

## **Glossary**

DETR	Department for the Environment, Transport and the Regions
DfEE	Department for Education and Employment
ESD	Education for Sustainable Development
FE	Further Education
HE	Higher Education
HEFCE	Higher Education Funding Council for England
ICT	Information and Computer Technology
IdeA	Improvement and Development Agency
LGA	Local Government Association
NDPB	Non Departmental Public Body
NGO	Non Governmental Organisation
NTO	National Training Organisation
QCA	Qualifications and Curriculum Authority
RDA	Regional Development Agency
SRB	Single Regeneration Budget

# Summary of Recommendations

## Central Government

### RECOMMENDATIONS FOR GOVERNMENT

- *Ministers from all departments should address all the elements of sustainable development on all appropriate occasions in their speeches and publications and in the public awareness campaigns that they establish.*
- *Ministers should set up systems to identify, share and celebrate good practice, and to ensure that all departments are helped to reach the standard of the best as soon as practicable.*
- *Ministers should include a section on education and awareness raising for sustainable development in all policy documents, consultation papers, and reports dealing with sustainable development issues.*

### RECOMMENDATIONS FOR OTHERS

- *When Ministers establish and review the objectives of associated and funded bodies, they should require such agencies and non-departmental public bodies to develop the same awareness raising strategies; to refer to sustainable development in announcements and campaigns; and to consider ESD in policy development as they have commended to their own departments.*
- *Ministers should also require agencies and non-departmental public bodies to consider their wider role in education for sustainable development*

## Regional and Local Government

### RECOMMENDATIONS FOR GOVERNMENT

- *Ministers should set in train systems to monitor the public awareness aspects of the new duties and powers of the Local Government Act.*
- *Ministers should establish a regional resource, for example a centre of excellence, to encourage sustainable development education strategy development and implementation at a regional level.*

### RECOMMENDATION FOR OTHERS

- *All RDAs should develop strategies for ESD as an integral part of overall plans taking full account of existing good practice and local response to nationally led developments such as ESD in the National Curriculum.*

## Schools

### RECOMMENDATIONS FOR GOVERNMENT

- *Both DfEE and DETR should create more support and guidance for ESD, on a similar scale to that provided for other initiatives like Healthy Schools and Citizenship;*

- *Ministers should consider how the professional needs of teachers and schools in this area can best be met;*
- *Ministers should establish a requirement that all schools to have a policy on sustainable development, covering both pupils' learning – through the school curriculum and extra curricular activities – and the sustainability of the school as an institution;*
- *DfEE should issue a circular on schools as sustainable institutions.*

## RECOMMENDATIONS FOR OTHERS

- *QCA should be asked to propose (a) how the support and development needs of teachers can be met; and (b) how schools can be encouraged to become sustainable institutions.*
- *The Teacher Training Agency, the General Teaching Council and Ofsted should make ESD a more significant element in initial and continuing teacher training and the schools monitoring framework. We also envisage important contributions by such agencies as Countryside and the Environment Agencies, English Nature, and English Heritage.*
- *Ofsted should carry out a focused investigation of ESD in schools as one of its regular sequence of investigations, assessing to what extent schools are implementing the new requirements and identifying good practice;*
- *Local authorities should work in partnership with schools on Best Value and Community Strategies, thereby supporting schools further in becoming sustainable institutions, for example by provision of appropriate governor training;*
- *The Qualifications and Curriculum Authority should incorporate ESD, as appropriate, in the criteria governing all qualifications in the National Qualifications Framework.*

## Further Education

### RECOMMENDATIONS FOR GOVERNMENT

- *The Government should support our efforts to ensure that ESD criteria are integrated into the Further Education National Training Organisation's standards; and into the Qualifications and Curriculum Authority's vocational GCSE qualifications criteria and the new technical certificate.*
- *The Government should require the Learning and Skills Council and the lifelong learning partnerships to outline their policies for ESD and to identify the arrangements they are making to secure it.*

### RECOMMENDATIONS FOR OTHERS

- *QCA should undertake a review of all occupational standards to assess whether core sustainable development competences are included, and that it includes sustainable development education criteria in vocational GCSE qualifications' criteria and the new technical certificate.*

- *The Further Education Training Organisation should incorporate sustainable development criteria into all its standards.*
- *Local Learning and Skills Councils should fund the development of innovative sustainable development training programmes for the local business community, to improve the sustainable development competence of the local workforce; and for local citizens, to facilitate social inclusion and active participation in sustainable development.*
- *The National Training Organisation National Council should assist NTOs to develop a strategic approach to integrating sustainable development education into their vocational training programmes.*
- *Leardirect should develop a set of sustainable development criteria that all its programmes have to meet.*
- *Principals, senior management teams and governing bodies should include a commitment to Sustainable Development Education within the Mission Statement of their organisation, and set targets for colleges' achievement of local economic environmental and social inclusion strategies within their strategic plans.*

## Higher Education

### RECOMMENDATIONS FOR GOVERNMENT

- *Ministers should provide pump-priming funding to encourage HE institutions in collaboration with appropriate professional bodies to integrate sustainable development learning elements into tourism education and training programmes.*

### RECOMMENDATIONS FOR OTHERS

- *The establishment by Universities UK of a sustainable development sub-group to identify and help create incentives for academics to integrate appropriate sustainability learning into their HE programmes.*
- *The development by the Association of MBAs of a strategy for integrating sustainability learning elements into MBA programmes.*
- *The Teacher Training Agency should include sustainable development education criteria within its teaching standards and OFSTED should establish whether teachers both meet these standards and receive sufficient training and support.*

