issues
5. those advocating/promoting individual behaviour changes in order to achieve conservation/sustainability goals	Conservation <i>behaviours</i>	environmental activists and teachers who have clear views on what the problems are, and on their solutions
6. those advocating/promoting particular modes of social change in order to achieve environmental/conservation/sustainability goals	Social Change <i>Social justice</i>	environmental activists and teachers with clear views on the form of social organisation needed to achieve sustainability
7. those using environmental, conservation and/or sustainability issues as contexts for the development of skills and knowledge related to the exercise of democratic social change	Social Change <i>democratic citizenship skills</i>	teachers and others interested in helping (young) people acquire democratic and citizenship skills which will enable them to participate in open-ended social change relating to human-environment relationships
8. those promoting nature as a metaphor for a preferred social order—which may be 'co-operative' or 'competitive', according to worldview	Social Change <i>values</i>	sociobiologists, deep-ecologists, social Darwinists, Gaianists who engage in communication and informal education in relation to the relationship between humans and nature
9. those interested in the study of environmental learning (and environmental education) itself	Learning <i>learning about learning</i>	educational researchers interested in various aspects of learning and teaching related to environmental and sustainability issues

What all of these have in common is that the environment is used as a stimulus to learning.

The Table shows how emphasis varies across interests, and sheds light upon the uncertain relationship between sustainable development and environmental education. Of course, any such categorisation has to be a simplification as these categories are not necessarily fully discrete, and anyone can be involved in two or more of them, but it does allow us to consider how those interested in environmental learning can have widely differing assumptions about both purpose and process. For example:

-
- from £1 to £8, interest in nature, *per se*, decreases markedly, along with a shift from a realist view of nature to a metaphorical one. There is also a shift from an interest in the individual learner to the social context.
 - from £3 to £7 the environment (natural or otherwise) is viewed mainly heuristically, ie, as a means of exploring issues and achieving particular goals.
 - from £4 to £8, interest in social change increases strongly.
 - £4, 5 & 6 are marked by an emphasis on activism which can complement (and sometimes supplant) educational goals.
 - £8 sees the natural world as providing a coherent and liveable philosophy that explains our social and ecological obligations. Some of those we have placed in this category may have very little else in common.
 - £9 is a mix of those interested primarily in social/environmental issues, and those whose focus is on educational issues. £9 can usefully be further subdivided along methodological lines.

It seems to us that all the perspectives represented by such categories are both legitimate and valuable in that they all have something to contribute to learning about the human condition, and about our relationship with nature. It follows that, individually, none of them can fully represent ESD and its goals. This insight offers a positive way forward whereby teachers can select distinctive perspectives in order to pursue a particular line of investigation (or reasoning) with the full knowledge that doing so does not render illegitimate other perspectives; further, such activity encourages dialogue and co-operation across perspectives and interests. We have written this to encourage debate about the categorisation itself, and about the points made concerning legitimisation.

APPENDIX 44

Memorandum from the University of York

I refer to question 4, namely embedding ESD in the school curriculum.

My view is that we are taking a sensible route in trying to embed ESD in existing subject areas rather than trying to produce a new discipline (as has been encouraged in some other European countries). However, as I will come on to later, we are hampered by the rigidity of the National Curriculum from doing more in Science at GCSE and because of the subject criteria at AS/A level.

The University of York Science Education Group has, with the financial help of the Livery Company, the Salters, together with support from other foundations and from industry, produced a series of new science curricula for GCSE and A level (and which have been accepted by QCA as official syllabuses) from 1988 onwards. In each of these, we have emphasised environmental issues as far as we are able to within the constraints imposed on us. These courses are widely used. For example, the numbers of students and schools taking the Salters A level Chemistry course have increased every year since its inception, as against a fairly relentless fall in numbers nationally. One of the reasons given by teachers for the popularity of the A level course is that the students become highly motivated by the themes in the course, as many as possible being environmental in content.

Our Group also contains the Chemical Industry Education Centre (in partnership with the Chemical Industries Association), which has produced a series of case studies illustrating sustainable issues, aimed at primary and secondary school students. In spite of being well received by teachers, the case studies cannot be widely used as teachers are finding that the examinations do not adequately reflect these concerns and thus they do not feel that they can devote the time to them.

I am being brief. I can give you many examples of very good curriculum work in sustainable development that cannot be used because of the narrow restrictions of the National Curriculum and subject criteria. The DfES may deny this but the proof is in the schools and colleges!

November 2004

APPENDIX 45

Memorandum from Warwickshire County Council

The Planning, Transport and Economic Strategy Department of Warwickshire County Council has the following comments to make to the Select Committee on Environmental Education.

COMMENT ON POLICY BRIEFING NOTE:

“Education for sustainable development”

Certainly carries weight with professional teaching staff and children and with middle class professionals. However, there is a high probability that it means nothing to many of the public. The terms need to be described in simple, understandable and clear English, that relate to every day activities. Very simply “sustainable” could be termed—“Using a resource that is not depleted or permanently damaged” [Webster’s]

Is the DfES Action Plan effective, and have there been improvements to the way environmental education is integrated in the Curriculum?

Knowledge and understanding of environmental change has been incorporated through Geography in all key stages since 1997 and in Curriculum 2000. Understanding global aspects of environmental change, for example through the loss of rain forests can be appreciated at an early stage. However, the difficulty is relating this to what is happening locally. Reference to change through linking with Local Authorities to establish if they hold records, for example of changes in wild life habitats over a say a five to 10 year period and whether this can be shown in map and photographic formats, could help. [Might this be easily available to schools through internet access?]

What is the role of informal learning including work based learning and other platforms in tackling the environmental agenda?

There is opportunity through the LA21 Groups. Wildlife Trusts and other Environmental Education bodies [BTCV, FWAG, Groundwork and similar agencies]. These tend to be selective and often the same people belong to several of them—the same people with the same views and aspirations. Greater encouragement and awareness raising with the dispossessed and ethnic minorities is essential.

Schools that are undertaking good practice must be encouraged to share their experiences with a cluster of local schools. The benefit of this would be to consider a secondary school and its geographical catchment area [allowing for parental choice] and set up a sustainable development project that was local to the area served. Then, by way of good practice, cascade this down to local feeder schools. Each school could then develop a project within this framework. The benefits would be continuity, understanding and the ability for children to observe and learn how their contribution forms part of the bigger picture. New children would be able to develop the project so that learning, observing, taking forward and monitoring all stages could be successfully incorporated within the ongoing project. The crucial links would be with the schools, the LEA, Local Authorities, Trusts and other organisations and local businesses who would be able to contribute information, hardware and software, publicity and profile raising.

Sufficiency of resources

Limited—a need for closer working with LEAS and Local Authority Departments charged with delivering LA21 and sustainable developmen is essential. Greater sharing of information between schools and better and sustained promotional work to confirm that sustainable development is ongoing and crucial for all our futures is essential.

November 2004

APPENDIX 46A

Memorandum from Waste Watch

INTRODUCTION

1. Waste Watch is a leading NGO, promoting action on the “3Rs”—waste reduction, reuse and recycling—as a means of achieving more sustainable resource use. Waste Watch has over 300 members from a wide cross-section of local authorities, the community and social economy sector, business, other agencies and individuals. Waste Watch’s expertise lies in communication, education and information-provision relating to waste and resource issues. Much of our education work has been based within the formal education sector, with both primary and secondary schools.

2. Waste Watch education—Waste Watch has over 10 years experience of developing and delivering education projects and since 1994 has worked with 5,500 schools throughout the UK, through our education outreach programmes *Cycler* and *Schools Waste Action Club (SWAC)*. The education projects Waste Watch delivers result in measurable reductions in waste for disposal, and active participation by schools,

businesses and local authorities in the debate on issues relating to waste management, sustainable resource use and consumption. Through the *Waste Education Support Programme (WESP)*, Waste Watch also provides training for others to implement high quality waste education.

3. SWAC provides a structured education programme for primary and secondary schools, linked directly to national curriculum requirements. Since 1998 Waste Watch has delivered SWAC in partnership with local authorities in 10 areas—Essex, Bexley, Norfolk, Lincolnshire, Stockport, York and North Yorkshire, Cheshire, Nottinghamshire and Rotherham. SWAC schools achieve an average rate of waste reduction of 47%, some as high as 90%. Evaluation consistently indicates the high educational value of the activities. Over 1,000 schools have now participated in SWAC. In addition *Recycle Western Riverside*, a project covering four west London boroughs, combines SWAC with broader community education and awareness raising activities.

4. *Cycler the Rapping Robot* is a national project delivered by Waste Watch since 1994, and now seen by over 750,000 pupils. The programme provides an interactive assembly, delivered by a robot made from reused materials, and a Waste Watch education officer. The project is tailored to Key Stage 1 and Key Stage 2 pupils and, links sustainable resource use issues directly to the requirements of the national curriculum. Local information and initiatives are integrated into the presentation to encourage pupils to put the 3R's message into practice at home. Evaluation forms completed by teachers consistently indicate high educational value and 100% recommendation to other teachers. To date this year, the Cycler programme has resulted in 88% of schools carrying out follow up work, resulting in action to reduce waste and participation in local and national recycling schemes.

5. Established in 2002, WESP, has provided a combination of resources, training and support to 30 organisations. WESP enables exemplar good practice, which has been tried and tested on the ground by Waste Watch education officers, to be shared across the country. This fundamentally restricts the “reinventing the wheel” scenario occurring. Following on from requests from past WESP delegates and other partners with whom we have worked with across the country Waste Watch is now developing a waste education network, to provide ongoing support and experience sharing.

RESPONSE

1. *Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message within it been lost?*

1.1 There is growing concern about this issue, particularly because the terminology is being used in different ways by different agencies—for example, the term “sustainable communities” is now being widely used in a variety of ways and is increasingly referred to at a local level, sometimes in place of “sustainable development”. We recognise that sustainable development is a complex term to communicate and it can also be difficult to prioritise different aspects for action, but the confusion and variety of interpretation of the term is having an impact on ESD too.

2. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?*

2.1 It is difficult to measure the progress of the Sustainable Development Action Plan as it has no targets, timeframe or reporting structure. Those involved in delivery of ESD cannot easily monitor progress or identify ways of involvement. No real consultation with the environmental education sector (particularly NGOs) has taken place and no comprehensive identification of existing programmes and projects has been undertaken to assess how they might contribute to a wider framework and the key targets contained within it. The recognition of the value and contribution of NGOs in particular needs to be strengthened and a first starting point would be for DfES to engage with the “third sector” to discuss potential contributions, funding for the same and to agree some outputs and potential outcomes which could be delivered by NGOs.

2.2 The Learning and Skills Council (LSC) and the Higher Education Funding Council for England (HEFCE) are both developing strategies for ESD, but there is still an urgent need for a national strategy for delivery of ESD in schools. Many different individuals, organisations and sectors are involved in delivery of ESD and a strategy is needed to enable them to work more effectively in partnership and towards a common goal. The DfES action plan does not serve this purpose. An obvious route in our view would be the integration of sustainable development more fully into the Healthy Schools Standard, as this provides an excellent structure within which many groups, both national and local, can work together. Expansion of the Healthy Schools Standard would also allow different groups to work towards some clear targets, both in partnership and individually.

2.3 The proposed DfES web based “sustainable development; a framework for schools” is welcome in that it indicates DfES recognises that ESD needs a national and local support and teacher peer led projects. However in our view it adds little value to work already developed by the Qualifications and Curriculum Authority (QCA) and other national and local organisations and would be better integrated into the existing

QCA website. The proposed DfES website breaks ESD down into “topics”, compartmentalising it rather than encouraging an integrated approach which embeds ESD into the ethos and across the teaching of the school. The QCA website provides a more holistic approach centred on the seven key concepts for ESD (interdependence; citizenship and stewardship; needs and rights of future generations; diversity; quality of life; sustainable change; uncertainty), which have been adopted by many delivering ESD. The duplication of web based support provision on the DfES and QCA websites, each with a different approach, adds to confusion for schools and others.

2.4 Attention appears to be focused on web based support. It is beneficial that the DfES and QCA websites aim to provide schools with information and easy web access to the resources available. However web support alone is not enough, schools want practical help on the ground to implement ESD—see 2.5. The danger of a remote support package shown from experience from other organisations (eg Eco schools) is that enthusiastic schools will take advantage of the support however those schools that are less involved in the implementation of ESD and have less experience in incorporating the principles into the school will not be encouraged by a remote service. These schools need sustained on the ground support to incorporate a whole school approach.

2.5 The proposed DfES website relies on the help of other organisations to provide resources and projects which aid the delivery of ESD. This needs to be followed through by provision of support to organisations who deliver this in local areas. In our experience schools and teachers want practical help on the ground to implement ESD. In practice this means ESD specialists from outside the school or college being able to provide additional support to hard pressed teachers and tutors—in the form of training, access to resources, advice, lesson delivery and monitoring plans. At the end of a three year Schools Waste Action Club (SWAC) project in York, 1998–2001, Waste Watch asked teachers to evaluate the project and to indicate what they felt had led to the success (or failure) of the project within their school. Among the factors mentioned many indicated that SWAC education officers are essential to the success of the project and its long-term sustainability as they provide expert knowledge, which teachers can not provide or do not have the time to research. Since 2001 North Yorkshire SWAC has worked with 35% of schools in the area. A survey of all schools in North Yorkshire in September 2004 has indicated continued high demand for SWAC in the area—74% of respondents indicated that they would like to work with the project between April 2005 and March 2007 and 21% that they would possibly want to work with the project. “The link with Waste Watch has been a hugely beneficial experience for both me and the children. The activities were both relevant to our topic and extremely interesting and the children really enjoyed them.” Class Teacher, Kirby and Great Broughton Primary School, North Yorkshire.

2.6 BREEAM (environmental assessment method for new school buildings) has helped increase emphasis on building environmental features into new school buildings. However there is very little to support the environmental management of these once they are established. In particular, schools rebuilt under PFI contracts adhere to BREEAM, but once built there is nothing to officially monitor the ongoing environmental performance of the school.

3. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

3.1 The revised Sustainable Development (SD) strategy needs to include new indicators of educational processes, institutional commitment, and participation in decision-making. The strategy should include a section on the role to be played by formal and informal education, including targets and indicators

3.2 We welcome the recognition within the sustainable development (SD) review, that as a cross cutting concept SD demands that all parts of government need to lead by example within policy-making and putting policy into practice. A clear commitment to ESD is needed from central government, and integration across departments and other relevant bodies. And, whilst acknowledging the role of the Sustainable Development Unit (SDU) in co-ordinating the Framework for Sustainable Development in Government (FSDiG), Cabinet Office support is really needed to ensure that developments permeate across all departments including DfES. In a Waste Watch report on resource use in the public sector (*Adding value to public services: analysis of public sector resource use*, Waste Watch, 2003), we recommended that a regular assessment of the government’s delivery of the FSDiG, either by the EAC or a body with this level of influence, be carried out going forward. And, with the public sector accounting for 40% of GDP, central government alone spending £13 billion per annum on goods and services and local government an estimated additional £48 billion a year (Source: Waste & Resources Action Programme presentation 16 November 2004), the power of the sector to both influence sustainable consumption and procurement developments, influence the supply chain and lead other parts of society by example, is undeniable.

3.3 To date, SD principles have been more the preserve of Defra. It is paramount that policies adopted to further action in SD priority areas originate in the appropriate parts of government, rather than being directed solely by Defra. There is a need for DfES to develop a more SD-aware approach to policies and ESD must be mainstreamed within the DfES. A more strategic approach and the provision of resources for its delivery are key in integrating learning into the SD strategy.

3.4 DfES does not appear to have established with Defra the same kind of inter-departmental relationships as it has developed in relation to other priorities such as health (with the Department of Health ie Healthy Schools Standard), international development (Department for International Development) or travel (with the Department of Transport—school travel plans). Regular and robust relationships and combined strategy development would we believe, be extremely beneficial to the effective planning, resourcing and development of ESD.

3.5 Involvement in the UN Decade of Education for Sustainable Development would indicate nationally and internationally the UK's commitment to sustainable development. This should therefore be incorporated at a practical level within our schools, colleges and the informal education sector, across the country to raise awareness and promote action.

3.6 There also needs to be greater coherence in the sustainable development strategies produced by different government departments. In particular, ESD should be clearly linked to *Changing Patterns—The UK government framework for sustainable consumption and production*. Children are not only the consumers of tomorrow, but research shows that they strongly influence the purchasing decisions of their families and wield significant independent spending power. The recent pocket money survey *Shifting Fortunes for the Nation's Children—Wall's 27th Annual Pocket Money Monitor 2001* showed that Britain's nine million plus children aged between five and 16 have a combined weekly spending power of approximately £60 million. A recent BBC Panorama programme estimated that children control over 60% of household spending decisions. In particular, children increasingly control expenditure on food as well as their own eating patterns. It is estimated that in 2002, UK schoolchildren spent £1.3 billion a year on food, with one third of their pocket money—around £11 million for every school week—being spent on snacks (Western Mail (Cardiff, Wales) September 18, 2002). Incorporating SCP into ESD is therefore paramount to ensure the UK government's Sustainable Consumption and Production (SCP) framework addresses all UK consumers.

4. *Does the 14–19 Working Group's report, "14–19 Curriculum and Qualifications Reform", go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

4.1 Waste Watch is not aware of any consideration of ESD in the report, or of the significance of sustainable development for the reform of the curriculum or qualifications at 14–19.

4.2 The White Paper should explain how its proposals will enable future citizens to address the challenges of sustainable development.

5. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?*

5.1 DfES contracts with subject associations to produce new or adapted units for the QCA scheme of work are welcomed. DfES should develop proposals to publish and distribute the materials to subject specialists in schools and to ensure that all schools know about them. It is insufficient for all ESD materials to remain web-based.

5.2 DfES should clarify what it has done in the past year to ensure that ESD is embedded within the school curriculum and made a priority that head teachers, governors and Ofsted recognise. Governments' stated commitment to ESD is welcome, in particular the inclusion of the statement in the National Curriculum (1999). However ESD is still not scored at Ofsted level and therefore neglected as an essential part of curriculum by many head teachers. For ESD to succeed a much stronger lead and commitment is needed from DfES.

5.3 DfES should publish the findings of research into teachers needs contracted to the Geographical Association. Teachers speaking at a recent WESP training course were very keen to have outside agencies to help them cross the subject areas and provide workshops to help deliver good practice and practical help. They illustrated the success of the additional support provided by an external expert with a presentation from a school which had been particularly successful in reducing its waste. Such success in our view would have been unlikely to have been achieved without additional resources and support. Working with teachers through Cyler and SWAC, it is clear they want experts to share tried and tested good practice with them and help implement change in schools.

5.4 The Teacher Training Agency (TTA) needs to be supported to ensure that pre-service providers, include ESD. Initial Teacher Training needs to formally incorporate ESD if new teachers are to take it seriously when starting their teaching careers.

5.5 Continuous Professional Development—school staff are only able to attend training in areas identified as individual or school priorities. Few schools or LEAs identify ESD as a priority within school development plans as DfES does not encourage them to do so and it is not formally measured by Ofsted. While this situation remains it is hard for schools to justify attendance at ESD training.

5.6 Waste Watch ensures that the education programmes we provide link into the national curriculum and Citizenship and Healthy Schools are particular areas where schools request our assistance and expertise.

“We are introducing a whole school PSHE curriculum following OFSTED observations and SWAC will play a part in the environmental aspects of the programmes we implement.” Sean Walsh, Holy Trinity Junior School, Ripon, North Yorks.

“Waste Watch was an excellent catalyst to our litter and recycling initiative. Assemblies by Caty set the scene and the action planning with the School Council following the audit provided a very useful framework which we can now build on throughout the year.” The Brunts School, Nottinghamshire.

“The SWAC programme has made our students and staff more aware of the issues and has given food for thought for our leadership group. It has also enabled us to move forward with our ‘Healthy Schools’ initiative in terms of reducing waste.” Deputy Head Teacher, Wensleydale School, Leyburn, North Yorks.

6. The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?

6.1 There is little support/incentive for partnership working between local youth, community and environmental organisations. Government support is needed at local and regional government levels. As an environmental NGO, Waste Watch is unusual in that our activities range from on-the-ground delivery in collaboration with local authorities to policy analysis and commentary. Through our on-the-ground work, we have been able to bring added value to communications and outreach activities. This partnership delivery approach between local authorities and NGOs is formally recognised via The Compact but still under-recognised in many areas, but it is one, to be supported and encouraged more broadly.

6.2 There is a lack of capacity and support for learning and action related to sustainable development at community level. Training for community-based workers from the public and voluntary sectors does not include sustainability, and support for organisations to deliver sustainability training is limited. Based upon our on-the-ground delivery, we have seen that provision of strategic sustainability learning in training and professional development is needed, to develop capacity among community-based workers and those decision-makers who affect community policy at a regional and local level.

6.3 All government funding streams (including local and regional government grant programmes) for children, young people and communities should incorporate ESD within their criteria. The flurry of community funding grants from government need to be consistent in ensuring a higher priority for SD at a community level.

7. Is there any evidence to suggest that the Government, through its stewardship of education, is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

7.1 DfES have not issued any recent guidance document for schools on environmental education and do not provide regional support, as they have done with Citizenship, PSHE and Healthy Schools.

8. Are there sufficient resources available to deliver the government’s commitment to education for sustainable development?

8.1 Currently there is a severe lack of funding available for the implementation of strategic ESD projects. The lack of funding accompanying the DfES action plan for ESD, means that there is still no strategic funding available for ESD. Funding has been made available for school travel plans and healthy schools, through DfES partnerships with Department of Transport and Department of Health, respectively, but this ignores the many other aspects of ESD such as sustainable consumption and production, and the role of NGOs in delivering innovative and good quality ESD.

8.2 The lack of strategic funding for ESD prohibits the development of national education action programmes across the country, instead encouraging small individual actions, which could be enhanced by a greater support network.

8.3 Waste Watch has been particularly hit by the reform of the Landfill Tax Credit Scheme, which to date has made no provision for waste and resources education, or wider ESD work, either in the formal school environment or in the non-formal setting. Contrary to the DfES response, paragraph 48 and 49, to item 13 in the Environmental Audit Committee’s report on Education for Sustainable Development, “Learning the Sustainability Lesson”, elements of ESD are not still fundable through LTCS:

8.3.1 Education has been marginalized within the LTCS reform. The only remaining category which recognizes education is DA (biodiversity), and education “can not be the main intent of the project”. To be eligible for the LTCS community fund a project must be within a 10 mile radius of a landfill site. This does not allow for national or county wide education projects and limits a project to working with a very few schools in a specific area.

8.3.2 To date no element of Defra’s Waste Implementation Programme (WIP) funding, including that administered by the Waste and Resources Action Programme (WRAP) makes provision for schools-based education work. WRAP has clearly stated that young people are not part of their remit.

8.4 A small number of trusts have environmental agendas but assume that educational work undertaken in schools should be funded from statutory sources. A lot of establishments including schools assume that programmes offered by Waste Watch are government funded as they are so important and effective. Trusts which have an education agenda tend to prioritise work with disadvantaged children, tackling “hard” issues such as crime or drug misuse. Likewise, current National Lottery funding (the Big Lottery Fund) focuses on tackling deprivation.

8.5 Defra’s Environmental Action Fund (EAF) is often cited as another possible funding source for ESD. However, as it only funds up to 50% of a project, and the funding has now been split between biodiversity and sustainable consumption and production, it represents a relatively small fund and on its own it does not provide for sustainable long term funding for ESD.

8.6 Considerable resources are needed to aid the implementation of ESD projects as schools need the assistance and expertise of outside agencies. There are numerous education packs addressing ESD issues and initiatives such as Eco-Schools which have provided a framework but have been unable to provide on-the-ground support. Schools are inundated and frustrated by many of these packs and they often remain unused. There is willingness among schools, but lack of time and money are often seen as inhibiting factors and often lead to poor, or no, implementation. However, through SWAC, Waste Watch has been able to provide on-the-ground support through Education Officers who work directly with staff and pupils throughout the life of the project.

8.7 Feedback from schools has indicated that teachers want outside agencies to come into schools to provide advice, curriculum linked activities and support in the classroom. Direct support is key to the success of the projects. However continuation of these projects in particular is now under threat due to the recent changes in the Landfill Tax Credit Scheme (LTCS), through which all our education work (with the exception of WESP), is currently funded. Secure funding is needed to provide training and ESD projects, which can provide direct support to schools on the ground.

8.8 On both a national and local level those working from the environment perspective (eg DEFRA and local authority waste departments) think that ESD should be the responsibility of education whilst education officials (DfES & LEAs) don’t see it as their priority and think that it should be paid for out of environment funds. This means nobody takes full responsibility or provides adequate funding and the work goes undone or unfinished.

8.9 Schools now have more individual responsibility for education budgets. As mentioned in xxx schools do not see ESD as a priority or an area they might spend money on. There needs to be provision for providers of ESD to access this funding in a reliable way. ESD projects tend to require a minimum amount of work to run but hoping for this on a school by school basis is too risky for the not for profit sector who do not have funding to enable them to establish projects and hope they will cover costs. As schools are given more budget responsibility LEAs have less funding and ESD is often one of the first things to be cut, again because it is not seen as a real priority by anyone.

November 2004

APPENDIX 46B

Supplementary Memorandum from Waste Watch

“If serious issues like waste, rubbish and recycling can be made fun and interesting, children will respond positively. Education and awareness-raising is key to helping the UK deal with its waste more sustainably. What youngsters learn now will hopefully encourage them to reduce, re-use and recycle in future.”

Environment Minister, Elliot Morley, November 2004,

Defra website

CAMPAIGN FOR FUNDING FOR STRATEGIC WASTE EDUCATION

Waste Watch supported the more strategic use of landfill tax credits, historically a major funding source for waste education work. However, two years after the reform of the landfill tax credit scheme (LTCS) in 2002 no new public spending scheme for strategic waste education work has been made available. Good projects have already ceased and at a time when other parts of society are being encouraged to do more to reduce, reuse and recycle—the engagement of young people is in danger of being ignored. Urgent action is needed before the sectors' capacity and expertise to deliver education work in schools is lost.

- Education work has been marginalized by the reform of the Landfill Tax Credit Scheme (LTCS). To date there is no provision for strategic national waste and resources education work, local waste education work or wider ESD work, either in the formal school environment or in the non-formal setting.
- The Environment Minister, Elliot Morley recognises the long-term contribution to sustainability that working in schools can deliver, yet such funding as is currently available is solely linked to delivering on household waste recycling targets, ignoring the positive long term impacts on waste, recycling and sustainable consumption issues as well as the inherent educational value of the work.
- Links between household recycling targets and education are hard to prove but evidence suggests that education at school leads to action at home.
- Education has a vital role to play in helping to meet strategic government objectives.

We call on Elliot Morley the Environment Minister to back his statement recognising the valuable role that education plays in helping to achieve sustainable waste management in the UK and to:

- Give urgent priority to the allocation of a proportion of Landfill Tax revenue to waste education-based work in schools.
- Make provision for a grant scheme for which waste education based projects are eligible without the need to prove a direct effect on household recycling targets.
- Agree to work with other government departments including DfES and Treasury to establish a wider funding framework encompassing broader Education for Sustainable Development (ESD) issues such as energy and water.

Waste Watch asks all individuals and organisations that support the principles and actions in the Campaign for funding for strategic waste education, to sign the response form, and return it by fax or post to Waste Watch. Help us demonstrate to Government the depth of support for, and importance of, waste education. A list of supporting organisations and individuals will be sent to Defra, DfES and Treasury Ministers.

Supporting background information can be found on page 3 of this document.

SUPPORTING BACKGROUND INFORMATION

1. Education work has been marginalized within the reform of the Landfill Tax Credit Scheme (LTCS). To date there is no provision for strategic national waste and resources education work, local waste education work or wider ESD work, either in the formal school environment or in the non-formal setting:

1.0 The only remaining category within the LTCS community fund which recognizes education is DA (biodiversity), and education “can not be the main intent of the project”.

