

2005/2006

# Education for Sustainable Development

From policy into practice

Friday 18 November 2005, **London**



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## CONFERENCE REPORT

Education for Sustainable Development: From policy into practice  
Friday 18 November 2005  
London



## Education for Sustainable Development: From policy into practice

		Page
	Introduction and conference background, aims and format	3
	Participant profile and conference themes:	9
	<b>Theme 1:</b> Globalisation and Economics	14
	<b>Theme 2:</b> Community Development	17
	<b>Theme 3:</b> Education, Training and Capacity Building	22
	<b>Theme 4:</b> Engaging Adults in Education For Sustainable Development	25
	<b>Theme 5:</b> Policy and Infrastructure	31
	<b>Theme 6:</b> ACL and Post-16 Learning	31
	<b>Appendix 1:</b> Evaluation Summary	
	What conference participants felt ' <b>NIACE/WEA/DEA should do</b> ' and ' <b>what policymakers/funders should do</b> '	
	Conference participant list/ <b>Education for Sustainable Development Community of Practice</b>	
	<b>Appendix 2:</b> NIACE, DEA and WEA Contacts	47
	<b>Appendix 3:</b> Useful education for sustainable development websites	47
	#	Discussion Topic
<b>THEME 1</b>	1	How can we address global development without importing Western Imperialism in the form of cultural and commercial exploitation?
	2	Relationship between education for sustainable development and mainstream market capitalism. How should we think about it or change it?
<b>THEME 2</b>	3	What would a community development and community development learning approach to SD look like?
	4	How to build sustainable development into a range of community development and other causes? How can better partnerships help education for sustainable development to happen?
	5	How do we move power to the people to develop sustainable development and global citizenship?
	6	The impact of sustainable development will have a local community organisation and can this be used to obtain financial sustainability for the organisation?
<b>THEME 3</b>	7	How do we promote education based on critical thinking alongside action for social change?
	8	How to support the ethos of schools (teachers/governors/leaders) in developing programmes and partnerships that take a holistic view of education for sustainable development and embed the concept as part of lifelong learning/critical thinking?
<b>THEME 4</b>	9	What are the effective mechanisms for involving adults in SD in the workplace.
	10	Will employers only move if they have to? Will it be through coercion or compulsion?
	11	How could we use education for sustainable development to engage 'hard to reach' groups?
	12	How do we make education for sustainable development appear easy and attractive? How do we enable people to overcome time/life barriers to access education for sustainable development opportunities?
	13	Is climate change a more overarching issue to help make the abstract concept of education for sustainable development more real?
<b>THEME 5</b>	14	How can better partnerships help education for sustainable development to happen?
	15	The skills strategy of education for sustainable development – is this competing/parallel/unconnected or potentially synergistic agendas?
	16	Evaluate the indicators of education for sustainable development.
	17	How do we initiate momentum to turn policy into practice? How do we deal with the political dimension and the role of Non-governmental Organisations?
	18	How do regional agencies work together at a regional level?
	19	How to get sustainable development into policy in the first place?

**THEME 6**

- 20 Is there a role for awarding bodies in helping you deliver education for sustainable development? If so, what is it?
- 21 What are the priorities of the Adult Community Learning? How can Learning and Skills Council promote and encourage education for sustainable development in colleges and Adult Community Learning L?
- 22 How do we embed education for sustainable development into post-16 education?

## Introduction

The term 'lifelong learning' invites us to think about the interrelationship between learning events and outcomes in lifetime measures. Global perspectives put the value of lifelong learning into the global context. It is this link that challenges our attitudes, vocabulary, policies and practice as global learners and educators.

Interest in and support for the concepts of '**Education for Sustainable Development**' and '**Global Citizenship**' has been building amongst practitioners and policy makers. 2005 was marked by a remarkable convergence of international and national developments, including the launch of the **United Nations Decade of Education for Sustainable Development** (2005 – 2014) and the **Learning and Skills Council's Strategy for Sustainable Development**.

These international and national initiatives highlighted the opportunities for lifelong learning practitioners to develop educational responses to issues such as global citizenship, social justice, sustainable development, equality and diversity, human rights and conflict resolution. In support of this agenda, NIACE, the WEA and the DEA were pleased to offer the **Education for Sustainable Development: From policy into practice** conference on 18 November 2005. This presented an opportunity for practitioners to discuss the emerging LSC sustainable development strategy, debate the international challenges and opportunities presented in 2005 and, with the support of others, begin to translate policy into practice.

## **Education for Sustainable Development: From policy into practice** **Friday 18 November 2005**

*“Sustainable Development should be at the heart of all learning”*  
Strategy for Sustainable Development (LSC 2005)

### **Background and Aims**

2005 was marked by a remarkable convergence of international and national developments in the field of Education for Sustainable Development and Global Citizenship. Foremost among these was the launch of the **United Nations Decade of Education for Sustainable Development** (2005 – 2014), with other key initiatives including:

- UK hosting the G8 conference
- The Commission for Africa Report published
- 20th Anniversary of Live Aid
- UK holding the EU Presidency
- The ‘Make Poverty History’ campaign
- European Year of Democratic Citizenship
- UN Millennium Development Goals Summit
- DfES Sustainable Development Action Plan for Education and Skills: 1 year on
- Publication of the LSC Strategy for Sustainable Development
- Putting the World into World Class Education: An international strategy for education skills and children’s services (DfES, November 2004)

These international and national initiatives highlighted the opportunities for lifelong learning practitioners to develop educational responses to issues such as global citizenship, social justice, sustainable development, equality and diversity, human rights and conflict resolution. Launched in Autumn 2005, the Learning and Skills Council’s Strategy for Sustainable Development set out a vision of a post-16 education and training sector which contributes to sustainable development through the learning opportunities it delivers, its management of resources and its engagement with communities. In support of this development, NIACE, the WEA and the DEA were pleased to offer the **Education for Sustainable Development: From policy into practice** conference as an opportunity for practitioners to discuss the emerging LSC sustainable development strategy, debate the international challenges and opportunities presented in 2005 and, with the support of others, begin to translate policy into practice.

### **Programme**

The conference adopted the innovative ‘Open Space’\* format, which offered an opportunity for practitioners to frame their own questions and begin to address their individual, organisational and educational responses to the sustainable development challenge. The democratic structure of the event meant that senior policymakers shared workshop space with practitioners, generating a genuine dialogue and exchange of views amongst participants. The ‘Open Space’ approach allowed everyone to address the issues that mattered to them, by encouraging self-management, energy and focus. Participants had the opportunity to:

- Gain an overview and understanding of the concepts of sustainable development (beyond the environmental issues)
- Discover more and different approaches to education for sustainable development
- Engage in dialogue regarding the challenges of translating policy into practice

The conference format also featured a marketplace involving local and national organisations that support sustainable development and adult education.

*\*Open Space meetings are also known as Open Space Technology meetings, Open Space events, Open Space conferences and Open Space gatherings. You can find extensive information about Open Space at Open Space World <http://www.openspaceworld.org/>, the website of the global Open Space community.*



**111 people** participated in the **Education for Sustainable Development: From policy into practice** event. **22 different topics** were discussed and combined to form over **88 issues and recommendations**. Topics have been grouped to form **6 key themes**:

**Theme 1:** Globalisation and Economics

**Theme 2:** Community Development

**Theme 3:** Education, Training and Capacity Building

**Theme 4:** Engaging Adults in education for sustainable development

**Theme 5:** Policy and Infrastructure

**Theme 6:** Adult and Community Learning and post-16 Learning

**Participant comments and event evaluations** can be found in **Appendix 1** (page 42)

**NIACE, DEA and WEA contacts** can be found in **Appendix 2** (page 47)

**useful education for sustainable development websites** can be found in **Appendix 3** (page 47)



**What conference participants felt NIACE/WEA/DEA should do:**

- Continue the good work and take it seriously
- Look for ways to support others
- Take on sustainable development in their organisations and all aspects of their work
- Continue to have participatory events
- Utilise the 'good practice' models of success to promote at a local to global level
- Work with grassroots community organisations
- Keep us all informed of their activities in highlighting education for sustainable development and global citizenship at government level
- Articles on progress in 'Adults Learning'
- Another conference in a year's time
- Continue to support those who are taking this forward via information and networking
- Facilitate regional networking
- Continue to lobby government
- Facilitate the sharing of ideas and good practice
- Lobby for funds for sustainable development, it permeates policy but needs more core funding
- Campaign for direct funding
- Ensure this event is followed up on, do send around email list and perhaps establish an online forum for people to share best practice
- Try to influence others and move from advice to concrete action
- Support implementation of strategy at ground level
- Lobby Qualifications and Curriculum Authority to commit to the concept and at the very least identify a named contact for Sustainable development
- Look across borders to take cross-cultural initiatives
- Continue working with the Learning and Skills Council but perhaps keep a watching brief on developments in the formal sector which may provide some suggestions of ways forward, with Government and also wider sector
- Clarify the definition of what we mean by Sustainable Development, not sure we all had a common definition in mind
- Keep going!
- Develop a strategy of raising awareness on education for sustainable development, not preaching to the converted

