



S U S T A I N A B L E
D E V E L O P M E N T

Understanding, Conviction and Commitment

**The Fifth Annual Report of the
Sustainable Development Education Panel**

March 2003

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Sustainable Development Education Panel**

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Department for Environment, Food and Rural Affairs

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CHAPTER 1

Introduction

1. Education for sustainable development (ESD) is the learning people need to improve and maintain quality of life for all, now and for generations to come. It equips individuals, families, communities, groups, businesses and governments to live and act sustainably, by giving them an understanding of implications of their decisions and behaviour for society, for the economy, for wildlife and for natural resources. It is the fifth element that protects these other four. The more that we understand the need for and principles of sustainable development, the more conviction we will have of the need for change, and this will lead to commitment to act.
2. This learning takes place through formal (accredited) and informal (unaccredited) processes within institutions (schools, colleges, universities, the workplace), and non-formally in communities, in groups with common interests or beliefs, in families and by individuals.
3. Over five years we have worked to identify gaps, opportunities and priorities for action in providing sustainable development education in England and to highlight good practice. We see our role as a strategic one, seeking to suggest direction, generate ideas and provoke debate amongst others. Our principal role is as an advisory body, primarily but not exclusively to Government. We have sought to encourage action by others, though where we have judged it appropriate we have taken specific action ourselves.
4. Though we believe we have achieved a great deal in our five years of existence, much remains to do. We wish those taking forward the Panel's work well in developing what we ourselves have initiated and what we have stimulated from others. Our final act as members of the formally constituted Panel was to hand over, in February, our draft Strategy for Education for Sustainable Development in England to Ministers. This forms the basis for possible consultation and subsequent adoption as government policy. We believe that this will be one of our most significant legacies. It is fitting that this took place just after the United Nations agreed a Decade of Education for Sustainable Development between 2005 and 2015; which we discuss further at paragraph 62.
5. This report begins by outlining our principal achievements over the last year. (Section 2). We then reflect upon these achievements in the context of the Panel's wider work over the past five years (Section 3). Our aims are bold and strategic, but we take a pragmatic approach, recognising that for a variety of reasons, not all of what we wish to happen does so. We have met barriers, but an obstacle to the foolish is a stepping stone to the wise. Section 4 considers lessons learned and ways forward.

CHAPTER 2

Our Achievements in 2002-3

CONTEXT

6. We have made progress in some areas, but are not complacent. In cases, such as the National Curriculum for schools in England and the Learning to Last initiative in further education, the good ESD theory and practice which we helped to stimulate in earlier stages of the Panel's existence is well embedded institutionally, and there is a sense of ownership for it.
7. In other cases, for example development of awareness raising strategies in Government, and the incorporation of education for sustainable development in community strategies framed by local authorities, while there is still much to be done we have made significant progress.
8. In yet further cases we have taken tentative, but important steps towards engaging with groups and sectors in order to influence and share good theory and practice in ESD. These have included cultural institutions professions, Sector Skills Councils (SSCs), and trade unions.
9. Overall, updating the record of progress in our Fourth Report of progress against our previous recommendations, Table 1 of Appendix F summarises, by subject, the action to which our 60 recommendations have led, while Table 2 sets out both recommendations and action taken. Overall, 15% of our recommendations have been wholly, and a further 57% partly achieved. The proportion of our recommendations wholly or partly achieved has therefore remained the same at almost three-quarters.

SECTOR GUIDANCE ON ESD

10. Last year, in response to a number of requests for simple, specific guidance on ESD, we produced a model for a series of guides that we hoped to adapt for a number of sectors during this year. In partnership with the sectors concerned, the Panel's Professions and Workplace Sub Group produced three guides for Trade Unions, SSCs and professional institutions that Michael Meacher launched in September 2002. The importance of these guides to ESD in the workplace is set out in more detail at paragraphs 37-9 and 46-9 below.
11. We intend that those using the guides will be invited to respond to an initial and follow-up questionnaire to evaluate how and where the guide has been used and what improvements can be made. The model for the guide can then be modified on the basis of this feedback for use by other sectors. We also anticipate that the pilots will identify what, if any, additional support or development is needed in the future, as well as the impact the guide has had on participants' understanding of sustainable development.

STRATEGIC DIRECTIONS FOR SSCS

12. The Panel was pleased that its suggestion that the new Sector Skills Development Agency (SSDA) should be required to further ESD, was included within the SSDA's remit.
13. We are also pleased to have facilitated the development of the first ESD guide for SSCs. These emerging strategic bodies will have significant influence in identifying the skills needs of their economic sectors and in ensuring the adequacy of supply of appropriate training. Lantra, one of the five trailblazer SSCs, piloted the development work of the ESD guide which has been fully endorsed by the SSDA. This guide emphasises Councils' linking role between the workplace and vocational education institutions, their standard setting function and the longer term view they need to take.

SCHOOLS

14. During the year, our work has continued to focus on the need for adequate support, guidance and training for teachers, working with the Department for Education and Skills (DfES), OFSTED (the Office for Standards in Education) and the Qualifications and Curriculum Authority (QCA), and meeting the Chief Executive of the Teacher Training Agency. However following our submission on the 14-19 Review, we were disappointed that there was no mention of sustainable development in the White Paper.
15. There is a strong case for adopting a strategic approach to supporting education for sustainable development in schools with considerable benefits, both in terms of sustainable development and educational goals. A strategic approach would do much to increase the effectiveness of the current range of support already operating in schools, through better co-ordination and co-operation, and would provide coherence across all phases and sectors.
16. In April we contributed to a DfES seminar to consider strategic approaches to supporting education for sustainable development in schools. Bringing together teachers, headteachers and local education authority advisers, the event considered existing support strategies and made recommendations on possible elements of a schools support strategy.
17. During the year OFSTED began an investigation of sustainable development education practice in a small number of primary and secondary schools, looking at the contribution that it makes to pupil and school achievement.
18. QCA, with DfES's support has continued to develop on-line support for teachers. QCA designed the website to: increase understanding of ESD; show the requirements and opportunities for ESD in the national curriculum and QCA/DfES Schemes of Work; and provide guidance on the sustainable management of school development. The guidance includes a wide range of case studies exemplifying schools' evolving practice across all aspects of ESD. QCA disseminated information about the website to all schools in England through a leaflet inserted in QCA's newsletter *OnQ*. The website has received around 7-9000 'hits' each month since its launch in April 2002.

LIFE SKILLS FOR A SUSTAINABLE FUTURE

19. In 2000 the Panel published a consultation paper, through the DfES, which made recommendations designed to promote the concept of sustainable life skills. It emphasised the importance of continued support for the teaching of practical crafts and self-development skills as a means of promoting both sustainable development education and transferable skills leading to further learning.

20. Some of the suggestions in the paper have been followed up by a number of agencies, including the media.
- In 2002/03 the Ufi produced via learndirect a modular programme entitled *Sustainable Development for All*. The programme aims to promote awareness at individual and community level;
 - NIACE promoted sustainable development tasters as part of the Adult Learners' Week Campaign. They also followed up the suggestions in the paper about Health Education and via their *Art for All* initiative;
 - DfES supported the roll out campaign for citizenship pilot projects for adults which are designed to include lifeskills;
 - The Development Education Association is encouraging providers at regional level to develop Global Citizenship Curricula through a series of regional workshops in 2002/03.

INFORMAL LEARNING

21. The Panel set up an Informal Learning Working Group in April 2002 to study and make recommendations on the most effective role of informal learning in the development of a wider public understanding of sustainable development, and on the contributions that specific institutions, groups and key individuals can make within the field of informal learning. The Panel considered the Working Group's report in December 2002, and the recommendations contained in the report were accepted. These are set out in Appendix A, and the Informal Learning Working Group's report is given at Appendix G.

CENTRAL GOVERNMENT

22. We assisted the UK Government in its preparations for the World Summit on Sustainable Development (WSSD) held in Johannesburg in August 2002. Our role in this and ESD more widely was commented on both in Defra's evidence to the Environmental Audit Committee and in the Committee's Third Report for 2001-02 *UK Preparations for the World Summit on Sustainable Development*.
23. The Government supported our proposal that we draft a strategy for education for sustainable development as described in paragraph 4. We also prepared briefing at the request of Green Ministers on sustainable development and possible approaches to increasing awareness and commitment within their individual departments. This is reproduced at Appendix H.
24. We have identified the considerable and specific potential for future ESD work with the Department for Culture Media and Sport (DCMS), through its contribution to the Panel's work on informal learning (e.g. through museums, galleries and the arts) and through our participation in their events and seminars.
25. We have contributed to a range of government consultations, including energy, access to environmental information and Common Agricultural Policy reform. Capacity limitations prevented us from responding to more, though in some cases, such as post-16 education, we refrained from doing so because the responses of our member organisations effectively made the case that we would otherwise have put.

REGIONAL/LOCAL GOVERNMENT

26. The Panel acknowledges the important work of Local Agenda 21 agencies, and believes RDAs need to focus on sustainable development awareness at local levels. Forward's Yorkshire planning framework provides a valuable blueprint for this to follow. The East Midlands Development Agency is also providing sustainable development training early in 2003 for half its own workforce and for its partners. The next few years, however, will be crucial in terms of building strong links between strategy and ESD in order to support positive change.
27. We welcome the creation, late in 2002, of a new Local Sustainability Unit by the Improvement and Development Agency (IDeA), the body set up by and for local government in 1999 to support self-sustaining improvement from within local government. Unfortunately, it was still in its scoping phase as we drafted this report, so we have not been able to engage with it in the limited time available to us as effectively as we would have wished. Its aim "to put local sustainability at the heart of local authority decision-making" is crucial and ambitious and its plan of work (set out at <http://www.idea.gov.uk/sustainability/>) most timely.
28. As local authorities begin to mainstream sustainability principles into Best Value, new political management structures, local strategic partnerships and community strategies; the Government has stated that it plans to have a strategy in place for subsuming LA21 and community strategies by the end of 2002. This very much follows the recommendation in our Third Report that all local authorities 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.

FURTHER EDUCATION (FE) AND HIGHER EDUCATION (HE)

Learning to Last

29. Panel members have worked with the Learning and Skills Development Agency (LSDA) to raise awareness of sustainable development education on the theme of 'Learning to last'. A series of three seminars entitled 'Learning to Last – Skills, Sustainability and Strategy' was mounted in Birmingham and London in 2002. The seminar series was targeted at academics and policy makers in the post-16 sector. The three events covered: *Citizenship, Social Inclusion and Environmental Justice*; *Education for Economic Sustainable Development*; and *Responsibility and Education in a Risk Society*. The seminar series was designed to encourage participants to evaluate issues, share experiences, develop understanding and identify new learning strategies and institutional practices.
30. A national conference was held at the Natural History Museum in September 2002 to launch the LSDA publication *Learning to Last* based on the seminar series. Guest speakers included Lord Whitty of Camberwell, Sir Geoffrey Holland, Chairman of the Panel, Chris Hughes, Director of LSDA and John Harwood, Chief Executive of the Learning and Skills Council (LSC). Core messages arising from the events were the need:
 - For more joined up thinking and better awareness amongst policy-makers and decision-makers about the vital importance of long-term, strategic planning for a sustainable future that minimises risk, pollution and violence. Thinking for the future in global terms must replace short-termism, parochialism and competition between nations;

- To embed sustainability principles and practices, together with a greater awareness of the world beyond the UK into learning – into school, college, university, adult and community learning, and work-based training curricula;
- To think long-term about issues affecting the whole world, not just about individual nations or rich, developed countries;
- To find a more meaningful and accessible language to explain the concept of sustainable development education.