1.1 To be eligible for the LTCS community fund a project must be within a 10 mile radius of a landfill site. This does not allow for national or county wide education projects and limits a project to working with a very few schools in a specific area.

1.2 To date no element of the Waste Implementation Programme (WIP) funding, including that administered by the Waste and Resources Action Programme (WRAP) makes provision for schools-based education work. WRAP has clearly stated that young people are not part of their remit.

1.3 Lottery funding under the Community Recycling and Economic Development programme (CRED) has proved very difficult to access for organisations wishing to deliver primarily schools based recycling projects. (See also 2 below)

1.4 Strategic education does not appear to be included within the Waste Partnership Community fund, which is only available for one year, or within the Business Resource Efficiency & Waste Programme.

1.5 The landfill tax affects the running costs of schools and colleges in the same way it affects households and businesses, they should therefore also benefit from funding enabling them to minimise their waste with consequent environmental and economic benefits.

2. The Environment Minister, Elliot Morley recognises the long-term contribution to sustainability that working in schools can deliver, yet such funding as is currently available is solely linked to delivering on household waste recycling targets, ignoring the positive long term impacts on waste, recycling and sustainable consumption issues as well as the inherent educational value of the work

2.0 By planting seeds of knowledge at an early age we lay foundations that can grow and develop in the future. The value of waste education is to open minds and give children the opportunity to make moral decisions about the use and abuse of the world's resources. Examples of how Waste Watch's work does this is consistently shown in emails we receive from children who have just had a visit from Cycler the rapping robot which educates children about the 3Rs "We had a visit this week from Cycler robot and I am writing to tell you the changes we have made at home since we met him. We have got a recycle bin at home and we are going to recycle all the stuff we can." pupil (age 7) East Preston Junior School

2.1 Funding for education about sustainable resource use is paramount to ensure the UK government's Sustainable Consumption and Production (SCP) framework addresses all UK consumers. Young people are often cited as decision makers of the future but they are also consumers of today. Research shows that they strongly influence the purchasing decisions of their families and wield significant independent spending power:

2.1.1 The recent pocket money survey *Shifting Fortunes for the Nation's Children—Wall's 27th Annual Pocket Money Monitor 2001* showed that Britain's nine million plus children aged between five and 16 have a combined weekly spending power of approximately £60 million.

2.1.2 A recent BBC Panorama programme estimated that children control over sixty percent of household spending decisions. In particular, children increasingly control expenditure on food as well as their own eating patterns. It is estimated that in 2002, UK schoolchildren spent £1.3 billion a year on food, with one third of their pocket money—around £11 million for every school week—being spent on snacks (Western Mail (Cardiff, Wales) September 18, 2002).

3. Links between household recycling targets and education are hard to prove but evidence suggests that education at school leads to action at home:

3.0 In a survey conducted by the University of East Anglia, work in schools by Essex Schools Waste Action Club was shown to have a positive impact on knowledge of the 3Rs of waste management (reduce, reuse & recycle) amongst children in the study group. Furthermore, more than 55% of parents in the sample indicated that their children influenced their waste management behaviour at home.

3.1 Part of a wider survey conducted by the Open University/MORI in the Western Riverside area of London in which a Waste Watch school-based education programme is running, found that 9% of households with children interviewed recalled waste education work at school. As the Western Riverside project had at this point only delivered education work in 20% of the schools in the area, this figure equates to about 50% of these.

3.2 A wider national survey carried out by Waste Watch in 1998 concluded, on the basis of claimed behaviour from a sample group, that a third of the UK population had altered their waste recycling behaviour due to the influence of children.

3.3 Independent research carried out for the Centre for Sustainable Energy into the impact of their Energy Matters programme found that 76% of parents had changed their behaviour to save energy as a result of their children's involvement in the programme.

3.4 Waste education projects in school can help the implementation of waste minimization and recycling programmes. Waste Watch Schools Waste Action Club (SWAC) has achieved an average rate of reduction of school waste of 47%, some as high as 90%. Global Action Plan (GAP), other organisations and local authorities have achieved similar results. Visits to schools by Cycler the rapping robot have also proved to complement and enforce local authority initiatives. "Cycler promotes use of our services at home and I was very pleased to see you emphasising the need for pupils to take the messages home. It also encourages schools to utilise the services we can offer them and we know from feedback from the schools you visited that they have either signed up to our recycling services or at least have been given a fresh impetus to increase recycling activity within the school." Principal Recycling Officer Hounslow

4. Education has a vital role to play in helping to meet strategic government objectives:

4.0 Within the Waste Not Want Not report "information and education campaigns" to support waste minimisation and recycling programmes was identified as a strategic investment measure.

4.1 The report *Where next for the UK on Sustainable Development?*(2003) produced by UNED-UK Committee on behalf of Defra, identified the top priorities for progressing sustainable development in the UK as sustainable consumption and production and resource efficiency; energy and climate change; and education, raising awareness and capacity-building.

4.2 The Defra consultation document, 'Taking it on: Developing UK Sustainable Development Strategy Together' (2004) also recognized that "schools, colleges and universities can play their part in encouraging learning for sustainable development" and that behavioural change will only result from a combination of measures including information and public involvement, education, economic incentives and standards.

4.3 In Waste Watch's experience schools and teachers want practical help on the ground to implement sustainable development education projects. In practice this means specialists from outside the school or college being able to provide additional support to hard pressed teachers and tutors—in the form of training, access to resources, advice, lesson delivery and monitoring plans:

4.3.1 At the end of a three year Schools Waste Action Club (SWAC) project in York, 1998–2001, Waste Watch asked teachers to evaluate the project and to indicate what they felt had led to the success of the project within their school. Among the factors mentioned many indicated that SWAC education officers are essential to the success of the project and its long-term sustainability as they provide expert knowledge, which teachers can not provide or do not have the time to research.

4.3.2 Since 2001 North Yorkshire SWAC has worked with 35% of schools in the area. A survey of all schools in North Yorkshire in September 2004 has indicated continued high demand for SWAC in the area—74% of respondents indicated that they would like to work with the project between April 2005 and March 2007 and 21% that they would possibly want to work with the project.

4.4 Funded strategic waste education projects, on a national and local level, can play a vital role in implementing a number of education strategies:

4.4.1 The DfES Sustainable Development Action Plan for Education and Skills, launched in 2003, recognizes that the education sector as a whole has a potentially large environmental footprint that needs to be reduced if the UK is to meet its environmental targets and commitments. It also acknowledges that the education sector has an inherently vital role to play in the promotion of sustainable development. Waste Watch has identified links between our education project work and three of the four objectives within this Action Plan.

4.4.2 Chapter 3, paragraph 33 of the DfES “Five Year Strategy for Children and Learners” states: “Every school should be an environmentally sustainable school, with an active and effective recycling policy (moving from paper to electronic processes wherever possible).”

4.4.3 Sustainable development requirements within aims, values and rationale of the national curriculum and within specific subject areas including citizenship, PSHE, geography, science and design and technology “In Norfolk, Schools Waste Action Club have undertaken invaluable work that has linked into the highest County Council priorities, enabled high quality action within school communities and helped to deliver elements of the Education Development Plan. The work that SWAC undertakes is especially valuable in the area of citizenship, where a whole school approach, pupil initiated action and team work is encouraged and enabled.” Environmental Education Co-ordinator, Norfolk Education Advisory Service

4.4.4 National Healthy Schools Standard—“A compost bin provides children with a real opportunity to make a difference to their environment. The Bexley Healthy Schools Programme fully supports the work of the Schools Waste Action Club as part of the Citizenship curriculum” Healthy Schools Co-ordinator, Bexley

November 2004

APPENDIX 47a

Memorandum from Julia Welchman

In introducing myself to whom it may concern I have long been a teacher and researcher on the places that children find themselves in, notably school grounds and other sites designated for outdoor learning, both formal and informal. My Post-Graduate research was stimulated by the T5 Inquiry at which I gave evidence several times and submitted my Research Paper. MSc 99, *Environmental Change*. Also at Brunel University, dept of Geography and Earth Sciences, the website of Airport Watch, and The Aviation Environment Federation.

My findings, briefly, covered the lack of academic literature combining the promotion of outdoor education and use of school grounds with the aviation pollution that evidently degraded those sites to the point where teachers found it intolerable to teach there. . . in short it is UNSUSTAINABLE. Further dissemination of my work at conferences (Environmental Psychology 99, 02) found a new audience, and enthusiastic support from many, UCL, Stansfield and Haines whose team on RANCH consulted me on best practice in the Early Years. Contact with affected schools has been maintained and Hounslow and Richmond, SASIG and other groups responsible for the welfare of children in *loco parentis* have been glad of my information. I have been a member of the Aviation Environment Federation Council for some years and research for that group on school environment issues. I have conducted site visits for Acoustics and Building staff from DfES while drafting their new building Bulletin 95, Richard Daniels, Editor of that document and Martin Elliott, Health and Safety for DfES have admitted the gaps in their understanding of the problems caused by aviation on the use of school grounds were filled somewhat by my attention to the shortcomings of the government guidelines, including the mostly excellent Growing Schools Project.

Recently I have sat in on the Select Committee on “out of the classroom education”, as it is termed, and contributed, by e-mail on behalf of Early Years and schools that want to make the most of the grounds they have (via Barry Sheerman MP, Chair).

I work as a teacher for visiting Schoolchildren at The Royal Botanic Gardens, Kew, Funded as you know mainly by DEFRA. Today I have seen the LANDSCAPE magazine which DEFRA provides for its establishments/employees. Page 12–13, deals with the new noise mapping of London. I was pleased at the early consultation stage of this project to be able to contribute on Aviation Noise, but am appalled to see

that it is totally ignoring aircraft that so degrade the environment at RBG, Kew. 1,200 planes roaring low over head are no mean impact on communication and learning. The longest Flypast in history accompanied the visit by Her Majesty the Queen on June 12, 2004 Page but the Blind Eye and Deaf Ear chose to pretend it was in no way devaluing this World Heritage Site. 50 years ago the award might have been valid, and 50 years hence it might be after the relentless air and noise pollution has been overcome. . . but like the school grounds this impact is UNSUSTAINABLE. In short the Sustainable Action Plan has not signalled a process of change, and in the case of RBG, Kew, the Aviation Industry and the BBC (A year at Kew TV Series, reported in the My issue of BBC Wildlife Magazine with reference to the difficulties and expense in time of coping with the noise issue) have contrived with the Trustees to ignore any such directive. At my last enquiry no Environmental Audit for RBG, Kew existed. Food miles, Conservation and Sustainability are dealt with in all of the education programmes delivered by the schools team, but the mayhem overhead makes a nonsense of the responsibility impressed upon children to play their part in the space they inhabit for sustainability. All areas of the National Curriculum, invite initiative for teaching the sustainability lesson, but while Government Departments ignore the fundamental issues, and pretend all is well the insult to informed teachers and pupils is compounded.

I find that the term ESD never reached “1st Base” in schools where the overwhelming aviation pollution denied normal speech communication between teacher and class, indoors and out. Mime was sometimes the essential skill for teaching. That “it was not very nice out there” was an under statement voiced by research subjects, MSc 99. The known impacts on health, learning, behaviour and quality of life were researched in 1974, Crook and Langdon, (and internationally since) but little was done to mitigate against the excesses of aviation pollution. The growing use of getaway flights, to sunny climes, well within the financial means of affected families, and a growing culture of flight worship, with Concorde at the peak, may have had something to do with the general helplessness, even among a growing anti noise population. Certainly my findings include the misery expressed by teachers of the hopelessness of the situation and the stress it causes. Sometimes bursting into tears at interview, some subjects admitted they had repressed the real affect on their work and the school achievement, and that their own children attended schools well beyond the noise footprint. If the human voice could not be relied upon, the ratio of 1:30 in an outdoor setting was unsustainable. Voicing the pollution fears for children was not an option, for surely there were those in positions of responsibility who were doing that. Most teachers work with missionary zeal to overcome all obstacles to effective teaching, and exhausted went home to recover for another day, not to write campaigning letters to their MP’s . . . although many did just that for the T5 inquiry.

2. I contributed my findings to the Environmental Audit Commission, the Royal Commission on the environmental pollution of civil aircraft in flight, and the press coverage of these bodies gave support to my efforts, but the apparent rejection of their findings by Government is what other contributors will be expressing with the sadness I feel. The umbrella group CEE, with enormous support for outdoor education at every level and throughout the UK seemed embarrassed by my contributions at their conference in March 2004 at the Holiday Inn, Kensington, resulting in an “Emperor without clothes” situation, they knew of the international research and in UK detailing the environmental impacts on children, but chose to ignore it, indeed pretended it was not a problem if the human voice could not be relied upon. No groups are cited by them as being unable to access outdoor education for these reasons.

3. What should be done in reviewing the UK Sustainable Development Strategy? I suggest that RANCH, UCL research following the T5 Inquiry, funded both by UK Government and EU should be published forthwith, it was ready over a year ago and should have informed the White Paper on Aviation, 16-12-03 DfT. Parents, Governors, Teachers and pupils deserve to be told the findings. Environmental Impact assessment and Health Impact assessments should be swiftly scrutinised for relevance to Outdoor Education Sites, including Schools nationwide and RBG, Kew. The Freedom of Information Act ought to inform the public on things that fall from Planes, as yet the CAA neither publish the reports of these events nor provide the Postcodes for incidents reported when I ask repeatedly for this information. The Geography of these rare but polluting and dangerous incidents is significant in the Area overflowed in London. The public are kept ignorant of reporting strategies or spread of impact. This is no red herring when every building at Kew displays a warning sign of danger of aviation crash or debris, and every neighbour this side of London knows of an incident. Aviation Pollution should be assessed with regard to the limitations it imposes on outdoor experience, (school Grounds and other sites) as it is this habitat that is assumed to be fundamental to child development, health, and learning, their connection with the natural world and the responsibility they have even as children for the sustainability of development around them. The denial of impacts I describe make a laughing stock of our education provision, indeed citizenship may be withdrawn from the National Curriculum for fear school children take to whistleblowing on a national scale.

