Partnering Effectively
Education for Sustainable Development
Sustainable Procurement
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eg magazine

PROMOTING SUSTAINABLE DEVELOPMENT

In a world still full of uncertainties surrounding European and global finances, energy and food security, we offer some thought-provoking articles on the following themes:

- Multi-stakeholder partnerships
- Sustainable Construction
- Education for Sustainability
- Sustainable Procurement

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PARTNERING EFFECTIVELY – WHAT DOES IT TAKE?

By Ros Tennyson and Emily Wood
Partnership Brokers Association

Governments, NGOs, corporations, donors all seem to be investing a huge amount of faith in partnering as a development mechanism... even when (as exposed during the Rio +20 summit earlier this year) there is not much convincing or compelling evidence that partnerships actually are an effective approach to addressing the planet’s most pressing problems. In fact, there is a groundswell of opinion that suggests that many experience partnerships as falling far short of expectations and / or that the transaction costs involved in partnering are simply too high to justify the investment.

Perhaps we simply need more time and attention devoted to investigating partnerships – what they do achieve (especially those that are modest in their claims but working away quietly to make a difference where it matters) and where / why / when they fall short.

Perhaps the reality is that the word ‘partnership’ is used all too easily for a range of collaborative relationships that were never intended to be partnerships in the true sense of the word. NGOs often use the term ‘partnership’ to mean little more than fund-raising; governments use partnership terminology when they are sub-contracting work to the private sector; business uses the term partnership as a more acceptable term for external relationship management.

Perhaps we have not yet worked out what partnerships should / could be or what it really takes for partnerships to be effective and to live up to our high expectations.

The Starting Point
The first question we need to consider is: where are people and organisations currently at in their partnership thinking and practice? How many are willing to really question their ‘status quo’ behaviour? How many are willing to go beyond ‘business as usual’ re-named as ‘partnership’? How many have actually challenged and changed their own and their organisation’s mind-sets and habits?

It is notable (and sometimes comical, if somewhat depressing) how often we hear key people say what changes they expect from others and how rarely we hear those same people articulating the changes they themselves (or their organisations) need to make to partner effectively. How easy it seems to be to blame others for any failures in collaboration rather than considering what we might have done differently!
All too often people want the benefits of partnering (access to more resources, influence, reputation gain, scale of impact) without recognising that this may require some significant changes of practice (in decision-making, delivery, engagement) and some ceding of control (and most organisations whatever their sector find the handing over of unilateral control unbelievably difficult!).

Unless we can understand what inhibits partnerships, we have little hope of maximising their potential – however obvious the importance of collaboration is and / or however urgent the need.

**Building Insight and Skills**

To say that partnering is a ‘people-based’ paradigm is to state the glaringly obvious. But how much do those involved in partnering actually realise what that means in terms of investing in both understanding the perspectives of others (rather than barely tolerating them) and in building considerate and genuinely inclusive ways of working (rather than paying ‘lip service’ to superficial consultation).

Good partnering requires insight, empathy, genuine interest and skill. It also requires getting beneath the surface to what underpins people’s positions and drives their behaviour:

> “Facts on their own are never enough, because people do not make judgments on facts alone, nor are they motivated by facts. People are moved and motivated by their feelings about the facts, their perceptions of the facts, their interpretations of the facts”
> Andrew Acland

Partnering skills can include those of facilitation, mediation, (interest-based) negotiation, communication (oral and written), monitoring ('policing'), institution-building, networking and more. It isn’t only a question of skills; it is also a question of behaviour. Effective partnership building requires far more listening than speaking and is more to do with asking the right questions than presenting pre-determined answers.

> “To get useful answers out of people, they have to be in the right state of mind to give them. So if you need to ask probing, difficult questions, spend some time listening to the person first, and allowing them to be strong enough to handle the tricky questions.”
> Andrew Acland

All partners would do well to reflect on their partnering skills and to access tools and training wherever possible to enhance and improve them. But beyond this, it is our view that new professional competencies are required if partnerships are to become more effective and more penetrating in their impact.

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1 Andrew Acland is a professional mediator, author of PERFECT PEOPLE SKILLS and external examiner for the Partnership Brokers Accreditation Scheme.

2 The Partnering Initiative makes available its partnering tool book series on line and offers a range of partnering skills training courses – see [www.ThePartneringInitiative.org](http://www.ThePartneringInitiative.org)
Intermediating (aka ‘Brokering’)

As suggested above, all too often partnerships fall far short of their potential and leave those involved disappointed and frustrated.

Reviewing a range of partnerships in the 1990s, it became increasingly clear that those partnerships that worked well – changed mind-sets, achieved goals and impacted systems for the better – often depended on one or two individuals who were able to focus on the partnering process as much as on the partnership’s activities. It seems that it is the relationship element of a partnership that is critical to its success and that if this is neglected the outcomes and outputs are significantly reduced.

These individuals are intermediating – operating between the different players in a multitude of subtle (and sometimes not so subtle) ways. Often this happens spontaneously – an individual with insight, empathy and people skills simply adopts the role almost invisibly. Perhaps the partners don’t even realise that one amongst their number is working harder than the rest. More recently, however, this role has become more recognised and formalised.

A turning point was the setting up of the Partnership Brokers Project in 2003 (now the Partnership Brokers Association) that has put ‘partnership brokering’ (a more formal title than ‘intermediating’ and now becoming established as a new profession) at the centre of the partnership landscape by training 800+ individuals from 60+ countries and from all sectors (business, government, international agencies and governments).

A ‘broker’ in the dictionary definition is a go-between in making relationships or a middleman (for example, a stockbroker or an insurance broker). Some uses of the term are awkward (for example a ‘marriage broker’), but in other instances (for example, ‘peace broker’) the term has real resonance. A ‘partnership broker’ operates as an active go-between or intermediary between different organisations and sectors (public, private and civil society) that aim to collaborate as partners in a sustainable development initiative.

Partnership brokers can be internal (operating from within one of the partner organisations) or external (operating as an independent specialist). They can (and do) come from all sectors, and will adopt different approaches according to their personal preferences / styles (for example, proactive or reactive). They can take on the role by choice, or by direction (whether this comes from a line manager or from partners). But despite this diversity there is a common thread. Partnership brokers (whatever their backgrounds) tend to be certain kinds of people – those who are at their best working for the good of the whole rather than for their own interests and who see their role as empowering and supporting rather than controlling or directing.

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3 Work undertaken by the Partnership Unit (later, The Partnering Initiative) of the International Business Leaders Forum
What do partnership brokers do?

Brokering a partnership is quite different to managing a partnership’s activities – but it may be equally important.

In general terms, good partnership brokering helps partners to: understand each other better; work through conflicts or discomforts; articulate their individual / organisational interests; ensure added value to all those involved as well as working always for productive and sustainable outcomes.

A partnership broker can also act as a kind of guardian of the vision of the partnership. More specifically, partnership brokers undertake a range of activities at different points in a conventional partnering cycle.

<table>
<thead>
<tr>
<th>Phase in the Partnering Cycle</th>
<th>Partnership Brokering Activities</th>
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| SCOPING & BUILDING            | • Initiating the idea of partnering  
                                 | • Making the case to potential partners /donors/decision-makers  
                                 | • Scoping the possibilities  
                                 | • Energising and enthusing  
                                 | • Early relationship building  
                                 | • Managing expectations  
                                 | • Initial / outline planning  
                                 | • Helping partners to reach agreement  |
| MANAGING & MAINTAINING        | • Secure resource commitments  
                                 | • Build governance arrangements  
                                 | • Deepen organisational engagement  
                                 | • Develop a communications plan  
                                 | • Build partnering capacity  
                                 | • Problem solve constructively  
                                 | • Agree benchmarks for later evaluation  |
| REVIEWING & REVISING          | • Agree evaluation procedures  
                                 | • Assess the impact of the partnership  
                                 | • Draw out and apply lessons  
                                 | • Review efficiency of the partnership  
                                 | • Review the added value to partners  
                                 | • Brainstorm new ideas /developments  
                                 | • Make any necessary changes to project or partnering arrangements  |
| SUSTAINING OUTCOMES           | • Discussions on ‘moving on’ choices  
                                 | • Recognition and celebration of the partnership’s achievements  
                                 | • Reaching agreement on type of information for the public domain  
                                 | • Identification of further champions and spheres of influence  
                                 | • Work to ensure that outcomes are sustained  
                                 | • Management of closure / moving on procedures  |
Good partnership brokering can help partners to pull a partnership up from the pedestrian to a level of achieving the extraordinary\(^4\).

