



Welcome

Welcome to the latest edition of the SEEd e-newsletter. We aim to keep you in touch with news on sustainable development in the Education sector, ESD, jobs, funding and any upcoming events, courses or consultations.

If you would like to send us an article to include for the next newsletter please email news@se-ed.org.uk.

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Message from Ann Finlayson, SEEd CEO

Hello everyone!

Well these are interesting times we live in! Even though this is Universities Week and School Environments week, there does seem to be a lot of uncertainty about where the new government sits on sustainability and the environment. To be honest I think it will be hard to tell until the posturing of the 'new' boys wanting to make an impact is over. So will they try to out compete the last government on their environmental performance? Will they chuck out everything developed over the last 13 years or so? There are some signs of that. The cutting of development awareness funding is one such. Closing QCDA down and focussing school curriculum on knowledge does seem to be another sign of things to come.

Cuts will definitely be in the air for some time to come.

However, it is my belief that enough good work has been done and enough of a groundswell of practice has developed over the environmental and sustainability agendas that it can't disappear. It was on its way to being mainstreamed in some sectors and this may have now been slowed down.

However there are some good reasons to keep going. Firstly many initiatives stem from European or international strategies and the UK has signed up to many – regardless of the government hue.

Secondly, although in schools it looks like they like past knowledge and not 'liberal' education (what ever that means!), they also want to fight for social justice, social mobility and citizens prepared to engage and have a go at running their own stuff locally (localism). The biggest argument we have is that SD is not an already existing knowledge base. It will have to be developed by practical action and finding out what works. Also the evidence is overwhelming that this approach works very well for motivation, extended learning and confidence for young people and should not be dropped from their school experience. It appears to be up to schools to develop this. How do they do that? There are only 3 ways:

1. Get someone else to do it
2. Train teachers to do it
3. Work in partnership with others to do it.

In any case this is how I would categorise ESD in schools currently. Schools either draft a person to do it all (internal or external), or the look for training (often offered by the NGO sector) or they work with their local communities and NGOs .The problem as ever will come down to how to you pay for this. This is the crunch issue for localism – we can but wait and see. Meanwhile we need to persevere, and get creative. SEEd certainly intends to do just that.

Ann Finlayson – CEO, SEEd



SEEd News

1. SPACES STILL AVAILABLE for Bristol Sustainable Schools Conferences, 25th June 2010

Registrations for the Bristol Sustainable Schools Conference - **taking place on the 25th June 2010** at The CREATE Centre - is now gathering momentum, with keynote speakers and over 10 interactive workshops confirmed.

The Bristol Conference, brought to you by SEEd, the Department for Education and WWF-UK, is bringing together teaching and local authority staff, national and regional bodies (who support and help schools on their journey), key resources, and head teachers from award winning sustainable schools, to share their experiences and knowledge.

Hear updates from the Department for Education, environmental, carbon and energy reduction organisations. Register your interest as soon as possible as places are limited: se-ed.org.uk/conference2010

Confirmed keynote speakers are:

- Dr. Elisabeth Barrett Hacking and Prof. William Scott - Authors of 'Evidence of the Impact of Sustainable Schools' showing the direct link between SS and improving children's engagement with learning.
- Anna Ledgard – Professional Development Leader of Eastfeast, a team of professional gardeners, artists and teachers that helps schools deliver more effective learning based on working a school allotment.

We also have interactive workshops from:

- WWF-UK;
- Food for Life Partnership;
- Wiltshire Wildlife Turst;
- Bristol Zoo;
- Government Office South West;
- Lifeworlds Learning;
- Waste Watch;
- Forum for the Future; and
- ActionAid.

London Conference Feedback

The London conference took place on the 18th June, and was met with great success. Delegates commented they had acquired a better understanding of ESD, had updated their own knowledge and information on the subject, and were very impressed by the variety of ideas and workshops available.

"...a stand out conference."

Matthew Unsworth, Barrow Hills School



If you cannot make the regional events we are running an Online Conference until mid July, which shares resources from the conferences including podcasts and new resources while also having interactive workshops for teachers and funding for climate change commitments. See the [Online Conference](#) website for exciting new developments.

2. EXHIBITION OPPORTUNITIES – spaces still available for the Bristol Sustainable Schools Conference

SEEd currently still have some exhibition spaces available at the Bristol conference. To reserve an exhibition stall, please email Hermione Fricker as soon as possible: hermione.fricker@se-ed.org.uk or call 020 7420 4445.