Sustainable Development Education projects

31. Following *Learning to Last* the LSC agreed to fund a second phase of development projects on sustainable development education in 2002-03. Local LSCs were invited to prepare proposals based on the national objectives for sustainable development and to identify and work with collaborative partnerships to apply for and carry out the projects, supported by LSDA expertise to provide advice and guidance during the preparation and progress of the projects. They had to evidence the links between sustainable development and their own core objectives.
32. The LSC asked that projects should relate to council functions of management, strategic planning, curriculum, formal/informal learning and social inclusion. The activities for the projects are diverse, but a common characteristic is the lead role of local collaborative partnerships. These provide an opportunity to actively involve as many participants as possible and are likely to encourage individuals to use the drivers of both the project and sustainable development – i.e. local champions. They aim to increase local capacity to and ensure that the drive for sustainability is continued after the project has ended.
33. Eleven projects began in November and will complete their activity by June 2003. LSDA will produce a good practice toolkit by August 2003. A national dissemination event is planned for October 2003.

NCFE Foundation Certificate in Sustainable Development

34. With full Panel encouragement, NCFE and partners launched a new modular foundation qualification in sustainable development in 2002. This qualification is ideal for raising people's awareness of sustainable development and will enable people to demonstrate this awareness through their actions at home, in school, in the community and in the workplace, thus making them a more sustainable employee and citizen. Intermediate and advanced qualifications are in development and it is hoped that these too will achieve QCA accreditation and feature on the QCA's National Qualifications Framework in the near future.
35. The qualification is targeted at candidates who are seeking to enhance their employment prospects whether in work or seeking it, by raising their general awareness of sustainable development as it relates to individuals in the workplace. It also targets those at risk of exclusion from the labour market who are on the New Deal programme, those who work for voluntary/community organisations and those aged 14-plus in schools as it builds on the sustainable development content of the National Curriculum.

WORKPLACES

36. We have referred at paragraph 10 to the initial efforts of the Panel in 2002 to encourage the take-up of ESD at work – the three accessible guides produced by the Panel's Professions and Workplace Sub Group, aimed at key educational stakeholders in the workplace, namely, trade unions, professional institutions and SSCs. Appendix C sets out how these guides can be obtained.
37. Successfully launched by Michael Meacher and Panel members in September 2002, the guides are designed to provide basic, step-by-step guidance for organisations conscious of the need for sustainability, but unsure of how to get things off the ground. All three guides propose education as the key to achieving sustainability and offer advice as to what working organisations need to do to move the agenda forward. The intention was for the guides to be piloted within the three sectors concerned over the coming year, and those charged with taking forward the Panel's work would usefully ensure that this takes place.
38. All three guides shared a common format, but are individually attuned to the needs of the sectors they address. Each opens with the objectives of sustainable development posed by the Government in its 1999 sustainable development strategy document *A Better Quality of Life* and recommends a systematic, workplace-based plan of action for making progress towards sustainability through education and involvement, with an action checklist and guidance on where to turn to for information, help and advice.
39. One of the objectives of the Panel in producing this guidance has been to encourage key individuals within each sector to champion ESD. Indeed, there are already early tentative, but positive signs of the success of this approach where the guide for trade unions is concerned. The guide itself was produced with the assistance of and input from the Trade Union Sustainable Development Advisory Committee (TUSDAC) and has been particularly well received by members of that body. As a result, work is already under way in preparing training materials for trade union activists and lay members, to brief them in the need to act on environmental concerns within and beyond the workplace and to move towards sustainability at work. The materials have been successfully piloted at three separate seminars and the outcomes laid before TUSDAC.
40. Training for trainers in the use of those materials is planned for 2003, with assistance from and the co-operation of Action Energy and the Carbon Trust. Ongoing resourcing for the delivery of training for trade unionists in environmental awareness and sustainable development is presently being actively sought.
41. Further early positive developments include a trade union bid for Union Learning Fund support to deliver the educational materials, training and organisational arrangements to move several pilot workplaces towards sustainability over the next three years – through the education, empowerment and active involvement of their workforces.

YOUTH SERVICES

42. Youth work continues to play an important role in developing and supporting education for sustainable development. However, this is primarily as a result of organic development in the sector itself, rather than through the strategic approach that the Panel has been pushing for. We believe we have put a strong case to DfES for strategic support of ESD in the Youth Services, and are disappointed that it has not proved convincing.

CHAPTER 3

Reflections on our Achievements

CONTEXT

43. The Panel has sought to be both a teacher and student of sustainable development, by learning itself and by being a resource for others to learn. The scope of our remit is potentially vast, our members' experience and expertise wide ranging, and our resources limited. We have learnt that focus is essential. We have identified key partnerships and relationships and noted a more favourable reception to our work and to ESD in general as a result. The Panel has created a basis of knowledge and understanding on which all Departments of Government can build an ESD profile and programme relevant to their needs, aspirations and resources.
44. We have seen a number of encouraging signs that people are increasingly education for sustainable development – even if the means by which this occurring does not carry an “education for sustainable development” label. There is evidence that much good practice has developed in an organic fashion in the field, and more frequent references to “ESD” (or variants of it) are appearing. We consider that the Panel's work has, at the very least, provided fertile ground for this development by endorsing and encouraging education for sustainable development education as a valid and valuable activity.

SECTOR GUIDANCE ON ESD

45. In our First Annual Report, we set out three goals for employers and employment. One of these goals related to the inclusion of sustainable development education in all management and trade union training courses.
46. The development of a sectoral guide model and the subsequent three pilot guides were developed with this goal in mind and in response to calls for help from particular sectors. It may be too early to suggest that other sectoral guides might be developed – feedback on the efficacy of the first three will be a critical factor in determining what, if anything follows. However Regional Development Agencies and LSCs are considering the need for and shape of guides for their sectors.
47. The Panel also believe that some form of guidance might be helpful for the sectors of:
 - Advertising and marketing organisations;
 - Civil servants;
 - Universities and other higher education institutions;
 - Trustees of charities;
 - Voluntary groups.

48. It would be helpful to those talking forward the work of the Panel if these groups could make their views known to Defra and DfES on how useful a guide would be for that sector; what form it might take (if not the current model); and who might be prepared to develop it, with support. In particular, we are keen to know whether a sustainable development learning guide might be useful for those groups involved in *informal* learning.
49. The basis of our work on the sector guides was practical guidance that would enable people in those sectors to get on with sorting out their own education for sustainable development – in terms of needs and outcomes. To deliver a more sustainable society – whether at home, work or leisure – we will all need to do things differently and that will require learning specific to those needs.
50. As well as participating in the development of their sector guide, many professional institutions are actively responding to the challenge of sustainable development, for example through developing codes of practice, training and accreditation. The establishment of the Sustainability Alliance and the Society for the Environment both indicate that professional bodies, particularly from the science, environment, engineering and planning sectors, are taking their responsibilities in relation to sustainable development very seriously. The collective nature of their action promotes the joined-up approach essential to the delivery of sustainable development.

STRATEGIC DIRECTIONS FOR SSCS

51. We have identified a clear requirement for much greater workforce understanding of sustainable development. Government has charged the Sector Skills Development Agency with ensuring that the emerging SSCs address ESD. The SSDA must now take ownership of this vision and ensure that every SSC exploits its unique position to promote ESD vigorously to the workforce of every industrial sector.
52. We believe that the adoption of Health and Safety and Equal Opportunities as cross cutting imperatives offers a good model. Education for sustainable development is equally suitable for full integration, and ***we recommend that it should be included within all vocational standards and qualifications***. The current review of vocational skills provides a vital opportunity to bring about this recommendation. Such integration and promotion would seem to be the natural role of SSCs under the direction of the SSDA.
53. A Level One National Vocational Qualification in sustainable development now exists. The Panel recommends that there should also be specialist sustainable development standards at levels Two to Five. ***We recommend that the SSDA should lead this forward by commissioning the work necessary to achieve a full suite of National Vocational Qualifications as a matter of urgency.***

SCHOOLS

54. At the DfES event on support for schools (see para 16) we recommended that DfES should consider how to provide the components of support at a national and local level. It should do this in partnership with Defra, the Department for International Development, and other departments and agencies, including the creation and support of key posts, particularly at local authority level, the adoption of agreed standards, and the increased availability of training opportunities. In particular, we recommend that the DfES supports a range of local and regional support strategies as pilots.

55. Following OFSTED's pilot inspection of education for sustainable development in schools (see para 17), we recommend that the DfES asks OFSTED to extend its work on education for sustainable development to consider the extent to which schools are delivering the education for sustainable development elements of the curriculum, thus providing an important baseline for future evaluation.

LIFE SKILLS FOR A SUSTAINABLE FUTURE

56. The development of this concept in the DfES Consultation paper sought to address social sustainability. Whilst the influence of the original paper appears to have been quite far reaching, there is still much to do, in the context of "Success for All". The reform of the post-16 sector is clearly associated in the regions with the roll out of major regeneration projects. For these to be successful a holistic understanding of sustainable development education is necessary particularly in the adult and community learning sector if the concept of developing sustainable life skills is to be taken further.
57. The LSC is committed to Area Reviews and Strategic Plans by 2005. Its declared intention is to meet local needs and improve choice, to put teaching and learning at the heart of all that they do, whilst developing leaders, teachers and trainers for the future bound by a framework for quality and success. This requires that a balance between education and training focussed on old economy skills, and newer skills associated with a knowledge-based economy with a heavy emphasis on e-learning. We believe that there should be space for sustainable skills and learning for intrinsic purposes, adding richness and purpose to people's lives, promoting transferable skills and supporting social change. As lifestyles change some heritage skills and traditional crafts are in danger of being effectively lost because the people who teach these skills are themselves aging. These skills are 'bridging' skills and vital to the cultural identities of communities.
58. Adult teachers need support to relate their skills to the new social stability framework and we need to develop more people with these skills. We need to communicate the message that this work needs funding to positively promote sustainable community development. However, the staff themselves need to be up-skilled to support further learning development on the part of their client groups and to place access to life skills within community learning as part of empowerment and citizenship programmes. This softer approach to learning appears to us a crucial part of gateway strategies to attract adults back into learning particularly at times of life crisis or transition.
59. The continuous professional development programmes now in development for adult education tutors need to be embed education for sustainable development in order to achieve these goals. The LSC and Government should also consider a life skills access curriculum within adult and community learning, while funding systems should include this element of provision.
60. LSCs should commission research and evaluation to review the impact of such programmes in particular in areas of urban and rural stress, and their contribution to social sustainability and social capital development.

INFORMAL LEARNING

61. Having considered the report of the Informal Learning Working Group (which is given at Appendix F), the Panel recommends the following:
- **The Government should develop a simple, consistent message to form the basis for an informal learning programme about sustainable development, possibly featuring the five main topics of the World Conference on Sustainable Development, namely water, energy, health, agriculture and biodiversity.** The message should make very clear how these topics are interdependent and how they relate to economic and societal issues, not only in the UK, but also internationally.
 - **The Government should take advice from the professional media on how to consistently communicate important but somewhat obscure or nebulous subjects to a general public.**
 - **The Government should work closely with a small number of organisations that are proving themselves active and effective in helping their members, customers or users to learn informally about sustainable development.** These might include transport organisations, faith groups, NGO's, trade organisations, heritage and environment organisations, sports and cultural bodies. They should do so in order to develop practical, down-to-earth examples of good practice for subsequent use by a wide range of organisations and individuals.
 - **Based on this experience the Government should promote an informal learning initiative for sustainable development among a wide range of publicly funded institutions.**
 - **The Government should promote sustainable development policies and practices across the full range of its departments.** It should do so consistently and it should communicate powerfully the high importance it attaches to sustainable development in order to enhance public awareness and support for sustainable development. Defra should take the lead but should work closely with all other government departments in doing so.

CENTRAL GOVERNMENT

62. The major governmental event of the year was WSSD. We contributed to the UK government's preparations and in particular recommended the government to support the proposed Decade of Education for Sustainable Development which appeared in WSSD's Programme of Implementation, a recommendation which the UN General Assembly adopted at the Plenary Meeting of the 57th Session in December 2002, and which UNESCO will coordinate. We strongly support the idea and **recommend that those charged with taking forward the Panel's work are enabled to contribute to its planning.**
63. Directly relevant to this is the Government's support for our proposal to prepare for Ministers a draft strategy for Education for Sustainable Development, drawing on our experience over five years, and our views of the opportunities that now present themselves. We considered that the title *Learning to Last* best encapsulates what the strategy should achieve, and are pleased that the LSC and LSDA have agreed to our use of this title, which they developed to brand the initiatives we describe in paragraphs 29-30 above.