**What conference participants felt policymakers/funders should do:**

- Ensure policy is put into practice
- No more pilots, but mainstreaming education for sustainable development
- Describe explicitly actions to take in terms of people's values and how they lead to action
- Listen to the reality of practice and fund processes
- Set up an email networking group
- Make lateral use of current resources (as there is no more money) - find some funding
- I feel there needs to be an equivalent funding stream to European Social Fund to deal with the sustainable development agenda
- Look at their definition of education for sustainable development, decide whether they really believe in it, and fund it accordingly
- Listen more to the people who have been activists in their communities
- Use simple accessible language
- Global citizenship test for ALL
- Make education for sustainable development and global citizenship compulsory in inspection process for schools, further education and higher education
- Understand the principles of sustainable development rather than worry about the definitions
- Hold organisations to account, including their own employers
- Be clear about the purpose of this strategy and then communicate it appropriately to the relevant agencies
- Support local initiatives and empower communities
- Resource implementation to make policy and strategy become reality
- Keep it up and take it seriously
- Commit and pay more than lip service
- Improve funding opportunities for sustainable development delivery organisations and provide the

leadership that will make the funds emerge. Learning Skills Council to support development of a website of the kind the Sustainable Schools one will be when launched in spring but relevant to non-formal learners and their colleges etc A process to enable self-evaluation of their sustainable development involvement such as formal education is currently working on and which could be shared with Adult Learning Inspectorate in the same way the proposed scheme would be shared with Ofsted by schools.

- Join up agendas more closely – we know this is happening more than it did but still room for improvement

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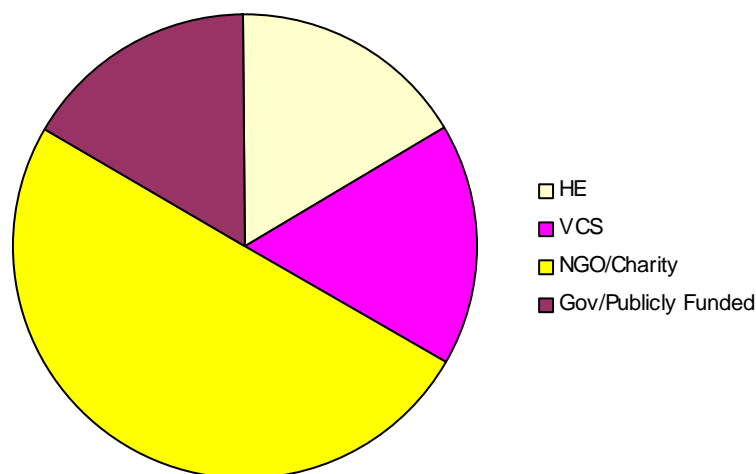
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# Theme 1: Globalisation and Economics



## How can we address global development without importing Western Imperialism in the form of cultural and commercial exploitation?

### Group Profile:



### Main Issues Arising:

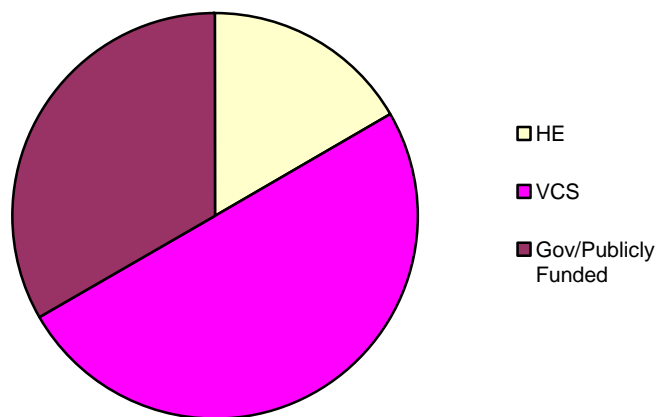
- 1 Power and ideology are critical.
- 2 Who determines what development is? Do people in Europe (Anglo) see their own identity and how this impacts on how they see others, privilege...?
- 3 How do Westerners communicate with other nations, what strategies are employed for sharing knowledge and perspectives?
- 4 How can we harness the positive aspects of globalisation such as ICT and other technologies, wind farming, gender awareness and disability awareness?

### Other thoughts:

Sustainable development is really a process, a philosophy that is not fixed, there is no universal concept. Discussions on sustainable development and global citizenship cannot take place without taking into consideration power and ideology in defining and teaching concepts as well as curriculum content. These discussions are linked to the question of capitalism, but the western perspective should not be deemed the best.

**What is the relationship between education for sustainable development and mainstream market capitalism? How should we think about it or change it?**

**Group Profile:**



**Main Issues Arising:**

- 1 Critical attitude embedded in education (schooling versus education).
- 2 Business case for quality of life (do we work within capitalism or change capitalism?).
- 3 Educating people with real influence.
- 4 Confusing sustainable development outcomes with educational process – Sustainable Development doesn't own education, it tries to offer underpinning philosophy.

**Other thoughts:**

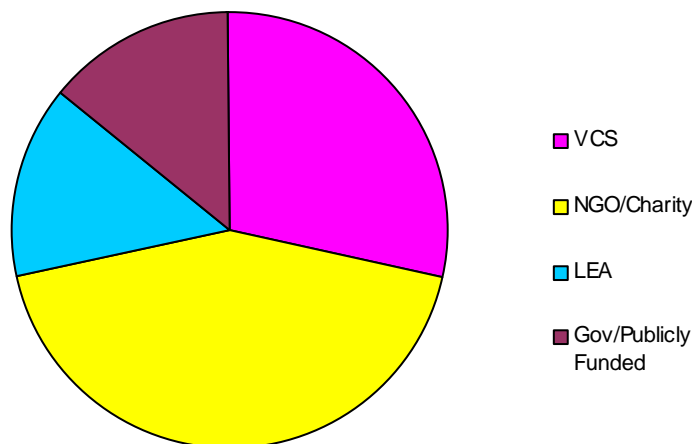
There is a need to encourage people to be entirely analytical about the environment, economy and fiscal progress. Individual involvement needs to be encouraged from the ground up supported by top down structures.

## Theme 2: Community Development



## What would a community development and community development learning approach to sustainable development look like?

### Group Profile:



### Main Issues Arising:

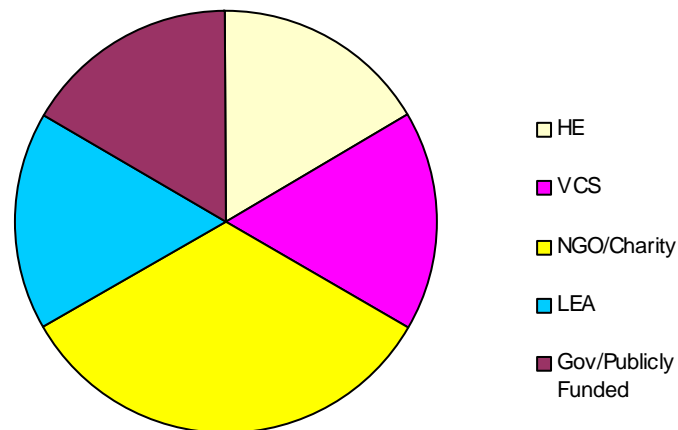
- 1 Social dynamic, political education and the government may not actually want an enlivened and educated population.
- 2 Are there opportunities within the extended schools programme? Or is role of lead redundant and dated?
- 3 People going into communities with tick boxes to complete and not using community development approaches. It is getting squeezed out in many different ways.
- 4 Capacity of community groups to get involved in Sustainable Development.
- 5 There is a need for space within communities that are safe and accessible spaces to engage in discussions over conflicts/differences etc...