## The Professions

### RECOMMENDATION FOR GOVERNMENT

- *The Government should support a major promotion of the contribution of the professions to sustainable development and to the development of a national plan to raise the skills base for sustainable urban development.*

## RECOMMENDATIONS FOR OTHERS

- *A consortium of NGOs should develop a Sustainability Talks tape covering the core sustainability learning agenda for the professions, involving national experts and expert communicators.*
- *Those professional institutions with specific environment or sustainable development remits should work together to explore the desirability of establishing a sustainable development profession.*
- *A consortium of sustainable development information, training and advice providers should develop a comprehensive support service for individual professionals who have significant sustainable development responsibilities.*
- *The Panel would like to see a consortium of professional institutions from the financial sector and appropriate sustainable development organisations identify relevant sustainability learning criteria for the range of finance sector professionals.*

## Youth Services

### RECOMMENDATION FOR GOVERNMENT

- *The DfEE should champion the distinctive contribution youth work makes to sustainable development for individuals and communities and strengthen the use of the Standards Fund and its grant scheme to National Voluntary Youth Organisations to embed more consistent approaches to sustainable development and improve the skills of youth work practitioners.*

## The General Public

### RECOMMENDATION FOR GOVERNMENT

- *Ministers from DETR and DfEE should explore with Ministers and officials of the Department of Culture, Media and Sport how they can best promote education in sustainable development, both through their own policies, and through the many bodies that they sponsor.*

### RECOMMENDATIONS FOR OTHERS

- *The Arts Council, The Sports Council and Resource should ensure that their policies and action plans promote fully the potential for education in sustainable development in their respective areas.*
- *The BBC, the independent broadcasting sector, and national newspapers should give high profile coverage to sustainable development issues both as part of news and current affairs items, and as part of more specialist pieces.*

# Introduction

1. Soon after this Panel came into being in 1998, we stated that education for sustainable development (ESD) encompasses all the learning needed to maintain and improve both our quality of life and that of generations to come. We noted that it requires individuals, communities, businesses and Government to develop the skills and commitment to live and behave sustainably; together with the vision and understanding of why it is necessary to do so.
2. Three years on, our work is more relevant than ever. Public debate about petrol prices during last September's fuel crisis showed a disappointing lack of awareness – barely three months after the Royal Commission on Environmental Pollution's hard-hitting report *Energy – A Changing Climate*. Repeated flooding that autumn generated widespread calls for improved flood defences, with relatively few links being made to those deeper causes due for discussion only weeks later at the Hague Framework Convention on Climate Change. High level political discussion still seems a world away from popular awareness and involvement.
3. We have been stimulated by several recent Government initiatives. We believe that ESD will have an important role in delivering the urban and rural agendas of *Our Towns And Cities: The Future* and *Our Countryside: The Future* respectively; that it will form part of the evolving life long learning mosaic set out in *Creating Learning Cultures: Next Steps in Achieving the Learning Age*; and that it will help realise *A New Commitment to Neighbourhood Renewal: the National Strategy Action Plan*. We also welcome white papers from the Department for International Development on *Eliminating World Poverty: Making Globalisation Work for the Poor* and the Department of Culture, Media and Sport on *A New Future for Communications*. We will be considering these policies in the coming year, with a view to identifying ways in which education for sustainable development can be included in their delivery.
4. We are encouraged by signs of progress in the development of ESD, but are concerned that the activities continue to be poorly co-ordinated. One of our research studies noted the absence in many sectors of a mature awareness of sustainable development, and that few organisations understand how to implement and communicate sustainable development in practice. We are all challenged by this current position.
5. We believe that sustainable development offers a useful filter through which all policy initiatives and sector proposals can be usefully scrutinised, and that such scrutiny, while also promoting the sustainable development of policies, practices and structures, is itself an educational process.

# Sector Analysis

6. In this, our third annual report, we will:
  - describe, sector by sector, the current state of the context within which we operate, and the role we see for key stakeholders;
  - report on the action that we have taken on three specific tasks that Ministers set for us in their response to our Second Report;
  - bring together the significant action that we now plan to take in four arenas;
  - sum up our perception of our achievements over the past three years and our aspirations for the remaining two.

We welcome comment on the themes and proposals in this report.

7. We will address in turn sectors of central, regional and local government; schools, further and higher education; professions and national training organisations, the world of work and employment; youth services; and the general public. For each we will describe what we have done and helped others to do over the past three years, and suggest what our target audiences can do to take this work forward and how they can encourage others to promote ESD.

## Central Government

### SETTING THE SCENE

8. Central Government determines the national framework that enables and facilitates effective ESD. It also provides structures and funds for both statutory and non-statutory activity in this area, including assistance by grant. Government can also endorse outside initiatives through both ministerial support and the dissemination of good practice.
9. However, Central Government's role in promoting ESD goes far beyond these three Rs of enforcing regulation, providing resources, and offering recognition. Employing some 7% of the national workforce, the Government can set an important example that something must be done by practising the messages that it promotes to others. It can also exemplify what can be done in managing its own property and infrastructure in innovative sustainable ways that others can learn from.

### ACTION TO DATE

10. The checklist Green Ministers issued to their departments to help raise awareness of sustainable development across Government is based on material that we drafted at their request. They have asked their departments to put in place strategies for raising staff awareness of sustainable development, and 12 have now done so.