Partnership brokering, therefore, requires a range of skills (as explored above), many personal / professional attributes (for example, integrity, empathy, willingness to work in the background) and a number of different ‘hats’.

Partnership brokering is often a balancing act. Balancing: the interests of partners with the goal of the partnership; relationships with activities; ‘supporting’ with ‘shaping’; risk-taking with risk-mitigation; vision-building with practicalities and so on.

The role of a partnership broker has its limitations. The mere presence of an identified broker does not equate to success. Any broker needs to be exceptionally good at their job but not so that they take on everything and allow the partners simply sit back and let them (the broker) do all the work.

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\(^4\) See [Appointing a Partnership Broker](http://www.egemagazine.com).

Partners need to actively recognise and support, promote the broker in his / her role and acknowledge its place in the partnership, whilst not using their presence as an excuse for reducing their own engagement and commitment to making the partnership work. Brokering may be critically important, but it is never a substitute for good partnering.

Partners need brokering processes that continually and consistently push them to explore new options, aim high and strive for transformation. Brokers needs partners who learn from them not lean on them.

"My belief is that there are three forces always operating in the world: an activating force (that which is trying to happen, energy moving in a certain direction); a restraining force (that can help refine what is trying to happen by challenging it and making it more robust) and a reconciling force (that helps people to work with these two forces to create something new).

I think it is clear that a partnership broker works as a reconciling force, but what I recognized the other week is that, as a broker, I may also have to act as a restraining force and / or an activating force as well. Knowing in which of these ways to act at any particular time is an art as well as a science." Extract from a partnership broker's logbook

**Partnership Brokering Makes a Difference**

Our working hypothesis is that partnerships involve deeper engagement, greater focus and more impact when a broker is an intrinsic part of the process. Our day-to-day relationship with many of those operating as partnership brokers worldwide supports this.

In a study of the work of 250 partnership brokers, it is clear that partnership brokering does add significant value in specific areas – these include:

- Getting things started – seeding the idea of partnership, helping bring partners together;
- Building and maintaining relationships – helping to work through difficulties;
- Making practical interventions – introducing tools to assist the process or keep the partnership on track;
- Providing a form of ‘servant leadership’ – by focusing on the partnership, by teaching partners, by understanding when their presence has served its purpose and is complete
- By pushing boundaries and norms:

"It takes a broker with courage, patience and insight to be able to recognise that the push and pull is part of the necessary growing pains for working in a way where equity, transparency and mutual benefit are both the drivers of the process and its outcomes. It is the broker’s role to keep the partners focused on the big picture by continually injecting both the reality and the possibility of the situation into the equation." Extract from a partnership broker's logbook

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6 Logbooks are compiled by individual practitioners as part of a formal accreditation process for partnership brokers.

7 In 2012 ‘What do Partnership Brokers Do? An enquiry into practice’ was published. This report looked at 250 ‘log books’ of partnership brokers. ‘Log books’ are written by partnership brokers seeking accreditation through the Partnership Brokers Accreditation Scheme. The report uses brokers’ personal reflections on their practical experiences of partnership brokering to draw out what the most common roles they play are, and what challenges they face.
More research needed – The Association’s study into partnership brokering is not exhaustive and we welcome the increasing interest in researching the role and impact of partnership brokers on partnerships for development. There is a lot more research to be done – not least in looking at the role of partnership brokers in assisting partners in mobilising resources, promoting innovation, influencing policy and impacting organisations.

A further area of enquiry is to do with partnership brokering as a model of new leadership – a step on from, but not unrelated to, the concept of ‘servant leadership’ articulated by Robert Greenleaf in an essay in 19708. There is also work to be done in studying the risks of partnership brokering (to the broker as well as to the partnership).

Ultimately, whilst we are both passionate in our advocacy of partnership brokering as a key factor in effective partnering, we do not believe this is any kind of palliative. Partnership takes lots of work on many fronts, brokering is just one of them – albeit a critical one. It would be serious if partnering becomes discredited for want of trying – after all, as yet, no one has come up with any convincing alternative mechanism and the world we inhabit is in a very perilous state.

To echo the words of the poet T.S.Eliot – “we who are undefeated only because we have gone on trying” – there is everything to play for and we need to keep on keeping on.

Ros Tennyson has worked to understand, promote and build capacity for sustainable development partnerships since 1992. Working as a partnership specialist for the International Business Leaders Forum, she produced a number of seminal partnering tool books and ran partnership training courses and workshops in 30+ countries. She co-founded The Partnering Initiative (2002) and the Partnership Brokers Project (2003) and, during 2011, helped to establish the Partnership Brokers Association for which she now acts as Development Director. As an independent consultant she operates as a trainer, broker, social innovator, coach, mentor and partnership research adviser.

Emily Wood is the Manager of the Partnership Brokers Association. She has worked in the NGO sector for many years in a range of programme management roles, previously working with The Partnering Initiative. She carries management responsibility for all aspects of the work of the Association and takes the lead in managing the PBA which involves supporting individuals through the accreditation process, advising and overseeing the work of the mentors and acting as the coordinator of the assessment and examination process. In addition, Emily is at the forefront of developing a range of key external relationships on behalf of the Association including close working with trainers, organisations hosting or commissioning brokering training courses and the development of active networks and experience-exchanges between partnership brokers worldwide.

References

— Acland, Andrew Floyer, Perfect People Skills, 2003, published by Random House
— Partnership Brokers Association – skills training, research and advocacy – www.partnershipbrokers.org

8 For more information on this concept go to http://www.greenleaf.org/ – this is a non-profit institution providing resources and opportunities to explore the principles and practices of servant-leadership.
SEEd – Sustainable and Environmental Education

By Ann Finlayson, Chief Executive, SEEd

SEEd is the national umbrella organisation for anyone interested in moving education for sustainable development (ESD) forward in the UK, both in understanding what it is and how to do it as well as how to encourage the take up of more ESD.

SEEd grew out of the Council for Environmental Education, which began in the sixties. Its current work programme highlights where the practice of embedded ESD in schools is. On behalf of UNESCO we encouraged respondents to their recent 3rd evaluation of the Decade for Education for Sustainable Development. We managed to get 230 respondents from the UK but the results were not what everyone was expecting!

Several things have become clear in this evaluation, and previous SEEd surveys and focus groups.

Firstly, there is a universal acceptance that young people need to, and have a right to learn about global issues. Students themselves tell us this. The Cooperative (members of SEEd) conducted a very telling survey. It showed that 82% of school children (7-14 years of age) think that learning about green issues at school is important. In addition 81% placed it third after Maths and English as the next most important subject to learn about.

So awareness raising is not the issue and many school children will be disappointed by the ‘ad hoc’ approach to integrating sustainability into schools. It is still often at the occasional assembly or Environment Day level (Ofsted 2009).

Secondly, what has emerged time and time again is that most teachers feel ill prepared to do more in their classes. This is then a capacity and training issue. But the good news is that there is probably 20 years of practice dotted around the country in schools with pioneer teachers.

The third issue is that ESD is less about the ‘what’ we teach but the ‘how’. If we gain knowledge in the same way as we always have at school, and apply the same thinking, we are, as Einstein said, likely to repeat the mistakes of the past. New thinking is required i.e. sustainability thinking. This might include: socially critical thinking; understanding and being comfortable with change – both societal and environmental; understanding when and how the precautionary principle can be applied; seeing and working with the interconnectedness of our complex lives and planet; learning afresh as each new sustainability issue emerges.

So sustainability at the school level is less a topic, more of a way of learning and thinking. This may mean a fundamental transformation of our current education system or the new national curriculum changes could be an opportunity. That’s is why SEEd has launched the Sustainability Curriculum Project, a 3 year bottom up gathering of curricula and good practice to create a locally appealing and flexible curriculum for all teachers and all young people.
If you would like to learn more about this, or be on the Management Board please contact me: ann.finlayson@se-ed.org.uk.