64. Meanwhile, we have prepared for newly appointed Green Ministers the brief on sustainable development and possible approaches they might adopt to increasing awareness and commitment within their individual departments at Appendix H to this report. The extent of that commitment, understanding and enthusiasm now varies markedly between different departments and agencies and it is our view that there needs to be an early stocktaking by Government designed to encourage the leaders, stimulate the laggards, and share best practice.
65. In this connection, we have been encouraged by the increased willingness of departments and agencies to meet with us to discuss ways forward, to invite the Panel's views on relevant aspects of policy making and planning and, where appropriate, allocate staff resources and expertise to projects taking forward our recommendations. A noteworthy example is the Department for Culture Media and Sport, and its contribution to the Panel's work on informal learning (e.g. through museums, galleries and the arts). Some contrasts are striking, however, for example the enthusiasm and energy of the LSDA and the apparent unwillingness to meet with us of the LSC.
66. DfES Ministers appreciate the Panel's desire to see increased capacity and appropriate expertise in raising awareness and understanding of sustainable development, but did not agree that the establishment of a dedicated advisory unit on ESD within the Department was the right approach. DfES have said that they will continue to support ESD and will draw on a range of relevant expertise as required. We are encouraged by the new Secretary of State's leadership shown by his personal retention of responsibility for green and environmental issues and look forward to seeing other ways in which DfES, along with other government departments, develops its capacity to deliver sustainable policies, programmes and products, particularly annual remit letters to DfES's agencies and non-departmental public bodies. **We therefore recommend the inclusion of education for sustainable development as a priority in the remit letters to all DfES associated agencies so as to ensure its inclusion in the present educational reform agenda.**

REGIONAL/LOCAL GOVERNMENT

67. The Government's proposals to extend the devolution agenda provide a platform on which to raise the focus of education for sustainable development and embed the relationships between policy and the indicators designed to measure improvements to the quality of life within the regions. The current development work in hand to create regional and sub-regional observatories will further enable the regions to compare progress against these targets with others, National, Regional sub-regional and European level. We note the intention to make some of this data available to the general public and interested stakeholders. These developments taken in conjunction with the expansion of broadband, ICT capability provide a further opportunity to widen public understanding of ESD so that citizens can effectively evaluate and assess government policy.
68. If the RDAs give a positive lead in their region, then the process of community planning through Local Partnerships can provide an excellent opportunity for ESD across local government this being enhanced and enabled by the development of regional and sub-regional observatories. One of the barriers to effective partnership working is often a poor understanding of the issues involved and their connectivity. It is important therefore for all stakeholders at local and regional levels to understand the importance of ESD for achieving their key objectives and targets.

69. The Panel is also heartened by the European Commission's moves to positively promote corporate social responsibility across the business sector and partnerships. We urge the government to raise the profile of voluntary corporate response within regions. This will be a further method of using regeneration partnerships, including business, to bring about a better understanding of the importance of social capital regeneration and the value that they can make to the environment as well as the economy. This will serve to underline and support in supporting the message of ESD within the regions.

FE AND HE

70. In our First Annual Report, we expressed our view that all learners should be fully equipped with the knowledge necessary to enable them to cope with the demands of the 21st Century. Specifically, we recommended that all Further and Higher Education institutions should be accredited to an international or national system standard. Staff should be trained and competent in sustainable development and students should be provided with relevant learning opportunities on all programmes. The planned reform of post 16 education provides the LSC, the Qualifications and Curriculum Authority (QCA), OFSTED and the Adult Learning Inspectorate with the opportunity to put in place these recommendations.
71. Across the country the apparent strategy to bind in all education providers into a thoroughly planned approach to learning is clearly replicated too in the restructuring of Higher Education Funding Council or England HEFCE policy themes.
72. **We therefore urge the strategic agencies – DfES, QCA, LSC, the Higher Education Funding Council for England and OFSTED and the Adult Learning Inspectorate – to place sustainable development education at the heart of the planned changes.** This should include institutional reform, curriculum development and curricular framework review, value added research and CPD and staff training and development on all levels. **We also believe that project funding policy appraisal should include reference to the sustainable development indicators and Learning to Last impact assessment, and draw on the experience of government departments in developing integrated policy appraisal.** (See Appendix F, Table 2, comment on recommendation 5.)
73. This is a pressing imperative in the light of the intention to introduce an adult citizenship curriculum, to create sector skills councils for education and training and to fund major investment in the FE and HE sectors collectively.
74. The need for effective leadership in this area also suggests a need for the effective training of Head Teachers and FE Principals to ensure that sustainability has its proper place on their agenda as they are both curriculum leaders and institutional directors.
75. If colleges, universities and other providers are to be involved as partners in regional regeneration programme strategy, they should themselves be working towards Beacon status in sustainable development performance.

76. The current wave of change in the post-16 and higher education sectors notably the measurement of quality improvement and distance travelled through target setting emphasises the importance of evaluating all progress against a set of sustainability indicators. This makes it all the more important that there is an evaluation of the effectiveness of ESD and the impact that it has on the Quality of Life Indicators developed by central government. The inclusion of ESD within the remit of the common Inspection Framework would serve to set this process in motion.
77. The role of higher education in this process is vital in interpreting environmental, economic and social change relating to regional strategy and planned cumulative future developments. Sustainable development education should be an integral part of the development of Regional observatories.

WORKPLACES

78. All who use the sector guides are being invited to respond to an initial and to a follow-up questionnaire, to help the Panel evaluate how the guide has been used, how valuable it has proved to be and where there is need for improvement. Those charged with taking forward the Panel's work will be able to modify the guides themselves, and the template they provide for guides for other sectors, on the basis of this feedback.
79. The Panel also anticipates that the reactions of the three pilot sectors to their guides will help to identify not just the impact the guide has had on understanding of sustainable development, but what, if any, additional support is needed to promote ESD at work.
80. The co-operation and support of key partners in the production of the sector learning guides was of immense value. The Chartered Institution of Water and Environmental Management, Lantra and TUSDAC offered helpful, practical advice and support. The Panel felt it important to make each of the guides relevant and of real use to the sector concerned.
81. Producing the guides, however, is just the start. The more challenging task will be to carry forward the encouragement of the numerous and wide-ranging professional institutions, SSCs and trade unions to put the guide to practical use and to promote ESD within their membership.
82. It will be just as important for those charged with taking forward the Panel's work to learn from feedback how and where further action or support is needed. The role of champions within these diverse and influential sectors is crucial and our challenge to them is this – will you promote the sector guide and sustainable development learning right across your sphere of influence?
83. It may be that collective action can do this more effectively than individual action, and the Panel is keen to see growth in cross-sector learning and co-operation where experience, ideas and successes can be pooled and shared. There is already evidence of this in the establishment of the Sustainability Alliance and the Society for the Environment. Such key developments need also to be fostered in and across other sectors, with common projects and joint working between ACBE and TUSDAC, for example.

84. The attentions of the Panel have only relatively lately turned to promoting ESD within the workplace. Much remains to be done in this critical area, and those charged with taking the Panel's work forward will need to take up the Panel's baton quickly and surely, if real and rapid progress is to be made.
85. The obstacles to employers committing themselves to ESD at work are well-documented:
- apathy, inertia and resistance to change;
 - poor organisation and lack of vision – the time spent fire-fighting rather than planning ahead;
 - competing demands and priorities;
 - the perceived cost of investing in workforce training and new ways of working;
 - a negative perception of sustainable development – mistaken views of its complexity, its environmental associations with penalties, fines and punishment, and so on;
 - the poor history, especially during the 1980s and 1990s, of educational provision at work.
86. Those charged with taking the Panel's work forward will need to develop and carry forward the strategy that is the legacy of the Panel. The objectives of that strategy in relation to workplace ESD look to help Government and others circumvent and overcome traditional barriers by:
- actively publicising and promoting the local as well as global, present as well as future value of ESD;
 - demystifying, simplifying and explaining its principles, objectives and delivery;
 - finding new ways to encourage and enthuse its possible champions;
 - setting aside adequate resources to advance its cause.
87. It is the hope of the Panel that the Government's present, largely voluntary approach bears fruit. Should it not, however, the option of regulation that is a feature of ensuring and promoting health and safety, as well as equality of opportunity, within the workplace – issues not dissimilar in the way they cut across and have implications for all others – remains.
88. Ultimately, the Panel's and the Government's objectives for ESD at work will only be achieved when every workplace boasts specific ESD for every member of its workforce and ESD is a feature of every aspect workplace-related training.

YOUTH SERVICES

89. Youth organisations continue to engage many young people in learning about sustainable development often through projects, which help them learn from their direct experience of taking action. The nature of these diverse projects and the learning which can spring from them has been described and evaluated in various publications, including one commissioned by the Panel itself (see Appendix C).

90. However, few organisations develop this work coherently by expressing it in policy, in curriculum for use in local units or in the training of staff. In consequence, practice across the country varies in scale and quality and is often not sustained beyond initial enthusiasm and time-limited action.
91. This patchiness reflects the lack of leadership by the DfES which has the policy responsibility for youth work. The Department is neither offering strategic direction nor using the levers available to it to generate co-ordinated action, including the grants it makes to national voluntary youth organisations and the guidance it gives to Connexions Partnerships and local authorities. It has not taken any significant steps to achieve the targets for youth services set out in this Panel's successive reports.
92. We welcome the *Transforming Youth Work* initiative of government and the new architecture it creates for how Youth Services are shaped and funded. It would be timely to include ESD in guidance on youth services' planning, funding and inspection frameworks in local authority and voluntary sectors.

CHAPTER 4

Lessons Learned and Ways Forward

CONTEXT

93. In the course of its work, the Panel has come up against barriers to fulfilling its aims, which we have overcome with varying levels of success. We believe we have learnt individually and collectively as a Panel from tackling obstacles that with the benefit of hindsight we might have approached differently.
94. We have also – at times more and at other times less proactively – taken advantage of newly opened opportunities for us to press the case for ESD. We believe that in many cases we have set in train processes and embedded ideas that it is now up to others to sustain.
95. We hope the discussion below will be of use to those charged with taking forward the Panel's work in the future.

MARKETING AND ADVERTISING

96. Throughout the life of the Panel so far, we have struggled to find the right approach to involving and educating the wider public about the meaning and importance of SD and motivating them to change their behaviour and lifestyle. The lack of a simple, powerful, positive public message and image for SD has been a particular problem.
97. In taking this work forward, therefore, we might consider how we involve the commercial marketing and advertising professions in making this happen, given their role as influencers of mass public perception and opinion. UK stakeholders have the opportunity to join a non-negotiated partnership following up WSSD on *Engaging the advertising industry to help communicate sustainability around the world*, with which J. Walter Thomson Ltd., the Canadian federal Departments of Industry and Environment and UNESCO are currently involved.
98. If we look back now at advertisements from even 40 years ago we are often amused at their absurdity or offended at their insensitivity, for example, with regard to race, gender and tobacco consumption. In these areas, we have moved on substantially for the better and the advertising and marketing have had to reflect these changes.
99. In the future, when we look back similarly at the advertising of the current decade, will we be equally appalled at the insensitive way it now deals with the environment and the fundamental concepts of sustainability and equity?
100. Perhaps there is an opportunity to harness the power of advertising and marketing in a proactive way to accelerate and lead this much needed change in public and personal attitude towards sustainability as a desirable social and personal goal?