Climate Change, already well within the content of a range of subjects at schools, is said to be stimulated by man made causes, and cloud cover is already increasing at an alarming rate over the Northern Hemisphere. . . DUE TO AVIATION. Daily experience of contrails broadening and moving to cover the entire visible blue sky by afternoon is a phenomenon known to most children whose outdoor experience is “clouded” by the impact of air transport, even miles from an airport when atmospheric conditions show up the otherwise invisible path of planes. But even children know that there is nothing alive behind a jet plane and the pollution is sinisterly reducing our biodiversity, albeit affecting the smallest distant organisms first. Sunlight is essential for life on earth, the sky is the limit of a child’s habitat. RSPB provides the birds with the best lawyers in the world, but where is the law that protects our own species within its domain?

Through the Environmental Law Foundation I have had legal support (Matrix Chambers) to establish the right of a child to appropriate outdoor educational experience. If the teacher or pupil cannot be heard, if the whole class are denied access to this designated provision (the national Curriculum in state funded and maintained school grounds) mitigation must be arranged. Double glazing does fix the problem within the building in many cases, but what of the school grounds?

I have many steps towards mitigation to share with those who would consult me, following a pilot research assessment in Hounslow Schools. HSBC had offered to fund the research but were appalled at the emerging data and dropped their support. I would still like to help with the wealth of knowledge and superlative teaching techniques I have evaluated while supporting local schools. Those who have helped my research await Government legislation to make the polluter pay for their environmental impact, but while they pick up litter in the playground an update on ESD would be welcome.

Learning Through Landscapes, WWF, RSPB and many other partners know of and care about these issues, but until DfES links with all other Government departments the marginalised groups must remain without equal opportunities. Finally, most of the worst affected schools have a majority of Black ethnic pupils . . . So who will speak for them?

November 2004

APPENDIX 47b

Supplementary memorandum from Julia Welchman

I have already made a response on this topic but wish to add the following:

Working as a teacher at RBG, Kew, with visiting school groups I am aware of gaps in the relevance of the content of our education programmes and the dominating influence of big business, especially aviation in the environmental conditions at RBK, Kew. Most children are amazed at the overflying that disturbs the communication between groups and their leaders, and if the reality of this industry's contribution to pollution world wide, cloud cover, noise and degradation of the very visit they are making to a beautiful site, were freely discussed, the respect given to the garden authorities might be lost, sadly. However the plea to children to protect the planet, respect nature often means don't drop litter, tidy your bedroom, walk to school, and the big issues are shrouded in a mystique of "Government" responsibility and guardianship on behalf of we compliant citizens.

If progress is to be made, the real issues, uncomfortable though they are, must be on the agenda for all school children, and DEFRA, DfES have special responsibilities to enable this.

The National Noise Maps, excluding aviation are a waste of time and money, making a nonsense of outdoor education where children retch from pollution and the human voice cannot be relied upon . . . where the fear of crash undermines the mental health of vulnerable population groups. Children have no choice of environment. They must stay at school, or their parents may go to prison. Thus CAPTIVE, the environment they inhabit must be safe, healthy and appropriate for the purpose of nurturing our human species.

The reasons for not using some out of classroom education opportunities are under current review by the Select Committee, Chair, Barry Sheerman, but the school grounds are the immediate resources that need to be evaluated for their use is essential state funded provision and we expect the environment to be fit. This matter may yet escape attention even by this new environmental audit, because big business will ensure that even RBG, Kew pretends nothing is amiss. I hope my fears can be unfounded.

November 2004

APPENDIX 48

Memorandum from the Wildlife Trusts'

INTRODUCTION

1. The Wildlife Trusts welcome the opportunity to respond to House of Commons Environmental Audit Sub-Committee Inquiry 'Environmental Education: a follow-up to learning the sustainability lesson'.

2. The Wildlife Trusts are a unique partnership of 47 local Wildlife Trusts covering the whole of the UK and the Isle of Man and Alderney. The Partnership campaigns for the protection of wildlife and invests in the future by enabling people of all ages to gain a greater appreciation and understanding of nature. Through investment in people we aim to provide short term and longer term benefits to them as individuals and to society as a whole. We want people to be discerning in their lifestyle choices and act as advocates and ambassadors for our values, recognising that nature and the environment are at the heart of sustainability and our quality of life. These values need to be mainstreamed if they are to shape our future.

3. Collectively, The Wildlife Trusts have approximately 530,000 subscribing members who receive printed resources and are offered opportunities to develop their commitment through volunteering. We have 23,000 volunteers active in many roles.

4. We manage almost 2,500 nature reserves, covering more than 80,000 hectares of land. These provide people with access to some of the UK's finest wildlife sites in both inner city locations and rural areas.

5. The Wildlife Trusts have hundreds of initiatives offering opportunities for people from all walks of life to engage in environmental experiences and programmes. These include formal, informal and non-formal learning activities and emphasise the value of positive personal experiences in bringing about behavioural change.

6. The Wildlife Trusts support over 400 community-based Wildlife Watch groups. These are led by 1,400 of our volunteers and represent over thirty years of sustained commitment to providing first hand environmental learning experiences to young people outside school. We estimate that these groups work regularly with around 7,500 young people, representing 75,000 repeated annual contacts.

BACKGROUND

7. The Wildlife Trusts are significant providers and enablers of environmental learning experiences, across all sectors, and for people from all backgrounds, ages and social groups. In terms of service to the formal education sector we engage pupils through our visitor centres, through outreach work in schools and through community-based projects which often provide opportunities for young people excluded, or in danger of exclusion from, mainstream education provision. We also provide support to teachers, through training, through published resources, subscription and advice services and through other local networks.

8. We are key providers of access to learning "in" the outdoors, away from a formal setting for all ages and across many sectors through a broad variety of programmes aiming to improve people's quality of life.

9. The Wildlife Trusts' services are based on our belief that everyone should have opportunities to:

- learn about the environment through their own hands-on experiences;
- access, explore and enjoy open green spaces close to where they live;
- develop a sense of awe and wonder about the living world;
- have positive interactions with nature throughout their lives;
- develop understanding of the influences which shape their environment; and
- become fulfilled, compassionate, informed people able to make sustainable lifestyle choices.

GENERAL COMMENTS

10. *Has the term education for sustainable development lost its currency? Does it have any resonance with the general public? Has the Environmental message within it been lost?*

10.1 Apart from within specialist policy circles The Wildlife Trusts remain unconvinced that the term ever had much currency value. Even informed practitioners struggled with the transposition of the policy and philosophy into practical delivery of Education for Sustainable Development (ESD) as it is a "big picture" bringing different constituent interests together to develop ideas.

10.2 In terms of delivery the environmental sector has sought to contextualise and increase the relevance of its message, in terms of people and economics. However for the environmental message to have more weight and integrity it needs also to be promoted through social and economic learning sectors. Unless the key messages about environment, society and lifestyle choices can be disassociated from those with vested interest then it is easy for people to see it as a "competition" for which sector gets most of what they want, rather than something which is genuinely of mutual interest.

11. *The DfES said in 2003 that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers what can be achieved immediately and what can be built upon. More than a year on, can it be said that the process of change has begun and have there been any immediate achievements?*

11.1 Change has begun, for example the introduction of environmental assessment for new school buildings. DfES has invested time in developing a sustainable development framework for schools but did so without genuine consultation to capitalise on sectoral expertise. As a result it adds little to work already developed and has not garnered the full support of organisations expected to contribute to delivery.

12. *Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?*

12.1 The Wildlife Trusts believe the Strategy should include much stronger acknowledgement of the contributions made through informal and non-formal learning as well as the formal sector

12.2 It should commit to the development of appropriate indicators and evaluation processes fit to assess the impact of education and learning whilst acknowledging the complexity and long term nature of such an initiative.

12.3 We would like to see more productive liaison between DfES and DEFRA to deliver environmentally seated initiatives to contribute to ESD delivery.

13. *Does the 14–19 Working Groups report “14–19 Curriculum and Qualifications Reform” go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming white paper? What must be included in the White Paper if progress is to be made to fully integrate ESD into all aspects of learning, formal and informal?*

13.1 The report contains no reference of ESD despite responses to the inquiry which informed it recommending that ESD be a key crosscutting theme.

13.2 The White Paper needs not only to include overt reference to how the curricula and qualifications will equip young people to address the challenges of sustainable development, but consideration and application of SD should be integral to any plan for its introduction.

14. *In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies.*

14.1 Work has been taken forward with subject associations but proactive effort is needed to promote access to information and resources that have been developed in this area. It should be made easier for teachers and educational practitioners to keep up to date with what is available in this difficult and shifting area. There is too much emphasis on web-based publication.

14.2 Teachers would be encouraged in their delivery if ESD were inspected.

15. *The role of informal learning, including youth work, work based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?*

15.1 It is welcome that Sustainable Development was included as a criterion within the Transforming Youth Work Development fund, but disappointing that it was omitted from the DfES Fund for Non-Government Youth Organisations. Inclusion could encourage more partnership between established youth organisations and environmental workers and provide resources for young people to develop ESD projects and activities.

15.2 In parallel to the training needs for teachers expected to deliver ESD, youth workers and other community workers should be given the similar opportunities for professional development to assure quality facilitation of an area few people understand well.

15.3 The Green Paper for youth should be seen as an opportunity to embed environmental and sustainable development issues into this sector. If it is to succeed it should also be included in the inspection framework.

15.4 We would like to see more value being placed on out of classroom learning experiences, acknowledging the inherent worth of first hand experience in building personal priorities and opinions. At a time when issues about the environment are having more impact on people's future than at any time in living memory, our society in the UK is becoming more dislocated from it. Fewer children play outside, our society is more urbanised and less linked to the land, and yet we expect people to have an understanding of natural cycles and resources and to live in ways that are sustainable. It is difficult to see how this can happen without access and understanding. ESD cannot occur in a vacuum.

15.5 The DfES strategy for schools to become environmentally sustainable is welcomed. However it should be emphasised that whole school development activity should not draw limited resource away from outdoor learning .

15.6 It would be possible to include adherence to the principles of SD and the promotion of ESD within far more community funding initiatives. This should be accompanied by easily accessible training and information for community leaders and anyone wishing to win such funding. There is no point in knitting-in ESD if no one knows what it is (or isn't).

16. *Is there any evidence that the Government through its stewardship of education is getting better at getting the environmental message across to the general public? And is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

16.1 We are not aware of central Government support for environmental education initiatives operating at locally or regional levels through DfES. However DEFRA has been able to resource initiatives that support elements of ESD (for example outreach and learning activity) through its Environmental Action Fund..

16.2 There is considerable evidence that people respond strongly to initiatives that have local provenance and resonance, bringing tangible benefits through environmental, economic and social change that they can see and connect to local activity. Government should support local initiatives in a way that demonstrates the same long term commitment they expect communities to show.

17. *Are there sufficient resources available to deliver the government's commitment to education for sustainable development?*

17.1 The DfES has previously stated that it has no plan to introduce any additional resource to support the work, however despite the suggestion from the EAC that resource could be released by realigning current priorities there is no sign that this has or is about to happen either.

17.2 Under the criteria for DEFRA's new Environmental Action Fund, existing funding for environmental education initiatives (such as our Watch activity for young people) will no longer be available. It would appear that resource is diminishing.

17.3 In reality the fact that there are no targets or indicators, no new or realigned resources would suggest that there is not a genuine strategic commitment to delivery.

17.4 Whether there is sufficient resource really depends on how the government are going to measure their commitment.

November 2004

APPENDIX 49

Memorandum from WWF-UK

1. *Has the term education for sustainable development lost its currency? Does it have any resonance with the general public? Has the environmental message been lost?*

WWF-UK believes that Education for Sustainable Development (ESD) has little resonance among the general population of education professionals and that the issue is not one of lost currency, but rather missed opportunities to place sustainability at the heart of school improvement priorities.

Among those education professionals—in England and across the world—who recognise the importance of ESD and address it in various aspects of school life and estate management, the term is valuable and retains its currency. However, most education professionals remain unaware of the potential benefits of ESD. Many educators in England remain unaware that it is a statutory element of the National Curriculum. Most educators who are aware of the statutory ESD requirements address them as another competing curriculum element and estate management consideration, rather than as an organising concept, around which school improvement plans and standards can be enhanced.

In our experience, Education for Sustainable Development has little resonance with the general public as it continues to be poorly understood and often misunderstood by the government departments, agencies, schools and organisations charged with its promotion.

As ESD in schools has been added to the already confusing mix of environmental education, development education and global dimensions, it is seen as an additional content area or an add-on to the geography, science, design technology and citizenship subject areas. This view emphasises content-driven Education about Sustainable Development, rather than skill/content-driven Education for Sustainable Development and fails to develop citizens for the future. It also fails to recognise that ESD offers an integrating context for traditional discrete subject areas and the interdisciplinary fields of environmental education, development education and global dimensions. As ESD also is not included in Ofsted school inspections, few schools have taken it on. Finally, ESD has not been embraced by organisations and institutions offering post-compulsory or adult education.

WWF-UK, as an environmental organisation, feels that the environmental message has not been lost, and in most cases, disproportionately dominates Education for Sustainable Development.

WWF has been working with and supporting education professionals since 1981. In 1994, the focus of our school work shifted from environmental education to learning for sustainable development, and in 2003, we began referring to our work as Learning for Sustainability. Our greatest challenge has been building the capacity schools need to better address the social and economic aspects of development issues. Because ESD

grew organically out of environmental education, most ESD overemphasises the environmental aspects of sustainability. The DfES ESD Action Plan is a good example, which strongly emphasises environmental estate management, for example, fails to recognise or promote the importance of extended schools as key contributors to local community sustainability.

2. The DfES said that the sustainable development action plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?

An immediate benefit could be realised by identifying those educators, schools and institutions who have used a whole school approach to develop their ESD practice and offering them an opportunity to share what they have learned with others.