SEEd’s annual National Sustainable Schools Conference and other offerings during the year aim to do some of the above – support and encourage pioneer teachers to keep going, bring new ideas and good practice to the fore, discuss changes in schools and identify policy opportunities, but more than anything keep challenging ourselves to think critically (and creatively). We were delighted to have the range of speakers and presentations we got this year. David Frise and British Gas were only two of over 20!

Our conferences and workshops have reached hundreds of participants every year, and if the teachers amongst them took back to school any new ideas and tips on good practice we estimate that this should have impacted 1.25 million school children since 2010, still a long way to go though!

For more information please go to the SEEd website: http://www.se-ed.org.uk

Ann Finlayson, Chief Executive, CEEd

As the Commissioner for Education and Capability Building for the Sustainable Development Commission 2005 – 2011, Ann worked with both government and stakeholders to bring education for sustainability to the fore and help it to become better understood.

This built on Ann’s work in the environmental field for over 30 years. Starting with academic research in the upland forest of Wales and Scotland, she then did a stint as a countryside ranger in Scotland. Then she began travelling the world teaching, facilitating and consulting in places such as Papua New Guinea, Australia and Canada, where she won awards for the evaluation and training materials she developed.

Ann took on the role of CEO of SEEd in 2008.
Keep It Simple

By David Frise – Head of Sustainability
Building and Engineering Services Association (B&ES) www.b-es.org

These days, it is pretty tough for building owners and users to work out what is sustainable and what is not.

Buying a building or a building refurbishment project can be a fraught business – especially today with so much emphasis placed on sustainability and the cost of energy. The big difficulty is that every building is a prototype, which is why so many end up disappointing their owners and occupants.

The wide range of factors involved, including site location; orientation; size; purpose; number of occupants; technologies used, mean every new or refurbished building presents a different set of challenges to its designers and ultimate operators.

The secret is to keep things as simple as possible and to consider the outcome at the very start of the process. It is very easy to over-complicate, particularly with the range of technology alternatives now on offer, but often the most sustainable solution is the simplest solution.

To avoid disappointment, the owner/operator needs to have a clear outcome in mind and should put a lot of effort into communicating that outcome to their project team because buying a building is not like buying a car. When BMW bring out a new model, it is not radically different from its predecessors. It will have some impressive new tweaks and features, but all of its basic functions are broadly the same as the one you might have bought a few years ago and are looking to upgrade.

Explosion
Buildings are far more complicated and the position today is even trickier because of the explosion in renewable and energy saving technologies and design approaches. Everyone wants to be ‘green’ now and our current government claims to be the ‘greenest government ever’ – although it is a little unclear what that actually means. However, with the UK now a net importer of energy – the price of gas and electricity is rapidly becoming a critical business driver and source of growing concern for all building owners. We are going green because it is a good way to save money.

During the last decade, it was all about cutting carbon emissions – now we are far more pragmatic. The truth is that cutting carbon is relatively easy if you can afford to throw renewable technologies at buildings, but that can be very expensive and do little to reduce your running costs. In our economically constrained circumstances, this is no longer a practical or acceptable solution.
Buildings – whether new or refurbished – simply have to work better. While car manufacturers have mastered the art of combining components from various suppliers into a pretty seamless product, building engineers are battling to make boilers from Germany work with control systems from Scandinavia; and solar panels from China integrate with pipework systems forged by various suppliers all over the UK and Europe.

The issue, at the end of the day, is not how ‘sexy’ your proposed solution is, but what it actually delivers during day-to-day operation. Is your building warm enough; cool enough; well ventilated; served with adequate hot water? How much does it cost to run? And, when you come to fill out your Sustainability report have you met your targets for reducing environmental impact?

Manufacturers of building services technologies are providers of building components and, while they can justify claims about their own individual product under laboratory testing conditions, they cannot make any promises at all about how something is going to work once it is installed in a building and linked to many other components.

The responsibility for delivering buildings that meet their promises lies with a group of professionals known as building engineering services contractors. This industry has long been overlooked as the humble implementers of technology, but wider construction and property sectors are quickly waking up to our importance as the battle to integrate more renewable and energy saving systems intensifies.

Promise
The importance of delivering what we promise has been enshrined in government initiatives like the Green Deal where the loans provided for building improvements must be repaid from the monthly energy savings achieved by those improvements.

Similar to the Renewable Heat Incentive (RHI) promises building owners generous payments for any heat they generate from renewable systems like biomass boilers and heat pumps. However, to gain these payments the data gathered from the systems must be accurate and usable – this requires the skilled installation of heat meters.

If heat meters are not being correctly installed or calibrated, it will lead to erroneous data that could undermine the RHI payment system. Specific guidance on this vital, but poorly understood, topic has been produced by the Building and Engineering Services Association (B&ES) in partnership with the regulator Ofgem because it is a potential Achilles heel for the whole process. If the systems do not perform as promised then the right level of payments will not be forthcoming and the whole premise of these flagship government policies will collapse.

The one thing all the technical solutions have in common is the need for robust commissioning and expert integration of technologies as part of overall building energy saving strategies.
Integration is the key to delivering the ongoing performance and energy savings so vital to our future economic prosperity.

In many cases, rather than installing renewables yourself, it will often prove more cost-effective and practical to link your building to shared systems like large-scale renewables that supply multiple buildings are more cost-effective than the individual building-by-building approach currently supported by the Feed-in Tariff scheme.

Using off-site renewables in tandem with thermal storage could overcome the problem of renewables not always producing energy when it is most needed i.e. if the sun isn’t shining on your solar thermal system when you need hot water; or the wind blowing when you want electricity from your turbine. In simplistic terms, bigger is always better with renewables.

Building engineering services firms are at the centre of efforts to ensure technologies deliver their promises and, therefore, the running cost benefits for building owners. When a project is handed over that should really be the start of the process – not the end. The new systems being deployed to meet climate change targets can be more complicated to understand and the way these systems work in tandem with a building’s envelope can also be critical to the financial return end users receive on their investment.

Having experts to take you through the set up and early months of running the building can be crucial – the industry calls this ‘soft landings’ because it gives the building owner a more gentle introduction to their new building than has been the usual practice up to now. It is a good idea to consider this at the very start of the process and include provision for soft landings in the initial contract.

It is not a straightforward task integrating new technologies into buildings and the engineers involved need to have a wide range of skills, but the expertise is out there. You just have to ask.

David Frise is head of sustainability at the B&ES whose members are committed to delivering high quality, responsible and sustainable building services solutions.

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http://www.b-es.org/sustainability/david-frise-blog/
Generation Green

By Kate Lemon, who looks after British Gas Generation Green - a programme which helps to drive environmental change in schools & communities.

At British Gas we know that our nation will face big energy challenges over the next few decades, and that we need to innovate to cope with these challenges, to help our customers use energy in a way that is more efficient and sustainable. That’s why, last term, we started a campaign for Curiosity. We worked with the Royal Society for the encouragement of the Arts, Manufactures and Commerce (RSA) to investigate how the way we ask questions could shape could future. Their report, The Power of Curiosity, revealed that curiosity is vital to innovation, but that we need to do more to encourage it.

That’s where our Generation Green schools, teachers and parents across the country come in. We wanted to get everyone talking about curiosity, testing their own curiosity and helping us find the nation’s most curious young minds. To do this we developed a curiosity quiz, where both adults and children could test their curiosity, find out how curious they were, and what kind of curiosity they had. You can test your own curiosity at generationgreen.co.uk/curiosity

To inspire inquiring young minds further, we asked parents and teachers to nominate the most curious child they knew to work with us to develop solutions for our future energy challenges. We selected 12 children between the ages of 7 and 12 who we thought had the ‘Why Factor’ and invited them to an Innovation Workshop at the BRE Innovation Park in Watford, where we talked them through our future energy challenges and the solutions we have started to work on. As inspiration, we took them on a tour of BRE’s Innovation Park to see how the building industry is responding to challenges by using energy efficient materials, and held a practical session on curiosity and how important it is to carry on being curious.