OUR INTERACTIONS WITH THE WIDER ESD COMMUNITY

101. Ministers appointed Panel members for their personal qualities and expertise, rather than representing particular bodies. However, several organisations have been represented through members, and links to and from those bodies are, therefore, quite strong. The issue remains how the hundreds of other groups who are not so 'represented' on the Panel can voice their opinions, offer their views and ideas and support (or contradict) Panel initiatives.
102. If the Panel has anything to learn – and, therefore, offer to those who will take its work forward – it is that they should identify both formal and informal mechanisms to enter into a dialogue with the wider sustainable development learning community. This might be via involvement in Sub Groups, specific initiatives, or via periodic seminars to debate key issues and developments with interested parties. In any event, this should form part of a much bigger communications plan so that the work of those charged with taking the Panel's work forward remains relevant to, and supported and owned by, the wider community.

CHAPTER 5

Conclusion

103. As we reach the end of our fifth year, we are impressed by the progress that has been made and is being made. There are now champions in place and leading by example in many sectors in both formal and informal learning. The progress we see is uneven but nevertheless real. The task ahead is to transform the efforts and approaches of the beacon institutions and the leaders into everyday actions, systems and planning.
104. We have always recognised that there would be no quick fix and that education for sustainable development is a long term and continuing project and necessity but at least the basis for success is now there. The Decade of Education for Sustainable Development proposed at the 2002 World Summit and now agreed by the United Nations General Assembly could, we are sure, become the turning point if the progress of the last five years can be accelerated and this is clearly within our grasp.
105. In schools, the embedding of sustainable development in the curriculum was historic. OFSTED has taken first steps to reinforce it. We are also encouraged by the initiatives being taken by the Teacher Training Agency, in particular in the continuing professional development of teachers. If established further, these have the potential to transform the competence and confidence of teachers.
106. Elsewhere in the formal sectors of education structures and approaches are beginning to bed down after the upheaval of the creation of LSCs and SSCs. We admire the leadership role seized by the LSDA, with our support, and believe that real progress can now be made in the context of new arrangements for education and training of 14-19 year olds. We are hopeful too that our new guide for SSCs and SSDA will lead to new vigorous and informed action here. That said, we must record our continuing concern about the patchy response of higher education, not least business schools.
107. For reasons we have explained here and elsewhere, the Panel came late to the contribution informal learning can make and the significant influence that institutions large and small can and do have. However, the report of the Panel's informal working group, reproduced in full as Appendix F, offers considerable cause for optimism. Leading institutions, already very active, are keen to act as champions. The new Regional Councils for Museums, Libraries and Archives being established by Resource, with their emphasis on learning and access, can play a part. The media and advertising are beginning to understand how significant they can be.
108. In the world of employment (private or public) much remains to be carried forward. The champions, relatively few when the Panel was created, are now more numerous and their numbers are growing encouragingly. The Panel, for its part, has been particularly concerned to stimulate action at workforce level and to support, and add impetus to, developments in the influential professions and professional bodies. The fact that the trade unions have worked so hard to produce, with us, a sector guide for unions and their members is indicative of growing interest and action amongst that membership. The sector guide we prepared with and for the professions leads us likewise to be optimistic about developments in that quarter.

109. Not all of these developments are down to the Panel, of course, which is as it must be. The origins of most can, however, be traced back to a Panel initiative or would not have happened without the influence of a Panel Sub-Group or the participation, advice or encouragement of individual Panel members. We are proud of our legacy even though we are acutely conscious of how much remains to be done if a reality is to be made of an awareness of, and learning related to, sustainable living in all its dimensions.
110. That is why, as our final act, we are sending to Ministers a draft strategy for developing education for sustainable development for the next decade. We hope that, after consultation, the Government will adopt and publish such a strategy. It will be timely and appropriate for the Decade of Education for Sustainable Development and, with the Ministerial backing which is essential, would lead to fine words becoming a reality for all communities in our country. The pioneering work of the last five years, by the Panel with so many others, deserves no less.
111. Finally, in this our last Report, it is right for the Panel to express its gratitude to the members of our Secretariat – from Defra and DfES – for all the help they have given us individually and collectively. We have nothing but praise for their professionalism – and it has been good fun on the way.

APPENDIX A

Summary of New Recommendations

RECOMMENDATIONS ON DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

1. The World Summit on Sustainable Development (WSSD)... proposed [a] Decade of Education for Sustainable Development ... which the UN General Assembly adopted ... We strongly support the idea and recommend that those charged with taking forward the Panel's work are enabled to contribute to its planning. (para 62)

RECOMMENDATIONS FOR CENTRAL GOVERNMENT

2. We therefore recommend the inclusion of education for sustainable development as a priority in the remit letters to all DfES associated agencies so as to ensure its inclusion in the present educational reform agenda. (para 66)

RECOMMENDATIONS ON SCHOOLS

3. We recommend that the DfES asks OFSTED to extend its work on education for sustainable development to consider the extent to which schools are delivering the education for sustainable development elements of the curriculum, thus providing an important baseline for future evaluation. (para 55)

RECOMMENDATIONS ON FE AND HE

4. We urge the strategic agencies – DfES, QCA, LSC, HEFCE and OFSTED and the Adult Learning Inspectorate – to place sustainable development education at the heart of the planned changes. This should include institutional reform, curriculum development and curricular framework review, value added research and CPD and staff training and development on all levels. We also believe that project funding policy appraisal should include reference to the sustainable development indicators and Learning to Last impact assessment, and draw on the experience of government departments in developing integrated policy appraisal. (para 72)

RECOMMENDATIONS ON INFORMAL LEARNING

5. The government should develop a simple, consistent message to form the basis for an informal learning programme about sustainable development, possibly featuring the five main topics of the World Conference on Sustainable Development, namely water, energy, health, agriculture and biodiversity. The message should make very clear how these topics are interdependent and how they are related to economic and societal issues, not only in the UK, but also internationally. (para 61)
6. The government should take advice from the professional media on how best to communicate important but somewhat obscure or nebulous subjects to a general public. (para 61)

7. The government should work closely with a small number of organisations that are proving themselves to be active and effective in helping their members, customers or users to learn informally about sustainable development..... They should do so in order to develop practical, down-to-earth examples of good practice for subsequent use by a wide range of organisations and individuals. (para 61)
8. Based on this experience the government should promote an informal learning initiative for sustainable development among a wide range of publicly funded institutions. (para 61)
9. The government should promote sustainable development policies and practices across the full range of its departments. It should do so consistently and it should communicate powerfully the high importance it attaches to sustainable development in order to enhance public awareness and support for sustainable development. (para 61)

RECOMMENDATIONS ON SECTOR SKILLS COUNCILS

10. We recommend that ESD should be included within all vocational standards and qualifications....Education for sustainable development is equally suitable for full integration, and such integration and promotion would seem to be the natural role of SSCs under the direction of the SSDA. (para 52)
11. A level one National Vocational Qualification in sustainable development now exists. The Panel recommends that there should also be specialist SD standards at levels two to five. We recommend that the SSDA should lead this forward by commissioning the work necessary to achieve a full suite of National Vocational Qualifications (NVQs) as a matter of urgency. (para 53)

APPENDIX B:

Abbreviations and Acronyms

ACBE	Advisory Committee on Business and the Environment
DCMS	Department of Culture, Media and Sport
Defra	Department for Environment, Food and Rural Affairs
DETR	Department for the Environment, Transport and the Regions
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
ESD	Education for Sustainable Development
FE	Further Education
FENTO	Further Education National Training Organisation
HE	Higher Education
HEFCE	Higher Education Funding Council for England
IDeA	Improvement and Development Agency
ICT	Information and Computer Technology
LGMB	Local Government Management Board
LSC	Learning and Skills Council
LSCs	Network of regional Learning and Skills Councils
LSDA	Learning and Skills Development Agency
NQF	National Qualifications Framework
NTO	National Training Organisation
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education
QCA	Qualifications and Curriculum Authority
RDA	Regional Development Agency
SSC	Sector Skills Council
SSDA	Sector Skills Development Agency
TUSDAC	Trade Union Sustainable Development Advisory Committee
TTA	Teacher Training Agency
Ufi	University for Industry
UNGA	United Nations General Assembly
WSSD	World Summit on Sustainable Development

APPENDIX C

Sustainable Development Education Panel Publications

I) SUSTAINABLE DEVELOPMENT EDUCATION PANEL PUBLICATIONS

SDEP Interim Report (1998)

Definitional report setting out action plans

<http://www.defra.gov.uk/environment/sustainable/educPanel/1998intrep/index.htm>

SDEP First Annual Report (1998)

Recommendation to Government and other stakeholders

<http://www.defra.gov.uk/environment/sustainable/educPanel/1998ar/index.htm>

ESD Surveys (1999)

Surveys both of teachers responsible for education for sustainable development and of school-leavers. This allowed us to ascertain both the arrangements for provision and the impact on Year 11 children

<http://www.defra.gov.uk/environment/sustainable/educPanel/educationsurveys/index.htm>

Furthering Sustainability: A Step-by-Step Guide for Colleges (1999)

Guide providing framework for managing sustainable development responsibilities.

Briefing for college principals setting out the rationale for college action for sustainability and underlying themes

<http://www.defra.gov.uk/environment/sustainable/educPanel/furthering/index.htm>

Review of SD in the Workplace and Conference (1999)

(1999) Survey to bring together 73 case studies of good practice in workplace ESD

<http://www.defra.gov.uk/environment/sustainable/educPanel/eiworkplace/index.htm>

SDEP Second Annual Report (1999)

Achievements and progress report

<http://www.defra.gov.uk/environment/sustainable/educPanel/1999ar/index.htm>

Towards a language for Sustainable development (1999)

Explores the potential for, and barriers to, establishing a relevant, accessible and meaningful language to engage people in SD

<http://www.defra.gov.uk/environment/sustainable/educPanel/language/index.htm>

Towards Sustainability – The Role of Professional Bodies (1999)

Report on consultation with professional bodies

<http://www.defra.gov.uk/environment/sustainable/educPanel/pbc/index.htm>

What sustainable development means for further and higher education (1999)

Guidance for FHE institutions

Copies available from Panel

What sustainable development means for libraries and museums (1999)

Guidance for the heritage sector

Copies available from Panel

What sustainable development means for schools (1999)

Guidance for schools sector

Copies available from Panel

What sustainable development means for the professions (1999)

Guidance for members of professional bodies

Copies available from Panel

What sustainable development means for the workplace (1999)

Guidance for employers, employees and unions

Copies available from Panel

What sustainable development means for us all (1999)

Guidance for the general public

Copies available from Panel

What sustainable development means for youth services and youth workers (1999)

Guidance for the youth sector

Copies available from Panel

Youth Work and Learning for Sustainable Development (1999)

Review of statutory and non-statutory youth work projects, progression route, and conference in Leicester on 17 April 1999

<http://www.defra.gov.uk/environment/sustainable/educPanel/syw/index.htm>

Funding For Sustainable Development Education (2001)

Explores and makes recommendations on support for ESD

Copies available from Panel

Investors in Sustainable Development (2001)

Investigates the feasibility of promoting ESD in the workplace through award or accreditation schemes

<http://www.defra.gov.uk/environment/sustainable/educPanel/investors/index.htm>

Third Annual Report (2001)

Recommendation to Government and other stakeholders

<http://www.defra.gov.uk/environment/sustainable/educPanel/2000ar/index.htm>

ESD: Learning to create quality of life (Fourth Annual Report) (2002)

Recommendation to Government and other stakeholders

<http://www.defra.gov.uk/environment/sustainable/educPanel/2000ar/index.htm>

Sustainable Development through Education – a Learning Guide for professional bodies (2002)

Guidance for professional bodies engaging with education for sustainable development.
<http://www.defra.gov.uk/environment/sustainable/educPanel/learnguide/pdf/sdguide-profs.pdf>

Sustainable Development through Education – a Learning Guide for Sector Skills Councils (2002)

Guidance for Sector Skills Councils engaging with education for sustainable development
<http://www.defra.gov.uk/environment/sustainable/educPanel/learnguide/pdf/sdguide-ssc.pdf>

Sustainable Development through Education – a Learning Guide for trade unions (2002)

Guidance for trade unions engaging with education for sustainable development
<http://www.defra.gov.uk/environment/sustainable/educPanel/learnguide/pdf/sdguide-tu.pdf>

II) PUBLICATIONS BASED ON SUSTAINABLE DEVELOPMENT EDUCATION PANEL MATERIAL

Increasing Sustainable Development Awareness Across Government (2000)

Guidance for government departments on preparing strategies for action
<http://www.sustainable-development.gov.uk/sdig/promoting/increase/index.htm>

Life Skills for a Sustainable Future – An Entitlement Curriculum (2000)

DfES consultation paper issued on behalf of Panel
<http://www.sustainable-development.gov.uk/sdig/promoting/increase/index.htm>
Copies available from DfES

Unless otherwise noted, Panel papers are available in hard copy from Irene Westerman, Zone 6/G9, Ashdown House, 123 Victoria Street, London SW1E 6DE. Tel: 020 7944 6654 Fax: 020 7944 6559 e-mail: env.business@defra.gsi.gov.uk (please quote “SD Education Panel” in the subject line)

APPENDIX D

SDEP function and Terms of Reference

SDEP FUNCTION

On 27 February 1998 the Deputy Prime Minister and the Secretary of State for Education and Employment set up an advisory Panel of sustainable development education experts, made up of members of business, local government, education and voluntary sectors. Its terms of reference were to work together to identify gaps, opportunities, priorities and partnerships for action in providing sustainable development education in England, and to highlight good practice, and it had a five year life.

