

The Sustainable Schools Agenda

...an opportunity to develop awareness, to reflect and consider possibilities for the future...

Lucy Grayson

Secondary Strategy Consultant

What is sustainable development?

Brundtland Report 'Our Common Future' 1987

' Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'

Chief Seattle



Discussion activity...

1. When was the last time you were struck by something in nature?
2. How much of your childhood was spent outside?
3. Have you, personally, noticed any changes in the natural environment over the past 20 years or so?
4. What most concerns you most about the long-term future of the world?

Discussion cards activity...

In pairs/threes have a look at the discussion cards you have been given...

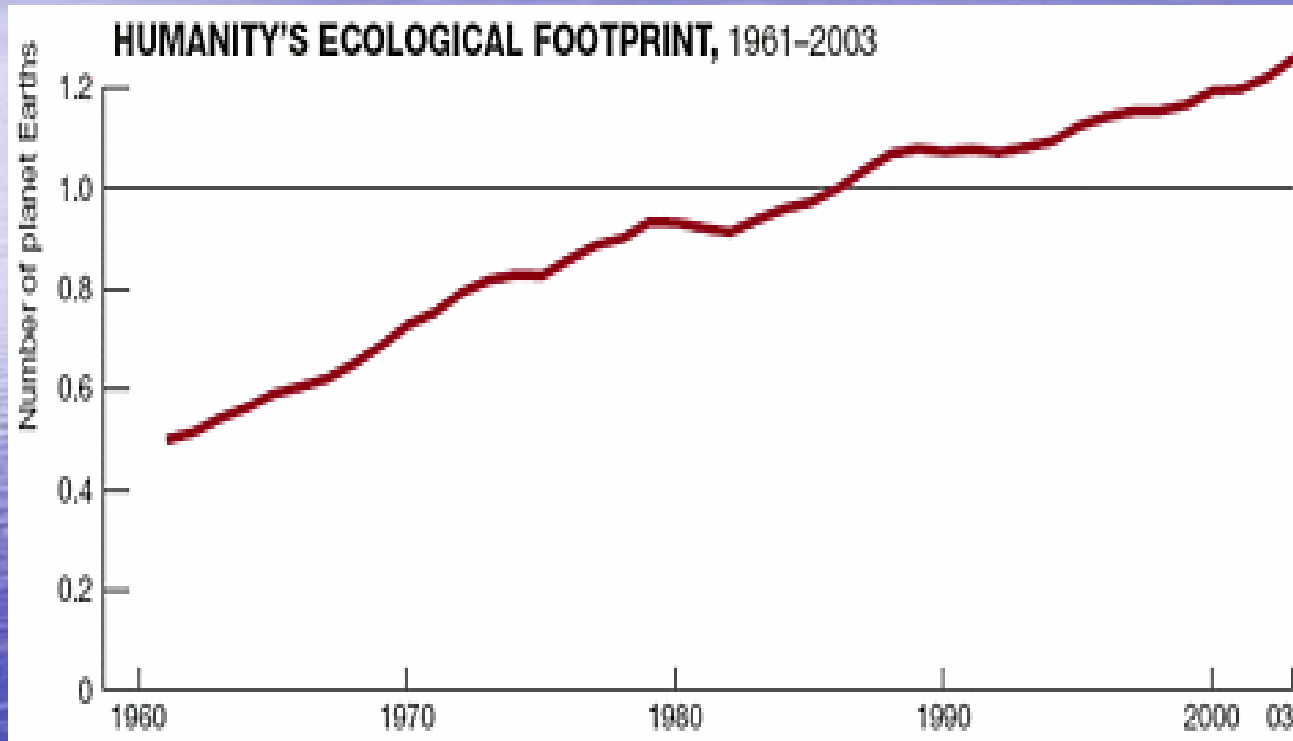
- *what is going on?*
- *are there any underlying causal factors?*

Share your thoughts with the rest of your table.

What are the main characteristics of our current state of global unsustainability?

- There is a fundamental mismatch between current human activities and what the biosphere can sustain.
- Current distribution of resources is grossly inequitable with the richest fifth having 85% of the world's income.
- The issues we are facing are systemic, interrelated and complex. None can be understood or addressed adequately in isolation or out of context.

2006 State of the World Report



What is likely to happen?

- Increased water insecurity
- Increased food insecurity
- Increased energy insecurity
- Mass migrations
- Mass extinctions
- Increased instability in all natural systems

What is already happening to our children?

- Children living within 500m of a busy road are vulnerable to 'substantial deficits in lung function'.
- 141 children aged 0-15 were killed in road accidents in 2005 and 3,331 were injured.
- Decreasing amounts of green space are have a detrimental affect upon the mental health of young people.

Sustainable development ... why has there been so little movement?

- Somebody else's problem?
- Short-termism?
- Simplistic solutions? / Not seeing the whole?
- Tragedy of the commons?
- Belief in a technical fix?
- False accounting?
- Consumerism?

'No problem can be solved by the same consciousness that created it. We have to learn to see the world anew.'

Einstein

What is Education for Sustainable Development (ESD)?

National Curriculum for England

'ESD 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 without damaging the planet for the future.'

DfES Sustainable Schools Action Plan

Key change in emphasis...

Moving from *telling* young people that *they* will have problems at some point in the future ...

... to acknowledging that we should *all* take responsibility and *act together* to find solutions now.

DfES Sustainable Schools Action Plan

"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."

Tony Blair, 2004

DfES Sustainable Schools Action Plan

The underpinning core values of the framework:

- Care for oneself
- Care for each other (across time and space)
- Care for the environment

Through *curriculum, campus & community*

DfES Sustainable Schools Action Plan

Eight **doorways** of a national framework to include an indication of what government would like schools to achieve by 2020. (Online SEF tool designed by WWF).

- Food and drink
- Energy & water
- Travel & traffic
- Purchasing waste
- Buildings & grounds
- Inclusion & participation
- Local well-being
- Global dimension

More information...

www.teachernet.gov.uk/sustainable-schools