### Other thoughts:

There is a need to establish forums or groups for people to come together around community development and sustainable development to share ideas and case studies. A web-based, interactive forum could be utilised to share good practice to help break down the big picture/concepts into smaller chunks.

## How to build sustainable development into a range of community development and other causes. How can better partnerships help education for sustainable development to happen?

### Group Profile:



### Main Issues Arising:

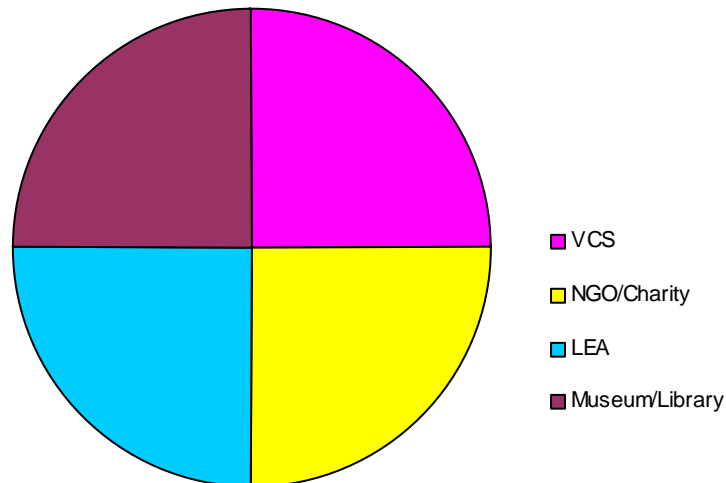
- 1 Incentivise activity and institutions to put learners in position allowing them to take responsibility and ownership.
- 2 Need to capture effective practices across huge range of organisations and contexts.  
Huge staff development implications.  
Need to learn from Eastern Europe non-western countries.
- 3 Index of multiple deprivations, not to have deficit model of students.

### Other thoughts:

Mapping (DEFRA maybe doing this).

## How do we move power to the people to develop sustainable development and global citizenship?

### Group Profile:



### Main Issues Arising:

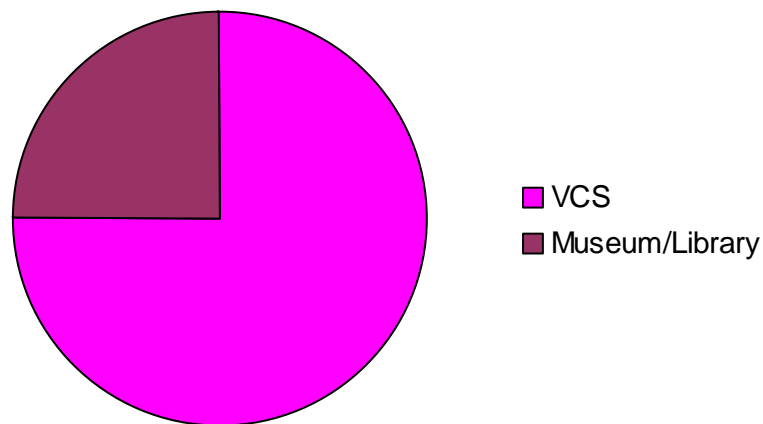
- 1 Personal content and practical action.
- 2 Listen to what people say and start where they are.
- 3 Network and partnership sharing sustainable development and global citizenship ideas.

### Other thoughts:

You can change the world one person at a time.

**The impact of sustainable development will have a local community organisation and can this be used to obtain financial sustainability for the organisation?**

**Group Profile:**



**Main Issues Arising:**

- 1 Need for financial stability through social sustainable entrepreneurs.
- 2 Connect local to global with training opportunities - it makes it real.
- 3 Shows what the little things when put together can do, empowers people and gives them choice.

**Other thoughts:**

Community action works.

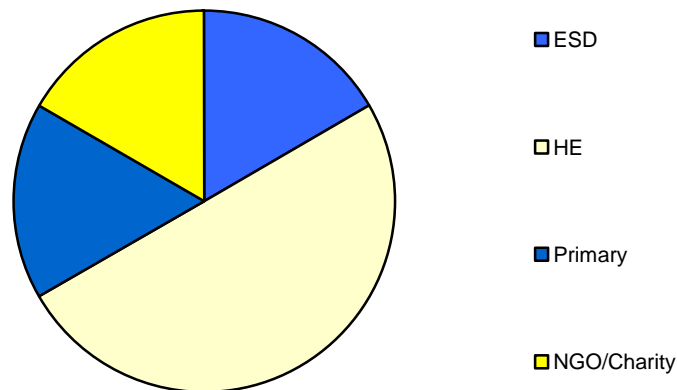
## Theme 3:

# Education, Training and Capacity Building



## How do we promote education based on critical thinking with/alongside action for social change?

### Group Profile:



### Main Issues Arising:

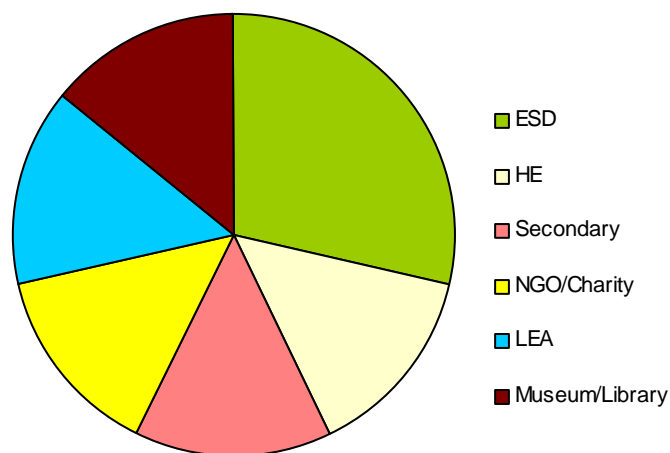
- 1 Formal education is very wary of getting involved in values education. Do not recognise.
- 2 Lack of engagement in learning around real issues. Ignorance of war/conflict or even climate change exists.
- 3 Teachers do not learn critical thinking skills as part of training and lack of joined up/interdisciplinary/systems thinking.

### Other thoughts:

Reform teacher training to include more on values education, critical and systems thinking and learning through real issues, or for a purpose beyond the classroom and engaging with the community locally and globally.

**How to support the ethos of schools  
(teachers/governors/leaders) in developing  
programmes and partnerships that take a holistic  
view of education for sustainable development and  
embed the concept as part of lifelong learning/critical  
thinking?**

**Group Profile:**



**Main Issues Arising:**

- 1 How do we work with current 'agendas' in the school community to support teachers/governors to develop sustainable schools?
- 2 How do we identify the mechanisms to introduce education for sustainable development into the work/actions of individuals?
- 3 How do we develop 'communities of practice' or networks to support this work?

**Other thoughts:**

What is defined as an 'effective school'? All sustainable schools are effective but not all effective schools are sustainable. How do we address this dilemma? Does sustainability breed success in terms of attainment/achievement as well as ethos etc?