At the Panel's final meeting in February 2003, it had 21 members, had held 52 meetings, and had established Sub Groups looking at Schools, Work and the Professions, Lifelong Learning, and Developing a Template for ESD Sector Guides. The Panel had formally submitted its first (1998), Second (1999), Third (2000), Fourth (2001) and Fifth (2003) Annual Reports to the Government, and made representations in respect of Government consultations, notably the Qualifications and Assessment Authority's review of the National Curriculum and DfES's of National Training Organisations. The Panel had also commissioned consultancy work providing information and developing ideas to take forward its strategy. Its secretariat was provided jointly by Defra and DfES.

SDEP APPOINTMENTS

The Panel was reviewed in 2002 and appointments terminated on 1 March 2003.

SDEP 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 reported directly to the Secretaries of State for Education and Skills and for Environment, Food and Rural Affairs.

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 Secretaries of State for Education and Skills and for Environment, Food and Rural Affairs, setting out recommendations, where appropriate, for action by Government, the Panel and other key players.

Further Information

Panel minutes and other documents are published on the Panel's website at <http://www.defra.gov.uk/environment/sustainable/educPanel/index.htm>

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APPENDIX E

SDEP Membership

At the time of the Panel's final meeting in February 2003, it had 21 members (noted below in bold). Details of Panel members serving in previous years are italicised below.

CHAIRMAN

Sir Geoffrey Holland KCB appointed February 1998

PANEL MEMBERS

Mrs. Jennifer Adshead, Director of Education and Training, National Federation of Women's Institutes and Denman College, appointed February 2001

Professor Shirley Ali Khan, Independent consultant, appointed February 1998, retired February 2001

Professor Graham Ashworth, Chairman Encams, appointed February 1998, retired February 2001

Mr. Roy Atkinson, Independent Consultant, appointed February 1998

Dr. Heather Barrett-Mold, Principal of Pershore Group of Colleges, appointed February 1998

Mr. John Baumber, Rivington & Blackrod High School, appointed February 2001, resigned February 2002

Dr. Douglas Bourn, Director, Development Education Association, appointed February 1998

Sir Neil Chalmers, Director, Natural History Museum, appointed April 1998

Ms. Donna Clarke, Greenergy International, Group, appointed June 2000

Ms. Jean Cook, Further Education Funding Council, appointed February 1998, resigned December 1998

Mr. Ken Davies, Director of Learning through Landscapes, Member of Executive Committee of Council for Environmental Education, appointed February 2001

Mr. Peter Downes, Ex-President, Secondary Heads Association, appointed February 1998, resigned February 2000

Ms. Ruth Evans, formerly National Consumer Council, appointed February 1998, resigned July 1999

Mrs. Claire Foster, Board for Social Responsibility, Archbishop's Council, Church of England, appointed February 2001

Ms. Rosemary Gray OBE, Principal and Chief Executive, Walsall College of Arts and Technology, appointed February 1998

Ms. Libby Grundy MBE, Director, Council for Environmental Education, appointed February 1998

Ms. Annie Hall, Head of Learning at the Environment Agency, Member of Executive Committee of Council for Environmental Education, Member of the Construction Industry Training Board's Health, Safety and Environment Committee, appointed February 2001

Mr. Michael Knapp, Independent Consultant, appointed February 1998

Dr. Alan Knight, Head of Environment, B&Q, appointed February 1998, resigned November 2000

Dr. Bill Lucas, Independent Consultant, appointed February 1998

Dr. Gordon McGlone, Chairman of Lantra, Director of Gloucestershire Wildlife Trust, appointed February 2001

Mr. Peter Martin, Head of Education, WWF UK, appointed February 1998

Ms. Jyoti Munsiff, Company Secretary, Shell Transport Trading Company, appointed June 2000

Professor Audrey Osler, Director of the Centre for Citizenship Studies at the University of Leicester, appointed February 2001

Mr. Andrew Pakes, President National Union of Students, appointed February 1998, retired February 2001

Professor Peter Toyne, Liverpool John Moores University, appointed February 1998, resigned June 1999

Mr. Gareth Richards, Education Department of the Transport & General Workers Union, appointed February 2001

Professor Alan Tuckett, Director, National Institute for Adult and Continuing Education, appointed February 1998, retired February 2001

Mr. John Westaway, Principal Officer, Geography, Qualifications and Curriculum Authority, appointed February 1998

Mr. Miles Wilson, Special Advisor (Education), Environment Agency appointed February 1998, retired February 2001

Mr. Tom Wylie OBE, Chief Executive, National Youth Agency, appointed February 1998

SECRETARIAT

The Panel's two sponsor Departments DfES and Defra (previously Department for Education and Employment (DfEE) and Department for the Environment, Transport and the Regions (DETR)) provide its secretariat staff. Secretariat staff in 2002-3 are shown in bold below.

Mr Rajesh Babajee,	DfES	2000-2001
Ms Gill Beauchamp	DfEE	1998-1999
Ms Cheryl Chamberlin	DfES	1999-2002
Ms Janet Dallas	DfES	2000-2003
Mrs Kate Dolan	Defra	2000-2001
Ms Fiona Kilpatrick	DfES	1999-2000
Mr Clive Griffiths	DfEE	1998-1999
Mr Andy Kirby	Defra	1998-2003
Mr Richard Mabbitt	Defra	2001-2003
Ms Diane Mankelow	DfES	2002-2003
Ms Helen Morris	DETR	1998-2000

APPENDIX F

Summary table of action on previous recommendations

Table 1: Summary of action taken on Panel recommendations, number and percentage of recommendations in each report achieved by subject area

	First Report			Third Report			Fourth Report			All Reports			
	Wholly Achieved	Partly Achieved	Not achieved	Wholly Achieved	Partly Achieved	Not achieved	Wholly Achieved	Partly Achieved	Not achieved	Wholly Achieved	Partly Achieved	Not achieved	% Wholly or Partly Achieved
Central Government	1	2			4				1	1	6	1	88
Regional/Local Government	1	2		1	2			1		2	5	0	100
Schools		2	3	1	3	2				1	5	5	50
Further & Higher Education	1	1		1	4	2		1	1	2	6	3	73
Professions					4	1				0	4	1	80
Workplace	2	1	2							2	1	2	60
Youth Services		3			1						4	0	100
General Public	1		4		3				1	1	4	5	50
TOTAL	6	11	9	3	21	5	0	2	3	9	34	17	72

Table 2: Action taken on each recommendation

Recommendation	Wholly Achieved	Partly Achieved	Not achieved	Action
Central Government				
1. We want Government and the agencies and bodies that it funds and sponsors to adopt and implement a centrally co-ordinated, long-term strategy for the provision of public education about sustainable development on the basis of advice from our Panel. (First Report, para 35)		✓		Chapter 5 of <i>A Better Quality of Life</i> had already set out the elements of the Government's ESD policy. The Government asked the Panel to draft a strategy for ESD in England, to be submitted with a view to amending and consulting on it.
2. We also want Government to use its influence to motivate the bodies we are challenging below, to act. (First Report, para 35)		✓		The Government has assisted the Panel whenever it has sought help to influence one of the bodies to which it has made specific recommendations.
3. As part of this, we want all Government papers and reports dealing with Sustainable Development to contain a section on education. (First Report, para 35) 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. (Third Report, para 16)	✓			The Government undertook to do so in all reports and papers dealing specifically with sustainable development. Most departments now have strategies for raising awareness of sustainable development and have reported on achievements against them.
4. 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. (Third Report, para 14)		✓		Ministers have made many significant references to sustainable development and to its elements, including the Prime Minister's speech at the World Summit on Sustainable Development in 2002.
5. 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. (Third Report, para 15)		✓		The Government issued a policy maker's checklist through the Cabinet Office's website and using departmental intranets; undertook integrated policy appraisal, carried out sustainable development appraisals of all programmes as part of the 2002 Spending Review; and continues to develop integrated sustainability appraisal systems across a range of departments. It is working to produce further guidance where necessary.
6. 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. (Third Report, para 17)		✓		Many associated bodies have developed awareness raising strategies, and have sustainable development in their aims and directions.
7. Ministers should also require agencies and non-departmental public bodies to consider their wider role in education for sustainable development. (Third Report, para 18)		✓		Many associated bodies now do so.

Table 2: Action taken on each recommendation (continued)				
Recommendation	Wholly Achieved	Partly Achieved	Not achieved	Action
Central Government (continued)				
<p>8. In view of the increasing need for expertise in this area, we recommend that DfES creates an advice unit on ESD, and that this be adequately resourced. Its purpose would include:</p> <ul style="list-style-type: none"> a) Serving as a central source of advice and support for DfES Ministers (including the Green Minister), staff and agencies in relation to the development and evaluation of DfES policies and programmes in improving the resource productivity and sustainability of the Department and its agencies; b) Helping DfES's executive agencies, task forces, advisors and Non Departmental Public Bodies take appropriate account of sustainable development issues; c) Providing advice and support to the LSC and local LSCs in the development of national and regional strategy for ESD education; d) Assisting the Inspectorates with the incorporation of ESD standards into the Common Inspection Framework; e) Publicising best practice at national level and liaising with Defra and other government departments to co-ordinate ESD policy initiatives nationally; f) Encouraging DfES's own staff and those in its sponsored bodies to develop further the use they make of existing sources of professional and voluntary sector expertise in sustainable development and ESD. (Fourth Report, para 42) 			✓	DfES Ministers have not agreed to the establishment of a dedicated advisory unit on ESD within the Department.