3. Become a Member! Special offer for anyone who has taken part in one of our courses or attended our events

SEEd are currently offering a special membership rate to anyone who has attended a SEEd course or event. Individual Membership and School Membership are available for half price:

- **Individual Membership:** £25 (usually £55)
- **School Membership:** £55 (usually £110)

Join us and be part of the new SEEd! This is a fast growing organisation, membership-led, offering a chance to be part of the growth of sustainability and environmental education in the UK. Membership has benefits such as discount on SEEd events, access to resources, up to date information, discussion groups, professional development, and research. You can also be part of consultations and help create the change we need to embed this in all our education work. We already have a cross-sectoral membership – individuals, teachers, Further Education colleges, schools, local authorities, NGOs, and other organisations.

We now have our brand new SEEd Membership brochures printed so if you would like to request one in the post send your address to: hermione.fricker@se-ed.org.uk or call 020 7420 4445

Or visit the SEEd website for membership details: se-ed.org.uk/membership.html

4. Would you like to become a SEEd Fellow?

SEEd are now offering the opportunity to become a SEEd Fellow. 10 SEEd Fellows will be chosen per year by application and will choose a month of the year in which to develop a think piece or topic for discussion and produce a piece of work of about 1500 words in relation to ESD. The opportunity is open to anyone, not just academics, and SEEd fellows will benefit from a year's free individual SEEd membership including access to the SEEd Members area. An application form will soon be available from the SEEd website. Enquiries and applications should be directed to Ann Finlayson: ann.finlayson@se-ed.org.uk



Think Piece

Sustainable Schools: seven propositions around young people's motivations, interests and knowledge, by SEEd Fellow Bill Scott – University of Bath

This paper discusses the link between ESD and young people, and particularly brings the light the importance that should be placed on the promotion of ESD for young people, and how to do this correctly. The author is Professor William Scott, Professor of Education, Head of the 'Education and Sustainability' Research Programme and Director of the Centre for Research in Education and the Environment (CREE) at the University of Bath.

Policy and practice around sustainable schools, and ESD more generally, tends to be based around largely tacit assumptions about young people's motivations, interests and knowledge. In this brief paper I shall examine a number of these, and the implications for the enhancement of the learning we shall all need to do. I start from the notion that it is learning that matters above anything else. The seven propositions are that ...

Young people:

1. come to learning contexts with experience, knowledge, understanding and concerns.
2. don't learn what teachers teach.
3. are rarely eager to absorb other people's preoccupations and prejudices.
4. never respond well to pessimism and tales of looming disaster and dread.
5. are not there to cure their parents' bad habits.
6. rarely judge lessons – and school – in terms of how interesting or relevant the content is.
7. aren't fully able to develop social and citizenly skills until they can practice these for real.

Young people come to learning contexts with experience, knowledge, understanding and concerns

We know how true this is, and how significant young people's networks, families and the media are to who they are, and to their learning. So why is it that we tend to discount all this and behave as if it's just what we know that matters, and spend so much time second guessing issues of relevance and interest? Mark Rickinson's new book on environmental learning from the students' perspective illustrates the pitfalls of getting this wrong, and the subtle ways in which students manipulate and manage the learning context – and teachers. As Mike Hulme writes in the latest RSA Journal, we need the spaces to argue fearlessly with one another about issues that demand we take a position on. Sustainability generates lots of those issues, and schools are one of the spaces.

Young people don't learn what teachers teach

This follows from the last proposition, and is always true at every level. What we learn, what it means to us, and what sense we make of it, depends on what we bring to the table in relation to knowledge, interests, concerns, questions, values, etc. What we learn either reinforces or changes what we know, feel, think, and value, and the skills we have. Thus it is, that no matter how social a process education and learning is, at heart it leads to individual change and difference. This means that starting from local, neighbourhood issues, which young people often know more about than teachers do, is fundamental in developing the sort of citizenly skills which we need.