WWF-UK believes that the most powerful lever for change is a whole school approach to advancing sustainability. The whole school approach addresses all aspects of school improvement—from estate management to learning to links with the community—and does so in a way that involves the entire school community in decision-making and learning. DfES has started this process of change. The next steps would be to build an integrated support system around this process, including professional development, capacity building and networking. This support system requires adequate funding and must address the needs of all current and future education professionals and school communities.

Since 1994, WWF-UK has worked in-depth with more than 40 schools to better understand and advance Learning for Sustainability. These schools developed innovative practices that focused on many individual aspects of ESD in schools. We have used what we have learnt to inspire schools to identify levers for change. We now recognise these as a system of levers that can be addressed together as; school culture and ethos, including school leadership; school assessment; teaching and learning; pupil involvement; community links; and school estate management⁹. Our experience with schools has revealed that the systematic relationships among these are best addressed through a whole school approach¹⁰.

WWF-UK is aware that the process of change has begun, but knows from experience that meaningful achievements will not be realised in one year.

DfES has supported the development of BREAM standards and ESD curriculum development, among other initiatives stimulated by its ESD Action Plan. It also has recognised the importance of a whole school approach and has adapted WWF-UK's Pathways: A Development Framework for School Sustainability as an organising structure for the re-launch of its Teacher Net ESD website.

A whole school approach is important for schools, as there is considerable untapped knowledge and practice within schools. Time is therefore needed to improve relationships within the school, developing a social change process that develops leaders, reflective practitioners and interactions that are sustained (Fullan 2004¹¹). The Development Framework is designed to release the expertise and knowledge that lies within the school. It works within the reality of the school and its locality so that the change that occurs is sustained.

The DfES have started to lay the foundations for a more fundamental change process. They are in the process of re-developing their website so that it can assist schools in charting a whole school approach, as well as directing schools to resources and initiatives and providing a space to share schools' experiences. What remains to be developed is a plan to take these first steps further over the coming years. Through more than 20 years of experience working with schools, WWF knows that meaningful change in schools happens slowly and that a long-term commitment to change is essential.

Through the experience of WWF in supporting schools, and working with and observing other organisations¹² that work with schools, we would advocate the need for a long-term support system to be built that includes, but is not limited to:

- Professional Development on sustainability and ESD for teachers and education professionals;
- Capacity building in schools through technical support; and
- Opportunities for practitioners to network, share practice and continue.

Professional development—both initial teacher training and continuing professional development—is fundamental to the lifelong learning required by Learning for Sustainability. However, a range of professional development opportunities are needed to support the wide range of activities that advance

⁹ This history of experience can be seen in "One School at a Time—A decade of Learning for Sustainability", Hren, Jackson, Dugan, WWF-UK 2004.

¹⁰ A whole school approach: Each school has different approaches to the ways in which they communicate and make decisions. A whole school approach will bring together all—or an equitable representation of—stakeholders, based on equity and accountability, using democratic principles of transparency and participation. This enhances the potential for the school community to govern themselves and strengthen the variety of relationships that exist. Pathways: a development framework for schools sustainability, Hren and Birney WWF-UK 2004.

¹¹ www.nsd.org/library/publications/jsd/fullan241.cfm

¹² Information can be made available of these organisations, including Worcestershire LEA, RBWM, GEM-K,

Learning for Sustainability. Professional development for teachers and curriculum managers is an important as professional development for school leaders and governors. At the present time, there are limited professional development opportunities for ESD available in the UK, outside those offered or being developed by WWF.

The ongoing need for current information and consultation with other professionals engaged in Learning for Sustainability is a characteristic of the emerging understanding that this is a journey, rather than a destination. In the past, this technical support was available from organisations like WWF and others. In the future, this support should be offered by the emerging community of professional Learning for Sustainability practitioners. In the interim, this technical support will likely come from a combination of the two.

Another support system element is easy access to a wider range of classroom teaching and learning resources. Although many educators embrace Learning for Sustainability, few have the time or funds to develop the resources themselves. As the interest in ESD has grown, so have the number of resources and initiatives to support schools' Learning for Sustainability. Today teachers have easy access to these. Their greatest challenge is sorting through the many offerings to identify which best meet the needs of their learners and the learning objectives they are working toward. The new website on Teacher Net is taking steps in order to assist this area of the schools support system.

WWF would be happy to provide additional evidence on what this looks like and the lessons we have learnt.

3. *Government is currently reviewing the UK sustainable development strategy. What should the strategy include in order to significantly strengthen the role of learning within it?*

The UK Sustainable Development Strategy should emphasise the critical and complimentary roles of learning, social system sustainability and governance in social change that advances the strategy's sustainable development goals, and should articulate roles for all government departments to advance education for sustainable development.

WWF-UK has submitted a response to Taking it On, the UK consultation for the Sustainable Development Strategy. The following is an extract from that response.

Social change and Learning

The UK sustainable development strategy needs to resolve two related challenges, which have not begun to be addressed in the current strategy. Firstly, how can a strategy, which is essentially developed for government, deliver sustainable development, which requires radical changes in the behaviour of society as a whole? Secondly, if significant cultural changes are needed, how should government lead or support such cultural changes?

WWF believes that the question of cultural change for sustainable development and the process of developing a UK sustainable development strategy need to be seen as one single challenge. The development of the UK sustainable development strategy, and this consultation itself, appear to be following a largely traditional planning approach. The strategy is being developed over an extensive period, with experts weighing the merits of hundreds of consultation submissions; this process will be followed by a separate five year implementation period.

The sustainable development strategy could instead be seen as an ongoing process, in which there is no presumption that a definitive five-year strategy can be developed through consultation and then implemented. It could instead be built around a learning process, in which the best understanding of effective sustainable development solutions is constantly being updated through a learning process, engaging all of society in the development of the strategy through action. This process would offer the chance to move beyond consultation towards participation, building the required cultural change through real on-the-ground action, rather than inviting the usual suspects (such as WWF) to contribute to a strategy from which the vast majority of people are disengaged. This requires a different approach to the management of sustainable development initiatives. Adaptive management based on a culture of learning is required within all levels of government and should be encouraged with all other organisations or groups that engage in delivering sustainable development initiatives.

Such an approach requires a different view of leadership for sustainability and a different approach to the rights and responsibilities of sectors of society engaging in sustainable development. Consequently government needs to be creating the governance systems that would move the current approach from one of measuring national government effectiveness on specific initiatives to measuring new objectives of facilitating engagement and the enabling of sectors and civil society.

Leadership for sustainability requires transformative leadership styles and skills and can come from any level of society. These leaders need to be identified and supported in their work. It is important not to confuse these leaders with innovators or pioneers (about 25–30% of society) who are often not in mainstream society and can often not be identified as a coherent group large enough to enable cultural change. Ultimately, in order to reach a “tipping point” for changing behaviours we need to be working with modernists (ie the 50%

of society whose values mean they are most comfortable living within the bounds of modern life, are peer pressure driven, and where the value-action gap is most obvious). The task is to take the learning, ideas and innovations from the pioneers, transform them and enable take-up within sub-groups within the modernists group. It is important to note these sub-groups are also not uniform in their needs, values, motivations or lifestyles. This is the reason why large society-wide environmental campaigns haven't worked, and why more targeted health and population campaigns around the world are working.

This is why separate strategies for "changing consumer behaviour" or "promoting a sustainable development culture" do not work. The consultation looks at communities, business and education systems as sectors, with strategies seeking to change behaviour through engaging with the perceived characteristics of these sectors as a whole. An effective strategy needs to go beyond this, actively engaging the "sustainability innovators" and opinion formers in society— who frequently have roles and interests across different sectors—enabling them to define solutions and to bring these together into a coherent UK strategy for sustainable development.

These "solutions" need to run the full gamut from pilots, demonstration projects to changes within systems by removing barriers and building the capacity building systems required to engage more people and sustain their efforts. By following this approach government will be able to move from needing to know all the answers to our unsustainable lifestyles, to a partnership with society which allows them to work out the solutions. This is also part of the cultural change required.

Statutory regulations by central government can support this process by requiring interactive participation in planning at lower levels of government, providing a channel for the innovators to make a difference. For example, the Living in a Finite Environment Programme in Namibia showed how highly successful community natural resource management approaches can emerge from a national policy requirement for interactive participation.

Government's role in cultural change is also fundamentally about leading through example, and this should be built into the sustainable development strategy. Consumption patterns change through a mix of economic incentives and evolution of cultural norms. Economic incentives are directly shaped by government; cultural norms are far more difficult to shift, but are susceptible to influence by example. Policies in areas such as timber procurement and energy efficiency of government buildings are important sustainability issues in their own right, but should also be developed in the sustainable development strategy as having an additional value in the promotion of pioneering models. The key point is that the sustainable development strategy needs to outline the active steps in taking advantage of this, engaging groups outside government to change their practices.

4. Does the 14–19 working group's report, "14–19 curriculum and qualifications reform", go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming white paper? What should the white paper say about ESD?

There is no reference to ESD, sustainable development or sustainability in the 14–19 Working Group's report. Nor is there any mention of environmental awareness or issues to be included in the curriculum (neither core nor main learning).

ESD will not be adequately represented in any forthcoming White Paper based on this report as it does not figure here and is clearly not on the agenda of the 14–19 Working Group.

WWF-UK considers that ESD needs to be embedded in to the heart of the 14–19 Curriculum and Qualifications Reform and not be placed as a post-publication add-on. This is because ESD is a concept with the capacity to integrate the knowledge, skills, values and attitudes that will enable students to become active citizens and life-long learners. The omission of ESD from this report is especially unfortunate as there is a growing awareness amongst employers of the need for employees with the flexible, systems thinking, creative skills which engagement with ESD produces.

5. In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?

WWF is aware of the DfES-supported work that subject associations are doing to create ESD exemplars in the statutory subject areas, but recognises that this is only a starting point in the process of embedding ESD in the school curriculum.

WWF has extensive experience working with teachers and education consultants to develop curriculum materials that support Learning for Sustainability. Our own materials use interdisciplinary approaches to address sustainability topics. We have found that this approach more closely resembles the real world experiences of learners. These approaches benefit from team teaching that combines individual and group

learning strategies in which learners have a role in directing and assessing their own learning. We remain cautiously optimistic that the materials currently being developed by the subject associations will utilise similar research-supported approaches.¹³

6. *The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the government doing enough in these crucial areas?*

WWF does not work in this area and offers no response to this question.

7. *Is there any evidence to suggest that the government is getting better at getting the environment message across to the general public? In particular, is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?*

WWF offers no response to this question.

8. *Are there sufficient resources available to deliver against the government's commitment to education for sustainable development in light of the loss of the landfill tax credit scheme and the loss of the education criteria from DEFRA's environmental action plan, for example?*

WWF believe that there are not sufficient resources committed to Education for Sustainable Development.

While the loss of these funding sources further threatens schools' abilities to address statutory ESD requirements, available funding for ESD has been and continues to be insufficient. ESD has largely been an under-funded mandate that depends on the efforts and resources of non-governmental organisations and the tireless dedication of a small group of education professionals.

There are 18 national strategies or action plans for ESD around the world.¹⁴ Many of these have developed funding strategies for plan implementation.

November 2004

APPENDIX 50

Memorandum from Yorkshire & Humber Education for Sustainable Development (ESD) Forum

BACKGROUND INFORMATION ON YORKSHIRE & HUMBER ESD FORUM

1. Yorkshire and Humber Region ESD Forum was established in 1997. Membership of the Forum encompasses organizations working across the education community in Yorkshire and Humber—schools, colleges and universities, NGOs, local authorities, statutory organizations and businesses. The Forum is involved in a range of regional ESD partnership projects and publishes a website, www.yorkshireandhumber.net/esd. It is represented on the Yorkshire and Humber Assembly's Sustainability Commission and is closely involved with the development and implementation of the Yorkshire and Humber Region ESD Strategy 2000–10. The Forum aims to raise the profile of ESD throughout the lifelong learning process and influence decision-makers to increase support for ESD. Organisations represented on the Forum Management Group are: the Regional Development Agency—Yorkshire Forward; Government Office for Yorkshire and Humber; Learning and Skills Development Agency; Learning and Skills Council; Yorkshire Dales National Park Authority; Environment Agency; Yorkshire and Humber Global Schools Association; Barnsley MBC; University of Bradford.

Below are brief comments from Yorkshire & Humber ESD Forum relating to some of the Environmental Audit Committee's focus questions for this inquiry.

THE NEED TO ENSURE HIGH PROFILE OF THE ENVIRONMENTAL MESSAGE IN ESD PROGRAMMES

2. Yorkshire & Humber ESD Forum agrees with the Committee's premise that the environmental message tends to be lost in many ESD programmes. Constant vigilance is required to ensure that ESD programmes from government, NGOs and others highlight the importance of sustainable development models which assume that the carrying capacity of the ecosystem defines and envelops the extent of human action—in order to ensure that we see stable, equitable and productive democratic communities. In such models of sustainable development it is assumed the natural world is of central importance.

¹³ Closing the Achievement Gap, Liebermann and Moody, 1997.

¹⁴ Personal communication, Dr Daniella Tilbury, Mac Quarie University, Sydney, Australia, November 2004.

3. John Huckle's recent ESD briefing paper for the Teacher Training Agency provides valuable guidance for initial teacher training institutions on how to ensure that the environmental message can be placed at the heart of their ESD programmes (Huckle, 2004).

BUSINESS SD PERSPECTIVES IN 14–19 CURRICULA AND FUTURE WHITE PAPER

4. Business has a crucial role in delivering environmental, social and economic goals. Y&H ESD Forum believes there is major potential to connect Education audiences to the emerging sustainable development agenda in business. Many companies, nationally and regionally, are now innovating with natural resource efficiency ideas—"doing more with less" etc. There is an urgent challenge to introduce these new business ideas into the future 14-19 curriculum especially in areas such as science, business studies and land-based industries (see Appendix 2 for information on recent work in this area by Learning and Skills Development Agency (LSDA) and Y&H ESD Forum).

