

Global citizenship



Educating for a Sustainable Future



Energy



Waste



Transport



Water



Biodiversity



Healthy Living



Purchasing



Oxfordshire's Education for Sustainable Development Strategy

"Enabling local communities to improve our quality of life is a responsibility we all share. We need to look at sustainable development as a whole... how we generate the skills, knowledge and understanding to allow us to fulfil our duty as global citizens"

Charles Clarke (2003)

Secretary of State for Education and Skills



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Foreword

Sustainable development is a strategic objective for Oxfordshire County Council, and central to our plans for the county's future. *Educating for a Sustainable Future* is a vital next step in embedding sustainable development in our schools and ultimately other educational institutions in the county.

This is why *Educating for a Sustainable Future* is a key priority in Oxfordshire's Community Strategy, developed by organisations across the county to improve Oxfordshire's quality of life for present and future generations.

Education for Sustainable Development (ESD) has its roots in environmental and development education, and many of the building blocks of ESD are already present in our schools. In Oxfordshire we are committed to:

- celebrating and building on good practice in schools across the county
- enabling all Oxfordshire schools to engage in Education for Sustainable Development

Educating for a Sustainable Future sets out how schools in Oxfordshire can be helped to develop ESD. It has three key goals:

- to support schools in introducing a whole curriculum approach to education for sustainable development
- to encourage schools to introduce environmentally responsible management practices
- to strengthen links between schools, local communities and other educational establishments in order to achieve these aims

Educating for a Sustainable Future has been developed with contributions from many teachers, schools and partner organisations. We value your continued support and participation in this project and look forward to welcoming new partners in the future.

The work and attitudes of children and young people in addressing the challenges of sustainable development is an important learning experience, which we will wish to recognise as an essential part of celebrating the achievements of Oxfordshire schools, communities and individuals.

Richard Howard

Principal Adviser for Schools
School Development Service



Councillor Tony Crabbe
Executive Member for Schools



Councillor Anne Purse
Executive Member for Sustainable Development



Councillor Neil Fawcett
Executive Member for Learning and Culture

What is Education for Sustainable Development (ESD)?

The meaning of the term sustainable development has been widely debated but the Brundtland Commission's definition '*development that meets the needs of the present without compromising the ability of future generations to meet their own needs*' is amongst the best known. Education for Sustainable Development gives pupils the ability and motivation to contribute to the protection of the environment, encourage social inclusion and develop economic prosperity as future 'global citizens'.

Ensuring effective Education for Sustainable Development (ESD) has two elements:

- developing a whole school approach to teaching about sustainable development
- developing sustainable management practices, for example reducing and recycling waste, within an organisation

ESD in the National Curriculum

The National Curriculum recognises Education for Sustainable Development as both one of its aims and an integral part of its values:

Education for sustainable development enables pupils to develop the knowledge, skills, understanding and values 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 planet for the future.

(National Curriculum 2000)

Specific links to ESD exist in four statutory subjects: Geography, Science, Citizenship and Design & Technology and in the non-statutory guidance for Primary Personal,

Health & Social Education (PHSE). However links can be made throughout the curriculum and by undertaking a whole school approach to incorporating ESD, for example through the Eco Schools programme, see appendix 3.

Seven key concepts were identified by the Government Panel for Sustainable Development during the review:

- Citizenship and stewardship
- Sustainable change
- Needs and rights of future generations
- Interdependence
- Diversity
- Uncertainty and precaution
- Quality of life, equality and justice.

National guidelines on ESD have since been published within the publications:

- Sustainable development action plan for Education and Skills (DFES)
- Taking the first step forward towards an education for sustainable development (OFSTED)

and through the QCA dedicated website: www.nc.uk.net/esd

The National Curriculum requirements and the QCA, DfES and OFSTED guidelines provide Oxfordshire with a starting point. *Educating for a Sustainable Future in Oxfordshire* is the county's first step towards showing how we aim to work together to actively educate for sustainable development.

What are we doing in Oxfordshire?

Our first step in developing *Educating for a Sustainable Future*, was to ask schools what they needed to enable them to introduce Education for Sustainable Development effectively. In particular they identified the need for:

- better information and access to training about ESD
- improved support services
- advice about funding

The consultation also identified the need to build stronger links with local community and voluntary sector groups such as youth groups, sporting and recreation groups, parent and family groups, and faith groups.

Educating for a Sustainable Future's key objectives and action programme have been developed to meet these concerns.

How are we going to achieve it?

Educating for a Sustainable Future emphasises the importance of promoting ESD through existing networks. Oxfordshire is lucky enough to have three environmental education centres within the county, Hill End Residential and Field Study Centre, Sutton Courtenay Environmental Education Centre and the Northmoor Trust.