The day then culminated in a creative session where the children worked in small groups to brainstorm ideas to help us use energy more sustainably and efficiently. They dreamt up innovations such as:

- **Powerdown**: a system that automatically turns off all unnecessary appliances:
  - When the last person leaves the house
  - When a self-set energy usage limit is reached

- **Energy ID**: personalised energy efficiency consultancy – both through in-home consultations and a high street drop-in service
• Polycharge: mesh-like technology that can be attached to any surface to collect the energy from human contact with it, for example, storing energy directed at a punch bag or treadmill

• Appliance-Eye: all customers to see exactly how much energy individual appliances have used, when it was used, and how it could be used more efficiently

We face three key challenges in the energy industry in years to come: reducing carbon emissions, securing supply and ensuring energy bills are affordable. Stimulating the curiosity of the next generation so that they are equipped to address these challenges is what Generation Green is all about, and we were certainly impressed by the ideas that our workshop attendees came up with.

The job now for us, is to undertake research into the feasibility of these curiosity-driven ideas, and assess whether they could in fact, be made a reality and support existing energy management measures we have introduced, such as the roll out of over 600,000 Smart Meters which are benefiting homes and businesses. Our innovation lab is always working on new solutions, but it will be the ideas of today’s schoolchildren that help us to live more sustainably tomorrow.

We’re not stopping there. We want to encourage everyone – children, their parents and teachers – to become more curious about energy. During the autumn 2012 term we’ll be giving some schools the opportunity to apply for an Educational Experience: a chance to go behind the scenes of the energy industry to see how energy is made, how we make it work in homes and businesses across the country, or what we’re doing to make it more sustainable. For more details visit http://www.generationgreen.co.uk/prizes

From half term we will also be giving schools the chance to have a more sustainable energy future by winning an energy makeover. Look out for your chance to nominate your school through your local newspaper from October half term; it’s a great chance for everyone to see sustainability in action.

At Generation Green we hope that by teaching children about sustainability and inspiring them to be curious about future energy challenges, we can help to create a generation of energy innovators and sustainable energy consumers. We believe that the future really does belong to the curious.

Generation Green provides free resources for teachers to help them teach sustainability, and gives schools access to major sustainable technologies such as solar PV panels.

British Gas recently attended the SEEd conference to raise awareness of Generation Green and their recent campaign for Curiosity.
Envisioning change and achieving transformation:

Envisioning change and achieving transformation: Education for Sustainable Development (ESD)/Global C (GC) core ‘competences’ for educators

We were delighted to welcome more than 80 people to this 5th annual conference TEESNet including NGOs, schools, teacher educators, government agencies, policy makers, student teachers and researchers. Among them were old faces, those who have attended in previous years, and some new international participants.

The key purpose of the day was to explore what competencies educators need to achieve two of the (three) essential characteristics described, below, by the United Nations Economic Commission for Europe (UNCECE) expert group on competences in ESD:

- **Envisioning change** – exploring alternative futures, learning from the past and engagement in the present
- **Achieving transformation** – change the way we learn and structure of educational systems

These were seen by us not as competences as mechanistic, tick box standards but rather core holistic competences, and in the UNCECE expert group’s words to comprise:

- What educators should know
- What they should be able to do
- How they should live and work with others
- How they should be

Overall the conference feedback was overwhelmingly positive. Both key note speakers were extremely well received, each offering different emphases on the theme (see their articles below).

**Arjen Wals**, Professor of Social Learning and Sustainable Development at Wageningen University, Netherlands addressed competences within a European context.

**Michaela Crimmin** from the Royal College of Art addressed competences in relation to the arts and ESD/GC.
In addition the 16 papers (in workshops) addressed one or more of the following ‘sub themes’

- Researching and sharing practice in teacher education
- Enabling innovation and creativity in the teacher education and school curriculum and pedagogy
- Meeting new challenges for ESD/GC in a changing world
- Developing ‘competences’ through subjects

The paper presented by Rosa Murray, Education Adviser, The General Teaching Council for Scotland and Betsy King, Senior Policy Officer- Education, WWF Scotland (see their article below) particularly resonated among the English practitioners. Scotland’s new ‘Curriculum for Excellence’ has sustainable development and global citizenship spread across most subjects as well as being identified as an important cross-contextual theme. It prompted us to think that perhaps we don’t make the most of cross border sharing here within the UK.

In our call for papers we said:

'We welcome proposals from teacher educators in universities and schools, NGOs, researchers, policy makers and people engaged in educational organisations. Papers can be research, practice, policy or perspectives focussed or a combination of these. Papers should raise critical reflections in relation to practice or research and should situate the work in policy/theoretical contexts.'

Participants were asked what they thought of the day overall and the comments were really positive and demonstrated that the conference contributed to fulfilling the aims of TEESNet. It showed us that TEESNet has developed into a community of practice but one that challenges us to reflect on that practice.

- Very useful- I really enjoyed it, inspiring to be with so many people still committed to promoting ESD in the curriculum

- Really inspiring- thanks- will definitely join the network

- I thought this was a really good day – it stimulated lots of ideas, gave me the chance to network and helped to renew my awareness of current thinking in ESD/GC . Thank you so much for making it happen

- Great mix of people from different backgrounds in education – good to catch up with like - minded colleagues – a community of committed professional/friends

- Great, very enjoyable, accessible, interesting, engaging and though provoking – makes you reflect on own practice – a very worthwhile day, always gets the balance just right

- I come here and hear what education is about: ideas, discourse and challenge- thank you
What is TEESNet?

TEESNet, formally known as the UK Teacher Education Network for education for sustainable development and global citizenship, evolved from collaboration with World Wide Fund for Nature UK, Oxfam and teacher educators. The Network has representation from nearly all UK providers of teacher education including School Centred Initial Teacher Training institutions (SCITTs) and further education, NGOs, subject associations, national educational bodies including the University Council for the Education of Teachers (UCET), The Higher Education Academy, and Think-global. We currently have a membership of over 70 Teacher Education providers (many with 4-5 individual members), 42 NGOs and 10 national educational bodies.

The aims of TEESNet are:

- To develop a UK wide community of practice in ESD/GC within Teacher Education (TE) in higher education and schools in order to share and disseminate good practice and to initiate and develop new understanding across the sector.
- Embedding ESD/GC in UK Teacher Education in relation to ethos, curriculum content, learning, teaching and assessment.
- Encouraging and promoting research on sustainable development and global citizenship within TE, with particular emphasis on exploring its impact on student teachers, teachers and young people.

Holding on to our values: Teacher education for sustainable development and global citizenship

Ed. Sally Inman and Maggie Rogers

This publication seeks to build on earlier initial teacher education projects undertaken at London South Bank University. In this publication we further examine the possible impact of provision for ESD/GC on student teachers both in relation to curriculum provision and the wider educational experience offered by the initial teacher education programme. The publication reflects our commitment to embracing issues of identity, diversity and inclusion in our work by including studies that deal explicitly with either student teachers’ identities or how we can support a belief and practice in equality and inclusion in beginner teachers. It also reflects a reflexive approach to course development across the programmes offered to primary and secondary student teachers set against the departmental values at London South Bank University.

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Sally Inman

is Professor of Educational Development, Head of the Centre for Educational Research and Director of CCCI within London South Bank University. Sally has been Director of TEESNet (Teacher Education for Equity and Sustainability), previously known as the UK ITE Network for ESD/GC, since its launch in 2007 and she chairs the UK steering group. Sally’s curriculum work and research has focused predominately on educational policy and practice in relation to the broader personal and social development (PSD) of young people in formal and non formal settings. This has included citizenship education, personal, social, health and economic education (PSHEE), student voice and education for sustainable development / global citizenship (ESD/GC). She has worked extensively within ITE teaching PSHEE and citizenship and developing curriculum and research around ESD/GC. She has led a number of ITE ESD/GC national and regional ITE projects funded by WWF – UK and by DfID. Sally is currently working on the English part of an EU-funded project on interethnic conflict and violence in primary and secondary schools, called the Children’s Voices Project.

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Maggie Rogers

has worked with the Initial Teacher Education Research team at London South Bank University for the last ten years on WWF-UK and other funded projects. She has co-organised TEESNet since its launch in 2007. After teaching in primary and secondary schools for nearly twenty years, Maggie set up and coordinated the Design and Technology courses on the Primary BA(Ed) and Postgraduate Certificate of Education at Goldsmiths, University of London from 1987 until 2007. Maggie has published extensively on ESD/GC within Design and Technology ITE provision. She has also been a senior research associate on projects funded by Middlesbrough EAZ, RSA/Engineering Council, TTA and the HEARTS project at Goldsmiths funded by Gulbenkian, Further Esmee Fairburn, Paul Hamlyn, TDA and National Foundation for Science, Technology and the Arts.

maggie.e.rogers@googlemail.com
We live in turbulent times, our world is changing at accelerating speed. Information is everywhere, but wisdom appears in short supply when trying to address key inter-related challenges of our time such as: runaway climate change, the loss of biodiversity, the depletion of natural resources, the on-going homogenization of culture, and rising inequity. Living in such times must have implications for education and learning.