Young people are rarely eager to absorb other people’s preoccupations and prejudices

Put like this, it seems self-evident, so why do we try to do this? An advisor to Kofi Annan once said that a key purpose of ESD was to give young people perspectives other than their own – and he might have added add: other than their teachers. But why do we persist with crude behaviour modification programmes around fair trade, organic food, recycling, climate change, etc? Why is fair trade shamelessly promoted rather than critically examined, when it’s a highly contentious commercial enterprise? Why do some NGOs have non-negotiable issues that learners seem to have to accept, and why is there so much reluctance to have open-minded discussion? Young people say preaching is counter-productive, and Chris Gayford’s recent research for WWF found clear evidence from young people that telling them what to think and do about the environmental is not effective. This and other studies, for example our own recent work for DCSF, demonstrate that using active, participatory and collaborative learning approaches helps young people to enjoy what they do, and helps the transfer of learning to everyday life.

Young people never respond well to pessimism and tales of looming disaster and dread

Research shows that young people become increasingly worried and disinterested when schools place too much emphasis on problems. Research for the Cambridge Primary Review noted that “pessimism turned to hope when young people felt that they had the power to act. The children who were most confident that climate change need not overwhelm them were those whose schools had decided to replace unfocused fear by factual information, and practical strategies for energy reduction and sustainability”. So, we need to be wary of painting too gloomy a picture for young people; the feelings of hopelessness that this can engender will not help them play an active, positive role in their – and everyone else’s lives.

Young people are not there to cure their parents’ bad habits

Young people tend to compartmentalise school and home – and see their parents’ habits (bad or otherwise) as their parents’ concern. Gayford found the greatest learning gains occurred where there was close agreement about sustainability between the school and young people’s families – hardly surprising really. But research also shows that very exacting conditions need to be in place before this reverse inter-generational learning – the sort mediated by young people – will be effective. And attempting to have young people do this can lead to their being caught between conflicting school, parental or community values. In any attempts to do any of this, it’s what young people learn through doing it that has to matter.

Young people rarely judge lessons – and school – in terms of how interesting or relevant the content is

Young people tend to judge these things by the quality of personal relationships that are developed with teachers and peers rather than in terms of content. The new Rickinson book has a lot to say about relevance and interest – reminding us that these are difficult things for teachers to guess. My colleague, Paul Vare, has argued that pedagogy that promotes the building of relationships needs to be given greater stress, because in this sense the teacher can be a role model of excellence where a critical competence is the capability to build positive relationships. He says that these require a degree of teacher self-awareness and self-confidence, a willingness to be seen to be an imperfect human being doing their best – less all-knowing, and inevitably changeable with circumstances. And, as Vare notes, all this cross-references well with the need for engagement in practical citizenship and action-competence. Here, as the outcomes are unknown, the teacher becomes a facilitator with the learners as fellow explorers.



Young people aren't fully able to develop social and citizenly skills until they can practice these for real

Clearly, these are important, and schools are right to put stress on them. However, there are limitations about what can be achieved if the context is not realistic. My colleague Andy Stables writes about schools' roles as nurseries of responsible citizenship. He argues that students in school are only ever likely to pick up a general, rather diffuse, sense of concern about, and for, the world's problems that is either led, or reinforced by any involvement they may have in the overall public debate in the media. For Stables, this implies that the curriculum focus should be on the development of skills of critical thinking, dialogue and debate, with environment and sustainability only one of many possible foci to enable this. It is, essentially, an education for life-long, open-ended, open-minded, participatory citizenship. Stables also argues that, whilst openness to the real public debate is crucial, it is vital to remember that capacities are not outcomes, and that they do not simply precede outcomes. He says that, to a large extent, it is the making of real-life decisions that most fully enables, in an iterative, developmental manner, the capacity for exercising responsible citizenship.

Concluding thoughts – for now¹

The fact that the school sector's direct greenhouse gas emissions, at 2%, is a small part of the UK's contribution is no reason to ignore it completely. It is, however, an argument for being very clear how every attempt to reduce carbon use, whether through good design, waste reduction, smarter procurement or energy savings, can be linked to opportunities for student participation and learning, and the practice it affords in their making real-life decisions. Gayford's work with WWF shows that where an institution is seen by students to care enough to focus on sustainability issues, this can be a key motivator, as is the opportunity that participation can bring for both learning, and the development of a sense of hope. Such engagement with real social and community issues is at the heart of well-documented approaches where the purpose is to develop young people's understanding and capability to act, rather than to ensure that social benefits accrue. And this brings us full circle back to our knowledge that young people are not empty vessels or blank slates (or screens) just waiting for the wise to fill. In summation, then, I am arguing that any imperative for schools to try to be sustainable, as institutions, needs to rest, primarily, on the way that this supports learning by students, teachers, governors, and others who are involved. To proceed otherwise would seem to miss the point that schools remain institutions whose prime social function is to help young people to learn.