11. We welcome other relevant initiatives and achievements which include:
- All departments appointing a senior official to be responsible for sustainable development;
  - The Department of Trade and Industry's recently launched Sustainable Development Strategy;
  - The Prime Minister's announcement of Award partners for the New Opportunities Fund's Green Spaces and Sustainable Communities programme;
  - The creation of the Sustainable Development Commission to advocate sustainable development across all sectors in the UK, review progress towards it, and build consensus on the actions needed if further progress is to be achieved. This has relevance to all the sectors within which we operate;
  - Explicit reference in the *Code of Good Practice on Funding*, published as part of the *Compact on Relations between Government and the Voluntary and Community Sector in England*, to the need for funding priorities and mechanisms to promote activities supporting sustainable development.
12. We do regret that there have also been significant missed opportunities, such as the very brief reference to ESD in the Government's sustainable development report *Achieving a Better Quality of Life*.
13. We have commissioned the Charities Aid Foundation to audit funding that could support ESD initiatives. We already know that a significant proportion of this is funding from, or under the ultimate control of, Central Government. This audit will include suggestions as to how best to bring about changes to funding sources and criteria. This resulting report is about to be published on the Panel's website at <http://www.environment.detr.gov.uk/sustainable/educpanel/index.htm>.

## RECOMMENDATIONS FOR GOVERNMENT

14. While the Prime Minister and his colleagues frequently refer to sustainable development when they are addressing environmental themes, they are less likely to do so when the subject matter concerns the social and economic aspects of sustainable development, and the balance that must exist between the three. Consequently, they may not always best use opportunities to educate the wider public about the full meaning and central significance of sustainable development. Ministers have asked us to look at key public information and awareness campaigns across Government and advise them on how sustainable development messages might be better highlighted (see paragraph 91). Though this work is still under way, we can confidently express our view that the Government is not taking full advantage of the opportunities these campaigns offer to highlight sustainable development, particularly in respect of social and economic initiatives. *We have recommended that Ministers from all departments address all the elements of sustainable development on all appropriate occasions in their speeches and publications and in the public awareness campaigns that they establish.*

15. Ministers need to ensure that they maintain the momentum of the awareness raising strategies that their departments are developing. *We have recommended that Ministers set up systems to identify, share and celebrate good practice, and to ensure that all departments are helped to reach the standard of the best as soon as practicable.*
16. As sustainable development policies and programmes develop across Whitehall, it is not always clear whether or to what extent education and awareness raising issues have been addressed in their formulation. To clarify this, *we have recommended that Ministers should include a section on education and awareness raising for sustainable development in all policy documents, consultation papers, and reports dealing with sustainable development issues.*

## RECOMMENDATIONS FOR OTHERS

17. We will focus in this report on how the initiatives described in the paragraphs above can be rolled out to the Government's associated bodies. Ministers regularly set and review the objectives of their executive agencies and non-departmental public bodies. *We have recommended that, when they establish and review the objectives of associated and funded bodies, Ministers should require such agencies and non-departmental public bodies to develop the same awareness raising strategies; to refer to sustainable development in announcements and campaigns; and to consider ESD in policy development as they have commended to their own departments.*
18. *We further have recommended that they should also require agencies and non-departmental public bodies to consider their wider role in education for sustainable development. We feel that the Countryside and the Environment Agencies, English Nature, and English Heritage are particularly well placed to pilot this role, but would encourage all Government agencies and sponsored bodies to do so.*

## Regional and Local Government

### SETTING THE SCENE

19. Regional and local government offer the structures through which communities and the organisations within them can develop a consensus on regional and local sustainability needs, and how best to address them. A major initiative has been the creation of nine Regional Development Agencies (RDAs) – lead bodies at regional level for co-ordinating inward investment, raising skills, improving competitiveness and fostering regeneration.
20. The Local Government Act 2000, which came into force in October 2000, includes new powers for local authorities to promote the social, economic and environmental well being of their area. There is also a new duty to prepare community strategies, which set out how local authorities and local partners will improve local quality of life and contribute to sustainable development. Best Value is also seen as a vehicle for promoting sustainable development and there is a strong emphasis on sustainable development in the recent urban and rural white papers. All this offers a considerable challenge to regional and local education communities.
21. The LA21 process reached a milestone at the end of 2000 when all strategies should have been completed. While the quality of agenda 21 initiatives varies across local authorities it is important that the successes of LA21 are incorporated into the new arrangements for addressing regional and local sustainable development responsibilities.

22. Four strands of LA 21 concerning action in the wider community particularly touch on our agenda:-
- Awareness raising and education;
  - Consulting and involving the general public;
  - Partnerships;
  - Measuring, monitoring and reporting on progress towards sustainability.

It is important that activities under these headings are maintained as important elements of education for sustainable development.

23. We wish to encourage an approach that will reduce duplication, increase co-operation and develop synergy between sectors and groups involved. Local partners need to appreciate the breadth of the activities that touch on sustainability, and we must secure the major involvement of adult and community education and of young people. The schools sector will shortly be receiving advice on practice and guidance on national policy in the revised National Curriculum guidance. Local authorities need to be aware that these developments are in progress and that increasingly they can assume that there will be coverage of the domain in the school curriculum.

#### **ACTION TO DATE**

24. The Yorkshire and Humber region's ESD Forum, in partnership with the Panel, developed a Sustainable Development Education Strategy for the region. The Regional Assembly, the Government Office, and the Environment Agency all supported the initiative. This strategy, the first of its kind, was published in October 2000 and has excited interest from other RDAs.
25. The DETR, Local Government Association (LGA) and Improvement and Development Agency (IdeA) has jointly published a handbook for a menu of local indicators of sustainable development entitled *Local Quality Of Life Counts*. This is particularly relevant to key strands of Agenda 21 – measuring, monitoring and reporting, awareness raising and education.
26. Members of the Panel are in touch with discussions involving the IdeA and the LGA concerning ESD in the context of regional and local development, including emerging proposals for new support for LA21 Co-ordinators.