(From the backcover of Wals and Corcoran, 2012)

On the Dutch news a couple of months ago it was stated that the clean Dutch incinerators were not running at full speed because the Dutch did not produce enough garbage anymore. Fortunately the waste management companies (which now refer to themselves as “energy companies” were able to sign a deal with the city of Napoli in Italy that would have garbage from the Napoli region travel by ship to The Netherlands where it would help feed the incinerators and provide Dutch citizens with energy... a ”win-win” situation... Why bother with separating waste or, worse even, reducing waste...

No wonder people – children and adults alike - are confused about sustainability matters: garbage = fuel, waste = good, plastic bottles are now plant bottles now that a giant bottling company has introduced “plant bottles” with “up to 30% organic plant material” (what does that mean any way: up to 30%? 0.5%?). It’s a bit like George Orwell’s 1984 with Big Brother (= Big Business) playing a language game (War = Peace) and confusing citizens with “double speak”. So a big portion of my TEESNet talk last July was about dealing with sustainability confusion, green washing and finding learning-based pathways towards critical thinking and a genuine transition towards sustainability that breaks with some of these inherently unsustainable systems and practices.

This confusion is not only affecting how we think, what we know, who to believe, how we act, it also affects the role of education in society. Higher education, for instance, and the science it produces, is no longer the authority of truth, if ever it was. Rather, science oftentimes represents just another point of view or an opinion in the public debate of controversial and ambiguous issues such as; the causes and impacts of climate change, the role of GMOs in food-security, the
use of biofuels, etc. Scientists can be found on different ends of the on-going debates, although on one end more might be found than on the other. It is not easy to decide who is right, who is wrong or who is more right than others, or what the best way to move forward might be.

This difficulty is compounded by the enormous amount of information we can access. In the words of EO Wilson, the American biologist: “We are drowning in information and starving for wisdom”. What do we educate for in such a world when things change so fast and knowledge becomes obsolete before you know it? How do we prepare today’s pupils and students for the world of tomorrow?

The nature of sustainability challenges seems to be such that a routine problem-solving approach falls short. We cannot think about sustainability in terms of problems that are out there to be solved or in terms of ‘inconvenient truths’ that need to be addressed, but instead need to think in terms of challenges to be taken on in the full realization that as soon as we appear to have met the challenge, things will have changed and the horizon will have shifted once again. This is no easy task for educators who have been trained to teach a fixed curriculum that students need to master as this requires a different kind of learning that transcends knowledge transfer and even awareness raising.

Environmental educators and environmental psychologists have long known that raising awareness about the seriousness of the state of the Planet is no assurance for a change in behavior or a change in values.

In fact it has been shown that just raising knowledge and awareness without providing energizing visions and concrete practices that show that there are more sustainable alternatives, will lead to feelings of apathy and powerlessness. The nature of the sustainability crisis – characterized among other things by high levels of complexity and uncertainty – suggests that people will need to develop capacities and qualities that will allow them to contribute to alternative behaviors, lifestyles and systems both individually and collectively....

We need to turn to alternative forms of education and learning that can help develop such the capacities and qualities individual, groups and communities need to meet the challenge of sustainability. There is a whole range of forms of learning emerging that all have promise in doing so: transdisciplinary learning, transformative learning, anticipatory learning, collaborative learning and, indeed, social learning are just a few of those. These forms of learning show a high family resemblance in that they:

- consider learning as more than merely knowledge-based,
- maintain that the quality of interaction with others and of the environment in which learning takes place as crucial,
- focus on existentially relevant or ‘real’ issues essential for engaging learners,
- view learning as inevitably transdisciplinary and even ‘transperspectival’ in that it cannot be captured by a single discipline or by any single perspective,
• regard indeterminacy a central feature of the learning process in that it is not and cannot be known exactly what will be learnt ahead of time and that learning goals are likely to shift as learning progresses,

• consider such learning as cross-boundary in nature in that it cannot be confined to the dominant structures and spaces that have shaped education for centuries.

The above characteristics make clear that the search for sustainability cannot be limited to classrooms, the corporate boardroom, a local environmental education center, a regional government authority, etc. Instead, learning in the context of sustainability requires ‘hybridity’ and synergy between multiple actors in society and the blurring of formal, non-formal and informal education. Opportunities for this type of learning expand with an increased permeability between units, disciplines, generations, cultures, institutions, sectors and so on. A good example of such hybridity can be found in the so-called ‘whole school approaches to sustainability’ where schools established linkages between questions around food, energy and health and the curriculum (both espoused and hidden and the community of which it is part.

During my TEESNet talk I provided the example of deconstructing a cell phone using four questions: What is in it? Where does it come from? How is it changing our lives? How can it be used in creating a more sustainable world? Working with pupils on these questions using their own old cell phones – of which they have many – makes clear that the whole sustainability problem can be unlocked and made more transparent and accessible by taking a cell phone a part (or any artifact that is close to the life world of the learner for that matter) with these guiding questions in mind. The point is not so much to let pupils know how they should behave or, worse, to judge them for how they behave, but rather to develop their capacities to look at issues deeper by approaching them from multiple vantage points, linking them to the lives of people elsewhere or still to be born, asking better questions, exposing contradictions and hidden agendas, interrogating the values that lie underneath, and by considering, designing and implementing alternatives that ultimately are more fulfilling and more sustainable. Needless to say the educators too will need to develop these capacities in themselves and more as they are the ones who need to guide their pupils into learning contexts and contents that will allow for this type of learning and capacity building to take place.

For further reading: Selected posts in: www.transformativelearning.nl (e.g. scroll down for a post on Deconstructing a Happy Meal)


**Arjen Wals** is a Professor of Social Learning and Sustainable Development at Wageningen University, Netherlands. He also is a UNESCO Chair in the same field. His research focuses on learning processes that contribute to a more sustainable world.

A central question in his work is how to create conditions that support new forms of learning that take full advantage of the diversity, creativity and resourcefulness that is all around us, but so far remains largely untapped in our search for a world that is more sustainable than the one currently in prospect. Wals has (co)published and (co) edited over 150 articles, chapters and books on topics like: action research & community problem-solving, whole school approaches to sustainability, biodiversity education, multi-stakeholder social learning, and sustainability in higher education.

Recently he completed the midterm review of UNESCO's Decade of Education for Sustainable Development (DESD). He is a past-president of the Special Interest Group on Ecological & Environmental Education of the American Educational Research Association (AERA). Wals also is a co-founder and past-president of the NGO Caretakers of the Environment International. See him in conversation on Youtube

[http://www.youtube.com/watch?v=Ewv3cdGDZqA](http://www.youtube.com/watch?v=Ewv3cdGDZqA)
Art in a Changing World

By Michaela Crimmin, curator and co-founder and co-director of Culture+Conflict

Just bring on Sustainability, Fairness, Justice and Equity, we cry – and we know it to be true – and our volatile world will calm and natural balance will be restored. Heaven knows we have surely seen enough evidence of what otherwise happens. In the last decade we have been fed increasingly alarming statistics related to population increase, poverty, climate change and diminishing biodiversity. We are seeing new conflicts, as well as major economic shifts, and a new world order emerging. Vast markets are opening up to further consume the world’s decreasing natural resources, those that the West has not already swallowed up. In response, bandying about those seemingly oh-so-simple words is turning out to be somehow not quite effective enough.

Tackling societal and environmental challenges is conventionally thought to be the domain of economists, politicians, activists, the media, scientists, educationalists, and us as citizens. But there is also the cultural sector. And if culture is the causal factor in how we manage the world, then surely culture must also be some kind of answer when things go awry. As part of this large word ‘culture’, increasing numbers of artists are squaring up to addressing the challenges faced. What is marked is that there is a change in tone. In the visual arts there is a trend away from ‘the world is going to hell in a handcart – how fascinating’, towards a more positive, and engaged position. Be it questioning or countering the status quo, or galvanizing action; bearing witness or suggesting ways of bringing constructive change. There is an opportunity now for other disciplines to work much more closely with the arts on the themes of equity and sustainability, with a focus on learning and potential behaviour change, particularly through participation, through conversation, and through ‘doing’. Learning perhaps of a less formal, often more personal, but no less potent kind.