LINKAGES BETWEEN DfES ESD ACTION PLAN AND THE NEW UK SD STRATEGY

5. Yorkshire & Humber ESD Forum believes that the new UK Sustainable Development Strategy should clearly state the key role of Education for Sustainable Development (ESD) in the delivery of the country's sustainable development agenda. The recent Sustainable Development Action Plan for Education and Skills (DfES, 2003) states the SD priorities at the Department for Education and Skills. In this region, Yorkshire Forward, Government Office, Learning and Skills Development Agency and other key stakeholders have developed a Regional ESD Strategy that aims to deliver an innovative regional response to this DfES ESD Action Plan (see Appendix 1 for Yorkshire & Humber Region ESD Strategy).

6. In our view, the new UK SD Strategy should explicitly identify the need for synergy and linkage between the DfES ESD Action Plan and the priorities in the new UK SD Strategy. The Y&H ESD Forum welcomes the appointment of the new DfES-contracted ESD Adviser at the Sustainable Development Commission. This person could play an important leadership role promoting the relationship between learning and sustainable development and linking it with the wider SD agenda across government at both national and regional levels.

MEASURING PROGRESS—THE UK SD INDICATORS

7. In our view the UK Education indicator in the current UK SD Strategy is almost completely irrelevant—it gives no indication of the extent to which schools and colleges are contributing to the national SD agenda. Y&H ESD Forum believes that, in future, it will be important for the Government to revise the Education indicator to include a whole school/college indicator for sustainable development (covering the curriculum, procurement, buildings etc). Recent work by Ofsted (2003) forms a good basis for the identification of indicators relating to the development of "whole institution" ESD strategies in schools and colleges.

DEVELOPING A DfES SUSTAINABLE SCHOOLS FRAMEWORK

8. We understand that the development of a Sustainable Schools Framework is under consideration at DfES. A framework could provide a valuable overarching national government context around which to develop more in-depth local/regional ESD strategies and programmes. These local/regional ESD strategies, developed by a wide range of stakeholders including RDAs, Government Offices, NGOs and others, should orientate around the National Sustainable School Framework and be appropriate to environmental, economic and cultural conditions at local/regional levels.

9. What could the scope of a DfES Sustainable Schools Framework be? In our view much of the work necessary for such a framework is already underway at DfES and within other organisations. A future DfES Sustainable Schools Framework could:

- relate to OFSTED whole school ESD guidance (OFSTED, 2003), the National Curriculum aims and purpose statement about sustainable development (DfEE, 1999), the UK Government's ESD Panel document detailing ESD outcomes for key stage 1–4 (ESD Panel, 1998);
- be derived from DfES critiques of the academic ESD literature and the wealth of innovative ESD programmes developed by NGOs and others, eg Groundwork, Eco schools, WWF UK, Oxfam, RSPB, Forum for the Future;
- relate to the DfES ESD Action Plan (DfES, 2003) and the recent DfES/CEE ESD Evaluation guidance (CEE/DfES, 2004);
- relate to recent DfES guidance (DfES, 2003a) on adoption of good practice (applying these research findings to future ESD programmes).

The ESD areas of the DfES main website and DfES Teachernet website could provide good opportunities for regional, national and international dissemination of the DfES Sustainable School Framework.

THE IMPORTANCE OF ITT AND CPD ESD PROGRAMMES

10. There is an urgent need to ensure ESD is embedded within ongoing developments in initial teacher training (ITT) and continuing professional development (CPD) programmes. The Teacher Training Agency's (TTA) current work on ESD and the new DfES-funded National Science Education Centre at University of York provide major opportunities for progress in these areas. Also the Standards Unit works with trainers and lecturers who work on FE or work-based learning provision and a part of this mandate of development should be to include ESD. See Appendix 2 for information on a recent Y&H ESD Forum seminar with TTA concerning development of ESD programmes in Yorkshire and Humber ITT institutions.

COMMUNITY LEARNING AND ESD

11. The Inquiry question relating to the role of community learning is important. Further research is required to measure the extent that local communities are engaging with the sustainable development agenda. It could be useful to explore the relationship between this aspiration and New Deal programmes, especially New Deal for Communities.

FUNDING OF NATIONAL AND REGIONAL ESD PROGRAMMES

12. In our view, it is essential that DfES develops a funding plan for national and regional ESD programmes. How would national and regional ESD-orientated education programmes be funded? Ideally, it should be a shared responsibility between national and regional stakeholders including DfES, other centre government departments, Government Offices, regional development agencies, education institutions, NGOs, business, charitable foundations etc. Yet, unless a long term DfES ESD funding plan and Framework is in place, such stakeholders, understandably, will tend to hesitate before committing their funds to far reaching and strategic ESD programmes.

13. In future, we believe one of the important priorities for funding will be for individuals with remits to work with budget holders to develop ESD dimensions within the appropriate mainstream education programmes of DfES, LSC etc.

NEED FOR NATIONAL CO-ORDINATION OF REGIONAL ESD GOOD PRACTICE

14. The current DfES ESD Action Plan (page 17) stresses the importance of developing effective ESD networks at local and regional level. As ESD good practice begins to emerge within regional and sub-regional networks, it will be important for DfES to show leadership on national co-ordination of regional ESD networks, eg dissemination of regional ESD approaches/case studies at the ESD areas of DfES websites.

November 2004

References

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See¹⁵

Recent examples of Y&H ESD Forum partnership work

DCARB

Yorkshire & Humber is the chosen regional partner working with the UK Sustainable Development Commission on dCarb—a high profile scheme that will work with communities across the region to dramatically cut carbon use and improve resource and energy efficiency. dCarb will promote the government's 60% carbon dioxide reduction target as a national and regional priority. In Yorkshire & Humber region, new and existing schemes, including the Urban Renaissance Programme, will explore how to make low carbon living a reality.

A dCarb Education for Sustainable Development (ESD) programme, funded by Yorkshire Forward, is also under development in Yorkshire & Humber schools, colleges and universities. This dcarb ESD work will link up with the main dcarb programme as well as key ESD developments at national and regional levels; eg DfES ESD Action Plan and Yorkshire & Humber ESD Strategy.

Exemplar ESD workshop developed by Y&H ESD Forum and Learning & Skills Development Agency

Connecting 16–19 curricula with leading edge sustainable development practice in industry, Leeds, December 2004

AIM OF WORKSHOP

A twilight session to examine emerging sustainable development ideas in industry and to begin to explore ways of embedding such ideas in 16–19 education programmes.

WORKSHOP AUDIENCE

*16–19 practitioners working in curriculum areas such as science, business studies, geography, citizenship, construction, food and agriculture.

*decision-makers involved with design and delivery of 16–19 programmes.

WORKSHOP PROGRAMME

The main focus for this workshop will be a simulation activity illustrating the scale of an unsustainable world; the principle of extended producer responsibility; the idea that prices should tell the ecological and social truth. The premise of this workshop simulation is that the flow of materials and waste through the economy is overwhelming us. The proportion of useful stuff to waste is very small—in short, we are very, very inefficient. Simple-minded recycling won't work—it's the wrong end of the pipe. To improve efficiency might involve new mind sets, new technologies and methods . . .

A seminar with Yorkshire and Humber ITT institutions to discuss DfES and TTA initiatives on education for sustainable development.

Hosted by Yorkshire Universities and Yorkshire & Humber ESD Forum at University of Leeds, 8 November 2004

AIM OF SEMINAR

The TTA initiative on induction materials for new tutors that incorporate ESD was the focus for this seminar. Participants had the opportunity to review some of these materials with particular reference to ESD related content. They were also updated on ESD related initiatives taken by the DfES and the Yorkshire & Humber ESD Forum.

Following the launch last year of the DfES's action plan for education for sustainable development (ESD), this seminar focuses on a related TTA initiative. Writing teams from subject associations are currently preparing web based induction materials for tutors new to ITT. All these materials make reference to ESD and are likely to be of interest to ITT staff wishing to incorporate ESD into their courses.

¹⁵ http://www.efseurope.org/cgi-bin/Zope.cgi/efseurope/efseurope/yorkshire/Data_and_Links/file_users/yorkshire/webtop/wt21?state_url=7,4wt_sortdate

When embarking on this initiative, the TTA commissioned a briefing paper on ESD to provide information and advice, both for itself and the writing teams. Written by John Huckle and subjected to a process of peer review, the briefing paper will be published on the TTA website later this year. While it does not represent TTA policy, it provides an overview of theory and practice that ITT providers may wish to draw on in the context of national and regional plans for sustainable development.

Copies of the John Huckle briefing paper were emailed to participants prior to the seminar. Web links in the paper allow readers to explore related theory and practice, policy documents, curriculum materials, research and staff development.

SEMINAR AUDIENCE

Yorkshire & Humber ITT institutions including subject specialists, heads of education, and those responsible for CPD.

Global Sustainable Development Issues Workshop for Science and Geography Teachers held 21 October, 2004, Leeds

Developed in partnership with Y&H Global Schools Association, this inset course takes the reflective Key stage 3/4 science and geography practitioner along the route to planning and delivering confident lessons exploring complex global sustainable development issues. It was facilitated by Ken Webster who has over a decade of experience in student learning in the context of sustainable development. This techniques-based workshop illustrated models for better understanding global SD/citizenship issues and some of the finer points of the professional skills of clarification, challenge and debriefing. The workshop provided two structured activities to take away and use and a complimentary copy of Ken Webster's new book *Rethink, Refuse, Reduce . . . education for sustainability in the real world*.

APPENDIX 51

Memorandum from the Council for Environmental Education (CEE)

1. INTRODUCTION

1.1 CEE is the national, strategic body in England for environmental education and education for sustainable development, and was established in 1968. Its unique role is to increase the effectiveness and coherence of the broad education/environment sector, by working with its membership to develop policy and practice, and by providing an overview of national developments, trends and issues.

1.2 The national "Council" is made up of national organisations (currently 73), including government agencies, professional bodies, academic associations and NGOs. Associate members include local, regional and international organisations including local authorities, NGOs, schools, colleges, universities, education centres, and individuals.

1.3 CEE has been funded by central government since 1976. It currently receives a three-year strategic core services grant from Defra through its Environmental Action Fund, and a three-year youth work programme grant from DfES. Both of these grants come to an end in March 2005. Other funding comes from membership subscriptions, trusts and foundations, and corporate partners.

1.4 CEE works closely with the Development Education Association, the other strategic body in the field of education for sustainable development (ESD).

2. SUMMARY

CEE is grateful for the opportunity to contribute to the Committee's inquiry. This memorandum includes responses to the specific inquiry questions, and four appendices:

- Appendix 1: a paper recently submitted to DfES and the Sustainable Development Commission (SDC) listing CEE's "priority actions" for ESD, prepared in consultation with CEE's membership following a CEE event held on 14 October 2004.
- Appendix 2: delegates to the above event to discuss progress on the DfES Sustainable Development Action Plan.
- Appendix 3: summary notes on potential ESD Indicators, from CEE Policy Forums to discuss the review of the UK Sustainable Development Strategy (26 February 2004, 11 July 2004, Reading).
- Appendix 4: CEE's national members.

3. RESPONSES TO EAC QUESTIONS

Has the term Education for Sustainable Development lost its currency? Does it have any resonance with the general public? Has the environmental message been lost?

A research review by Andrew Darnton from Defra (1) indicates that only 28% of the general public has heard of the term ‘sustainable development’, and that ‘very few gave even partially-accurate answers’ when asked to explain the term.

However, CEE is not aware of any research of a similar nature in the formal or informal education sectors that addresses the question of ESD. This could only be carried out by DfES, Ofsted, the Adult Learning Inspectorate (ALI) and other education agencies. Ofsted’s proposals to look at a self-selecting sample of only ten schools over the next two years is unlikely to provide any statistically informative answer.

A number of CEE’s national member organisations have expressed concern (both in response to CEE member surveys and in meetings) that, not only has the fundamental environmental message been lost, but that fewer young people have access to the kinds of learning experiences that will encourage them to engage with the issues in later life.

The DfES said that the Sustainable Development Action Plan was supposed to signal the start of a process of change, identifying the most powerful levers—what can be achieved immediately and what can be built upon. More than a year on can it be said that that process of change has begun and have there been any immediate achievements?

The most powerful levers in education include:

- clear benefits to individual learning, academic achievement and employment.
- legal requirements.
- infrastructure to ensure requirements are delivered (eg inspection, professional development, financial and educational resources).

In view of Darnton’s research, it is not surprising that parents, teachers, students, employers, etc are not creating much demand for ESD post 16.

Whilst government policy has made teaching about sustainable development a specific statutory curriculum requirement in the schools sector (strengthened in the 1999 curriculum review), the Action Plan has done nothing to find out whether requirements are being met, and if not why, or to provide the necessary infrastructure.

That is not to say government has not done anything, or that nothing has changed. However, in comparison to other areas of education that the government says are important (eg Health Education, Citizenship, Sport) in this case it has conspicuously avoided using the most powerful levers.

What it has done in the main either duplicates, or adds little value to, what has existed for many years. In many areas it has not sought to act strategically and, in some instances, has actively avoided working with strategic bodies in the sector. Rather than adopt an inclusive approach to encouraging and supporting the wide range of organisations in the field, it has selected a very small number of organisations to support, precipitating resentment rather than cooperation.

Government is currently reviewing the UK Sustainable Development Strategy. What should the Strategy include in order to significantly strengthen the role of learning within it?

The strategy should include a section on education and learning, and new indicators for learning. Initial ideas for these are included at Appendix 3 of the attached paper. Any indicators on the contribution of education to sustainable development should draw on relevant research and experience rather than embodying naïve assumptions about the relationships between awareness, understanding, and behaviour.

Does the 14–19 Working Group’s report, “14–19 Curriculum and Qualifications Reform”, go far enough? Will ESD be adequately represented if this report is used as the basis for the forthcoming White Paper? What should the White Paper say about ESD?

The White Paper should be explicit about how the proposals will better equip learners to deal with underlying issues of complexity, uncertainty and risk, and how it will ensure that education’s vital role in critically exploring the environment and sustainable development are not ignored.