#### **RECOMMENDATIONS FOR GOVERNMENT**

27. We have recommended to Ministers that they *set in train systems to monitor the public awareness aspects of the new duties and powers of the Local Government Act*. In evaluating performance in respect of these new duties and powers, we have suggested that attention should be given to the dynamic between Local Agenda 21 and these new initiatives. We intend to seek a dialogue with the Society of Local Authority Chief Executives on ESD in local authorities.

28. We have also recommended to Ministers *the establishment of a regional resource, for example a centre of excellence, to encourage sustainable development education strategy development and implementation at a regional level.* This will be an important tool for taking forward our recommendations for others.

## RECOMMENDATIONS FOR OTHERS

29. The Panel believes that each RDA and Local Authority should explore ways of enabling a more strategic, systematic and co-ordinated approach to ESD in the regions. *We recommend the development by all RDAs, local authorities and Local Strategic Partnerships of strategies for ESD as an integral part of overall plans, taking full account of existing good practice and local response to nationally led developments such as ESD in the National Curriculum.*

## Schools

### SETTING THE SCENE

30. The schools sector provides the opportunity to reach our children and to ensure that they are fully equipped to be active citizens in the new millennium. We believe that:
- All schools, and providers of education for under 5s, should have both sufficient competent staff and local education authority support to provide ESD as part of a pupil's education; and should be implementing a policy on becoming a sustainable institution;
  - All pupils should have acquired knowledge and understanding, by the end of their period of compulsory education, to enable them to participate in the achievement of sustainable development;
  - All initial and continuing training for teachers, governors and nursery staff and child minders should have ESD integrated throughout.
31. For this to take place all elements of the formal education sector must have a broad understanding of the importance and relevance of ESD. Also, as this is a function of education, all teachers need to have appropriate training to enable them to participate effectively. Teachers also must have support from the Government and its various NDPBs that legitimises and encourages all schools to acquire the necessary teaching resources and provide continuing professional development. Only after this does the widespread availability of resources and services from a range of providers become a possibility. There is no doubt about the excellence that a growing number of schools have developed in the provision of a broad and effective programme of ESD. While ESD motivates learners, until support and training are in place ESD will continue to be the remit of a small but enthusiastic, creative and skilful minority supported by an equally small but enthusiastic range of resource and service providers, in particular the NGOs.

## PROGRESS TO DATE

32. Partly as a result of the Panel's submission to the National Curriculum review, ESD now has a much higher profile in the national curriculum. The new rationale for the curriculum states that pupils 'should develop awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, national and global level'. This is supported by a statement in eight of the 12 national curriculum subject booklets on how each subject can promote ESD, and explicit requirements for it in geography and, to a lesser extent, science and citizenship. This provides a sound basis on which to build the Panel's proposed entitlement for all pupils.
33. In order to make further progress towards the Panel's goals for 2010, we must make progress in several areas: initial and continuing teacher training, including the provision of guidance for schools; monitoring of ESD in schools; the inclusion of ESD in all appropriate qualifications in the 14-19 phase; and encouragement to and support for schools to become sustainable institutions.

## RECOMMENDATIONS FOR GOVERNMENT

34. The Government can directly influence progress towards the Panel's goals by giving ESD a higher profile in education policy, in line with that given to sustainable development at national and local levels. *Specifically we have recommended that the Government:*
- *creates more support and guidance for ESD in both the DfEE and DETR, on a similar scale to that provided for other initiatives like Healthy Schools and Citizenship;*
  - *considers how the professional needs of teachers and schools in this area can best be met;*
  - *requires all schools to have a policy on sustainable development, covering both pupils' learning – through the school curriculum and extra curricular activities – and the sustainability of the school as an institution;*
  - *produces a circular on schools as sustainable institutions.*

## RECOMMENDATIONS FOR OTHERS

35. To this end we welcome the Government initiative to ask QCA to develop support and web-based guidance for schools. *QCA should be asked to propose:*
- *How the support and development needs of teachers can be met; and*
  - *How schools can be encouraged to become sustainable institutions.*
36. *We recommend that the Teacher Training Agency, the General Teaching Council and Ofsted make ESD a more significant element in initial and continuing teacher training and the schools monitoring framework. We also envisage important contributions by such agencies as Countryside and the Environment Agencies, English Nature, and English Heritage.*

37. *We recommend Ofsted carries out a focused investigation of ESD in schools as one of its regular sequence of investigations, assessing to what extent schools are implementing the new requirements and identifying good practice;*
38. *We recommend that local authorities should work in partnership with schools on best value and community strategies, thereby supporting schools further in becoming sustainable institutions, for example by provision of appropriate governor training;*
39. *We recommend that the Qualifications and Curriculum Authority incorporates ESD, as appropriate, in the criteria governing all qualifications in the National Qualifications Framework.*

## Further and Higher Education and the Professions

### SETTING THE SCENE

40. Sustainable development is now recognised as a mainstream issue for the further and higher education (FHE) sectors, and the response called for is not just one of damage limitation. These sectors have a major role to play in building the capacity of their staff, students and local communities to participate fully and effectively in translating the rhetoric of sustainable development into reality. Their associated standard setting bodies also have an important influence on the curriculum.
41. The 1993 Toyne Report and 1996 review of progress have provided useful points of reference for the Panel's FHE work. We drew our key 2010 goals from the recommendations of the 1996 Toyne review. These were:
  - All further and higher education institutions to be accredited to an internationally or nationally recognised sustainable development systems standard; to have staff fully trained and competent in sustainable development; and to be providing all students with relevant sustainable learning opportunities;
  - The further and higher education funding councils to have made a defined level of sustainable development performance relating house-keeping, curriculum and community responsibilities a condition of grant to institutions;
  - All professional bodies and industry lead bodies to have sustainable development education criteria included with their course accreditation requirements.
42. Whilst these broad goals still stand, new opportunities for achieving them have emerged. One such opportunity is the new planning framework for post-16 education which is being shaped by the Learning and Skills Act, most notably through the creation of the Learning and Skills Council with its 47 local arms and the establishment of lifelong learning and Connexions Service partnerships.