The difference from other sectors and disciplines is that artists are working from a position of independence, and they come at their subject with an unusual and distinctive set of tools. Instead of graphs and statistics, polemic and mandates, artists work with paint or vocal chords, dancing shoes or a camera, that have the power to lure us into a different way of thinking and acting. Their palette is a mix of emotion, personal anecdotes, lateral thinking, a wide reach of curiosity, unconventional ways of research, and often the ability to take us by surprise.

Art in isolation is unable perhaps to solve anything directly – but art in a situation of conflict, for example, can be a form of “making amongst the unmaking” (a phrase used by a theatre director, Jonathan Chadwick, observing artists in Gaza working with children who have experienced violence at first hand). Art can make you see people rather than victims. It can give us a sense of a lived experience. Art can hold your attention longer than a news column. At its best, it is an alchemy of ideas that – importantly – depend and thrive on an active engagement.
by us as audience or participant. The movement of ideas back and forth, opening up discourse. And through this, of course, come opportunities for learning.

There are many extraordinary and inspirational projects where theatre directors, artists, filmmakers, musicians and others are using art to bring people together – locating a common humanity – using art as a frame to play out realities and possibilities that can be diminished when reduced to dogma, which is what we too often rely on to bring about positive change. As a necessary step towards conservation and equity, we need to reconnect not only with our fellow humans, but also become more aware once more of our place in a bigger ecology. To illustrate this, there is a small project in East London developed in parallel with the mighty Olympics.

The Barbican Art Gallery was planning a major exhibition called ‘Radical Nature’ which included a three-week project outside the gallery on the broad theme of the natural environment. The inspiration from the group of artists who took on the commission, EXYZT, was an extraordinary work that had taken place in the early 1980s by American artist Agnes Denes. With huge plans for change in downtown New York, and one summer when the land was temporarily flattened and vacant for development, she planted a massive wheat field. The strange sight of the country brought into the heart of Manhattan continues to be a powerful emblem. EXYZT decided to incorporate the idea of this field into a demonstration of the complete cycle of growing, reaping, turning wheat into flour, four into bread, and finally making and consuming food as a collective experience. And in so doing, to use the smallest amount of resources possible.

With only a short time available, the project involved bringing a section of a wheat field to the chosen site in Hackney, East London, and rapidly transforming a small forgotten piece of land sandwiched between busy roads, semi derelict housing and new high-rise developments. They made a wind turbine to create the energy needed for a mini flourmill to grind the wheat from the wheatfield, and an oven to bake the resulting bread. As central to the work as the energy efficient food production, was the creation of an open space for people to come and make music, put on an exhibition, prepare food, have a picnic, grow and pick vegetables, wander. The local Arcola theatre built a small platform area for performances. EXYST opened a doorway off the street, naming the small new area ‘Dalston Mill’, and brought an alternative, other world to the consummately urban Hackney.
There was a bar for food and conversations – of course essential – as well as talks and discussions. Seventeen thousand people came through the site in the three weeks. The comments book was full of people saying how much they yearned for this sort of place. I have copies of pages and pages and pages as proof of this, with these examples amongst them:

- It is possible to have a bit of the country in the urban – it should be taken up elsewhere
- Inspiration at every facet
- Great use of bad space
- This space should not go back to disuse or to developers
- I love it! It is great fun but with a serious message
- Living proof that utopia can be created
- Great to see food growing in the city – it’s easy to forget there is soil under all the concrete!
- I love it. It’s great to see something simple and creative AND FREE in London that can inspire and get people together! Supreme.
- I feel like I was outside – a rare feeling in London
- Dear Prime Minister, I went to Dalston Mill and was blown away by the beauty and concept of it, and the fact that it is almost self-sufficient. We people of Britain want more support for the same enterprises. And it will boost your public image and will bag you a few more votes. Thank you!!!

EXYST were invited back the following year to build a semi permanent structure on the site. With the help of local people the team planted an organic, vegetable garden. In this phase, there was a particular emphasis on skills building – including that of constructing a flexible, barn like structure. When I dropped by two weeks before writing this piece, and two years on, there were planters full of vegetables being tended, the preparations for a Turkish film screening, an exhibition of photographs, and people sunbathing.

This is just one of thousands of examples but despite so much proof of art and positive outcomes, the arts have been dropping out of the curriculum, and are often seen merely as a leisure pursuit. This seems crazy when you read of amazing work, such as the success of the Simon Bolivar Orchestra and their recent collaboration with schoolchildren in Scotland. This energy and creativity can equally be applied to the changes to be made for a more sustainable world. So much information that distances people from reality, yet a huge need for more
innovation, more creativity, more work in the gaps in between other disciplines, as an antidote for the inertia that follow overly worthy calls for action.

My experience with my children and their friends is that they know about climate change, they know about wars, they know about economic shifts in the world order – but it’s not lived experience. It’s knowledge without a huge amount of sustained empathy, or active engagement, or an understanding of how to get involved in a way that will make a real difference. And beyond secondary education, we are largely confined to a working life that is within a particular sector, where it’s too easy to become tunnel visioned and miss the bigger picture. Small projects, punching above their weight, demonstrate the competencies and the attitudes that we desperately need to multiply.

I was part of a team hosting a group of Afghan arts directors who were here for a visit. They said they saw art as a tool for social change, for poverty alleviation, for job opportunities, and for intercultural dialogue. All of this is needed here, as well as in Afghanistan – and it’s possible and it’s happening – but it needs to be nurtured as part of a learning process that begins in schools, that continues through our lives, and that has equity and sustainability and justice at its centre.

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**Michaela Crimmin** is a curator, academic, and co-founder and director of Culture+Conflict. Her ongoing research explores the relationship between the arts and societal issues, particularly artists’ perspectives on environmental and other contemporary challenges, and their engagement with public space. She was previously Head of Arts at the RSA (1997-2010), a role that included commissioning the first phase of the Fourth Plinth series in London’s Trafalgar Square, directing the Art for Architecture award scheme, and latterly initiating and directing the Arts & Ecology Centre on behalf of the RSA and Arts Council England. This five-year programme supported, promoted and debated artists’ responses to current environmental challenges through a range of activities including artists’ commissions and international residencies.

Understanding the contribution that art can bring, her current work with Culture+Conflict aims to build support and recognition of arts and cultural activity specifically in conflict and post-conflict situations. Michaela is also working with Polish artist Joanna Rajkowska on a commission. This forms part of ‘Citizen Power’, collaboration between the residents of Peterborough, the RSA, Arts Council England and the local authority, to explore new ways of making the city a better place to live. She is a course tutor on the Curating Contemporary Art programme at the Royal College of Art, programming two courses in 2012/13: ‘Art in the Public Domain’ and ‘Art and Globalisation’.
Scottish teachers for the 21\textsuperscript{st} Century

- Putting sustainability at the heart of ‘Teaching Scotland’s Future

By Rosa Murray, Education Adviser, The General Teaching Council for Scotland  
and Betsy King, Senior Policy Officer- Education, WWF Scotland

Background
Scotland has a long history of recognising the important role of education and learning in enabling us all to make a shift towards a world in which we live within the environmental limits of our planet in a just and equitable society. Successive Scottish Governments have committed to the UN Decade of Education for Sustainable Development (2005-14), developing and delivering increasingly ambitious Action Plans with a wide range of partners from policy makers to educators. As a result Scotland’s new ‘Curriculum for Excellence’ has sustainable development and global citizenship spread across most subjects as well as being identified as an important cross-contextual theme. But are Scotland’s teachers fully equipped with the dispositions, skills and knowledge to address this in schools?