¹ With Paul Vare, I am currently developing this argument for publication.



ESD & EE News

1. The Young Darwin Prize launched

The competition for the **Young Darwin Prize for best biodiversity video reports**, held at the Natural History Museum, has now launched.

The competition encourages schools to involve kids in filming their biodiversity activities.

The first prize is £500 for the winning group in each age category to visit to a local biodiversity site of special interest and class copies of a biodiversity book. Winners will be invited to a VIP event at the Natural History Museum to collect their prize and present their film. For more information, visit

www.biodiversityislife.net/?q=node/297



- Key Stages 2 and 3 or community groups aged 7-14
- Make a 2 minute film about your current project
- Lessons and booklet download available
- Upload film before August 31st

www.youngdarwinprize.org

2. The 3rd annual Learning Outside the Classroom Awards for Excellence and Innovation have been launched

The Awards, sponsored by TUI-Student Division, recognise the commitment of educational establishments (e.g. early years settings, primary, secondary schools, colleges and youth organisations) providing valuable and positive learning experiences for young people (0-19 years) beyond the classroom.

Learning Outside the Classroom (LOtC) is about raising achievement through direct, hands-on, practical approaches to learning that bridge the gap between theory and reality. Whether it takes place in the school grounds, on visits to museums, art galleries or farms; through adventure activities or on cultural exchanges abroad, LOtC is a powerful tool that adds value to classroom learning and offers rich, memorable experiences to young people. These Awards are one way of recognising excellence in LOtC provision.

This year, the panel of judges are looking for nominations that showcase establishments that are working hard to create novel, innovative and inspirational approaches to learning beyond the classroom.

If you'd like to nominate an establishment or set a shining example and be in the running for the top national award and a trip to TUI Student Division's Chateau du Molay, please visit www.lotc.org.uk/News-and-events/LOtC-Awards-2010 for details of how to apply.

Closing date for nominations is 16th July 2010.



3. IT Schools Africa – old computers to be re-used in African schools

IT Schools Africa is a fully WEEE-compliant, UK registered charity that collects old computer equipment and distributes it to schools in Africa. IT Schools Africa is seeking donations of:

- Working desktop computers (P3, 800 MHz and above).
- Working P4 laptops with power adapters.
- Monitors (CRT and TFT) less than ten years old.
- Keyboards, mice and power leads.
- Floppy drives, optical drives and hard drives.

They can take any number of PCs without charge, and only ask for a donation to cover transport costs. IT Schools Africa is registered with the Environment Agency, and the service they provide includes secure data disposal.

IT Schools Africa places the highest priority on data security, and ensures that all data left on donated machines is destroyed. Procedure is as follows:

1. Removing all hard drives immediately on delivery to the warehouse.
2. Placing all hard drives on their wiping station, where they are wiped using dedicated, defence standard software (Killdisk™).
3. Inspecting the sectors on each drive to ensure only random data remains.
4. Storing the drives in a securely locked cabinet until needed.

For more information, visit: www.itschoolsafrica.org

4. DfE scraps new primary curriculum

It was announced last week that the new primary curriculum has been dropped by the coalition government. The curriculum was developed by QCDA building on the recommendations of Sir Jim Rose's review. All primary schools have received guidance on the new curriculum, and in recent months there has been some confusion about whether teachers and headteachers should implement this new guidance.

In announcing the intention not to proceed with the curriculum changes, DfE stated that:

“The Government intends to return the National Curriculum to its intended purpose - a minimum national entitlement organised around subject disciplines - and will shortly announce its next steps.

In the meantime, the existing primary curriculum will continue to be in force in 2011/12 and schools should plan on that basis.”

The full announcement is available here: www.education.gov.uk/curriculum

The Geographical Association has a Q&A on what this announcement means for the primary schools sector, available at: www.geography.org.uk/eyprimary/curriculumupdate



5. Action for Children Top Tips leaflet released

Action for Children have released a 'top tips' leaflet on behalf of DFE, as part of their project into the positive outcomes for young people from sustainable development. The full leaflet can be accessed at: www.se-ed.org.uk/resources/sustainable-development/Resilience_Engagement_Future%20Employment.pdf

6. Cut carbon by changing the clocks?

An online article in the Metro on the 21st June has announced that up to 500,000 tonnes of carbon dioxide could be prevented from entering the atmosphere, simply by putting the clocks forward permanently by one hour.