These centres are already working with thousands of school pupils and community groups each year. Each of the centres are working towards gaining the Eco Centre award, a sister award to the Eco Schools scheme mentioned below.

Yenworthy Lodge, Oxfordshire County Council's outdoor centre in Devon, already has Green Flag Eco Centre status. We aim to continue to promote and support their work and celebrate good practice at all the centres.

In addition to the work done in schools, and supported by the School Development Service, a variety of initiatives and groups support schools on specific topic areas or coordinate countywide projects contributing to ESD. These include:

- Healthy Oxfordshire Award Scheme (HOSAS)
- Schools Recycling Scheme,
- School Travel Plans
- Wild Waste Show
- Forest Schools
- Schools Energy Project.

To make best use of the available expertise and limited resources currently available for ESD, *Educating for a Sustainable Future* proposes to:

- promote ESD through the networks of support and expertise already working with schools
- seek funding and additional support for specific initiatives such as the Eco Schools programme in the future

The Eco Schools Award Programme, see appendix 3, provides an underpinning model for *Educating for a Sustainable Future*; it is a clearly structured, nationally recognised scheme that may provide the necessary ESD framework for many schools. However not all Oxfordshire schools will wish to follow a structured Eco Schools Programme and may prefer to give greater emphasis to a particular aspect of ESD.

Two case studies of schools with different approaches to tackling ESD are included as appendices to this document. *Educating for a Sustainable Future* seeks to make support and advice available to schools at all stages in their work to educate for sustainable development.

Who will be involved?

ESD Project Team

The Oxfordshire Schools Sustainability Project is currently based in the Council's Sustainable Development Service in the Environment & Economy directorate. It is led by the Schools Sustainability Officer, whose role is to develop *Educating for a Sustainable Future*, in partnership with the School Development Service and members of the ESD Action Group and Schools Sustainability Team described below.

ESD Action Group

This group will have a key role in providing a coordinated approach to ESD in schools, monitoring progress, and guiding future action. Membership of the group will include representatives from schools, the School Development Service and the specialist support groups.

Schools Sustainability Team

Where possible informal support groups will be developed (where they do not exist already) to help co-ordinate work within the key topic areas of: biodiversity, energy, global citizens, healthy living, purchasing, transport, water and waste. These may include professionals and volunteers who work with schools, and where appropriate, local community groups. We will aim to provide the support groups with training where needed. Some topic areas are already well established, current details are listed in 'Key Contacts' document and will be available via the website.

Oxfordshire Environment Group (OEG)

The OEG is one of the eight ambition groups responsible for implementing Oxfordshire's Community Strategy. *Educating for a Sustainable Future* is a priority for the environment ambition in the

strategy. OEG will promote *Educating for a Sustainable Future* and monitor progress. The group will focus on developing further community links and linking with and extending *Educating for a Sustainable Future* within adult and community learning, Further and Higher Education.

ESD Sounding Board

We will aim to develop an informal e-mail group of teachers and other professionals to act as a 'sounding board' to improve communication between schools and people who work with schools. The role of this network will be to provide feedback and suggestions to the ESD Action Team, and to ensure that the views of schools and teachers are being acted upon.

Measuring Progress and Success

The Oxfordshire Environment Group and the ESD Action group will monitor progress of the actions, report on new developments and guide development for the future. *Educating for a Sustainable Future* places value on promoting and celebrating good practice; this enables all schools and education institutions to gain recognition for their efforts and achievements.

In addition the Oxfordshire Environment Group has set targets to increase the number of schools registered with the Schools Recycling Scheme by 25% by 2005 and double the number of Green Flag flying schools in the county by the end of 2004.

Achievements will be highlighted and celebrated at the Community Partnership Annual Forum and the forthcoming ESD annual event.

Key Objectives

1. Information

Provide access to information that will help schools and others to develop sustainable good practice through teaching, learning and management activities

During 2004 we will

- publish information in a termly newsletter
- develop an ESD website with information, web links and curriculum resources
- start to develop a library of ESD curriculum resources for use in schools and at awareness raising events

Longer term

- promote and celebrate ESD/ Eco Schools good practice through publications, the ESD website and events

2. Training and Professional Development

Develop ESD and Eco Schools training and professional development programmes for schools and supporting organisations

During 2004 we will

- raise awareness of ESD and Eco Schools at existing events, subject coordinator meetings, and professional development sessions
- begin to establish ESD/ Eco Schools networking sessions in different parts of the county for teaching staff, starting with a pilot scheme
- establish a professional development programme of ESD and Eco Schools training for teachers