In 2009 the Scottish Government commissioned a Review of every aspect of teacher education in Scotland including teacher training, continuing professional development and leadership education. The comprehensive recommendations, set out in Teaching Scotland’s Future, have been well received. It sets out a major ‘re-conceptualisation of the notion of teacher professionalism’, intended to “build the capacity of teachers, irrespective of career stage, to have high levels of pedagogical expertise, deep knowledge of what they are teaching...” (Teaching Scotland’s Future, 2011:19) and to be critical thinkers and knowledge seekers, leaders of educational improvement, developing high levels of political insight, engaging in classroom research and ensuring practice, knowledge and skills are research informed’ In addition the Government has recognised that ‘all teachers should have the opportunity to develop their skills and knowledge in relation to important cross-cutting themes...such as international education, sustainable development, citizenship, enterprise and creativity. (Scottish Government, 2011).

New Professional Standards for Teachers
As part of the wider agenda outlined above, a review and subsequent revision of the Professional Standards for Scottish teachers has begun. The Standards which inform teacher education programmes and the national framework for teachers' professional learning and development throughout their careers are set out by the General Teaching Council for Scotland (GTCS). The key question driving this review is “What does it mean to be a teacher in Scotland in the 21\textsuperscript{st} Century?” in light of the changing contexts within education and society.

The terms sustainable development and global citizenship are referred to in the existing Standards but the GTCS is now taking the opportunity to ensure that sustainability is placed
firmly at the heart of all aspects of a teacher’s work and professional competencies. A Sustainability sub-group was established early in 2012 to help with this process, drawing its membership from Universities, local authorities and non-government organisations. This has resulted in Values, Leadership and Sustainability being identified as driving principles in the coherent Framework of the three proposed Standards: for Registration; for Career Long Professional Learning and for Leadership and Management which are now subject to public consultation.

**Values and the Standards:** The revised Standards confirm that professional values are at the core of the Scottish Professional Standards, integral to, and demonstrated through, all professional relationships and practices. For the first time, the same values are replicated across each Standard, in recognition that these are the same for all teachers, irrespective of experience and stage in career.

*Extract from GTCS Draft Framework of Professional Standards 2012.*

<table>
<thead>
<tr>
<th>The Professional values and Personal commitments that are core to being a teacher are:</th>
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<td><strong>Social justice</strong></td>
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<tr>
<td>• Embracing the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.</td>
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<tr>
<td>• Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable practices in relation to: age, disability, gender and gender identity, race, religion and belief and sexual orientation.</td>
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<tr>
<td>• Valuing as well as respecting, social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.</td>
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<td>• Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes and to encourage learning our way to a better future.</td>
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<td>• Respecting the rights of all learners and their entitlement to be included in their learning experiences.</td>
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<th><strong>Integrity</strong></th>
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<tr>
<td>• Demonstrating, honesty, courage and wisdom.</td>
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<tr>
<td>• Critically examining personal and professional attitudes and beliefs and challenging our own assumptions and professional practice.</td>
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<tr>
<td>• Critically examining the connections between personal and professional attitudes and beliefs, values and professional practices in order to inform and shape personal and professional development effect improvement and, when appropriate, transformative change in practice.</td>
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Trust and respect

- Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school community, and with all those involved in influencing the lives of learners in and beyond the school.
- Providing and ensuring a safe and secure environment for all learners built on an ethos of care.
- Demonstrating a commitment to motivating and inspiring learners while also acknowledging their uniqueness, individuality and specific learning needs.

Professional Commitment

- Engaging with all aspects of professional practice and all members of our educational communities with enthusiasm, adaptability and constructive criticality.
- Committing to lifelong enquiry, learning and professional development as a core aspect of professionalism and collaborative practice.

Sustainability and the Standards

Learning for sustainability has been embedded within the Framework in order to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work. This recognises that it is vital that all teachers should be confident in their knowledge and understanding of the challenges facing society locally and globally and the potential role that they can play as educators in helping learners make sense of the world.

Extract example from GTCS Draft Framework of Professional Standards 2012:

<table>
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<tr>
<th>The Standard for Provisional Registration</th>
<th>The Standard for Full Registration</th>
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<tr>
<td>2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices</td>
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**Professional Actions**

**Student teachers**
- have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected.

**Professional Actions**

**Registered teachers:**
- have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice.
**Using the Professional Standards**

The revised GTCS Standards are challenging and aspirational, fully embracing enhanced professionalism for teachers in Scotland. They will inform and shape the teacher education programmes and professional review and development processes in Scotland and the GTCS has responsibility for the accreditation of these programmes. Placing sustainability, values and leadership at the core of the revision of these standards will embed the expectations that a focus is placed within University programmes on what a teacher needs to learn about sustainability pedagogies and practices. The Standard for Career Long Professional Learning will interact with professional development and review processes, and Professional Update, a new system of regular professional reaccreditation. The teacher will be required to demonstrate the learning and commitment to the core principles of sustainability in professional practice and school policy.

This will not happen overnight but in Scotland the GTCS is signalling the centrality of learning for sustainability in the ways our teachers are educated and how they will then model this in their professional values, personal commitments and practice. This truly offers the potential to help Scottish schools make a shift towards learning to contribute to a sustainable and just society.


GTCS’s consultation on its revision of the framework of Professional Standards can be viewed at: www.gtcs.org.uk/about-us/our-consultations from Wednesday 29th August until Wednesday 31st October 2012.

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**Rosa Murray** took up appointment with the General Teaching Council for Scotland in August 2004 where she is responsible for promoting and developing Professional Learning and Development Programmes for teachers in Scotland. This includes the Framework for Professional Recognition, the Standard for Chartered Teacher, the Standard for Headship in Scotland and Research development. Recently Rosa has been involved in the development of learning for sustainability in schools; this work is in partnership with WWF, the sustainable development network in Scotland and the Scottish Government. She is also a regular contributor to Radio Scotland’s Religious Affairs Broadcasting Programme ‘Thought for Today’ where she provides reflections, from a spiritual perspective, on current events and issues around the world.

**Betsy King** works as Senior Policy Officer - Education for WWF Scotland. Her background is in environmental education, starting life as a secondary school Geography teacher, then field teaching and Youth and Schools work for the Peak National Park, university teaching in Papua New Guinea followed by a focus on education for sustainable development with NGOs in England and Scotland.
EPOW and sustainable procurement in the public sector

– overcoming common barriers

Resource efficiency has never been higher on the economic agenda. The Confederation of British Industry and the EEF (The Manufacturers’ Organisation) are just two organisations to have recently highlighted the critical importance of reducing waste and stewarding resources for a sustainable, low carbon economy.

The Government’s review of waste policy in England, published last year, emphasised the need to move beyond the ‘throwaway society’ to a ‘zero waste economy in which material resources are re-used, recycled or recovered wherever possible, and only disposed of as the option of very last resort’. 9

It is against this backdrop that the European Pathway to Zero Waste (EPOW) project is trialling a range of different approaches that could reduce the amount of business waste sent to landfill and contribute towards a longer term ambition of ‘zero waste’. EPOW is a partnership between the Environment Agency and WRAP, part funded by the EU Life programme. The testing ground is the South East of England, and the results of the project (which runs until March 2013) will be shared across the UK and EU member states.

Sustainable procurement is good procurement.
Addressing the barriers using an inclusive approach that embodies change management is key to successful implementation.

With a population and economy bigger than some entire EU member states, the South East of England provides an ideal model for demonstrating the potential gains from a ‘zero waste’ approach. And that’s going to be much more than simply a reduction in landfiling. EPOW Programme Director Margaret Doherty says: ‘Zero waste is an approach to the sustainable use of resources that benefits the economy and the environment. Across the projects being implemented by EPOW, we expect to demonstrate cost savings for businesses and the public sector; new markets and business opportunities in re-use, recycling and recovery of materials from wastes, and savings in raw materials with associated reductions in carbon emissions.’

Key to EPOW’s approach is to test approaches that can work in different areas or through different sectors, says Carl Nichols, EPOW Actions Manager from WRAP ‘Resource efficiency is a huge challenge, so we need to tackle it on all fronts. But there is immense value out there for the taking if we can prevent or reduce waste arising in the first place, capture the valuable elements in end-of-life products and materials and put them back into the reprocessing and recycling chain’.

One important area of focus for EPOW is the promotion of sustainable procurement practice in both public sector organisations and businesses. Good buying decisions can make a significant contribution to resource efficiency across the life cycle of a product or service and it can also reduce costs.

WRAP has considerable experience of this work having delivered Defra’s National Sustainable Public Procurement Programme (NSPPP) to over 330 procurers and specifiers from the health service, higher and further education and local authority sectors across England during 2010/11.

