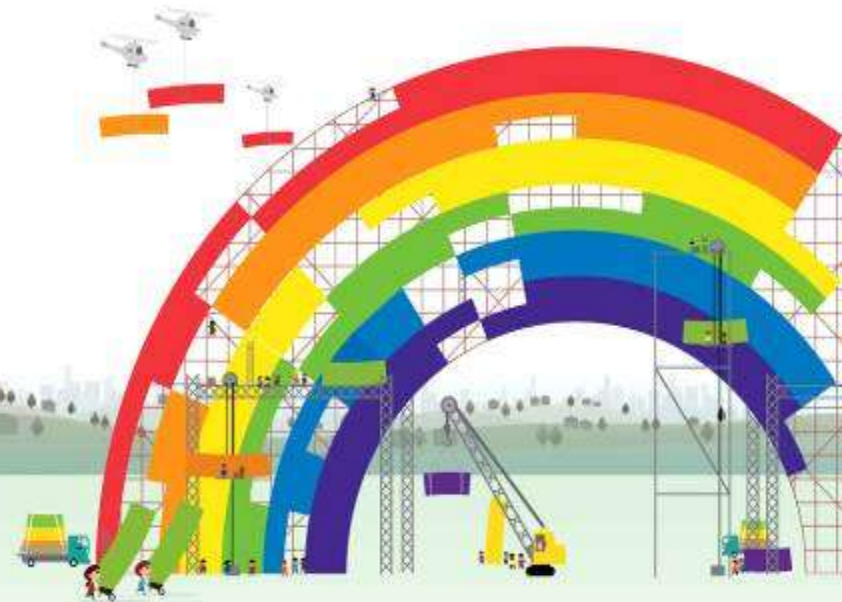


Future Sustainable Development priorities

Janice Lawson

Head of Sustainable
Development Unit



Securing their future

A strong, healthy and just society, living within environmental limits



Sustainable Development is development which meets the needs of the present without compromising the ability of future generations to meet their own needs

Brundtland Report 1987

Intergenerational equity

- **84%** of young people thought that school could help to combat climate change.
- **8%** thought school was taking action to reduce climate change.

[Defra young people's survey 2006]

“The things that worry us most about climate change are the earth getting hotter, making sea levels rise and causing flooding. We also worry that wildlife and animals will die. If the ice caps melt and extreme weather happens, there might be a lot of death and disease. Future generations will suffer. It might even mean human extinction. Food, water and fuel will run out, and pollution will be much worse. All the trees will be cut down, and there will be no fish left.”
“Act like this is an emergency.”

“Climate change is not only an environmental issue: it is a children's issue.”

“Our opinions matter because whatever you decide will affect us. We can't wait until we have grown up and taken charge before someone looks after our planet, because by then it will be too late.”

[DCSF survey of young people, 2009]



Adaptation, mitigation and Carbon budgets

By 2050, the world will have a global temperature increase of $>2.5^{\circ}$.

We need to:

- **Adapt to inevitable climate change (buildings, behaviour)**
- **Take mitigating action to prevent further increase in greenhouse gases in the atmosphere (behaviour change to limit emissions, new technologies, carbon budgets)**

The UK is the first country to set a legally binding Carbon (GHG) budget to ensure compliance with emissions reduction targets (34% by 2020; 80% by 2050).



Government's Low Carbon Transition Plan

Carbon Reduction Delivery Plan

- Operation of own estate
- Share of Transport sector
- Share of Land and Agriculture sector
- Responsibility for public sector

Departmental Adaptation Plan

- Securing the delivery of children's services:
 - Increased temperatures
 - Flooding
 - Migration
 - Child poverty
- Operation of own estate

+ the CRC includes schools in the LA estate



DCSF approach

New Sustainable Development Action Plan to include CRDP and DAP

- Part of sustainable development
- Importance of building on existing work
- Role of Becta; PfS; National College etc
- Working with other Government Depts



The Department's SDAP

Strategic Objectives:

- Leading change in the system – achieving our goals for children and in doing so ensuring sustainable development
- Leading by example
- Empowering and educating young people for life in a sustainable world