Longer term

- develop appropriate ESD/ Eco Schools training for support organisations (see back page for current partners)

3. Support Services

Improve or develop support services which help schools to integrate ESD into their teaching, learning and management activities

During 2004 we will:

- develop a co-ordinated approach between county wide initiatives already delivering support to schools by developing an ESD Action Group

Longer term

- partnership with the School Development Service, seek to develop teaching resources and good practice case studies for wider dissemination
- work to ensure a commitment to ESD is incorporated into existing and future council plans, projects and priorities

4. Hands-On Support

Create opportunities to provide schools with 'hands-on' support to develop ESD and to progress with the Eco Schools programme

During 2004 we will

- help develop groups of specialists and organisations able to offer regular hands on support to schools through the key topic areas (see appendix for current partners)
- promote opportunities for schools to visit nature reserves and environmental education centres within Oxfordshire and in the OCC centres outside the county and celebrate good practice within these centres

5. Community Links

Strengthen links with communities and other education establishments

During 2004 we will

- work in partnership with the Oxfordshire Environment Group (OEG) and other organisations to build links between schools and community groups, for example through Community Action Groups (CAGs)
- build relationships with other organisations which work with schools, such as district councils

Longer term

- work with Oxfordshire Environment Group to develop ESD links with adult and community learning, teacher training courses, further education and the private sector

6. Financial Advice

Provide advice and initiate programmes that will help schools secure financial support for ESD or eco-schools projects

During 2004 we will

- work with the Education Business Partnership to help cover supply costs enabling teachers to take part in ESD/ Eco Schools professional development

Longer term

- seek to provide information about funding sources and initiatives for schools and supporting organisations
- seek additional funding support for the Eco Schools programme and other initiatives

Appendices

1. Case Note: An Eco School Hagbourne C.E Primary School: Flying the Green Flag for Oxfordshire

Hagbourne Primary School has been promoting good practice through the Eco Schools award programme for five years, in partnership with the Northmoor Trust, which has made weekly 'outreach' visits to help develop the schools programme and raise awareness of sustainability issues amongst staff and pupils. Hagbourne has now been awarded the prestigious Green Flag by ENCAMS, the organisers of Eco Schools.

By following the seven 'golden steps' to becoming an Eco School, Hagbourne has implemented a variety of measures. These have ranged from improving the school grounds, and sourcing locally produced food for school meals to environmental management through energy, water and waste initiatives. They even reuse paper by shredding it to produce bedding for local guinea-pigs!

As well as winning various prizes for good practice the school was awarded a grant from Innogy for a wind turbine to power lights in the bike shed, and has reduced electricity and gas bills by about 30% per year as a result of energy saving measures.

Richard Jones, Head Teacher said "this reward has come in recognition for us demonstrating continuous improvement over a five year time span".

For further information contact Richard Jones (Head Teacher), Hagbourne C.E. Primary School (01235) 813367 or read 'Becoming an Eco School' published by Franklin Watts, ISBN: 074964365X

2. Case Note: Partnership in Action Warriner School: Tackling Sustainable Transport

Warriner secondary school is tackling ESD through their curriculum and management practices. They have an energy policy, engage with recycling initiatives and have registered with the Eco Schools scheme. The school faced a specific sustainable development problem. John Gill, Deputy Head said "Warriner have been concerned about the growing transport problem around the school for many years. We wanted to reduce traffic and make the journey to school safer."

They began tackling the issue in two ways:

- 1) by actively engaging pupils in exploring the transport challenge through the National Curriculum for example in Geography: a Year 7 module exploring the implications of a by-pass around the village and a GCSE module considering Urban Traffic Management.
- 2) by involving a School Travel Plans Officer from the County Council to help them produce their first School Travel Plan.

The Travel Plans Development Team continue to help Warriner and Educating for a Sustainable Future aims to provide additional support, helping make clearer links with the Eco Schools programme. Although the transport issues won't change overnight the whole school is supported in actively working towards sustainable development.

For further information contact John Gill (Deputy Head Teacher), The Warriner School (01295) 720777 Travel Plans Development Team (01865) 810474.

3. The Eco Schools Award Programme in Oxfordshire

Why Eco Schools?

The Internationally recognised Eco Schools award programme has been identified by a number of organisations, including the **United Nations Environmental Programme**, as the preferred model to help schools educate for sustainable development.

Aim

The aim of Eco Schools is to encourage a whole school approach to environmental and sustainability awareness and action.