Table 2: Action taken on each recommendation (*continued*)

Recommendation	Wholly Achieved	Partly Achieved	Not achieved	Action
Local Government				
<p>9. That Government endorses the work undertaken by the Local Government Management Board on integrating sustainable development into Best Value and that the sustainable development aspects of Best Value be monitored and evaluated by the LGMB and its successor bodies. (First Report, para 36)</p> <p>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; (Third Report, para. 38)</p>		✓		<p>Crosscutting issues, such as SD have been included in a census of councils during 2001/02, to be repeated in 2005 about their approach to implementing Best Value, questioning Chief Executives, Best Value Officers and service heads, with repeat surveys of them in a sample of 100 authorities in intervening years. A report was published in September 2002 on the results from the 2001 census of local authorities. The results suggest that best value is a key driver for change, and has encouraged the establishment of corporate goals, and enhanced inter-departmental working within local authorities.</p> <p>The Office of the Deputy Prime Minister is also carrying out case study and satellite studies, inspection reports, action plans etc., and qualitative interviews with local authority staff and other stakeholders.</p> <p>Any lessons will be generic for crosscutting issues as a whole e.g. good practice in conducting crosscutting reviews, rather than specific to sustainable development.</p> <p>A new circular is being drafted on best value and performance information. This emphasises that sustainable development is fundamental to best value and contains advice on incorporating sustainability criteria into procurement. It is due to be published in early 2003.</p>
<p>10. That Government implement the duty proposed in 'Modern Local Government: In Touch with the People' on local authorities to promote economic, social and environmental well-being of their areas. (First Report, para 36)</p>	✓			<p>Achieved in Local Government Act 2000</p>
<p>11. Ministers should set in train systems to monitor the public awareness aspects of the new duties and powers of the Local Government Act. (Third Report, para 27)</p>	✓			<p>This research is being commissioned.</p>
<p>12. Ministers should establish a regional resource, for example a centre of excellence, to encourage ESD strategy development and implementation at a regional level. (Third Report, para 28)</p>		✓		<p>The RDAs are currently working with their partners on establishing Regional Centres of Excellence that will promote regional innovation and good practice, co-ordinating urban development training and encouraging community involvement in the regeneration process. The Government will consider what lessons can be learnt from this and applied to ESD.</p>

Table 2: Action taken on each recommendation (continued)				
Recommendation	Wholly Achieved	Partly Achieved	Not achieved	Action
	Local Government (continued)			
13. 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. (Third Report, para 29)		✓		RDAs have produced strategies that take account of the needs for sustainable development. Some of these specifically refer to education.
14. Local government planning authorities to ensure their lay members are trained in sustainable development and its implications. (First Report, para 36)		✓		In May 1999 DETR, the Local Government Association, the Royal Town Planning Association and the Improvement and Development Agency published Training in Planning for Councillors, giving guidance to planning authorities on councillor training. Modules help to illustrate the contribution of the planning system to delivering sustainable development. Many local authorities are now taking steps to provide appropriate training for councillors.
15. We recommend that it would now be timely for the Local Government Association to review the sector's achievements and plans for sustainable development and, within that context, ESD, before the World Summit on Sustainable Development later in 2002. (Fourth Report, [para 8)		✓		The lead role in this area has now been assumed by IDeA's Local Sustainable Development Unit. One of its key tasks will be how to mainstream sustainability into local government activity and being able to demonstrate its positive impact.
Schools				
16. That Government incorporates ESD within the aims and purposes of the revised school curriculum and adopts measures to ensure that all pupils have an entitlement to education for sustainable development within the school curriculum. (First Report, para 37)		✓		Achieved in the National Curriculum changes.
17. That Government monitors the outcomes of education for sustainable development, in terms of knowledge, understanding, attitudes and behaviour. (First Report, para 37)		✓		In October 2002, Defra published the full results of its benchmark public attitude and behaviour survey as Survey of Public Attitudes to Quality of Life and the Environment – 2001. Quality of Life indicator T8 refers specifically to ESD. OFSTED's current ESD investigation of schools will also help establish a baseline.
18. That Government... gives Governing Bodies explicit responsibility for the provision of education for sustainable development. (First Report, para 37)			✓	The National Curriculum already provides a statutory framework for ESD. Government also recognises need for additional guidance – the web-based guidance Ministers commissioned from QCA will offer additional support for teachers, governors and others.

Table 2: Action taken on each recommendation (*continued*)

Recommendation				Action
	Wholly Achieved	Partly Achieved	Not achieved	
Schools (<i>continued</i>)				
19. Both DfEE and DETR (now DfES and Defra) should create more support and guidance for ESD, on a similar scale to that provided for other initiatives like Healthy Schools and Citizenship; (Third Report, para 34)			✓	Web-based guidance available and being further developed to include continuing professional development, school/buildings management and other issues. ESD forms a significant part of Healthy Schools and Citizenship and there are resources and guidance for both.
20. Ministers should consider how the professional needs of teachers and schools in this area can best be met (Third Report, para 34) QCA should be asked to propose (a) how the support and development needs of teachers can be met (Third Report, para 35)		✓		TTA has met Panel representatives twice and asked for their views. The web-based guidance and the Growing Schools and Food in Schools initiatives offer further resources for teachers.
21. 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; (Third Report, para 34) QCA should be asked to propose... (b) how schools can be encouraged to become sustainable institutions. (Third Report, para 35)			✓	National Curriculum already provides a statutory framework for ESD. DfES and other organisations including non-governmental organisations offer wide range of guidance on sustainability. These include DfES publications on the environmental design of schools, the Environmental Assessment Method and acoustic, lighting, thermal performance and energy targets. The web-based guidance on ESD will include buildings management. The website will be developed further to include school buildings management.
22. DfEE should issue a circular on schools as sustainable institutions. (Third Report, para 34)			✓	As there are already many well-developed initiatives in this area, Ministers have no present plans to issue a circular.
23. OFSTED should include education for sustainable development in its inspection framework for monitoring and reviewing the work of schools. (First Report, para.37a)			✓	OFSTED will inspect and report on ESD where it encounter sit.
24. 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; (Third Report, para 37b)		✓		OFSTED had undertaken a small scale investigation into ESD in 28 primary and secondary schools.

Table 2: Action taken on each recommendation (continued)			
Recommendation	Wholly Achieved	Partly Achieved	Action
		Not achieved	
Schools (continued)			
<p>25. The TTA, other training bodies and LEAs should incorporate ESD into all initial teacher training – and training of nursery staff and child minders – and all continuing professional development and governor training, where appropriate; and that LEAs should give encouragement and support to schools to conduct all their activities sustainably. (First Report, para 37d)</p> <p>The TTA, 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. (Third Report, para 36)</p> <p>The TTA should include ESD criteria within its teaching standards and OFSTED should establish whether teachers both meet these standards and receive sufficient training and support. (Third Report, para. 59)</p> <p>The TTA includes a sustainable development learning requirement in teacher training standards guidance and that a similar requirement be included in all Institute of Teaching and Learning programmes. (First Report, para. 39c)</p>		✓	<p>Several standards relevant to ESD are included in the TTA's current review of the Standards for Qualified Teacher Status. The TTA Handbook for teacher trainees which will accompany the revised Standards will include ESD guidance.</p> <p>The Local Authority Early Years Development and Childcare Partnerships and local LSCs and Councils are responsible for strategic planning to meet the training needs of early education childcare and playwork practitioners. The Government has set national targets for the levels of training and qualifications to be achieved by 2004: and the requirements of the National Standards for Under 8s Daycare and Childminding.</p> <p>School governors' training is provided by local authorities and will vary. The Panel has been asked to provide information which local authorities could use in training.</p> <p>Many organisations already work with local authorities, schools and the community on ESD schemes. The Panel has been asked to take this forward with a sample of local authorities with a view to disseminating good practice.</p>
<p>26. The QCA should incorporate ESD, as appropriate, in the criteria governing all qualifications in the National Qualifications Framework. (Third Report, para. 39)</p>		✓	<p>QCA's review of the National Qualifications Framework is currently underway. Consultation closed on 29 November 2002</p>
Further and Higher Education			
<p>27. 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. (Third Report, para 56)</p>		✓	<p>Public funding for HEIs is channelled through the Higher Education Funding Councils for England, Scotland, Wales and Northern Ireland. The main way the Government is promoting sustainable development is through its support of the HEPs This initiative will generate the transferable tools, guidance and inspiration to encourage the rest of the HE sector to engage with sustainable development.</p>

Table 2: Action taken on each recommendation (*continued*)

Recommendation	Wholly Achieved	Partly Achieved	Not achieved	Action
Further and Higher Education (<i>continued</i>)				
<p>28. The Government should support our efforts to ensure that ESD criteria are integrated into Further Education National Training Organisation (FENTO) standards; and into the QCA 's vocational GCSE qualifications criteria and the new technical certificate. (Third Report, para. 46)</p> <p>FENTO should incorporate sustainable development criteria into all its standards. (Third Report, para. 49)</p> <p>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. (Third Report, para. 48)</p>		✓		<p>Formal recognition of National Training Organisations was withdrawn form 1 April 2002. This includes FENTO.</p> <p>The Government has established the Sector Skills Development Agency (SSDA) to license a smaller number of larger more strategic sector bodies known as Sector Skills Councils (SSCs). A priority for the SSDA is to work with groups considering the skill implications considering the skills implications of sustainable development and determine ways of incorporating it in the work of SSCs.</p> <p>Sustainable Development is being considered as part of the review of management standards being taken forward by the Chartered Management Institute. QCA will also be asked to consider it when it reviews its criteria for the Statutory Regulation of External Qualifications (of which the criteria for national occupational standards are part.)</p> <p>The recommendation on GCSE's was received after the development of criteria for GCSEs had been agreed. However a number of GCSE subjects address sustainable development in the context of criteria requirements on spiritual, moral ethical social environmental and cultural issues.</p>
<p>29. The Government should require the LSC and the lifelong learning partnerships to outline their policies for ESD and to identify the arrangements they are making to secure it. (Third report, para. 47)</p>	✓			<p>The Government gave LSC clear strategic ESD objectives, and also issued guidance for board members of public bodies, which includes SD issues.</p>
<p>30. 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. (Third Report, para. 57)</p> <p>Government funds a major Sustainable Development in Further and Higher Education initiative, modelled on the 'Enterprise in Higher Education' initiative. (First Report, para. 39a)</p>	✓			<p>A 3-year, £1m, UK-wide initiative, the Higher Education Partnership for Sustainability, began in 2000. Funded by the HEFCs for England, Scotland, Wales and Northern Ireland. Curriculum development is an integral part of the initiative.</p> <p>Another step in helping the sector integrate sustainability issues into the strategic planning process will be the new Sustainable Development Strategy Group set up by UUK/SCOP.</p>
<p>31. The development by the Association of MBAs of a strategy for integrating sustainability learning elements into MBA programmes. (Third Report, para. 58)</p>			✓	<p>The Panel needs to bring this recommendation to the attention of the Association of MBAs, or perhaps take it forward in some other way, such as through the development of generic briefing material, as for the professions, or in association with ACBE.</p>

Table 2: Action taken on each recommendation (continued)			
Recommendation	Wholly Achieved	Partly Achieved	Action
		Not achieved	
Further and Higher Education (continued)			
32. Further and Higher Education Funding Councils set sustainable development performance targets relating to significant sustainable development impacts and monitor and report on the progress towards those targets. (First Report, para. 39b)		✓	The LSC will build on work undertaken by the FEFC. Panel has published sustainability guide for FE. See also 33 below.
33. Local LSCs 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. (Third Report, para. 50) Principals, senior management teams and governing bodies should include a commitment to ESD 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. (Third Report, para. 53)		✓	The LSC is providing a broad range of learning opportunities designed to help people become actively engaged in ESD activity, including neighbourhood management, asset building and community enterprise. See also 32 above
34. The NTO National Council should assist NTOs to develop a strategic approach to integrating ESD into their vocational training programmes. (Third Report, para. 51)		✓	No longer appropriate, see recommendation 28.
35. learndirect should develop a set of sustainable development criteria that all its programmes have to meet. (Third Report, para. 52)		✓	The Panel has been asked to bring this to the attention of learndirect again.
36. We will discuss with LSC and LSDA how best to promote greater understanding of ESD within further education and lifelong and informal learning, which may well involve developing guidelines with examples of practice. (Fourth Report, para 30)		✓	LSDA report 'Learning to Last – Skills Sustainability and Strategy' publication launch on 12 September 2002 at the Natural History Museum, London. John Harwood, Chief Executive of the LSC also addressed the conference. The document is available at www.llda.org.uk A further tranche of LSC-funded development projects is also underway.