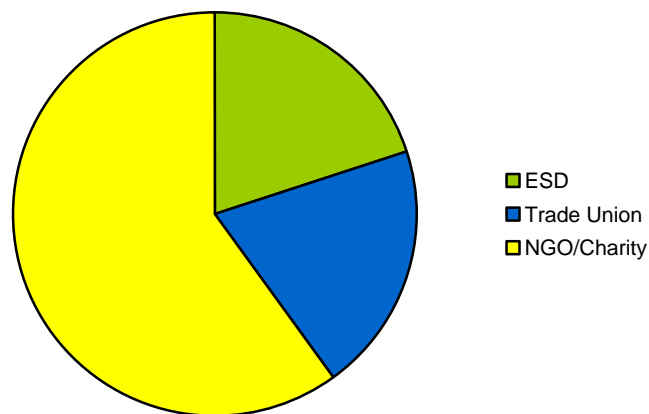
## Theme 4:

# Engaging Adults in education for sustainable development



## What are the effective mechanisms for involving adults in Sustainable Development in the workplace?

### Group Profile:



### Main Issues Arising:

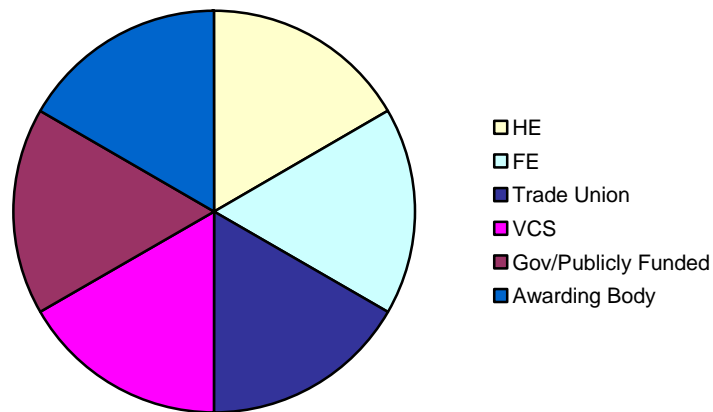
- 1 Build a feeling for community within the workplace to engage the workforce.
- 2 Create a 'well being indicator' so this can be measured using examples from National energy foundation (NEF) and Department for environment, food and rural affairs (DEFRA).
- 3 Make the issues global and personal (e.g. use a yellow card highlighting if a computer left on).

### Other thoughts:

Behaviour changes from 'soft' mechanisms related to talking to individuals/groups are more successful and these changes to behaviour may continue outside work (e.g. global action plan, eco terms).

## Will employers only move if they have to? Will it be through coercion or compulsion?

### Group Profile:



### Main Issues Arising:

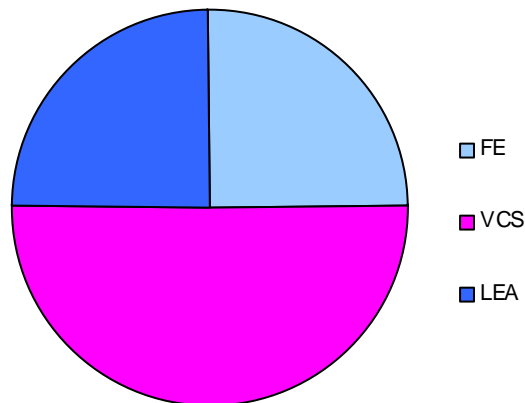
- 1 Employers will become more sustainable through a mix of push and pull factors (employees, legislations, consumers, economic)..
- 2 Employers won't act unless it is part of their agenda (i.e. £).
- 3 Applies across all disciplines.

### Other thoughts:

Sustainable development needs to be embedded in all areas of professional development and standards. Change won't be sustainable unless it is conducted locally. We need to establish what defines an employer in the voluntary and community and what support is offered to them?

## How could we use education for sustainable development to engage 'hard to reach' groups?

### Group Profile:



### Main Issues Arising:

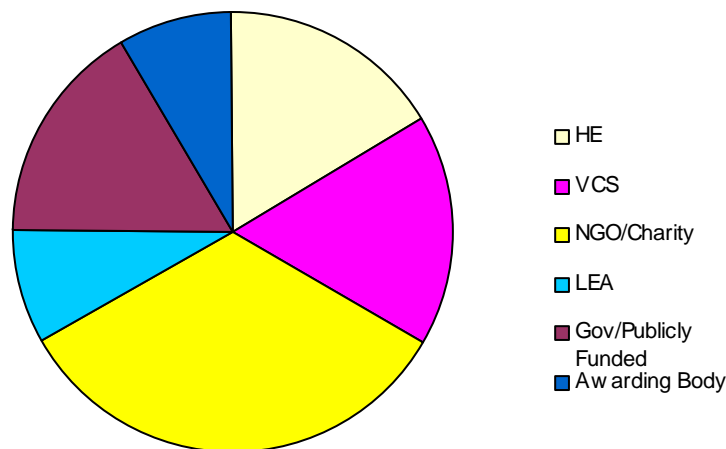
- 1 Educate managers and educators in sustainable development and global citizenship issues.
- 2 Education for sustainable development and global citizenship needs to be relevant to the individual learner e.g. local environment, town or shopping.
- 3 Give learners opportunities and learn about the wider issues and practice making choices.

### Other thoughts:

Keep issues practical and personal for successful engagement.

**How do we make education for sustainable development appear easy and attractive? How do we enable people to overcome time/life barriers to access education for sustainable development opportunities?**

**Group Profile:**



**Main Issues Arising:**

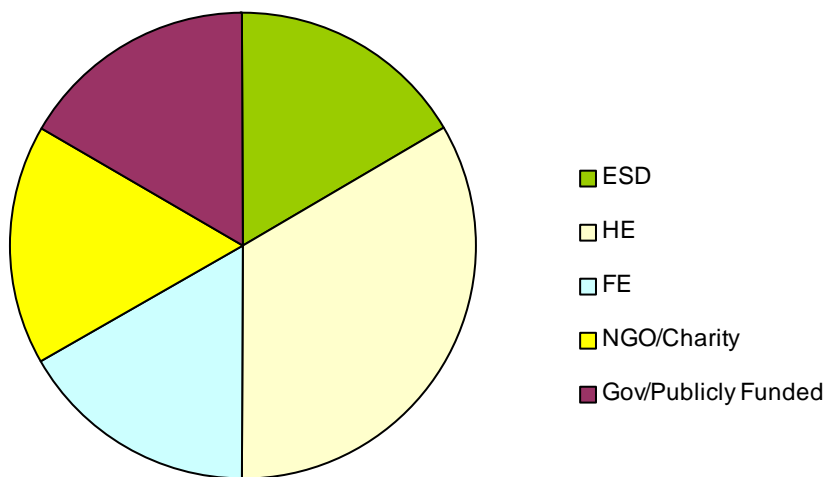
- 1 Changing people's perceptions of what sustainable development actually is. Re-defining it or utilising different words?
- 2 Link global to local, local to personal issues and show how empowering sustainable development through what can be achieved on a daily basis.
- 3 How do we engage different groups of people and make individuals realise sustainable development is apparent in every activity we do and consider of our impact on the future?

**Other comments:**

There is a need for a clear definition of what the sustainable development message is and clarification of who is involved and what the practical benefits are. Education for sustainable development as an enabler for improvement and change and how this is relevant to the individual necessitates a marketable approach.

**Is climate change a more overarching issue to help make the abstract concept of education for sustainable development more real?**

**Group Profile:**



**Main Issues Arising:**

- 1 There is brand awareness of climate change but not education for sustainable development.
- 2 Can work from bottom-up local familiarity to wider issues around sustainable development, citizenship, justice and equity between North, South, purchasing choices etc... Likelihood, uncertainty and risk.
- 3 Risk of losing climate sceptics – needs a multiplicity of approaches not just climate change alone.

**Other thoughts:**

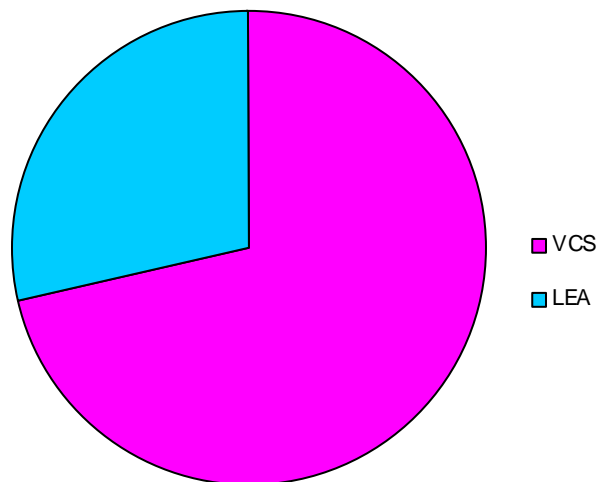
Climate change good way in, touches on and gives opportunity for education for awareness, attitude and behaviour change to support and deliver education for sustainable development.