The 10:10 climate group theorised that the change to the clocks during winter would 'make evenings lighter' and thereby reduce demand for electricity.

The full article is available online at:

www.metro.co.uk/news/831878-clocks-going-forward-in-winter-could-help-save-environment-research-says

School Sustainability Journeys

Sustainability Journeys - Moving forward a year on

SEEd got in touch with schools who participated in the WWF Online Sustainability Course in 2009 to see how they were getting on a year on from doing the course. Below is a story from a teacher, who participated on the course, highlighting how activities are going in their school in 2010.

Courthouse Junior School, Tricia Stevenson, Teacher

As a school, Courthouse Junior has undertaken many varied projects that are aimed at promoting sustainability and being green. Here, Tricia sums up the main actions of the school and pupils, demonstrating why the school recently achieved its Bronze Eco-Schools Award.



The Head runs a Gardening Club and after encouraging builders to dig over an area of the school grounds whilst providing a new ICT Suite, he has developed a school allotment. This year he has encouraged each class throughout the school to plant seeds in raised beds allocated to each Year Group.

Over the last two years, we have had whole school workshops on recycling, encouraged reusing old Christmas cards for gift labels then recycled any unwanted ones and the school's Eco-Team has had fun experimenting with furoski, (a Japanese method of wrapping presents using fabric rather than paper). Also, the school collected plastic bottles and invited the local community to add



theirs via 'www.recycle.com'. After reaching over 1000 bottles, the Site Controller cut off the tops of these and our local Maidenhead Housing Association voluntarily provided free timber and manpower to construct a wooden framework on to which to thread these bottles, so making a functioning greenhouse. This is sited in the school grounds close to the allotment and is used by the Gardening Club and a small Year 6 Group used it to plant some courgette seeds during Sats Week this year.

To maximize energy saving and minimize water usage, water was kept inside the school swimming pool over the winter this year rather than being drained out and a roof cover was built over the top of the swimming pool. The Eco-Team have previously examined bills with regard to water and electricity usage and will be comparing figures once more now to check if these latest ideas have had real impact on energy and water usage.

In the Autumn, guest speakers were invited to address the school on the issue of Fairtrade and work on this was completed in Year 3. Other meaningful activities involving the Eco-Team included a 'Big Tidy Up' of the school conservation area which was featured in the local press. The Head cleared part of this area and planted some fruit trees here to provide the school with a small future orchard, so managing the site responsibly.

The Eco-Team encouraged the school to take part in 'Switch Off Fortnight', taking photographs before and after and discussing the outcome with both staff and pupils. Improvements were seen in photographs whereby more equipment was switched off at lunch time rather than left on standby, however, there is still work to be done in terms of metre readings. The Head and I have introduced what is meant by Sustainability and the S3 Form to the staff and asked them for their contribution to this.

The whole school made a pledge tree to celebrate Green Britain Day and entered World Environment Day where we had three runners up receive goody bag as prizes. Local wardens have been invited to speak about pedestrian safety and the school has taken part in the Walking to School STaRs Scheme. Staff are trying to monitor and record the success of this on individual class record sheets in their classes this year.



Every class in the school joined in the Generation Green Top Trumps Tournament, playing a green game and selecting a class winner to eventually pick one overall school champion from who went on to play in the knock-out stages of this competition. The Eco-Team have written two newsletters, one for the Autumn, one for the Spring and are at present working on their Summer edition. These are now placed on the school website system to reduce the use of paper and to encourage parental access.

The school had a South East England Winner in a safety awareness poster competition for highlighting the dangers of carbon monoxide poisoning from inadequate ventilation during the burning of fossil fuels. Details of this competition were displayed during our Science Fair for parents last summer and all Year 6 pupils invited to contribute. Our pupil received an all expenses paid trip to the House of Lords where Theresa May presented her with a prize of £100 spending money and a celebratory meal for her and her family. The school also received £500 and hope to ask the Governors to match this to secure £1000 needed to acquire a Weather Station linked in to the school website.