Table 2: Action taken on each recommendation (*continued*)

Recommendation	Wholly Achieved	Partly Achieved	Not achieved	Action
Further and Higher Education (<i>continued</i>)				
<p>37. We will approach the following agencies and recommend they take forward work in this area:</p> <p>a) University for Industry (Ufi)/learndirect to take forward curriculum framework development and a tutors training pack.</p> <p>b) LANTRA or its successor to consider developing knowledge-based Information and Computer Technology (ICT) packages as part of their hub developments.</p> <p>c) Higher Education Funding Council for England to support ESD knowledge based materials as specific projects, in association with the roll out of Foundation degrees. Ideally these should be ICT based projects.</p> <p>We are keen to extend the awareness of ESD to tutors working in adult education and Ufi/learndirect programmes. We therefore aim to approach learndirect to encourage them to develop the Life Skills for a Sustainable Future module as an IT based tutors pack. (Fourth report, paras 35-6)</p>			✓	<p>This recommendation needs to be pursued further with these organisations</p>
Professions				
<p>38. 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. (Third Report, para. 63)</p>			✓	<p>The Commission for Architecture and the Built Environment, sponsored by DCMS, will be a major driver in this area. Panel members discussed this with CAGE and other stakeholders at DCMS's sustainable development conference on 30 April 2002.</p>
<p>39. 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. (Third Report, para. 64)</p>		✓		<p>Whilst no organisation has been asked to, or has offered to assume, responsibility for taking this specific recommendation forward, the Professional Practice for Sustainable Development Programme's Foundation Course in Sustainable Development for professionals, is attracting a great deal of interest. This was achieved via a partnership of professional institutions, non-governmental organisations and a Government Agency.</p>
<p>40. Those professional institutions with specific environment or sustainable development remits should work together to explore the desirability of establishing a sustainable development profession. (Third Report, para. 65)</p>		✓		<p>A number of professional bodies, together with the former Sustainability First, did develop this agenda, and found no unanimity that a new profession was the best way forward. Some professions have formed the Sustainability Alliance with the aim of taking sustainability learning and practice forward in a shared and practical way.</p>

Table 2: Action taken on each recommendation (continued)			
Recommendation	Wholly Achieved	Partly Achieved	Action
		Not achieved	
Further and Higher Education (continued)			
41. 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. (Third Report, para. 66)		✓	No organisation has been asked to, or has offered to assume, responsibility for taking this forward. However, an SD learning guide was produced by the Panel with support from CIWEM and the Environment Agency. Champions are now needed promote and feed back on pilot activity.
42. 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. (Third Report, para. 67)		✓	ACBE's guidance for pension fund managers, investment analysts and trustees – Better Returns – should go some way to help promote this understanding. Also, the Professional Practice for Sustainable Development project has developed a sustainable development course with and for Barclays Bank (graduate development programme). This will then be reviewed and revised for wider roll-out in the financial sector, with the support of professional institutions in the finance sector.
Workplace			
43. That Government commissions work to create a lISD scheme and identify pilot companies. (First Report, para. 40a)	✓		Government commissioned a Panel study which recommended that this does not go ahead.
44. That Ufl adopt ESD principles in its work; plays a substantial role in any national programme for educating business and industry about sustainable development; plays a lead role in enabling employers and employees to educate each other about sustainable development; and does not give any course accreditation unless it includes defined sustainable development learning elements. (First Report, para 40b)	✓		Following consultation with its subject advisory Panel on environmental services, Ufl has developed three learndirect on-line courses to encourage understanding of sustainable development for public and private sector organisations. These are: Sustainable development for all; Your Business and the Environment; and Farm Sustainability. Each course is delivered online. Farm Sustainability is distributed via the Ufl hub for landbased industries, LANTRA.
45. That the Trades Unions Congress (TUC) ensures that subsequent phases of the Trade Union funding programme reflect education for sustainable development; and the Adult and Community Learning Fund be asked explicitly to promote education for sustainable development initiatives in its next round of grants (First Report, para. 40c)		✓	This recommendation needs to be pursued further with the organisations tasked with taking it forward. The Panel produced a sector learning guide by with support from TUSDAC and the Environment Agency. TUSDAC is ensuring that individual trade unions are aware of the guide and are encouraging its use and feedback.
46. That the Confederation of British Industry (CBI), Federation of Small Businesses(FSB), Institute of Directors (IoD) and other appropriate business organisations be asked to adopt ESD principles. (First Report, para. 40d)		✓	This recommendation needs to be pursued further with the organisations tasked with taking it forward. The Panel hopes that the SSSA will champion the SSC sector guide with new and emerging SSCs

Table 2: Action taken on each recommendation (*continued*)

Recommendation	Wholly Achieved	Partly Achieved	Not achieved	Action
Workplace (<i>continued</i>)				
47. That the Department for Trade and Industry (DTI), DfES, CBI, FSB, IoD and TUC promote the negotiation of work place agreements about sustainable development. (First Report, para 40e)			✓	This recommendation needs to be pursued further with the organisations tasked with taking it forward.
Youth Services				
48. A partnership of Government and appropriate bodies from the sector to define specific learning outcomes unique to ESD and give encouragement and support to Local Authority Youth Services and National Voluntary Youth Organisations to enable them to conduct all their activities sustainably. (First Report, para. 38a)		✓		DfES Youth Service consultation document <i>Transforming Youth Work</i> underlined the Government's support for the concept of youth development and outlined the future role of youth work and youth services set within the context of the Connexions Service, providing co-ordinated support for 13-19 year olds. Its vision of an adequate and sufficient youth service <i>Transforming Youth Work – Resourcing Excellent Youth Services</i> was published in December 2002, and <i>Planning for the Local Authority Youth Service: 2003-04 Guidance</i> in September 2002.
49. The DfEE (now DfES) 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. (Third Report, para 77)		✓		Sustainable development will be encouraged through the Youth Service Curriculum. In May 2001, the Secretary of State for Education and Employment announced a new £20 million Transforming Youth Work Development Fund, followed by a further announcement in December 2001 of an additional £10 million. The new fund will boost the capacity of the Youth Service to provide young people with a wide range of personal development opportunities, and will raise the standards of youth work across the country. Guidance was published in February 2002.
50. The NYA to ensure that ESD is incorporated into all initial Local Authority Youth Services and National Voluntary Youth Organisations training by including it as one of the criteria for endorsement. (First Report, para 38b)		✓		Achieved for local authority, sector and initial professional training.
51. All youth providing bodies monitored by the OFSTED to monitor the outcomes of education for sustainable development, both in terms of knowledge, understanding, attitudes and behaviour. (First Report, para 38c)		✓		OFSTED inspect local authority Youth Services and National Voluntary Youth Organisations and will comment on sustainable development issues through these inspections. OFSTED have recently revised their inspection framework Inspecting Youth Work and also produced a Self-Assessment Schedule for Youth Work, to be used as an inspection tool which is completed by the Youth Service in advance of an inspection.

Table 2: Action taken on each recommendation (continued)				
Recommendation	Wholly Achieved	Partly Achieved	Not achieved	Action
	General Public			
52. That Government fund Are You Doing Your Bit? (and any successor campaigns) at at least the level and consistency of the road safety campaign. (First Report, para 41a)			✓	Are You Doing Your Bit? is currently under review following the creation of Defra.
53. That Government conduct a benchmark survey for public/households on understanding of the need to live sustainably; understanding of how individual behaviour impacts on sustainable development; and ability to change behaviour to live more sustainably. (First Report, para 41d)	✓			In October 2002, Defra published the full results of its benchmark public attitude survey as Survey of Public Attitudes to Quality of Life and the Environment – 2001.
54. That the Government ensure that the requirements on the five terrestrial channels, the BBC's Charter, and the Independent Television Commission require them to include ESD programming wherever appropriate, be it in educational programmes, documentaries or within news and current affairs; and that they, and the national and regional newspapers, report annually on their contribution to promoting sustainable development learning; and that the five major terrestrial channels and national and regional newspapers regularly report indicators for sustainable development. (First Report, para.41e)			✓	Proposals were incorporated into the draft ESD Strategy for England.
55. Ministers from DETR and DfEE (Now Defra and DfES) should explore with Ministers and officials of DCMS how they can best promote ESD both through their own policies, and through the many bodies that they sponsor. (Third Report, para 83)		✓		DCMS Ministers have asked the Panel to work up proposals and these were incorporated into the draft ESD Strategy for England.
56. All major engagements points e.g. retail outlets, petrol stations, post offices, utilities, leisure services, libraries etc. provide <i>Are You Doing Your Bit?</i> information. (First Report, para. 41b)			✓	<i>Are You Doing Your Bit?</i> is currently under review following the creation of Defra.
57. All community leaders identify their role in promoting ESD. (First Report, para. 41c)			✓	Not clear whose initiative it would be to take this forward, though work on local community strategies may help to do so.
58. 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. (Third Report, para. 85)		✓		The Panel is following this up itself with DCMS Ministers. DCMS's directions require the Arts Council and Sport England (successor to the Sports Council) to have regard to the need to further the objectives of sustainable development in allocating Lottery funding. Proposals were incorporated into the ESD Strategy for England.

Table 2: Action taken on each recommendation (*continued*)

Recommendation	Wholly Achieved	Partly Achieved	Not achieved	Action
General Public (<i>continued</i>)				
59. 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. (Third Report, para. 86)		✓		There has been some good coverage of the World Summit on Sustainable Development as well as documentary and educational programming.
60. We recommend that the Government consider how its Quality of Life indicators can be a tool for informal learning through a range of government initiatives in the social inclusion agenda such as Neighbourhood Renewal. (Fourth Report, para 40)			✓	This can be considered as part of the proposed review of the UK Sustainable Development Strategy and its indicators.

APPENDIX G

Report of the Informal Learning Working Group

Terms of reference and membership

1. The group was set up by the Sustainable Education Panel at its meeting on 18 April 2002 with the following terms of reference:
 - to identify the most effective role of informal learning in the development of a wider public understanding of sustainable development;
 - to identify the contribution that specific institutions, groups and key individuals can make within the field of informal learning;
 - to make recommendations to the Panel.

2. Members of the group were:

Neil Chalmers (Chair)

Jennifer Adshead

Claire Foster

Bill Lucas

Dr. Lindsay Sharpe*, Director, The Science Museum

Mr. Phil Clapp*, Head of Education and Social Policy Unit, DCMS.

*Lindsay Sharpe and Phil Clapp, who are not Panel members, kindly agreed to be co-opted onto the working group.

Methods of working

3. The group met five times during 2002. At its first meeting the group decided that it would be useful to take into account those who were in a position to deliver informal education on sustainable development on the one hand, and those who were recipients of such education on the other. The former would include the media, libraries, the arts, museums and galleries, the latter many sectors including the general public, the tourist industry, sports bodies and the building industry. The distinction was not seen to be absolute.
4. The group decided to approach a number of organisations where one might expect to find opportunities for informal learning about sustainable development and ask them about how such opportunities were being pursued. A list of the organisations that were approached and of those that responded is given at Appendix 1.

5. The group looked at literature from organisations, such as the Campaign for Learning's manifesto on family learning. Its members also had informal, one-to-one discussions with individuals from organisations involved in informal learning about sustainable development, particularly during the conference held at The Natural History Museum on 12 September to launch the publication *Learning to Last*. Neil Chalmers also had a meeting with Tim Hirsch, Environment Correspondent of the BBC to discuss how the BBC dealt with sustainable development in its programmes.