## Theme 5: Policy and Infrastructure



## How can better partnerships help education for sustainable development to happen?

### Group Profile:



### Main Issues Arising:

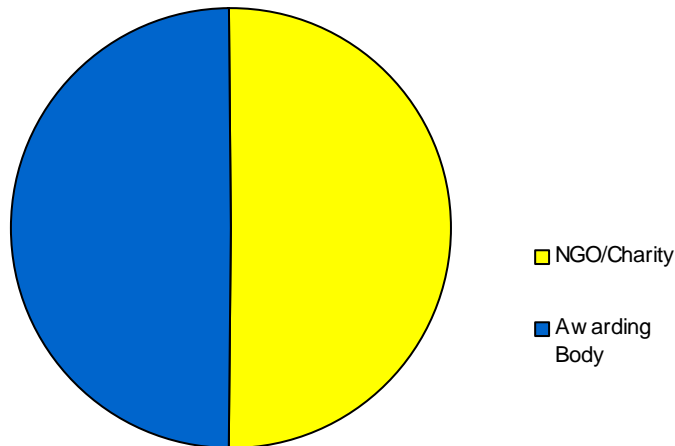
- 1 Need for conference/exchange on European level/European project on this issue.
- 2 What does partnership really mean? Need to identify what each partnership has, what they can offer, etc.
- 3 Look at how partnerships work in other countries, working with different bodies, sectors and using new approaches.

### Other thoughts:

A resource, which links organisations from different sectors, regions and countries is required so we can draw on existing knowledge/experience/practice. We need successful partnerships that are sustainable from which to learn, exchange and deal with this global issue. Sustainable Development Commission is an example that works.

**The skills strategy of education for sustainable development – is this competing/parallel/unconnected or potentially synergistic agendas?**

**Group Profile:**



**Main Issues Arising:**

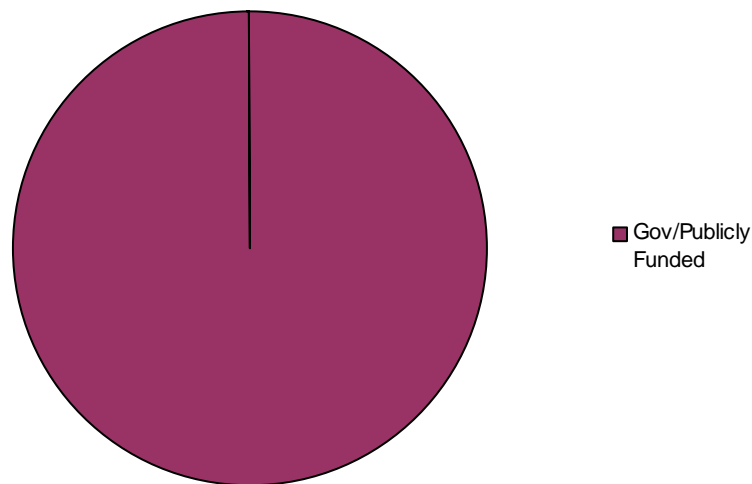
- 1 Except for the 'value' that skills development help people out of poverty, the Skills Strategy is values-neutral, little inferred in what skills are used for/could be used for.
- 2 Skills Strategy is not realistic.
- 3 Development of new qualifications is to be employer-driven. Foster says role of colleges is economic development. Will this make it harder for education for sustainable development? Is the connection just 'bottom line' over e.g. growth potential in environmental technologies?

**Other thoughts:**

Recognise/use the 'bottom line' potential.  
Continued dialogue with Sector Skills Councils.

## Evaluate the indicators of education for sustainable development?

### Group Profile:



### Main Issues Arising:

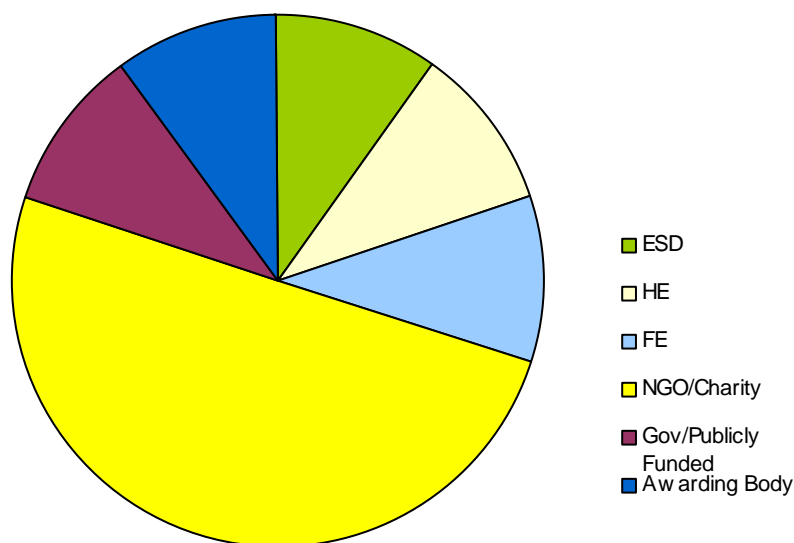
- 1 Easy to measure 'hard' outcomes e.g. energy use or waste.
- 2 What do other countries do with 'soft' outcomes (values/attitudes)? Can we develop common principles here?
- 3 Evaluation must be longitudinal, so programmes must also be longitudinal.

### Other thoughts:

We need an evaluation/monitoring of both hard and soft outcomes. The education for sustainable development agenda must be consistent with sustainable development agenda.

## How do we initiate momentum to turn policy into practice? How do we deal with the political dimension and the role of NGO's?

### Group Profile:



### Main Issues Arising:

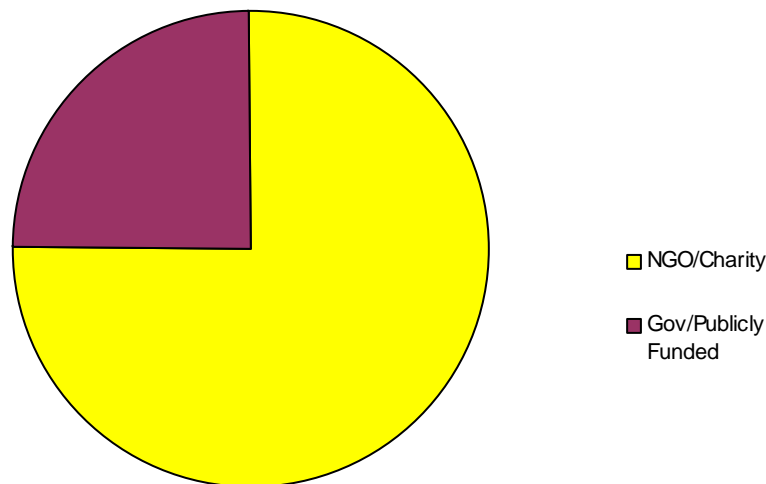
- 1 Networking; top-down and bottom-up, not rushing. No links with community need (pay for travel and time for small organisations to contribute). Trade unions and NGO's to build alliances to survive. Bring together critical mass of support.
- 2 Skills, not included in teacher training (fewer places to go to for expertise and support). Diverse organisations involved which is an opportunity and cause of confusion. Is it an end result, a process, an attitude?
- 3 Education can benefit from NGO engagement with their more 'lifelong learning' approach, but needs to have money attached – targets, like a capacity building EQUAL project) and sustainable development built into contracts. Needs action beyond the words into policies.

### Other thoughts:

Build momentum gradually with iterative processes and proper consultations to ensure that the bottom-up commitment to develop is conducted. Health and safety has to become a true priority.

## How do regional agencies work together at a regional level?

### Group Profile:



### Main Issues Arising:

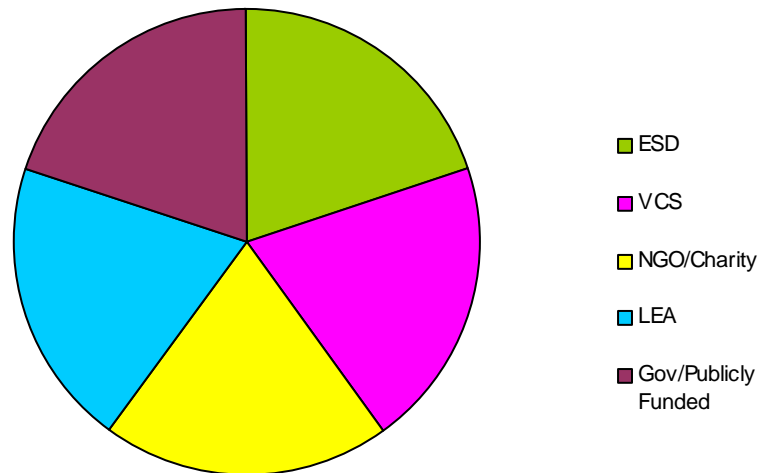
- 1 Regional set-up; quite new, energising, dependent on individuals, lack of clarification of roles, time consuming, need for knowledge sharing.
- 2 Confusion of Government approaches – different across regions, which makes it harder for national support agencies to help.
- 3 Delivery agencies work at local level, where the funding often is.
- 4 How will regional approaches help these organisations that often work with communities where the need is greatest?