The Topic Areas

The Eco Schools process enables schools to enhance teaching, learning and management practices through seven topic areas: Litter, Waste, Energy, School Ground Development, Water, Transport and Healthy Living. *Educating for a Sustainable Future in Oxfordshire* has extended these to include support for schools on Biodiversity, Global Citizenship and Sustainable Purchasing.

The programme is pupil driven but the process involves all members of the school community including governors, non-teaching staff and parents together with other appropriate agencies including the local authority, local communities, local businesses etc. The programme promotes collaborative working.

The Process

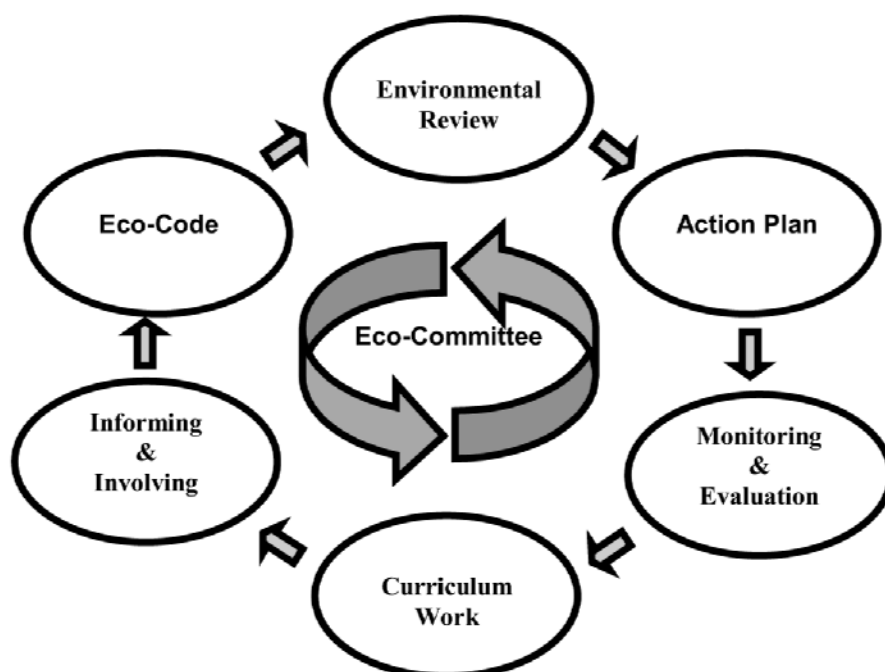
Schools must implement, in accordance with established criteria, seven steps to become an Eco School (see model below).

The Award System

Following registration with ENCAMS (the charity which runs the Keep Britain Tidy campaign) the process to become an Eco School involves three main stages:

1. Implementing the seven programme elements illustrated above and deciding when to apply for self-assessed silver and bronze awards via the website
2. Submitting an application for Green Flag status. An independent assessment is made by ENCAMS to determine that all established criteria have been met
3. Renewing the award every two years.

For further information please visit the Eco Schools web site at:
www.eco-schools.org.uk



Current Partners

- BBOWT (Berks, Bucks, Oxfordshire Wildlife Trust)
- Eco Schools Scheme
- Northmoor Trust for Countryside Conservation
- Oxfordshire County Council:
 - Education Business Partnership
 - Forest Schools Scheme
 - Healthy Oxfordshire Schools Scheme (HOSAS)
 - Hill End Residential and Field Study Centre
 - School Development Service
 - Sustainable Development Service
 - Travel Plans Development Team
- Oxfordshire Environment Group (Oxfordshire Community Partnership)
- RISC (Reading International Solidarity Centre)
- Sutton Courtenay Environmental Education Centre (BBOWT)
- Trust for Oxfordshire's Environment
- Wild Waste Show
- WS Atkins (Schools Energy Project)

Acknowledgements

Educating for a Sustainable Future has been developed, as part of the Oxfordshire Schools Sustainability Project, on the basis of an in-depth consultation exercise with 29 schools and 22 organisations working with schools. All Oxfordshire county council schools, the Oxfordshire Community Partnership and over 125 individuals, groups and organisations were invited to comment on the consultation draft.

Educating for a Sustainable Future is a joint initiative between Oxfordshire County Council's School Development Service and Sustainable Development Service. It is supported by the Trust for Oxfordshire's Environment with landfill tax credits from Innogy. Additional funding has been from the County Council's Waste Management Group.

For further information visit the website:

www.oxfordshire.gov.uk/esd

Or contact: Schools Sustainability Officer
Oxfordshire County Council

email: esd@oxfordshire.gov.uk

Tel: 01865 810117 or 07767270652



Global citizenship



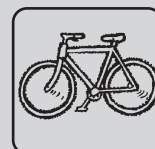
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