In response to our last inquiry the DfES said they recognised that more could be done to embed ESD in the school curriculum and that they would lead on strengthening ESD links within geography, design and technology, science and citizenship. Has there been any discernible improvement in these areas? Is there evidence that this work has been taken forward by the DfES and its agencies?

DfES has enabled four subject associations to develop some new units for the non-statutory Qualifications and Curriculum Authority (QCA) Scheme of Work. CEE has offered comments on the drafts. Of the existing 216 units available for schools to choose in these subjects, approximately 27 were considered to have “high” ESD content. A further sixteen new or adapted units have been added.

However, they will not be printed or distributed to schools, but will be web-based. There is little evidence that such web-based material is well used by teachers—indeed an initial study by the Geographical Association (2) suggests that geography teachers are making little use of the existing resources of the excellent QCA ESD website.

The role of informal learning, including youth work, work-based learning and adult and community learning, in taking the environmental education agenda forward is key. Is the Government doing enough in these crucial areas?

DfES has made progress in this area, in particular with the establishment of a sustainable development and youth work forum. However, this commitment must turn into action including provision of ESD training for staff, inspection of ESD within the Ofsted framework for Youth and Connexions Services, the inclusion of ESD within government funding streams for informal learning, and a clear statement on ESD in the forthcoming Green Paper on Youth.

Is there any evidence to suggest that the Government is getting better at getting the environment message across to the general public? In particular, is there any evidence to suggest that sufficient work is being done at regional and local levels to support environmental education?

No.

Are there sufficient resources available to deliver against the government’s commitment to education for sustainable development in light of the loss of the Landfill Tax Credit Scheme and the loss of the education criteria from DEFRA’s Environmental Action Plan, for example?

No. CEE, Global Action Plan and Waste Watch have carried out research into the impact of the loss of the LTCS, and have found a significant impact—a loss of funding on the scale of more than £4 million pounds per year (3). There is significant variance here with Defra’s assessment of impact on education within schools (4), perhaps reflecting the relative importance of informal education, and categorisations based on different understandings of “education”.

— This information provided on 3 February 2005.

CEE’s analysis of funding announced in the new round of the Defra Environmental Action Fund (see Table 1) suggests that changes in criteria have led to a significant loss of funding available, particularly for projects involving formal education.

Table 1

COMPARISON OF 2002–05 AND 2005–08 DEFRA ENVIRONMENTAL ACTION FUND GRANT AWARD OF FUNDING OF EDUCATION AND RELATED PROJECTS

2002–05 GRANT SCHEME (ESTIMATES FROM PROJECT DESCRIPTIONS)

<i>Total projects</i>	58	<i>Total awarded</i>	£11.772 million
Education projects	13	Total awarded	£3.671 million (31%)
Community awareness projects	6	Total awarded	£0.874 million (7%)
Other	15	Total awarded	£7.227 million (62%)

2005–08 GRANT SCHEME (ESTIMATES FROM PROJECT DESCRIPTIONS)

<i>Total projects</i>	36	<i>Total awarded</i>	£7.133 million
Education projects	3	Total awarded	£0.509 million (7%)
Community awareness projects	14	Total awarded	£2.847 million (40%)
Other	19	Total awarded	£3.777 million (53%)

4. IN CONCLUSION

In seeking to harness the power of learning (both informal and formal) in promoting a better understanding of its sustainable development goals, and in promoting an educational system that fosters ESD, the Government needs to reappraise its approach.

There is insufficient emphasis on how to engage learners with underlying issues of complexity, uncertainty and risk, and too much emphasis on promoting the concept of sustainable development unquestioned as “the solution”. This is an inappropriate role for education as it leaves future citizens less able to engage with and manage issues in their own lives, as new issues emerge in the future, and more reliant upon prescribed approaches to sustainable development.

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1. Andrew Darnton, *The Impact of Sustainable Development on Public Behaviour* (Defra, 2004).
2. Cai Cheadle, Gillian Symons, James Pitt, *Education for Sustainable Development, Subject Specialist Teachers: a Needs Analysis* (Geographical Association, 2004).
3. Private communications from Entrust, Global Action Plan and Waste Watch, 2003 and 2004.
4. Statement by Elliot Morley MP, Hansard 4 February 2004: Column 892W “Landfill Tax Credit Scheme”.

January 2005

Annex 1

PRIORITY ACTIONS FOR THE DEPARTMENT FOR EDUCATION AND SKILLS (DfES) AND THE SUSTAINABLE DEVELOPMENT COMMISSION (SDC)

The CEE Policy Forum held on 14 October 2004 considered progress on the DfES Sustainable Development Action Plan. Delegates (see Appendix 2) also identified priority actions for DfES and the SDC.

This document was prepared from notes made by discussion groups, from further comments on a draft posted for consultation on CEE’s website, and following discussions with Scott Ghagan, Secretary/ Divisional Manager, UK Sustainable Development Commission.

A. IMMEDIATE (EG WITHIN ONE MONTH)

Identify and publicise the DfES champion (and the supporters!)

The Secretary of State, Charles Clarke*, is to be congratulated on his support and contribution. This should be more widely recognised (as should the support and contribution of the very many organisations and individuals in the sector, both locally and nationally).

*written before Ruth Kelly’s appointment

Publish the work programme agreed for the new adviser by DfES/SDC

CEE welcomes the appointment of an adviser. The work programme needs to be published if it is to be widely understood and supported.

This supports the recommendation that “DfES creates an advice unit on ESD, and that this be adequately resourced”. (1)

Implement monitoring, evaluation and reporting on the SD Action Plan

The absence of these gives the impression that the plan has low priority in the Department.

“... it is essential that we hear what our partners have to tell us, that we take time to learn what works...” Charles Clarke (2)

Ensure stronger roles for education and learning within the revised UK Sustainable Development Strategy, and include new indicators for ESD

The opportunity to strengthen the position of education and skills within the revised UK SD strategy **MUST NOT BE MISSED**. The Secretary of State for Education and Skills indicated in a letter to Joan Walley MP that further indicator/s could be included. In progressing this work, DfES needs to build stronger links with Defra.

B. SHORT TERM (EG WITHIN SIX MONTHS)*Join up DfES initiatives to project a more coherent approach to delivery*

Whilst the Green Network within the Department exchanges information, there is little evidence of a coherent or co-ordinated approach to DfES initiatives. Each division should be represented, and the approach should ensure that fundamental environmental messages are not lost.

“The new Framework and Strategy should place greater emphasis on the concept of environmental limits, and the Government should devote more effort to developing this concept...” Charles Clarke (3)

Clarify the respective roles of DfES, its agencies and public bodies

A rationale is needed for the work of the Department in relation to, for example, Qualifications and Curriculum Authority (QCA), Teacher Training Agency (TTA), National College for School Leadership (NCSL) and Office for Standards in Education (Ofsted). Eg DfES should adopt a strategic, policy-focused role whilst ensuring that QCA provides curriculum guidance, that TTA ensures all teachers are appropriately trained, and that Ofsted monitors the extent to which all schools are meeting the requirements of the National Curriculum.

Devise models for local and regional funding, support and co-ordination

To be effective, national policies, strategies or plans require local and regional infrastructures. DfES must take seriously the need for local and regional co-ordinators (eg as with Health Education; school visits co-ordinators; PSHE).

“... the real value of this plan will be seen in the local activity it promotes...” Charles Clarke (4)

Publish a statement on the role of education and skills in sustainable development

DfES should clarify and publish its views on appropriate roles for education and learning in relation to sustainable development (eg Is the role of ESD to tell people how to live, or to enable them to make up their own minds? Does sustainable development need to be at the heart of learning, or does learning need to be at the heart of sustainable development?). DfES might support a series of seminars to explore this.

Support an event to launch the United Nations Decade of ESD

DfES has an excellent opportunity to give positive messages by supporting the UN Decade. Building on the Action Plan by ensuring a central role for education within the revised UK SD Strategy from 2005 would be a helpful message.

Re-establish the ESD Sounding Board

In such a large and diverse field DfES needs to adopt a much more open and inclusive approach. Membership of the Sounding Board, or similar body, should include all relevant government agencies, public and strategic bodies. Physical meetings are required at least twice a year, with focused electronic sessions in between.

Publish plans for a series of wider consultation events

DfES needs to ensure that its future actions convey the message to the very many supportive organisations in the field that they are valued, encouraged and able to contribute, and that they are being listened to.

Publish proposals to involve young people and give them a voice

Establishing a Young People's Sounding Board would also convey the positive message that DfES is committed to involving young people in both policy and practice, in line with the current commitment of government.

C. MEDIUM TERM (EG WITHIN 12 MONTHS)

DfES to issue remits to education agencies and public bodies

All bodies with strategic responsibilities in education (eg TTA, QCA, Ofsted, LSC, LSDA, HEFCE, NCSL) should have remits and work programmes agreed annually with DfES.

"Ofsted should include education for sustainable development in its inspection framework for monitoring and reviewing the work of schools" (5), and for "assessing to what extent schools are implementing the new requirements . . ." (6)

Take action to address critical, national funding issues

Landfill Tax monies can no longer be used for education; Defra's Environmental Action Fund no longer specifies support for education; the Big Lottery Fund does not specify sustainable development; few LEA's now employ specialist advisers or support services.

If DfES is to lead on ESD, it must ensure that a national funding strategy is in place to support appropriate teaching and learning at the local level in all areas. Proposals for a national funding strategy should include DfES working in partnership with other government departments and agencies. It might also include regional development agencies, regional LSCs and local education authorities.

The focus of this strategy should be to ensure the development of regional and local infrastructure to provide co-ordination and support.

Demystify and simplify the language and message—publish guidance

What exactly do you want educators to do? Simple guides ("bite-sized chunks"; a "fun, simple, do-able, picture!") say some CEE members) aimed at those working in formal and informal education would be a start.

The last time schools received any form of guidance document in this field was in 1996 (7). This was endorsed by the Rt Hon Gillian Shephard MP, Secretary of State for Education and Employment:

". . . those citizens of tomorrow will have to understand what we mean by 'global warming' or 'biodiversity' or 'sustainable development'. They will have to understand just how great or how small are the risks of environmental damage associated with different policies. They will have, in short, to be better educated."

and by the Rt Hon John Gummer MP, Secretary of State for the Environment:

". . . sustainable development pressures on these young people will not go away. We need to involve them in the issues now, and help them gain ownership of some of the solutions."

Consult on proposals to re-establish local authority advisers and support services

Education policy has brought about the demise of all but a handful of the specialist advisers who once supported environmental education in every LEA (this can be confirmed by the Environmental Education Advisers Association). It has also led to pupil support services either closing, or being charged for at cost, increasing social exclusion of the most needy young people (this can be confirmed by the National Association of Field Studies Officers). Education policy has also led to a dramatic decline in professional development opportunities for teachers (this can be confirmed by the National Association for Environmental Education). This amounts to the dismantling of a once significant amount of local infrastructure. Unless these issues are seriously addressed by DfES, there can be little impact on teaching and learning.

Consult on proposals for national standards

The field of Health Education in schools provides a useful model. National standards inform both practice in schools, and local support schemes, and make it clear to all what government is asking schools to do. DfES should consult on how these might be drawn up.

Consult on proposals to link education and regeneration through ESD

The requirement to teach about sustainable development in schools (National Curriculum, 1999), in particular about Local Agenda 21 (Citizenship, KS4, 1j), should be linked to the requirement placed on principal local authorities to prepare “community strategies”, for promoting or improving the economic, social and environmental well-being of their areas, and contributing to the achievement of sustainable development in the UK (Local Government Act 2000, Part I). DfES and ODPM should draw up proposals for consultation.

Establish incentives and awards for education research

Interdisciplinary research and action research programmes in schools and colleges are essential in providing the evidence base for progress on policy and practice.

D. LONG TERM (EG WITHIN 2 YEARS)

Legislation

A study of 74 schools and 22 FHEIs shows that fewer than 10% of schools and 15% of FHEIs set targets or take active measures to reduce their energy consumption. (8)

DfES should consider how action-based learning might be stimulated by requiring educational institutions to adopt environmental management systems (eg EMAS or equivalent) linked to National Curriculum requirements.

50 schools in Leicester are working towards EMAS (18 have already achieved verification) supported by local charity Environ and the ODPM/Neighbourhood Renewal Fund (£400 million in 2003–04).

DfES should consider rewards for achievement and innovation in estate management in schools and universities.

Entitlement to continuing professional development

All educators and youth workers should be entitled to CPD, provided by local education partnerships, delivered to nationally agreed standards, and supported through a national funding strategy.

Entitlement to education outside the classroom

The Education and Skills Committee is recently held an inquiry into this. It is widely held that few young people are turned on to nature, environmental limits or sustainable development, by exposure to complex concepts, doom and gloom, or imposed guilt. Approaches more likely to “secure their commitment to sustainable development” (National Curriculum, 1999) include stimulating “awe and wonder” through fieldwork or educational visits.

Research indicates that this can improve attitudes towards the environment, add value to everyday classroom experiences, develop knowledge and skills, improve long-term memory and personal and social skills, raise standards of attainment, and lead to higher order learning. Research also shows that the amount of fieldwork is severely restricted, particularly in science, and that some children are more likely to take part in fieldwork than others. (9)

All DfES policies and strategies should give explicit support

All policies and strategies should clarify how they address and support the needs of learners in relation to sustainable development (eg the forthcoming DfES White Paper response to Tomlinson's 14–19 proposals).

REFERENCES TO APPENDIX 1

1. Sustainable Development Education Panel, *Fourth Report* (Defra, 2002).
2. DfES, *Sustainable Development Action Plan for Education and Skills* (DfES, 2003).
3. Environmental Audit Committee, *The Sustainable Development Strategy: Illusion or Reality?*, Thirteenth Report of Session 2003–04, Volume 1.
4. DfES, *Sustainable Development Action Plan for Education and Skills*, (DfES, 2003).
5. Sustainable Development Education Panel, *First Report* (Defra 1998).
6. Sustainable Development Education Panel, *Third Report* (Defra 2001).
7. QCA, *Teaching Environmental Matters through the National Curriculum* (QCA, 1999).
8. *Education Mass Balance, Final Draft Report*, Waste Watch, December 2004.
9. *A review of research on outdoor learning*, National Foundation for Educational Research, 2004.