This competition is for a very worthwhile cause. The excellent web address providing information is www.co-gassafety.co.uk/competition.html. During the Prize Presentation, representative speakers included the father of young children who lost a child from toxic fumes as a result of an inadequately serviced boiler, some who were made wheelchair bound as a result of a foreign holiday in their teens where a faulty boiler existed and a father of a young man killed while studying as a student in Beirut in his early twenties in a bed-sit. The list of affected people is amazingly long and continues to grow. Barrister, Stephanie Trotter (OBE) is the President of the registered charity which is striving to highlight this issue and to raise awareness of it within parents and children. The competition will continue to run this year and schools should be urged to take part.

Before the course, the school had Earth Balloon in the main hall and used this to discuss climate change. The Eco-Team has discussed climate change and alternative energy sources since and have tried to make very simple wind turbines. A Governor, Kathy Newbound, joined the Eco-Team meeting when they tried to make their own recycled paper. The Team promoted Earth Hour last year and encouraged pupils to wear something bright on their way home from school this year. Members of the Team have carried out the Generation Green Audit and created a manifesto highlighting four areas in need of green star treatment which include switching off appliances and unplugging at the end of each day, contacting junk mail companies to ask to be deleted from their mailing lists, encouraging further walking and car sharing and sorting any litter found into the various recycling bins.

We are continuing this term as we have made a Bug Hotel to join our already rotting log heap, and will now return after the half term break to inspect it for any insect visitors we may have as another step towards encouraging biodiversity within the school. This, together with the Head's ideas, suggests an even greener future for Courthouse Junior.

Website: www.courthousejunior.co.uk



Member Spotlight

RSPB

The RSPB is the UK charity working to secure a better environment for birds and people. They believe that without education, conservation of the natural world can only be a short-term, single-generation activity, and without mechanisms for creating and establishing values, knowledge and skills amongst children, today's conservation efforts remain unsustainable. Within this, first-hand experience of the natural world is an essential component of environmental education, and in turn developing a commitment to biodiversity conservation.

Each year over 60,000 pupils enjoy out-of-classroom learning at an RSPB nature reserve. Their field teaching scheme, Living Classrooms, is a programme of school visits designed to bring learning to life. Pupils are able to explore nature for themselves by studying at first hand the birds, animals and plants on nature reserves. Led by RSPB field teachers, the whole and half-day visits are designed to encourage curiosity and the process of discovery among pupils, through hands-on activities. In addition, every year nearly 100,000 school children also take part in the RSPB's Big and Little Schools' Birdwatches. This activity is for all ages and abilities and is a great way to get to know more about the wildlife visiting school grounds or a local park. But best of all, it only takes an hour to complete, and is rich in curriculum links.

Alongside their involvement with formal education, the RSPB also promotes and encourages informal natural play and learning through discovery of the outdoors and natural environment. They have 190,000 junior members – Wildlife Explorers, including 400 clubs and school groups – who are able to take part in a range of activities. For example, over 5,000 young people are already taking part in their Wildlife Action Awards. This scheme is about finding out about wildlife, doing practical things to help and telling other people. It's easy to take part and achieve the awards. There's a bronze, silver, and gold award, with activities divided up into four sections: finding out what's there; helping wildlife; being environmentally friendly; and spreading the word.

The RSPB also run WildSquare, an introduction to biological surveying for children. They adopt a one-kilometre square and explore its wildlife with the help of survey sheets and then submit them online to see their observations in a wider, UK context. There are indoor and outdoor activity sheets to do throughout the year plus extra surveys.

For the last four years, the RSPB has also been the managing partner for the BBC's Breathing Places Schools scheme. This was designed in response to schools, teachers and children asking for structured resources and activities to benefit wildlife and biodiversity in their school grounds. A total of 40 organisations are now involved in delivering Breathing Places to 11,000 schools across the UK. Each term, schools involved are asked to 'Do One Thing' for nature. Activities include seed planting, creating minibeast habitats, feeding wildlife, creating wildlife homes and water habitats. Schools are also given information and activity ideas to help them during each term's work with a focus on benefit to biodiversity and pupils learning outside the classroom.

For more information: www.rspb.org.uk/schoolseducation@rspb.org.uk

The RSPB is a member of SEED



Publications

1. **zerocarbonbritain2030**

Developed by the Centre for Alternative Technology, *zerocarbonbritain2030* provides political and economic solutions to the urgent challenges raised by the climate science, outlining how we can transform the UK into an efficient, clean, prosperous zero-carbon society.