Responses to the questionnaire

6. The group received 17 responses to the 42 questionnaires that were sent out. This low response could reflect a lack of enthusiasm among the organisations who were approached to respond to questionnaires in general and/or a lack of interest in sustainable development in particular. We thank the organisations who replied for their responses. The recommendations and comments expressed in this report are, of course, the responsibility of the working group and not of the organisations who responded. Given the small number of responses, the exercise must be treated very much as a pilot. Nevertheless, some patterns emerge which suggest possible courses of action.
7. The questionnaire asked respondents to give specific examples of the kinds of information relating to sustainable development that they gave to their members or users, or that their members or users requested from them. The responses that we received made an impressive list, including energy and transport, sustainable agriculture, social equity, recycling, peat conservation, climate change, fair trade, buildings design, social inclusion projects based on sports participation, training opportunities and policies, educational initiatives such as lectures, web pages, guides, leaflets, outreach programmes and publicity campaigns.
8. Table 1 summarizes the quantitative data arising from the responses to the questionnaire. When asked how easy or difficult it was to identify issues of sustainable development that related directly to the interests and activities of their organisation, none said that it was very difficult: most said it was either moderately easy or moderately difficult. Most respondents said that they provided a certain amount of information to their members or users that would help them to learn about issues of sustainable development. Most of them said that they provided little or no information promoting messages incompatible with sustainable development. Turning to the requirements of their members or users, most respondents reported that there was only limited demand for information about sustainable development. Despite this, most respondents said that they might increase somewhat the amount of such information on offer in response to their perception that their members or users might wish to receive more such information in future.
9. Respondents were also asked about other bodies and organisations with whom they interacted in the provision of information about sustainable development. Central Government, the printed media – newspapers, magazines and journals – and membership organisations were cited the most frequently by respondents as actual or potential sources and recipients of such information.
10. Granted the small scale and limited scope of this pilot exercise there is enough in the responses received to suggest that a number of organisations already provide some informal learning opportunities for their members or users, perhaps in excess of demand, and that they see this provision increasing in anticipation of increased demand in the future. Such organisations, whether transport organisations, faith groups, NGOs, trade organisations,

heritage and environment organisations, sports and cultural bodies, operate within networks involving central government, the printed media and membership organisations. There is sufficient initial evidence, therefore, to suggest that government should explore further the potential of such organisations to provide effective informal learning about sustainable development and to explore how best to work with such organisations to achieve this end.

Table 1: Responses to questionnaire ‘Learning about sustainable development’		
How easy is it to identify issues of sustainable development that related directly to the interests and activities of your organisation?	Very easy	4
	Moderately easy	8
	Moderately difficult	5
	Very difficult	0
To what extent does your organisation provide information to your members or users that will help them to learn about issues of sustainable development?	A great deal	3
	A certain amount	10
	Very little	2
	None	2
To what extent does your organisation provide information to your members or users that promotes messages that are incompatible with sustainable development?	A great deal	0
	A certain amount	2
	Very little	6
	None	7
To what extent do your members or users ask you for information about sustainable development?	A great deal	2
	Somewhat	5
	Very little	7
	Not at all	3
To what extent do you think you might increase the information that you offer to your members or users about sustainable development?	A great deal	2
	Somewhat	12
	Very little	2
	Not at all	0
To what extent do you think your users or members might wish to receive more information on sustainable development?	A great deal	3
	A certain amount	11
	Very little	2
	Not at all	0
Please tick from the list of organisations below those who might or do help you to provide your users or members with information about sustainable development	Central Government (e.g. Defra, DfSS, DCMS, DTI)	16
	Local authorities	7
	RDAs	3
	Newspapers, magazines, journals	14
	Radio and television	5
	Libraries, museums, galleries	4
	Membership organisations	7
	NGOs	4
	Web pages	2
Companies and trade associations	2	
Please tick from the list of organisations below those who might or do receive from you information relevant to sustainable development	Central Government (e.g. Defra, DfSS, DCMS, DTI)	12
	Local authorities	6
	RDAs	2
	Newspapers, magazines, journals	12
	Radio and television	5
	Libraries, museums, galleries	5
	Membership organisations	11
	NGOs	2

The role of the media

11. During the period that the group was carrying out its work the World Summit on Sustainable Development (WSSD) took place in Johannesburg. This attracted considerable media coverage much of it relating to the five main themes of the conference – water, energy, health, agriculture and biodiversity. The media focussed much less on the overall theme of sustainable development itself, in which the interdependence of financial, societal and environmental factors are emphasized. Thus the BBC's televised coverage of the five main themes in the six o' clock news over the course of a week was based on a simple, consistent approach, featuring a small number of key messages and strong human interest stories. The group believes that there is much to be learned from such an approach
12. There is a considerable body of literature and case history to show that the media in general, and public service broadcasting in particular, can play a powerful role in shaping public perceptions of sustainable development. They also have great skills and experience in communicating difficult and abstract concepts to mass audiences. The government will of course wish to avoid the charge of shaping editorial policies among media organisations, but there is the opportunity for government to take advice from media professionals on how to promote informal learning about sustainable development to mass audiences. One argument cogently made by a broadcasting professional was that if the government wishes sustainable development to be reported widely in the mainstream media it must itself be seen to give high priority to sustainable development. It must ensure that sustainable development features in policy making and departmental activities across all government departments. Fisheries policy provides a current example where a high profile opportunity for effective communication about sustainable development exists. Conversely, media reports earlier in 2002 that Whitehall offices had been furnished with hardwoods from unsustainable sources did not leave the impression that government regards sustainable development as particularly important.

Recommendations

13. The group recommends the following:
 - The government should develop a simple, consistent message to form the basis for an informal learning programme about sustainable development, possibly featuring the five main topics of the World Conference on Sustainable Development, namely water, energy, health, agriculture and biodiversity. The message should make very clear how these topics are interdependent and how they are related to economic and societal issues, not only in the UK, but also internationally.
 - The government should take advice from the professional media on how best to communicate important but somewhat obscure or nebulous subjects to a general public.
 - The government should work closely with a small number of organisations who are proving themselves to be active and effective in helping their members, customers or users to learn informally about sustainable development. These might include transport organisations, faith groups, NGO's, trade organisations, heritage and environment organisations, sports and cultural bodies. They should do so in order to develop practical, down-to-earth examples of good practice for subsequent use by a wide range of organisations and individuals.

- Based on this experience the government should promote an informal learning initiative for sustainable development among a wide range of publicly funded institutions.
- The government should promote sustainable development policies and practices across the full range of its departments. It should do so consistently and it should communicate powerfully the high importance it attaches to sustainable development in order to enhance public awareness and support for sustainable development. DEFRA should take the lead but should work closely with all other government departments in doing so.

Annex 1: Recipients of questionnaire on learning about sustainable development	
Response received:	No response:
@Bristol	Bahai Information Centre
British Airways	BBC
British Federation of Women Graduates	Big Issue
Centrica plc (AA)	Brahma Kumar (for Hindu contacts)
Christian Aid	British Association for the Advancement of Science
Church of England (Board for Social Responsibility)	British Federation of Women Graduates
ENCAMS Environmental Issues Network	British Midland Airways Ltd
Engineering Construction Industry Training Board	Business & Professional Women UK Ltd
Institute of Consumer Sciences	Discovery Communications Networks
Institute of Jainology	Engineering and Technology Board
Museums Association	Help the Aged
National Confederation of Parent Teacher Associations	Institute of Consumer Science
National Council of Women of Great Britain	Institute of Jewish Affairs
National Federation of Women's Institutes	Islamic Foundation
National Museum Directors' Conference (IWM)	Mirror
RHS Garden at Wisley	National Association of Citizens Advice Bureaux
Sport England	National Council of Hindu Temples
	National Trust
	Network of Engaged Buddhists
	Re:source
	Soroptimist International of Great Britain and Ireland
	St David's University College (for Muslim organisations)
	Time Out
	Townswomen's Guild
	Zoroastrian Trust Funds of Europe

APPENDIX H

Briefing Commissioned For Green Ministers

WHAT SUSTAINABLE DEVELOPMENT IS (AND IS NOT)

In 1892, a businessman called WP Rend said: “Smoke is the incense burning on the altars of industry. It is beautiful to me. It shows that men are changing the merely potential forces of nature into articles of comfort for humanity...”

Quoted in JR McNeill, *Something New Under the Sun: An Environmental History of the Twentieth-century World (Global Century)*, p.59.

This is just one expression of an attitude that governed the 19th and 20th centuries: that natural resources – and some peoples – were there for exploitation by and for the benefit of some of humanity. Such a notion urgently needs to be replaced by one that currently goes by the name *sustainable development*. This means creating a better quality of life for everyone, now and for generations to come. Developing sustainably requires us to take full account of the social, economic and environmental impacts of our decisions over the long term. Thus, the concept of sustainable development covers everything from climate change to protecting our natural resources, from fighting poverty to improving the health of all.

Although these are grand requirements, there is no need to see them as impossible. There are simple principles of sustainability, that can be applied to all agricultural and industrial processes and to all human activity. The first is: *always leave things better than you find them*. The second is: *ensure everything returns to the earth harmlessly*.

For many people there is a real concern about the unsustainable nature of our lives, and in many cases a will to make changes, but this is often coupled with a feeling of helplessness. To be met halfway by the Government – the whole Government, not just the environmental department, is profoundly important before the will to change withers from lack of support and success.

WHAT SUSTAINABLE DEVELOPMENT MEANS IN PRACTICE

Sustainable development applies equally to Government Departments’ decisions and policies, and to the working environments in which they are generated. Hence it is vital for those running the Departments to be actively involved and fully aware of the sustainable development implications of all they do, at all stages and all levels.

Sustainable development priorities are:

- Social progress that recognises the needs of everyone;
- Effective use of the environment;
- Careful use of natural resources;
- High and stable levels of economic development and employment.

These priorities have to be carefully harmonised when they seem to conflict. Properly balanced, they provide a powerful tool for creating a world we can all live and work in, stopping the damage we have been doing and reversing it where we can, for the sake of future generations. They can, should and indeed have been applied by Government Departments in innovative ways. These include:

1. *Evolving policies that acknowledge and respect the balance required between economic, environmental and social needs.* For example, the Department for Transport has a screening checklist for integrated policy appraisal that asks a range of questions necessary to ensure this.
2. *Changing working practices within Departments, so that there is integrity of outlook and approach and therefore more authority.* For example, at a DSS conference in February 2001, senior managers learned through interactive sessions not only how the Department's core business contributed to sustainable development but also how sustainable development principles could be integrated throughout DSS business. In 2000-2001, HM Treasury conducted an analysis and audit of its own water consumption, identifying opportunities for consumption controls and tariff improvements. This led to an annual saving of £26,000, and more than halved its daily rate of water consumption.
3. *Tying funding bids to sustainable development principles.* For example, under the 2002 Spending Review each Department with its own PSA was required to produce a stand-alone Sustainable Development Report to HM Treasury, setting out how its key spending proposals would contribute to the UK Sustainable Development strategy, including the Government's sustainable development indicators.

Sustainable development has removed from humanity its right to regard the earth and its fruits as its own possession. It has also recognised the need for all humanity to enjoy social and economic prosperity, not just the few. It is an expression of unity: unity of the earth, that there is nowhere called 'away' where we can throw things; unity of people, that there is no one we can disregard as other than our own kin to be exploited for our gain; unity of purpose, that everyone needs to work together to ensure that social, economic and environmental goods are enjoyed by all.

This is a grand vision; it could be argued that it is motherhood and apple-pie. Indeed, many people say that they would love to live in a more sustainable way, but that the ethos of our modern world does not allow it. We use the word "development" rather than "growth" for good reason, therefore.

SUSTAINABLE DEVELOPMENT EDUCATION

"Sustainability is not a concept referring to some static paradise, but rather a capacity of human beings to continuously adapt to their non-human environments by means of social organisation. That is why sustainable development is essentially not about the environment but rather about the capacity of human society to enact permanent reform..."

Hamm, Bernd and Muttagi, Paudarang K., *Sustainable Development and the Future of Cities* (ITOG Publishing) 1988.

Educating people to understand and live sustainably empowers them as individuals, provides openings for positive engagement with others in society, and encourages feelings of citizenship, of belonging. For the principles and values of sustainable development to be part of everyone's consciousness, there is a need to secure the commitment of organisations and individuals who have responsibility for learning and awareness raising in society. In this way people can be helped to live and act sustainably, as well as giving them an understanding of the environmental, social and economic issues at local, national and global levels. Government departments and their ministers can make a real difference by setting an example.

Sustainable Development Education Panel

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