## Further Education

### ACTION TAKEN TO DATE

43. In 1999 the Panel commissioned the Further Education Development Agency and the Association of Colleges to develop a guide, *Towards Sustainability*, which sets out a strategic framework to encourage and help FE colleges manage sustainable development responsibilities. This successful publication is now in its second print run.
44. In 2000, the Panel and the Further Education Funding Council collaborated on the development of a *Sustainability in FE Initiative* that they launched at the Association of Colleges annual conference. Up to ten proactive colleges will be supported through the Standards Fund to develop best practice for sustainability projects.
45. That same year the Panel developed proposals for a major *Life Skills for a Sustainable Future* initiative – which has been subject to consultation which we are currently analysing. This initiative emphasises the links with social inclusion and citizenship agendas and the potential for wide application in FE and other sectors.

### RECOMMENDATIONS FOR GOVERNMENT

46. We have recommended that *the Government supports our efforts to ensure that ESD criteria are integrated into the Further Education National Training Organisation's standards; and into the Qualifications and Curriculum Authority's vocational GCSE qualifications criteria and the new technical certificate.*
47. We have recommended that *the Government requires the Learning and Skills Council and the lifelong learning partnerships to outline their policies for ESD and to identify the arrangements they are making to secure it.*

### RECOMMENDATIONS FOR OTHERS

48. *QCA undertakes a review of all occupational standards to assess whether core sustainable development competences are included, and that it includes sustainable development education criteria in vocational GCSE qualifications' criteria and the new technical certificate.*
49. *The Further Education Training Organisation incorporates sustainable development criteria into all its standards.*
50. *Local Learning and Skills Councils fund the development of innovative sustainable development training programmes for the local business community, to improve the sustainable development competence of the local workforce; and for local citizens, to facilitate social inclusion and active participation in sustainable development.*
51. *The National Training Organisation National Council assists NTOs to develop a strategic approach to integrating sustainable development education into their vocational training programmes.*

52. *Learndirect develops a set of sustainable development criteria that all its programmes have to meet.*
53. *Principals, Senior Management Teams and Governing Bodies should include a commitment to Sustainable Development Education within the Mission Statement of their organisation, and set targets for colleges' achievement of local economic environmental and social inclusion strategies within their strategic plans.*

## Higher Education

### ACTION TAKEN TO DATE

54. In 1998, the Panel supported Forum for the Future's HE 21 Project in conducting four national surveys to assess the status of sustainable development education in HE business, design, engineering and teacher education programmes. These identified significant sustainability learning gaps. We developed learning specifications for the above four target areas to encourage and help institutions to identify and plug these gaps and develop a more strategic approach to sustainable development education, and published them on the Internet (<http://www.he21.org.uk>). The design specification formed the basis for the development of a major IT based sustainability learning resource. We submitted the teacher education specification as part of our response to the National Curriculum Review.
55. In 2000/1 the Panel collaborated with the Higher Education Funding Council for England on the development of a specification for a HEFCE funded research study to explore the connections between sustainable development competence and employability.

### RECOMMENDATIONS FOR GOVERNMENT

56. As part of exploring the wider agenda of sustainable development, we are holding exploratory talks with Ministers and officials at the Department of Culture, Media and Sport. We will seek *Government support for an initiative for the integration of ESD into HE tourism courses* which is one issue we will discuss. We have identified a need for pump-priming funding to encourage HE institutions in collaboration with appropriate professional bodies to integrate sustainable development learning elements into tourism education and training programmes.

### RECOMMENDATIONS FOR OTHERS

57. *The establishment by Universities UK of a sustainable development sub-group to identify and help create incentives for academics to integrate appropriate sustainability learning into their HE programmes.*
58. *The development by the Association of MBAs of a strategy for integrating sustainability learning elements into MBA programmes.*
59. *The Teacher Training Agency should include sustainable development education criteria within its teaching standards and OFSTED should establish whether teachers both meet these standards and receive sufficient training and support.*

# The Professions

## ACTION TAKEN TO DATE

60. We recognise that professional institutions have a pivotal role in incorporating sustainable development into their continuing professional development programmes. In our first report we recommended that all professional bodies and industry lead bodies should develop ESD criteria and incorporate them in their course accreditation requirements. In 1999 the Panel consulted 17 professional institutions and associated bodies to assess the approaches that were being taken to integrate sustainable development learning into initial and continuing professional development programmes. We reported to ministers on our findings and our recommendations received a generally favourable response.
61. During 2000 we strengthened our ties with the civil and mechanical engineering professions. We now actively seek to engage all those bodies that have a direct influence on the built environment – from planning through to design and construction. Nor would we wish to overlook the contribution that the environmental health and accountancy professions can undoubtedly make to improving the skills base for sustainable urban development.
62. The Government has raised the issue of professional skill and sustainable development in *Our Towns and Cities: The Future*. We look to it to articulate a vision for sustainable towns and cities and to issue relevant lead bodies with guidelines which the Panel stands ready to help prepare.