### Other thoughts:

Focus on key sensible things to concentrate on in the region and deliver on these (i.e. those that happen at regional level anyway, Regional Skills Partnership action plan). Influence national government to give clearer direction to regional agencies; for them to do this they need to prioritise education for sustainable development and global citizenship. Embedding education for sustainable development in brokerage is important.

## How to get SD into policy in the first place?

### Group Profile:



### Main Issues Arising:

- 1 Are we educating people about sustainability or are we embedding it in institutional and/or social thinking?
- 2 How do we get notions of sustainable development into ordinary thinking?
- 3 How do you get the message across?
- 4 Is this a political or economic agenda?

### Other thoughts:

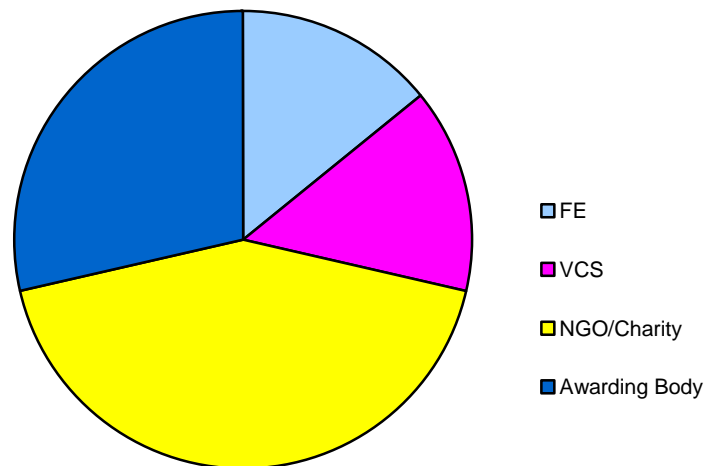
It happens best in devolved administrations; e.g. Wales, Scotland have sustainable development in policy. More advanced than in England. People on the ground have direct input in the devolved administration. This seems to make a difference.

## **Theme 6: ACL and Post-16 Learning**



**Is there a role for awarding bodies in helping you deliver education for sustainable development? If so, what is it?**

**Group Profile:**



**Main Issues Arising:**

- 1 There is a role to promote inclusion of sustainable development in all qualifications.
- 2 Must be packaged in accessible and attractive way with guidance and criteria which include working with Sector Skills Council's to include Sustainable Development in standards.
- 3 Should this be a mandatory part of teachers' training?

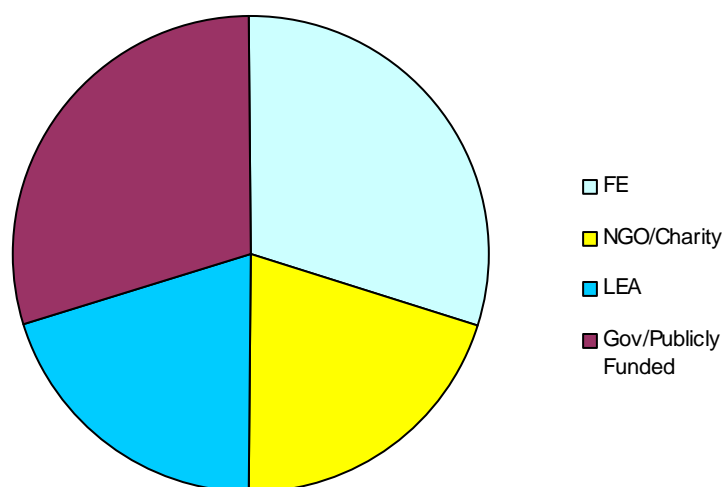
**Other thoughts:**

For accessibility purposes it may be necessary to change the term 'education for sustainable development'. Awarding Bodies have a role to ensure sustainable development is embedded in curriculum and training programmes.

Everyone has a role to play and need to work together to bring about change.

**What are the priorities of the adult and community learning? How can the Learning and Skills Councils promote and encourage education for sustainable development in colleges and adult and community learning?**

**Group Profile:**



**Main Issues Arising:**

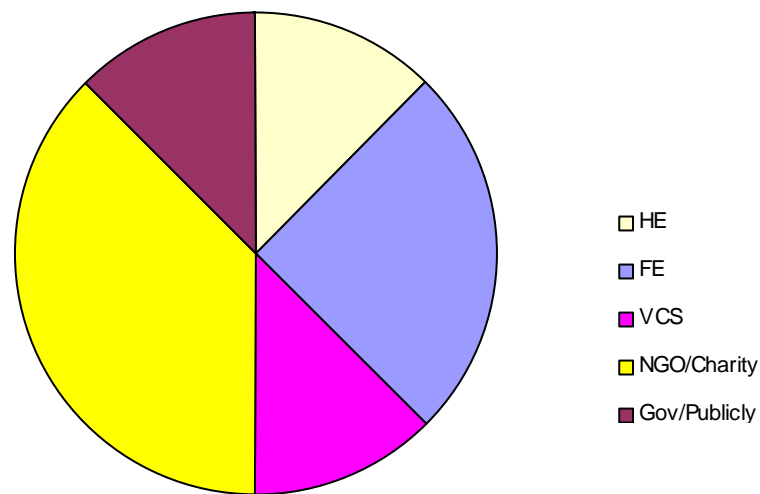
- 1 Finding the 'doorway' into the agenda of further education so that it can be shown that education for sustainable development is not something to be imposed on tutors, rather way of tutors fulfilling things they already want to do.
- 2 Tutors (and colleges) need the support of external organisations that can help build their knowledge and confidence in incorporating and teaching education for sustainable development. Also the need for mutual support networks.
- 3 External pressure (government, Learning and Skills Council etc...) on colleges towards a whole-college approach.

**Other thoughts:**

Colleges need to network both with other further education colleges at a strategic and practical level, as well as networking with external organisations that can help build knowledge of education for sustainable development and avoid re-inventing the wheel.

## How do we embed education for sustainable development into post-16 education?

### Group Profile:



### Main Issues Arising:

- 1 There has been lots of change in further education recently. Tutors can feel overloaded.
- 2 Tutors need the examples of how they can incorporate education for sustainable development into their subject. Toolkits?
- 3 How do you get the whole-organisation approach? Key into 'Every Child Matters'.
- 4 Become enthusiastic about education for sustainable development and encourage engagement from students.
- 5 Financial gain of running college in a 'greener way'.
- 6 Gain good practice examples from other colleges doing it well, and encouraging students to obtain better results.

### Other thoughts:

Education for sustainable development is a huge area, that cannot be distilled into a single education for sustainable development course, it has to be woven through the whole college/every course. Tutors need examples of how to embed practices into teacher training to lead to 'unconscious competence'.