"The great transition to a zero-carbon Britain is not only the most pressing challenge of our time, it is also entirely possible. The solutions needed to create a low-carbon and high-wellbeing future for all exist, what has been missing to date, is the political will to implement them."

Dr Victoria Johnson, New Economics Foundation.

Covering energy, transport, land use, the built environment and industry, each chapter of the report has been written by bringing together the UK's leading thinkers in their field including policy makers, scientists, academics, industry and NGOs.

For more information, please visit: www.zerocarbonbritain.org/

2. **The Development Education Digest**

The Digest has been produced by the Development Education Research Centre (DERC), at the Institute of Education, London in order to raise the profile of development education internationally and provide a focal point for researchers, policy makers and practitioners in the field. It includes research and policy summaries, as well as details of recent publications.

It is available here: Development-Education-Digest-June-2010

To provide feedback and for information about content for future issues please contact: Dr Fran Hunt at f.hunt@ioe.ac.uk. The next edition of the Development Education Digest will be published in December 2010.



Resources

1. Sustrans Online Resources

Sustrans undertakes many projects and publishes information on guidelines, best practice and research to benefit their partners and interested parties. Their resources range from the latest guidelines on National Cycle Network signage, information sheets from projects such as Active Travel, Travel Smart and Safe Routes to Schools, or Cycle Tourism statistics.

These online articles and resources are available at: www.sustrans.org.uk/resources

For Sustrans news articles, visit: www.sustrans.org.uk/resources/in-the-news

For all publications, visit: www.sustrans.org.uk/resources/publications

2. What resources have you used and which would you recommend?

We are interested in what learning resources you have used in your school – which ones have you found most useful and why have they worked for your class? Do get in touch and let us know – we would love to hear from you. Please tell us:

- Name of resource you used:
- Resource topic: e.g. climate change, energy, water, wildlife etc
- What age group did you use it with?
- How did you use the resource and why would you recommend it?

Please email: admin@se-ed.org.uk

Research

Research projects in Europe

Five projects concerning sustainability in particular have been highlighted as a result of Sustainable Energy Week, from the 22nd-26th March this year. The EAUC's Green Gown Awards also took place this year, on June 16th.

1. The Sustainable Energy Europe Awards

These awards took place on the 23rd March 2010, and five winners were announced from 272 projects. Details of three of these individual projects are listed below:

Solar.Now!

The Solar.Now! Programme provides support and training to entrepreneurs in seven sub-Saharan African countries (Burkina Faso, Ethiopia, Ghana, Mali, Tanzania, Uganda, Zambia), helping them set up and develop renewable energy business. Making photovoltaic panels available at affordable prices is helping to build a marketplace for solar energy in rural areas where there is plenty of sunshine, but no



existing electricity grid. Thanks to REF's programme, since 2007 an estimated 332,000 people have enjoyed the benefits of a reliable household source of energy thanks to solar panels. The programme also trains installers, runs awareness campaigns for potential users, facilitates access to loans, and advises governments on suitable regulation.

Sun! Sun! Sun!

In an effort to reach youth (ages 13-24), inform them about renewable energy and motivate CO2 reduction, solar cell manufacturers Sharp Solar and Q.Cells teamed up with MTV to create a humorous integrated campaign on TV and the Internet. Realising the power that puppets, animation and computer-generated images have in reaching the target audience, the creative forces behind the campaign created a series of fictional energy-experts: a toaster, a boom box, a mobile phone and a hairdryer. The campaign reached 16 million viewers in Germany.

ProjectZero: Turning Sønderborg into a Zero Carbon Municipality

A true community effort, ProjectZero is a public/private initiative that aims to make the seaside city of Sønderborg (population 77,000) CO2 neutral by 2029. Focused on five main areas -- building renovations; green heat pumps and green district heating; on-shore and off-shore wind energy; biogas plants; and Smart Grid systems -- Sønderborg is following an impressively detailed roadmap on what the region will do in the coming years to achieve its long-term goal. One example: "Bright Green Harbour," a project designed by Frank Gehry, will transform the old industrial waterfront into a vibrant area with state-of-the-art energy efficiency standards.

2. Environmental Association for Universities and Colleges Green Gown Awards

The Green Gown Awards took place on the 16th June, with a wide variety of educational institutes picking up the various awards. Hosted by Mark Watson, comedian and amateur environmental crusader, the evening proved to be memorable and informative.