## RECOMMENDATIONS FOR GOVERNMENT

63. We have recommended that *the Government supports a major promotion of the contribution of the professions to sustainable development and to the development of a national plan to raise the skills base for sustainable urban development.*

## RECOMMENDATIONS FOR OTHERS

64. *The Panel would like to see a consortium of NGOs develop a Sustainability Talks tape covering the core sustainability learning agenda for the professions, involving national experts and expert communicators.*
65. *Those professional institutions with specific environment or sustainable development remits should work together to explore the desirability of establishing a sustainable development profession.*
66. *A consortium of sustainable development information, training and advice providers should develop a comprehensive support service for individual professionals who have significant sustainable development responsibilities.*
67. *The Panel would like to see a consortium of professional institutions from the financial sector and appropriate sustainable development organisations identify relevant sustainability learning criteria for the range of finance sector professionals.*

# Work and Employment

## SETTING THE SCENE

68. The world of work is of crucial importance in promoting ESD. It engages many people not otherwise involved in significant educational activity, and provides the opportunity to establish the connections between sustainable development and long-term competitiveness, as the Prime Minister showed in his major speech on sustainability and business this autumn.
69. In our first annual report we identified a number of ways in which employers could provide learning opportunities for their employees, customers, suppliers and the wider public. We undertook to explore the potential for a new Investors in Sustainable Development initiative and we suggested that all management training courses and annual reporting should include a specific element about sustainable development.

## ACTION TO DATE

70. A growing number of employers are exploring their corporate social responsibilities in ways which encourage sustainable development. In the last year learning representatives, and in particular trade unions, have developed their role creating opportunities for workplace learning. The Advisory Committee on Business and the Environment's work with major companies is helping to increase awareness of sustainable development among directors, as are a range of initiatives by the Departments of the Environment, Transport and the Regions and for Trade and Industry on sustainable development reporting, and management systems. However, the proliferation of standards and awards can lead to confused messages and a loss of strategic impact.
71. We have been involved in two projects which are aimed at promoting business ESD – a national survey and curriculum guide for business education, and a conference on Green Learning in the Workplace. The survey established some benchmarks that companies can use to assess progress in this area. Quadrangle Consulting have just completed a study for us on what opportunities might be created to make best use of these and other benchmarks, either through an Investors in Sustainable Development award or standard in the workplace, or by other means. The resulting report is about to be published on the Panel's website at <http://www.environment.detr.gov.uk/sustainable/educpanel/index.htm>.

## RECOMMENDATIONS FOR GOVERNMENT AND OTHERS

72. Despite these encouraging signs, the level of active concern among employers and their workforces remains too low. We will be making specific suggestions when we have digested the findings of the work that we have commissioned. We will be looking to stimulate interest and action, possibly through closer working with trade associations and through the mechanism of occupational standards.

# Youth Services

## SETTING THE SCENE

73. Young people will inherit the planet that we leave. They will be the future decision-makers, consumers, business leaders and parents. But they are also citizens and decision-makers now. Youth groups can be enormously influential in helping young people learn a wide range of skills and values. Many are already active in matters of sustainable development. We recognise the potential importance of the Connexions strategy for our future work and will be giving further attention to this in 2001.
74. In our first Report we advocated a closer partnership between Government and youth-serving bodies to identify learning outcomes and move the work forward. In particular, we recommended that all Local Authority Youth Services and National Voluntary Youth Organisations should have a policy on sustainable development and provide ESD as part of their core offering to young people, and initial training for professional youth work and in-service training for full-time and voluntary youth workers should include sustainable development issues and approaches.

## ACTION TO DATE

75. To assist with these goals, we commissioned a study of sustainable development in the youth sector which examined a range of projects. The National Youth Agency published this study as *Louder than Words: Youth Work and Learning for Sustainable Development*. This study identified and analysed good practice and suggested a curriculum framework and learning outcomes for use in youth work settings. The Development Educational Association, Council for Environmental Education and the National Youth Agency are building on this to develop further initiatives in this area with support from the DETR. But much work needs to be done to advance the goals suggested.
76. Environmental, global and community issues have often captured the imagination of young people. But sustainable development activity with them and local youth services themselves are patchy. A national policy framework that would establish a differentiated set of Youth Service programmes for distinctive target groups and communities would strengthen it. The new Connexions strategy would, if approached imaginatively, offer scope for such developments across the great diversity of the country's Youth Services.

## RECOMMENDATIONS FOR GOVERNMENT

77. *The Department for Education and Employment should champion the distinctive contribution youth work makes to sustainable development for individuals and communities and strengthen the use of the Standards Fund and its grant scheme to National Voluntary Youth Organisations to embed more consistent approaches to sustainable development and improve the skills of youth work practitioners.*

# The General Public

## GOALS FOR 2010

78. In our first Annual Report we recognised that the general public includes the entire population of Britain and saw that there were particular difficulties in trying to define goals for such an all-embracing audience. We decided to focus upon how best to reach the general public through informal modes of education as a complement to the formal channels that are better suited to the more tightly defined sectors discussed in the remainder of the report. We thought it was important to investigate learning at home, at leisure and in other informal settings, and to see how this could be enhanced through the mass media, advertising and other means.
79. We identified three goals for 2010. The first was aimed at adults and set respective targets for the percentage of the adult population that would understand the need to live sustainably; that would understand how their own behaviour impacted on sustainable development, and that would change their own behaviour to live more sustainably. The second goal was for all major public and private sector goods and service providers to be a channel for *are you doing your bit* information on sustainable development. The third goal was for all adult education providers and large voluntary sector bodies to integrate learning for sustainable development into their education policies and offerings.

## ACTION TO DATE

80. We commissioned a study into the problems of communicating the ideas and issues of sustainable development in every day language. This study showed that there are substantial difficulties in communicating what sustainable development means. It suggested that we could help a language evolve, using elements that people respond to, and visual means of communication to help people to understand sustainable development. We will apply these insights to our consideration of Government publicity campaigns. Our sister bodies, the Advisory Committee on Consumer Products and that on Business and the Environment, are currently considering the relevance of this work to consumers.
81. We have discussed with DETR officials how the Quality of Life Counts indicators could be better used for educating the general public. We have found them receptive, and are pleased that they have commissioned work on how these indicators might be better incorporated into the *are you doing your bit* campaign. We will ensure that the momentum of this work is not lost.