**APPENDIX 1:**  
Participant Evaluation and Comments

**Education for Sustainable Development: From policy into practice**  
**Friday 18 November 2005**  
**Conway Hall, South Place Ethical Society, London**

**Evaluation Summary**

<b>Numbers booked onto event:</b>	<b>118</b>	
<b>Number of delegates attended:</b>	<b>100</b>	
<b>Number of evaluations returned:</b>	<b>31</b>	<b>31%</b>
<b>Name(s) of contributors:</b>	<b>Katy Newell Jones</b> <b>Doug Bourn</b> <b>Mary Heslop</b>	

<b>I appreciated and valued these things:</b>
<ul style="list-style-type: none"> <li>• Provision of hearing loop and careful way staff ensured inclusivity</li> <li>• Opportunity to network - outside usual groupings/sectors/across UK</li> <li>• Opportunity to think outside the box</li> <li>• Open space technology</li> <li>• Discussions</li> <li>• Listening to others</li> <li>• Exchanging ideas</li> <li>• Dialogue was open and constructive</li> <li>• Opportunity for everyone to contribute and set questions/shape agenda</li> <li>• Interaction with a large number of people</li> <li>• Space to explore/learn/share</li> <li>• The facilitation style</li> <li>• Like-minded people</li> <li>• Testing my knowledge, understanding and conclusions</li> <li>• Amount of expertise in the room</li> <li>• The people and organisations that I encountered</li> <li>• Positive atmosphere</li> <li>• The visual and active nature of the day</li> <li>• Provided a forum for discussion and gaining insight from others on an area I had little knowledge of in a UK context</li> <li>• Realising how many perceptions of sustainable development there were</li> <li>• The format helped to keep focused on the issue, open space worked really well</li> </ul>
<b>Problems and suggestions:</b>
<ul style="list-style-type: none"> <li>• The room was a bit cold in the morning session</li> <li>• Difficulty of hearing others in the hall, many groups generating high level of babble – other areas to spill into?</li> <li>• Danger of assuming knowledge and understanding, need better ways of understanding</li> <li>• Need to constantly change the message to sustain it</li> <li>• Use open space again!</li> <li>• Some people dominate more than others</li> <li>• Would have liked more time to focus on linking with feedback forms</li> <li>• Having to work within organisational structures which recognise capital definitions of sustainability</li> <li>• More expert input as starting point for break-out groups</li> <li>• Committed stakeholders should campaign for a more robust national policy to drive forward on a broad front</li> <li>• Lack of knowledge</li> <li>• I would have welcomed some more detailed info. on what has been happening on</li> </ul>

- education for sustainable development to date, case studies etc... being quite new to this area this would have enabled me to contribute more effectively to the discussions
- I learnt about the complexity of the subject but am not convinced that the format was right for such a broad subject but it was excellent for networking!
  - Tricky getting started in discussions
  - I don't feel particularly comfortable with educators as I work practically through the arts???
  - The morning group – felt a little that though it was an interesting ‘conversation’ it didn't really lead anywhere – group too big?
  - Is it possible to translate education for sustainable development policy to education for sustainable development practice?
  - Open forums need enthusiastic input from the start. The audience seemed a little shocked by the approach although they did get going eventually. Not sure the presentations were as effectively placed in the agenda as they might have been. Might have been better to get activity first and then periodic inputs.
  - Ran out of steam towards the end of the day
  - More representations from NGO's, including non UK or Diaspora organisations
  - The group was too large and diverse in understanding and expectations
  - Disappointed that Mary Heslop said she wanted to learn from us and then left the conference. How does she plan to achieve this?
  - The umbrella term sustainable development is not helpful, it is too general and doesn't apply specific interest groups who want to focus on their area of expertise

**Something learned that I will use:**

- Local contacts
- Open space techniques
- Concepts
- Feedback forms
- Themed box of communities
- Informal education opportunities
- Mechanisms discussed for engaging adults in sustainable development
- Carbon footprint
- What education for sustainable development is
- That there is a sustainable development strategy
- That other people from my region are committed to this agenda
- Now I feel confident to inform our business development processes
- Not to worry that I don't have a watertight definition of education for sustainable development
- Other people and organisations that can support/are involved in this work
- What sustainable development means to me and to others
- Websites and areas for further learning
- ‘Linking local to global’ checklist will be an interesting resource for discussion
- Needs of further education sector were well expressed
- Difference of lifelong learning in UK to Netherlands
- Just how far further education has to go if only just getting to grips with the thankless task of trying to find a suitable definition and not yet near the point where action is recognised as the best way to get the message across. The Learning and Skills Council strategy is going to be a hard won process
- The ‘empowerment’ created by education for sustainable development

**In my opinion the event was:**

Very interesting and useful:	<b>21</b>	<b>68%</b>
Quite interesting and fairly useful:	<b>10</b>	<b>32%</b>
A waste of my time:	<b>Nil</b>	<b>Nil</b>

**Other comments:**

- Was the lunch menu sustainable – local, organic, animal friendly, fairly traded? - We all pay a small levy for crockery and someone to wash up?

- Good catering but where did the fruit come from?
- I need to know more
- I was sceptical about how it would work but it can provide a more engaging forum
- The open space format, first time for me but it worked, well done to the facilitator!
- Evaluation form too long!
- Evaluation form was poorly laid out and unnecessarily awkward to fill in
- A very interesting new dimension to my work
- Thank you for providing me with an inspirational event, better from point of view of content and concept of open space
- Very well organised, great event, thank you - thank you for a well organised and stimulating day
- Katy was excellent, with a very charming style, well done Katy
- A bit more life and passion from the facilitator would have helped
- The content of education for sustainable development has to be worked out in cross-cultural settings
- The NIACE staff were all very professional and friendly, thank you!

#### **Next Steps:**

#### **What I'm going to do as an individual:**

- Continue my role lobbying Government and agencies which control and influence the tertiary sector
- Speak more and openly to outside people about sustainable development, develop ways of expressing it
- Connect with a local project who I met today and contribute my skills
- Complete my work using information learned
- Find out about carbon footprints and how I can use within my work
- Network, network, network
- Organise staff training amongst my family learning team to integrate education for sustainable development and global citizenship into family literacy language and numeracy courses
- Speak to my contacts about networks with colleagues in the region
- Continue to develop my knowledge and understanding of education for sustainable development
- Use the information and contacts to expand my own learning
- Explore open space process
- Explore how far education for sustainable development features on the European agenda
- Share my experience with others
- Incorporate some of these issues into my teacher training in the new year, this will be a new role for me and education for sustainable development will fit well with the Level 4 ESOL Subject Specification
- Contact people in the region
- Do more research on the cultural perspectives of people in Sierra Leone
- Consider what we as an awarding body can do
- Be more motivated to play my own very small individual part
- Network with other participants from the UK
- Working with several of the Learning and Skills Councils sustainable development implementation sub groups gives me the chance to offer some potential ways to address this agenda and this event has helped me appreciate the scale of the task at this level in our education process
- Make contact with people I met on the day
- Explore links between my organisation and NIACE
- Discuss the conference with my line manager and head of sustainable development

#### **What I'm going to influence my organisation to do:**

- Implement its sustainability policy
- Creating new partnerships

- Keep it on the agenda
- Put education for sustainable development and Global citizenship into Every Child Matters strategy and into Children's Centres development plans
- Take onboard sustainable development as both an effective organisation and an advocate
- Initiate or participate in a more formal sustainable development network
- Continue to embed education for sustainable development and Global citizenship
- Adopt more environmental/world-friendly approaches; start to think about sustainable development in more detail in the way that we value equal opportunities etc...
- Look at recycling
- Build education for sustainable development more overtly into operations
- Bring a few projects together to highlight our commitment to sustainable development
- Include a section in course approval documents to ensure all submissions of new courses make consideration of sustainable development
- Make further steps – implementation of education for sustainable development in school cultures and cross curriculum content, knowledge, skills and attitudes, formal school programmes and organisations – primary, secondary, vocational and higher education
- Try out open space in a conference we are organising in Brussels in 2006
- Continue working with the Learning and Skills Councils ... it is clearly even more needed than we appreciated
- Continue to embed sustainable development into everything we do
- Review our goals and aspirations in sustainable development

#### **What I think NIACE/WEA/DEA should do:**

- Continue the good work and take it seriously
- Look for ways to support others
- Take on sustainable development in their organisations and all aspects of their work
- Continue to have participatory events
- Utilise the 'good practice' models of success to promote on a local to global level
- Work with grassroots community organisations
- Keep us all informed of their activities in highlighting education for sustainable development and Global citizenship at Government level
- Articles on progress in 'Adults Learning'
- Another conference in a year's time
- Continue to support those who are taking this forward via information and networking
- Facilitate regional networking
- Continue to lobby government
- Facilitate the sharing of ideas and good practice
- Lobby for funds for sustainable development, it permeates policy but needs more core funding
- Campaign for direct funding
- Ensure this event is followed up on, do send around email list and perhaps establish an online forum for people to share best practice
- Try to influence others
- Support implementation of strategy at ground level
- Lobby Qualifications Curriculum Authority to commit to the concept and at the very least identify a named contact for sustainable development
- From advice to concrete action
- Look across borders to take cross-cultural initiatives
- Continue working with the LSC but perhaps keep a watching brief on developments in the formal sector which may provide some suggestions of ways forward, with Government and also wider sector
- Clarify the definition of what we mean by sustainable development, not sure we all had a common definition in mind
- Keep going
- Develop a strategy of raising awareness on education for sustainable development, not preaching to the converted