An initial phase of procurement work produced a market analysis and best practice report identifying key products and contacts within the South East for EPOW to focus. Building on this, WRAP developed a comprehensive programme of activities focussing primarily on encouraging NSPPP delegates, and other public sector procurers and specifiers, to embed sustainable procurement principles into their organisation’s policy and practice. WRAP is providing a programme of targeted assistance and bespoke specialist support to embed sustainable procurement principles. This work is currently on-going and is helping to influence £1bn procurement commitment in corporate policy documentation, and £150m in tenders and contracts across more than 40 organisations.

Further evaluation with NSPPP delegates identified barriers that prevent sustainable procurement being embedded into policy and procedures. Workable solutions to overcome these were shared by delegates. The outputs from this important work provides a crucial insight into what may hinder sustainable procurement from progressing within the public sector, and offers proven solutions from first-hand experience.

To provide a further platform for continued discussion between procurers and specifiers, WRAP developed a community of practice to support the work, an online discussion forum where members post questions - receive advice from other practitioners, and share information and best practice.

Further practical support includes free online e-learning procurement modules. Five distinct e-modules have been created covering the sustainable procurement of construction, textiles,
furniture, ICT and also re-use and remanufacturing. All will be freely available for use later this year. The e-learning modules will be demonstrated at EcoProcura on 19 September 2012 in Malmo, Sweden as part of their Market Lounge session.

This element of the EPOW project is now nearing completion. Aside from the e-learning modules and the community of practice, EPOW will also publish a number of reports, case studies and signposts to other useful information.

Meanwhile, other projects continue, focussing on encouraging the use of quality assured products and materials derived from waste - compost, fertilisers, plastics, glass, recycled aggregates and oils are just some examples; promoting exchange and trade in end-of-life products and materials; and investigating how cracking down on waste crime could help ensure that more waste materials stay in the legitimate recycling and recovery chain.

A major study on barriers and solutions to delivery of waste and resource infrastructure will be reporting in the autumn, and work is well on the way in conjunction with the events industry to create an industry led roadmap working towards zero waste to landfill events 2020.

Key to the success of EPOW’s sustainable procurement work - and indeed all of EPOW’s projects - is its legacy beyond the life of the project. Our aim is to ensure the good work which EPOW has developed remains available as a guide for continued improvement and for others to build upon. All procurement outputs are due for release this winter and can be accessed at www.wrap.org.uk/content/sustainable-procurement. The WRAP website host regular updates as these resources become available. This will help maintain the momentum and keenness generated for adopting the sustainable procurement practices that help save organisations money, and benefit the environment.

A report on all the work carried out under EPOW will be available at the end of the project, together with resources and findings from all the project workstreams.

The Reports on Project Two will be published soon and were researched and written by Fay Blair and David Wright, Global to Local Ltd.

For further information on EPOW’s sustainable procurement work, please contact Tim Luckett, tim.luckett@wrap.org.uk, 01295 819941. For information and to register for updates on the EPOW project as a whole, go to www.environment-agency.gov.uk/epow.

- European Pathway to Zero Waste
  Demonstrating the route to zero landfill
A Sustainable Education Sector – the role of procurement

By Janine Hamilton
Sustainable Procurement Centre of Excellence for Higher Education

The English Higher Education sector spends approximately £9 billion a year on non-pay costs. The ways in which this money is spent can have a significant impact both socially and environmentally.

Following a survey to HE institutions in 2009, it was very clear that although there were pockets of sustainable procurement best practice within individual institutions, this best practice needed to be coordinated and brought together for others to learn from and help support the sector move forward on this agenda.

A ‘Universities that Count’ survey highlighted that in respect of environmental supplier programmes, the HE sector average was only 38% compliant with good practice compared to an average of 72% in the private sector.

Engagement with the HE procurement community indicated that over 96% of people felt that a central resource would assist the sector in embedding sustainability best practice into their processes and improve this situation.

The Sustainable Procurement Centre of Excellence, a 4-year Hefce funded project was established in 2009 to assist culture change in the HE sector, build capacity through training and guidance, develop and promote measurement and monitoring tools and develop procurement professionals via targeted workshops.

Over the last 3 years, the SPCE has worked with many institutions and supported a number of sustainable procurement projects. Key areas of supported work include the National Sustainable Public Procurement Programme (NSPPP), support for the HE purchasing consortia national framework agreements and the SPCE website.

The course has been developed to support organisations embed sustainability into the procurement process and work with suppliers effectively to deliver significant benefits and innovative solutions.

In partnership with DEFRA and the Marrakesh Task Force, the SPCE successfully delivered NSPPP training to six universities; Northumbria University, University of Birmingham, University of Derby, University of Chester, Hull College and Queen Mary University London.

A university’s procurement policy is one of the strongest ways of supporting sustainability.

The NSPPP training and development course provides a comprehensive, Defra approved model, based on a global approach, to help deliver financial and sustainable benefits from sustainable procurement.
Key to the success of the SPCE sustainable procurement work is the website.

The SPCE’s tailored sessions trained delegates in the Marrakesh Task Force’s first module on sustainable public procurement. Covering information on current guidance and legislation, opportunities and barriers, and ensuring engagement from senior management and other staff, this module also provided practical tools for identifying sustainability impacts, analysing expenditure and prioritising commodity areas where sustainable procurement practices can be implemented or improved.

Feedback from all the training sessions was very positive and procurement representatives found the sessions an ideal opportunity to come together with staff from across a range of departments to explore the appetite for sustainable procurement in their institution and begin setting targets for the future.

Throughout 2012, based on the success of working with 6 institutions, the SPCE has worked with 6 trainers to provide NSPPP training and materials to all institutions across the UK and to date is proving very successful. For further information, please visit the SPCE website.

The SPCE has carried out a prioritisation methodology exercise on the HE purchasing consortia national framework agreements and has supported a number of agreements including; furniture, travel, computing and catering. This includes researching key risks and issues associated with the particular commodity, writing the sustainability criteria for the tender, evaluation of bids, engaging with suppliers and setting KPI’s for the agreement.

This work has allowed the SPCE to assist the HE purchasing consortia in embedding sustainability into their high spend, high risk framework agreements which in turn delivers long term cost savings and positive environmental and social impacts.

Over the past 2 years, the SPCE has seen an increase in sustainability criteria included in national framework agreements, positive engagement with suppliers and an increase in environmental product spend.

The SPCE website provides a central repository for resources relevant to all aspects of sustainable procurement in Higher Education ensuring procurement staff or anyone interested in learning more about HE sustainable procurement can find all the information they need in one location.

The site is built around a central Knowledge Base of useful information and provides links on a range of sustainable procurement topics including; Carbon Reduction, Whole Life Costing, Energy Efficiency, Legislation, Toolkits, Strategy & Targets, Guidance for Commodities, as well as links to Example Policies, Case Studies and Best Practice from across the HE and wider public sector.

The SPCE are currently working with Defra in partnership with BMT ISIS on a project to develop social and ethical criteria for a number of commodity areas including; construction, furniture, food, textiles and ICT. The project team will develop criteria to ensure compliance with EU Procurement Directives and Cabinet Office Guidelines, and will be pragmatic to implement.

The criteria will also be developed linked to UK economy growth where possible. The criteria will be for Tier 1 suppliers, unless, there is a known issue with a sub product group that rates highly in the product prioritisation.
The guidance will cover pre-qualification, pre-contract award and post contract award stages. The draft criteria and guidance will be reviewed by legal specialists to ensure compliance with the EU Procurement Directives and a full impact assessment and cost benefit analysis will be undertaken.

Defra and the SPCE expect to publish this groundbreaking work in September 2012.

For many HE institutions, sustainable procurement is an ongoing journey which includes a short, medium and long-term strategy. It is very important, as the SPCE approaches the end of project funding, that the work undertaken and the guidance developed, continues to support the sector in delivering sustainable procurement outcomes and achieve targets and goals for a sustainable future.

For further information on the Sustainable Procurement Centre of Excellence, please contact Janine Hamilton, j.hamilton@leeds.ac.uk or 0113 3443958.

Visit the SPCE website and sign up to our newsletter: http://www.spce.ac.uk/contact-us/

Alternatively, you can find us on Twitter or LinkedIn

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