## RECOMMENDATIONS FOR GOVERNMENT

82. We have revised our priorities for action since the first Annual report was published. We see great scope not only for Government and the media in promoting education in sustainable development, but also for the many thousands of libraries, museums and galleries in Britain, who collectively provide informal learning to a substantial proportion of the population. We also see participation in sport and the performing arts as valuable vehicles for promoting healthy, sustainable lifestyles.

83. *We therefore have recommended that Ministers from DETR and DfEE should explore with Ministers and officials of the Department of Culture, Media and Sport how they can best promote education in sustainable development, both through their own policies, and through the many bodies that they sponsor.*
84. *Returning to the role of Government, our earlier recommendation that Ministers from all departments address all of the elements of sustainable development on all appropriate occasions in their speeches, publications and in public awareness campaigns that they establish, will be of particular relevance to the general public's appreciation of sustainable development issues.*

#### **RECOMMENDATIONS FOR OTHERS**

85. *We recommend in turn that The Arts Council, The Sports Council and Resource ensure that their policies and action plans promote fully the potential for education in sustainable development in their respective areas.*
86. *We recommend also that the BBC, the independent broadcasting sector, and national newspapers should give high profile coverage to sustainable development issues both as part of news and current affairs items, and as part of more specialist pieces.*

# The Tasks Ministers Set Us

87. When the Government responded to our Second Report, it asked us to undertake work in three specific areas. In this section we will report on each in turn.

**‘Consolidating your current work with the professions’**

88. We have described at paragraph 60 above our consultation with the professions. We are seeking a meeting with Ministers at the Department for Culture, Media and Sport at which we will discuss a range of issues, including the assessment role proposed for the Commission for Architecture and the Built Environment in respect of regional centres of excellence in *Our Towns And Cities: The Future*.
89. We also anticipate that the Quadrangle study of benchmarking ESD in the workplace mentioned at paragraph 7 above will contain recommendations for action by the professions, among other experienced and specialist intermediaries, which we will then seek to bring to their attention.
90. We have set up a sub group of the Panel specifically to co-ordinate this area of our work.

**‘A new area of work looking at the key public information and awareness campaigns across Government and advising us on how sustainable development messages might be better highlighted’**

91. We continue to work with officials in the Department of the Environment, Transport and the Regions, particularly in exploring how synergies can be developed between *the Quality of Life* indicators and the *are you doing your bit* campaign.
92. We are also meeting with officials in that department to establish the number of campaigns that you wish us to examine in detail and to establish terms of reference for that work.

**‘Further work to help ensure that teachers and schools have the support they need to deliver sustainable development effectively throughout the revised National Curriculum.’**

93. We continue to work with OFSTED, QCA, the General Teaching Council and the Teacher Training Agency to ensure that this objective is met. The Government has asked QCA to develop support and web-based guidance for schools and members of the Panel are assisting with this process.

# Our Own Future Actions

94. Consolidating the above, we plan to undertake work in four specific areas. In this section we will sketch out each in turn.

## CONTINUED ENGAGEMENT WITH GREEN MINISTERS

95. We are pleased with the use that has been made of our work on awareness raising strategies by Green Ministers. We feel that the Government is an important sector and can set an example of education for sustainable development in the workplace to the private sector as a major employer in its own right. We will continue to engage with Green Ministers to further embed ESD in the practice of government departments and their associated bodies.

## OPPORTUNITIES FOR INFORMAL LEARNING

96. As awareness of the importance of life long learning rises, we are more than ever convinced that there is untapped potential for informal, family and opportunistic learning about sustainable development. We will raise this initially with the Department for Culture, Media and Sport and then with such other bodies as Ministers there advise, and in the order that we consider likely to be most fruitful.

## LEARNING IN THE WORKPLACE

97. After a good start with our conference and good practice guide, we are aware that we need to engage more fully in ESD in the workplace. You have already provided our Panel with enhanced business expertise and we will employ that in pursuing initiatives with employer and employee organisations and with other relevant Government advisory bodies.

## QUALIFICATIONS

98. This brings together our work in schools, further and higher education, the professions and National Training Organisations, and the lifeskills initiative referred to in paragraph 41 above. We need to build on our work developing curricula and raising awareness by engaging strategically with the whole range of grant awarding and certifying bodies. We feel that there is a pressing need in particular for management qualifications to address sustainable development and will be considering how this might best be achieved.