**What I think policymakers and funders should do:**

- Ensure policy is put into practice
- No more pilots, but mainstreaming education for sustainable development
- Describe explicitly actions to take in terms of peoples values and how they lead to action
- Listen to the reality of practice and fund processes
- Set up an email networking group
- Make lateral use of current resources (as there is no more money) - find some funding
- I feel there needs to be an equivalent funding stream to ESF to deal with the Sustainable Development agenda
- Look at their definition of education for sustainable development, decide whether they really believe in it, and fund it accordingly
- Listen more to the people who have been activists in their communities
- Use simple accessible language
- Global citizenship test for ALL
- Make education for sustainable development and Global citizenship compulsory in inspection process for schools, further education, higher education
- Understand the principles of sustainable development rather than worry about the definitions
- Hold organisations to account, including their own employers
- Be clear about the purpose of this strategy and then communicate it appropriately to the relevant agencies
- Support local initiatives
- Empower communities
- Resource implementation to make policy and strategy become reality
- Keep it up and take it seriously
- Commit and pay more than lip service
- Improve funding opportunities for sustainable development delivery organisations and provide the leadership that will make the funds emerge. Learning and Skills Council to support development of a website of the kind the Sustainable Schools one will be when launched in Spring but relevant to non-formal learners and their colleges etc... A process to enable self-evaluation of their sustainable development involvement such as formal education is currently working on and which could be shared with ALI in the same way the proposed scheme would be shared with Ofsted by schools.
- Join up agendas more closely – we know this is happening more than it did but still room for improvement

## APPENDIX 2: NIACE, DEA and WEA contacts

### **For further information contact:**







**Mark Ravenhall, NIACE**, 20 Princess Road West, Leicester, LE1 6TP  
Email: [mark.ravenhall@niace.org.uk](mailto:mark.ravenhall@niace.org.uk)

**Phyllis Thompson, Development Education Association**, Third Floor, 29-31 Cowper Street, London, EC2A 4AT, Tel:020 7490 8108, Fax 020 7490 8123,  
Email: [dea@dea.org.uk](mailto:dea@dea.org.uk)

**Ted Hartley, WEA Director for Development and Special Projects**, 99 Wickersley Road, Rotherham, South Yorkshire S60 3PU  
Email: [thartley@wea.org.uk](mailto:thartley@wea.org.uk)

## APPENDIX 3: Useful education for sustainable development websites

With thanks to the LSDA

	<b>Council for Environmental Education</b> CEE, the Council for Environmental Education, is a national umbrella body in England. The Council consists of 76 national organisations with interests in education, the environment and sustainable development. The CEE network also includes over 150 associates - regional and local organisations, and individuals. <a href="http://www.cee.org.uk">http://www.cee.org.uk</a>
	<b>Department for Education and Skills</b> DfES, Department for Education and Skills, has shown increasing interest in promoting Education for Sustainable Development. The Green Action Plan can be found on its EDUCATION FOR SUSTAINABLE DEVELOPMENT site. <a href="http://www.dfes.gov.uk/sd/">http://www.dfes.gov.uk/sd/</a>
	<b>Department for Environment Food and Rural Affairs</b> DEFRA, Department for Environment Food and Rural Affairs has the UK government's brief for promoting sustainable development - including the work of the Sustainable Development Education Panel. <a href="http://www.defra.gov.uk/environment/sustainable/in...">http://www.defra.gov.uk/environment/sustainable/in...</a>
	<b>Development Education Association</b> DEA, the Development Education Association. Development education aims to raise awareness and understanding of how global issues affect the everyday lives of individuals, communities and societies and how all of us can and do influence the global. <a href="http://www.dea.org.uk">http://www.dea.org.uk</a>
	<b>Environment Agency</b> EA, the Environment Agency, the leading public body responsible for protecting and improving the environment in England and Wales. The Agency works with schools and colleges and has a vibrant public education campaign <a href="http://www.environment-agency.gov.uk">http://www.environment-agency.gov.uk</a>
	<b>Environmental Association for Universities and Colleges</b> EAUC, the Environmental Association for Universities and Colleges has a membership of 200

Further and Higher Education institutions. The EAUC is leading the way in integrating sustainability and environmental management in to the business management of colleges and universities in the UK and further afield.

<http://www.eauc.org.uk>



### **Environmental Campaigns**

ENCAMS, Environmental Campaigns is the charity which runs the Keep Britain Tidy campaign. ENCAMS works to improve local environments from right outside your front door, to town centres, local parks, beaches, rivers and marinas.

<http://www.encams.org/>



### **Forum for the Future**

Forum for the Future, a leading UK Charity aiming to accelerate the building of a sustainable way of life, taking a positive, solutions oriented approach. Forum has been closely involved with a range of Education for Sustainable Development Initiatives including Learning to Last.

<http://www.forumforthefuture.org.uk/>



### **Groundwork**

Groundwork is a leading environmental regeneration charity promoting sustainable development and initiating many EDUCATION FOR SUSTAINABLE DEVELOPMENT activities in some of the poorest communities in the UK.

<http://www.groundwork.org.uk>



### **Learning and Skills Council (LSC)**

The Learning and Skills Council is responsible for funding and planning education and training for over 16-year-olds in England. The Quality and Standards Directorate funded the Learning to Last projects and the development of this toolkit. The Policy and Development Directorate is now leading on the LSC's strategic response and planning.

<http://www.lsc.gov.uk/>



### **Learning through Landscapes**

LtL, Learning through Landscapes is a charity aiming to ensure that children enjoy the opportunities and experiences that well planned and designed school grounds can offer.

<http://www.ltl.org.uk/>



### **National Institute of Adult and Continuing Education**

NIACE, National Institute for Adult and Continuing Education, is the leading non governmental organisation concerned with adult learning in England and Wales. NIACE has become increasingly involved in Education for Sustainable Development including Learning to Last.

<http://www.niace.org.uk/>



### **Qualifications and Curriculum Authority**

QCA, Qualifications and Curriculum Authority safeguards standards in education and training. The QCA works with others to maintain and develop the school curriculum and associated assessments monitoring qualifications in schools, colleges and at the workplace. The QCA has developed an Education for Sustainable Development website.

[http://www.nc.uk.net/Education for Sustainable Development/index.html](http://www.nc.uk.net/Education%20for%20Sustainable%20Development/index.html)



### **Sector Skills Development Agency**

SSDA, the Sector Skills Development Agency funds, supports and champions the new UK-wide network of influential employer-led Sector Skills Councils (SSCs).

<http://www.ssda.org.uk/>



### **Sector Skills Development Agency (SSDA)**

The Skills for Business network is made up of the Sector Skills Development Agency (SSDA) and influential employer-led Sector Skills Councils (SSCs).

<http://www.ssda.org.uk/>



### **the Field Studies Council**

FSC, the Field Studies Council, is a pioneering educational charity committed to bringing environmental understanding to all. The FSC has become internationally respected for its national network of 17 education centres, international outreach training projects, research programmes, information and publication services and wide range of professional training and leisure courses.

<http://www.field-studies-council.org/>



### **United Nations Educational Scientific and Cultural Organisation**

UNESCO, United Nations Educational Scientific and Cultural Organisation, has been at the forefront in pioneering EDUCATION FOR SUSTAINABLE DEVELOPMENT on a global scale. Its web site offer an extensive range of information on policy, educational development and practical help for teachers and students

<http://www.unesco.org/education/Education for Sustainable Development/>



### **Worldwide Fund for Nature**

Worldwide Fund for Nature. wwflerning aims to provide educators and learners alike with an innovative communications point for global news, opinion and curriculum projects. Although designed primarily for teachers and students in the UK, we hope that many of the projects and services offered will be of wider interest internationally.

<http://www.wwflerning.co.uk/>