Prepared by CEE 16 December 2004

Annex 2

Delegate list to CEE policy forum reviewing progress on DfES Action Plan, 14 October 2004¹⁶

Annex 3

Developing indicators for learning contributing to sustainable development

This paper is intended to reflect a consensus view from CEE's two policy forum events on indicators for education in the UK Sustainable Development Strategy and CEE's own work in assessing and developing suggested indicators. CEE is keen to develop thinking on indicators further and welcomes comment.

ISSUES

The current set of indicators related to education, knowledge, understanding and awareness allows no clear, coherent assessment of the contribution of learning to sustainable development.

The new indicator set should reflect research into the roles of learning including supporting individual and collective decisions, developing necessary skills, supporting change in behaviours and institutions, and informing research.

Indicators need to assess outcomes and learning processes in preference to, or in addition to, learning outputs. Further research and development is required to identify suitable learning outcomes and indicators of extent and quality of learning processes. In selecting learning indicators, a rationale should be developed, and clear criteria applied to ensure fitness to the multiple functions of indicators: monitoring progress, identifying areas of importance and securing commitment from public, policymakers or practitioners.

CRITERIA

A clear, agreed set of criteria is needed to ensure new indicators on learning are of value. Indicators should be:

- based on relevant research evidence;
- transparent;
- challenging;
- resonant with participating organisations, educators and public;
- clearly related to other indicators; and
- relatively convenient and inexpensive.

TYPES OF INDICATOR

Within a coherent set of indicators, there are possible roles for:

- output indicators providing evidence of participation in critical learning;

¹⁶ Not printed here.

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- output indicators providing evidence of institutional change;
 - output indicators providing evidence of increased capacity for educational work critical to sustainable development;
 - outcome indicators providing evidence of achieved learning outcomes, including development of knowledge, skills and values clarification;
 - process indicators providing evidence of high quality facilitated learning;
 - process indicators providing evidence of directed institutional change; and
 - process indicators providing evidence of policy change.

POSSIBLE INDICATORS

CEE and referrers have developed a number of outline indicators intended to be indicative of the range of measures which could be assembled to form a coherent set. Individually, and collectively, indicators would need to be justified by congruence with the selection criteria, and implications of adoption—structures, resources and processes required to ensure the indicator's reliability and efficacy—assessed.

Indicators Related to Critical Functions Within Sectors

School learning

- indicators providing evidence of relevant learning processes and institutional change, eg number of schools progressing through an accredited process of learning and change, quality-assured by Ofsted and other bodies

Professional development of educators

- quality-assured learning on ESD within initial teacher education and continuing professional development, eg proportion of trainee teachers/existing teachers having undergone accredited ESD training or professional development to a particular level
- quality-assured learning on ESD within youth worker training, eg proportion of trainee youth workers/existing youth workers having undergone accredited ESD training or professional development to a particular level

WORKPLACE LEARNING

- an indicator providing evidence of a relevant learning process, eg increased numbers of people going through accredited SD training

Sector skills

- process indicators for sector skills councils and professional bodies' commitment to ESD, eg proportion of sector skills councils, accredited professional bodies and institutions with ESD policies, or involved in development of indicators with DfES/Defra
- an indicator of increased capacity for skills contributing to sustainable communities, eg proportion of planners undergoing professional development quality-assured by the national centre for skills for sustainable communities

Public understanding and attitudes

- indicators of learning outcomes, eg identification of current scientific consensus on SD-related issues, eg biodiversity, climate change
- indicators of capability in taking reasoned action directed towards sustainable development, eg proportion of people achieving competence in standardised assessment of core skill sets, assessment of confidence in taking action, qualitative assessment of competence in critiquing or justifying behaviours
- indicators of shifts in attitudes towards engagement in sustainable development, eg attitude towards well-defined actions, attitude towards sustainable development.

POLICY DEVELOPMENT

- an indicator providing evidence of strategic changes in policy within government departments, agencies and public bodies, eg cumulative proportion of public bodies with strategies and programmes of work on education for sustainable development

- an indicator providing evidence of learning processes within government departments, eg cumulative proportion of high grade civil servants involved in accredited learning on sustainable development.

Transferable indicator

Several contributors drew attention to the potential of a transferable indicator of participation in considering sustainable development within different contexts.

- an indicator of number of people/organisations involved in developing their own indicators of sustainable development, eg proportion of schools involved in participatively developing indicators for sustainable development.

Prepared by CEE, 6 December 2004

Annex 4

CEE MEMBERS

ASSOCIATION FOR SCIENCE EDUCATION
ASSOCIATION OF NATIONAL PARK AUTHORITIES
BAT CONSERVATION TRUST
BLACK ENVIRONMENT NETWORK
BOTANIC GARDENS CONSERVATION INTERNATIONAL
BOTANIC GARDENS EDUCATION NETWORK
BRITISH ECOLOGICAL SOCIETY
CENTRE FOR ALTERNATIVE TECHNOLOGY
CENTRE FOR RESEARCH, EDUCATION AND TRAINING IN ENERGY
CENTRE FOR SUSTAINABLE ENERGY
CHARTERED INSTITUTION OF WASTES MANAGEMENT
COMPASSION IN WORLD FARMING TRUST
COUNTRYSIDE FOUNDATION FOR EDUCATION
DESIGN AND TECHNOLOGY ASSOCIATION
DEVELOPMENT EDUCATION ASSOCIATION
EARTHWATCH INSTITUTE
ENCAMS
ENGLISH HERITAGE
ENGLISH NATURE
ENVIRONMENT AGENCY
ENVIRONMENTAL ASSOCIATION FOR UNIVERSITIES AND COLLEGES
ENVIRONMENTAL EDUCATION ADVISERS ASSOCIATION
FARMING AND COUNTRYSIDE EDUCATION
FEDERATION OF CITY FARMS AND COMMUNITY GARDENS
FIELD STUDIES COUNCIL
FOREST EDUCATION INITIATIVE
FORESTRY COMMISSION
FORUM FOR THE FUTURE
FRIENDS OF THE EARTH
GEOGRAPHICAL ASSOCIATION
GIRLGUIDING UK
GLOBAL ACTION PLAN
GROUNDWORK
HUMAN SCALE EDUCATION
INDUSTRY COUNCIL FOR PACKAGING & THE ENVIRONMENT
INSTITUTE FOR EARTH EDUCATION
INTERMEDIATE TECHNOLOGY DEVELOPMENT GROUP
LEARNING THROUGH LANDSCAPES
LIVING EARTH
NATIONAL ASSOCIATION FOR ENVIRONMENTAL EDUCATION
NATIONAL ASSOCIATION OF FIELD STUDIES OFFICERS
NATIONAL ASSOCIATION OF HEAD TEACHERS
NATIONAL ASSOCIATION OF YOUTH AND COMMUNITY EDUCATION OFFICERS
NATIONAL COUNCIL FOR VOLUNTARY YOUTH SERVICES
NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH
NATURAL ENVIRONMENT RESEARCH COUNCIL
ORDNANCE SURVEY
OXFAM DEVELOPMENT EDUCATION PROGRAMME
PEACE CHILD INTERNATIONAL
ROYAL GEOGRAPHICAL SOCIETY (WITH THE IBG)

ROYAL HORTICULTURAL SOCIETY
 ROYAL SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS
 ROYAL SOCIETY FOR THE PROTECTION OF BIRDS
 ROYAL SOCIETY OF CHEMISTRY
 ROYAL TOWN PLANNING INSTITUTE
 SOIL ASSOCIATION
 SUSTRANS
 THE NATIONAL TRUST
 THE NATURAL HISTORY MUSEUM
 THE SCOUT ASSOCIATION
 THE WILDLIFE TRUSTS
 THE WOODLAND TRUST
 UK YOUTH
 UNIVERSITY AND COLLEGE LECTURERS' UNION
 WASTE WATCH
 WILDFOWL AND WETLANDS TRUST
 WILDSCREEN
 WOODCRAFT FOLK
 WWF-UK
 YOUNG PEOPLE'S TRUST FOR THE ENVIRONMENT & NATURE CONSERVATION
 YOUTH HOSTELS ASSOCIATION (ENGLAND AND WALES)
 ZOOLOGICAL SOCIETY OF LONDON

Prepared by CEE, 15 January 2004

APPENDIX 52

Second supplementary memorandum from the Department for Education and Skills (DfES)

INTRODUCTION

The Environmental Audit Committee (EAC) asked the Department for Education and Skills (DfES) for further information relating to DfES resources for Education for Sustainable Development (ESD) and the Environmental Action Fund (EAF). This is in addition to the memorandum DfES sent to the Committee in December 2004 and the supplementary evidence it provided in February 2005.

This further supplementary memorandum has been compiled by DfES with input from the Department for Environment, Food and Rural Affairs (Defra).

DFES RESOURCES

It is DfES policy to embed funding for ESD within the different policies which have responsibility for some part of ESD. This is to enable ESD to be embedded within the relevant policy area, and to spread ownership of the agenda within DfES. In 2004–05, NGOs will be funded by about £1 million for ESD projects. In addition, DfES will be spending £161,000 over the next two years for the Sustainable Development Commission to help us implement the Department's SD Action Plan, including the recruitment of Dr Jake Reynolds as Senior Adviser.

The initial memorandum the DfES sent the EAC gives details about how ESD is coordinated within DfES and we would ask the EAC to refer to this for further information. The "Green Net" has approximately 20 members from all the education and skill sectors, and the amount of time each official spends on ESD depends on their particular policy area. As mentioned in the Supplementary Memorandum DfES sent the EAC in early February 2005, one of the Department's priorities is the need to continue to adopt best practice in environmental management within DFES and its partner organisations, and to raise awareness among staff of ESD.

The Director of Strategy and Communications, Michael Stevenson, who gave evidence to the EAC along with Derek Twigg on 19 January, has overall responsibility for coordinating ESD. He is supported by four staff within his Directorate and a Senior Advisor on Sustainable Development, who either work full-time, or devote much of their time, to ESD.

As mentioned above, DfES does not have a separate budget for ESD. However, we will look at particular projects put to us on their merits. For example, our work with Forum for the Future on Sustainability Literacy is a result of Forum approaching DfES for support. We are also exploring with Defra the possibility of joint funding projects on ESD.

It is difficult to draw comparisons between ESD and school sport, healthy living and citizenship. ESD is an agenda which is covered by most of DFES' work. The other policies which have been compared by the EAC to ESD are well-established mainstream policies, with a statutory requirement for schools to deliver.

PHYSICAL EDUCATION AND SCHOOL SPORT

There is a statutory requirement for sport within the National Curriculum. The Government is investing over £1.5 billion in PE and school sport from April 2002 to March 2008 to help meet a Public Service Agreement (PSA) target. The target is to increase the percentage of pupils that spend at least two hours on high quality PE and sport, within and beyond the curriculum, to 85% by 2008. The money is coming from DfES, DCMS and the Big Lottery Fund. The money is also geared towards enhancing school sports facilities which must be accessible to the wider community. There is large investment into PE and school sport because of the impact that high quality PE and sport can have on pupils well being, not only in terms of health but in learning essential social and problem solving skills. We also know that effective PE has an impact on whole school improvement, particularly on improving behaviour and developing citizenship skills, such as leadership. In DfES, four people work on this area.

HEALTHY LIVING

Just like ESD, Healthy Living is not a curriculum subject but an overarching agenda into which a number of DfES teams and policies feed eg the National Healthy Schools Standard (NHSS). NHSS has three members of DfES staff working on it, but not exclusively. DfES and the Department of Health (DH) are providing £5.7 million via the Standards Fund to work with schools on NHSS in 2004–05. £4 million of the £5.7 million comes from DH.

There is also £1.1 million of cross-government (DfES, DoH, Defra, Food Standards Agency) funding over three years to spend on projects that aim to improve school food and reinforce healthy eating messages taught in the classroom. The work equivalent to three full-time members of DfES staff is allocated to this topic.

Also, nutritional standards are statutory for school meals, although part of the ongoing work is to review the current standards.

CITIZENSHIP

For citizenship, schools use their overall resources including those available through the Standards Fund arrangements, to support citizenship education. There is not a specific funding amount. Citizenship education is a statutory part of the secondary school national curriculum. Two members of DfES staff work on citizenship, although not exclusively.

ENVIRONMENTAL ACTION FUND (EAF)

DfES, along with other consultees, received summary information on each of the 250 applications, with the option to request full application papers, and were invited to comment on as many applications as they chose.

Defra invited comments in the context of the published criteria and in terms of how a particular project matched up to the sustainable consumption and production priority, how realistic and valuable the project was, and how competent the group concerned would be in delivering the project. Defra Ministers had the final decision on the bids.

EAF is periodically reviewed to judge its effectiveness and guide its future direction. This means that its criteria can be directed to support strategic priorities. The 2002-05 round included education for sustainable development. In terms of raising awareness of sustainable development issues, all rounds of the EAF grant have, to some extent, included elements of education. This includes the new 2005–08 round, which is specifically focused on the strategic priority of sustainable consumption and production and is looking to effect behaviour change. Education and awareness raising will be a part of this, but the EAF was looking for projects that went beyond just awareness raising to delivering action for more sustainable consumption behaviours.

The EAF in 2005–08 is funding some projects that are working with schools and school children and that put in strong bids to influence patterns of consumption amongst these communities.

It would not be in line with the Department's overall policies to take on the specialised work of NGOs or to fund the many services available to schools. Rather, we are diverting as much funding as possible directly to schools so that they can make appropriate decisions locally as to which services they wish to buy in.

GROWING SCHOOLS

The Department's Growing Schools programme goes from strength to strength. The Growing Year Calendar, produced in association with Gardening Which, the Royal Horticultural Society and the Henry Doubleday Research Association, had been requested by 15,000 teachers, pupils and parents. The website (www.teachernet.gov.uk/growingschools) attracts more than 10,000 unique users a month and provides a broad and useful service to both NGOs and schools.

February 2005