For a full list of the winning and highly commended institutes, please visit the EAUC site: www.eauc.org.uk/home



Events and Courses

1. Bristol Sustainable Schools Conference – June 2010

Registrations for the Bristol Sustainable Schools Conference - **taking place on the 25th June 2010** at The CREATE Centre - are now gathering momentum, with keynote speakers and over 10 interactive workshops confirmed.

The Bristol Conference, brought to you by SEEd, the Department for Education and WWF-UK, is bringing together teaching and local authority staff, national and regional bodies (who support and help schools on their journey), key resources, and head teachers from award winning sustainable schools, to share their experiences and knowledge.

Hear updates from the Department for Education, environmental, carbon and energy reduction organisations. Register your interest as soon as possible as places are limited: se-ed.org.uk/conference2010

2. EEF Annual Conference

- Description:** Forum Objectives – How we respond to the changing times we find ourselves in – your opportunity to contribute to a strategy that will ensure the Forum delivers the best possible service for our membership.
Gerry Kelly and Tony Scullion from the ETI will share the results from the report they published in February 2010, 'Effective Practice in Education for Sustainable Development in a Sample of Primary, Post-Primary and Special Schools in NI. The conclusions from this study are particularly relevant to providers of environment programmes.
Hear how Global Dimension in Schools NI, is supporting teachers in implementing the Northern Ireland Curriculum through the effective teaching and learning of global issues throughout all learning areas. Use this opportunity to help you to identify and promote areas of Global Dimension delivery that already exist within your current programmes.
- Date:** Monday 28 Jun 2010, 9:45am -3:30pm
- Cost:** Members: free. Non-members: £10
- Location:** Lough Neagh Discovery Centre, Oxford Island, Lurgan, County Armagh, BT66 6NJ
- Further Information:** Contact www.eefni.org.uk or Iona Meyer (028 9045 5770) / iona@nienvironmentlink.org for further information.

3. Green Economics Institute 5th Annual Conference

- Description:** The conference theme is **Leadership Legacy: No Time Like the Present**. By learning from keynote speakers who are committed to creating legacies through their work, and by participating in a choice of inspirational workshops, delegates will be enthused to think about what else they can achieve and contribute through their leadership capabilities and to start planning for this during the event.
- Date:** Thursday 29 July – Saturday 31 July
- Cost:** See www.wsje-flp.com/articles.php/90/conference-announcement-call-for-papers-green-economics-institute for cost breakdown.
- Location:** Mansfield College, Oxford University, Mansfield Road, City Centre, Oxford OX1 3QT
- Further Information:** Contact greeneconomicsevents@yahoo.co.uk for further information.



4. New approaches to low-carbon innovation: Lessons from China

Description: The launch of a major new research report, 'Game-Changing China: Lessons from China about Disruptive Low-Carbon Innovation', commissioned by NESTA and written by David Tyfield (Lancaster University), Jun Jin (Zhejiang University) and Tyler Rooker (Oxford University).

This joint international research profiles seven case studies of Chinese low-carbon innovation, the Chinese 'Game-Changers', each of which has the potential to make a significant contribution to emissions reductions and the move to a low-carbon society - for China and the world.

The report will be introduced by Dr David Tyfield from the Centre for Mobilities Research (CeMoRe), Lancaster University. Bernice Lee, Research Director for Energy, Environment and Resource Governance from The Royal Institute of International Affairs, Chatham House, will respond to the report.

Date: Wednesday, 30 June, 4:30pm

Location: Nesta, Plough Place, London, EC4A 1DE

5. MA Development Education

Description: This course is taught within the Development Education Research Centre, an international hub for new thinking about development education. The centre is funded by the Department for International Development.

The course will:

- introduce a range of perspectives and approaches to development education
- reassess the relationship between theory and practice in development education
- examine where and how development education contributes to broader educational and development policy goals in a range of societies.

Date: -

Location: Development Education Research Centre, Institute of Education, University of London

Further Information: For further details, please visit: www.ioe.ac.uk/study/masters/PMM9_DED9IM.html

Jobs

1. Eastfeast Director

Description: Eastfeast is looking for a new Director (three days per week) who will take up the role as soon after 1 September as possible.

Location: Suffolk, UK

Deadline: 1 July with interviews taking place on Thursday 15 July.

Further Information: Please apply to info@eastfeast.co.uk or call 01728 454532 for further information and an application form.

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