# In Conclusion

## Our Achievements, Perceptions and Aspirations

99. When the Panel first met three years ago, our terms of reference seemed wide and daunting. Nothing that has happened since has diminished that feeling. We are invited to contribute – and make a difference – to a very wide range of education and training, formal and informal. When we set out, much of the potential of this canvas was unclear and certainly uncultivated. We hope that we have begun to change all that, but it is undoubtedly time now for us to take stock.
100. We believe that we have made a substantial contribution in much of the field of formal education. Particularly is this so in terms of the national curriculum and of developments in further education. Ministers also presented us with a first-class opportunity to influence Government departments through the checklist we prepared for Green Ministers. It is time now for the Panel to tackle two of the most significant dimensions of its remit – namely education and training in the world of work and informal education amongst the population at large. Neither of these is an easy task but it is to them, now, that we intend to give priority.
101. Many people, not least young people, are seeking greater involvement in the decisions which affect their lives – as individuals and in communities. This wish is beginning to be reflected in a range of central and local government initiatives. These include citizenship education in schools; the involvement of young people in shaping the Connexions service; and the important themes of community capacity-building in Neighbourhood Renewal. The Panel welcomes these developments, which offer the prospect of harnessing enthusiasm and shaping the provision made by institutions, communities, businesses and the Government itself into a sustainable form. There are both scope and need for even more engagement, for example by students in higher and further education, if all are to be encouraged towards a greater commitment to democratic, sustainable communities.
102. Pressure on all fronts needs to be sustained but it has become increasingly clear to the Panel that we ourselves, either as a team or as individuals, cannot and should not tackle these tasks alone. To put it another way, the Panel, which has increasingly sought to stimulate actions in detail, needs now to draw back to a more strategic role. Our task is not to deliver results directly but to stimulate others to do so. We can provoke. We can provide frameworks to stimulate discussion and action. We can commission relatively small-scale, but perhaps significant, studies. At the end of the day, however, progress must depend on others. We ourselves do not have the resources of people, time or money to do more than act as a catalyst or goad to action.
103. This is why in this, our third Annual Report, we have returned to the strategic framework which we set out in our First Report and which stimulated so much discussion and caused so much notice to be taken of our activities. We have assessed how far progress has been made with each of the aims and objectives of our ten-year programme. In some areas, we have demonstrated that much progress has been made. In others, progress has been much slower. We have identified what now has to be done and by whom. We have set out clearly our priorities for the remainder of our five-year life.

104. During the next years it will be increasingly important to avoid overlap and confusion between various Governmental bodies, notably the Sustainable Development Commission, other advisory bodies set up prior to the Commission and ourselves. There is plenty to be done without reinventing the wheel, and plenty of action required without running the risk of overlap. An early priority for us will be a meeting with the Sustainable Development Commission to map out the ground between us.
  
105. In all these developments we have depended on Ministerial support. That has been unfailingly available to us and we are grateful for it. But Ministerial support needs to be followed by official commitment and enthusiasm from Departments and agencies. In particular, as we move forward, we shall look for the whole-hearted commitment of the Department for Education and Employment. The priorities on which we are about to embark are central to their spheres of responsibility and action. Without their commitment and their many agencies, national and local, the progress we – or more generally Government – can make with education and training for sustainable development will be strictly limited.

## ANNEX A

# About the Sustainable Development Education Panel

## Function of Body

*An Advisory Non Departmental Public Body set up by the Deputy Prime Minister and the Secretary of State for Education and Employment, to identify gaps, opportunities, priorities and partnerships for action in providing education for sustainable development in England, and to highlight good practice. It is supported by a joint DETR/DFEE secretariat. Its members are individuals with an interest in education for sustainable development, capable of working as part of a team to develop creative and pragmatic strategies for education for sustainable development in England.*

## Terms of Reference

### AIM

To consider issues on education for sustainable development, in its broadest sense, in schools, further and higher education, at work, during recreation and at home; and to make practical recommendations for action in England. The Panel reports directly to the Deputy Prime Minister and the Secretary of State for Education and Employment.

### OBJECTIVES

1. To promote a strategic approach to sustainable development education in England;
2. To identify gaps and opportunities in the provision of sustainable development education and consider how to improve that provision;
3. To promote an approach which will reduce duplication, increase co-operation and develop synergy between all sectors and groups involved;
4. To consider whether and what targets should be set for various sectors;
5. To highlight best practice and consider the means of disseminating it more widely;
6. To make recommendations to key stakeholders on priority areas for action;
7. To assess the effectiveness of this approach.

### OUTPUT

An annual report to the Deputy Prime Minister and Secretary of State for Education and Employment setting out recommendations, where appropriate, for action by Government, the Panel and other key players. Panel minutes and other documents are published on the Panel's website at <http://www.environment.detr.gov.uk/sustainable/educpanel/index.htm>.

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## LIST OF MEMBERS<sup>1</sup>

- *Professor Shirley Ali Khan, Independent Consultant*
- *Professor Graham Ashworth, Chairman, Going for Green*
- *Mr Roy Atkinson, Independent Consultant*
- *Ms Heather Barrett-Mold, Vice Principal and Chief Executive, Southgate College*
- *Mr Douglas Bourn, Director, Development Education Association*
- *Dr Neil Chalmers, Director, Natural History Museum*
- *Ms Donna Clarke, Group Environmental Manager, London Electricity*
- *Ms Olivia Grant, Chief Executive, Tyneside Training and Enterprise Council*
- *Ms Rosemary Gray, Principal and Chief Executive, Walsall College of Arts and Technology*
- *Ms Libby Grundy, Director, Council for Environmental Education*
- *Ms Anne Harley, Head of Education, Royal Society for the Protection of Birds*
- *Mr Michael Knapp, Corporate Marketing Director, Edexcel and Joint Awarding Bodies Council*
- *Mr Bill Lucas, Chief Executive, Campaign for Learning*
- *Mr Peter Martin, Head of Education, WWF UK*
- *Ms Jyoti Munsiff, Company Secretary, Shell Transport Trading Company*
- *Mr Andrew Pakes, President, National Union of Students*
- *Professor Alan Tuckett, Director, National Institute of Adult Continuing Education*
- *Mr John Westaway, Principal Officer for Geography, Qualifications and Curriculum Authority*
- *Mr Miles Wilson, Director of Corporate Affairs, Environment Agency*
- *Mr Tom Wylie, Chief Executive, National Youth Agency*

<sup>1</sup> These were the members at 15 February 2001 when the Panel agreed the text of this report. By the publication date some Panel appointments will have expired and details of new and renewed appointments will have been published. Appointments are unpaid, though expenses can be claimed at standard Civil Service rates.