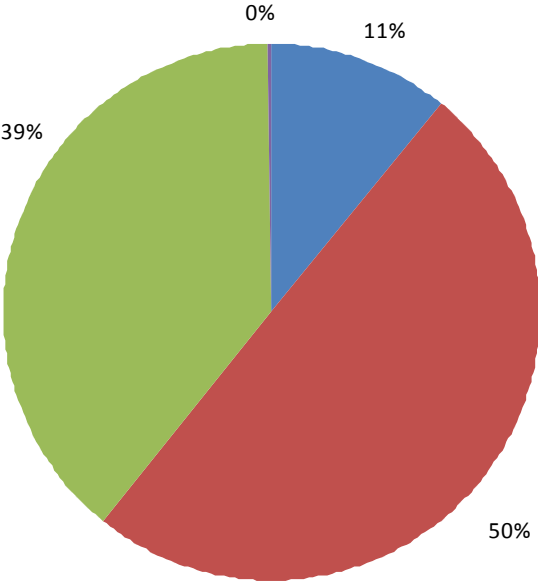
Common themes link sustainable development across the Department

- Wellbeing
- Education and skills
- Equity
- Value for money and low carbon

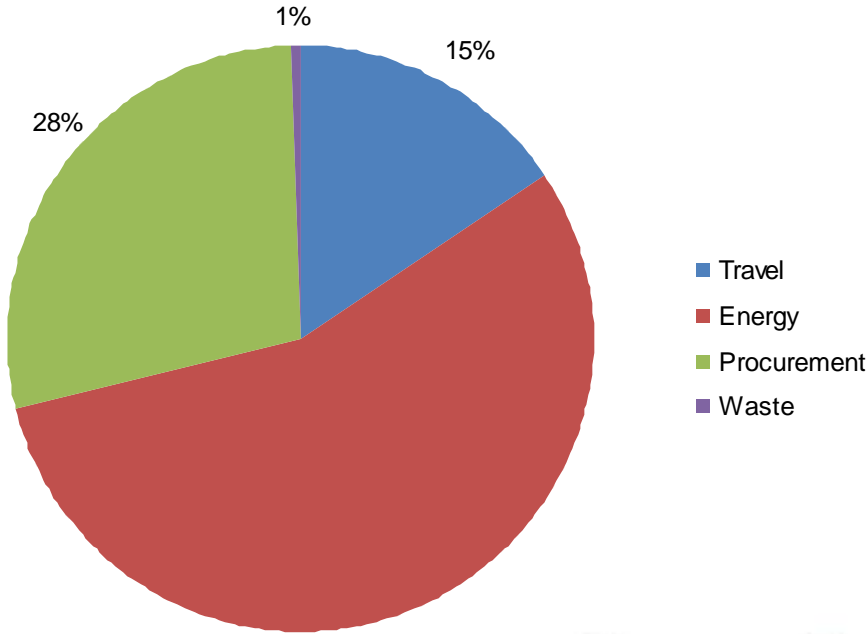


School greenhouse gas emissions

**Schools GHG footprint 1990
(6.496 Mt)**



**Schools GHG footprint 2006
(7.268 Mt)**



- Travel
- Energy
- Procurement
- Waste

GHG footprint is defined as the total set of GHG emissions caused directly or indirectly by an individual, organisation, event or product. Total GHG emissions are expressed as CO₂e



Carbon Management Strategy for the school sector

- Builds on 3 years of work to identify the main sources of GHG emissions in the school sector
- Shaped by Consultation and stakeholder events
- Responds to the Zero Carbon Task force recommendations
- Sets out action for government, local authorities and schools



What can we do? - energy

DCSF

- Impact of BSF and PCP
- Focus on existing school buildings

LAs

- Data collection via CRC and NI 185
- Strategic view of schools estate – asset management

Schools

- Train someone to take lead responsibility for energy
- Use information from display meters for learning



What can we do? - procurement

DCSF

- Focus on key procurement categories to set sustainability standards
- Improve information to schools so that a sustainable choices are best value

LAs

- Take into account the carbon impact of construction materials, transport, food
- Encourage participation in local sustainable procurement initiatives

Schools

- Take advantage of quick wins – existing sustainable products
- Engage staff and pupils



What can we do? – travel

DCSF

- work with DH and DFT to achieve best outcomes for health, safety and environment

LAs

- Use SMoTS to plan for change across area
- Communicate travel options at point of school choice

Schools

- Ensure school travel plans are living documents to encourage action
- Consider action to reduce emissions from business travel, school trips and staff travel



Evidence of impact of sustainable schools

- Raises standards and enhances well being
- Engages young people in their learning
- Improves motivation and behaviour
- Promotes healthy school environments and lifestyles
- Advances community cohesion.

Evidence from research, policy and practitioner literature, from UK and internationally

Collated by the University of Bath Centre for Research in Education and the Environment



Ofsted briefing for section 5 inspectors

Schools are asked explicitly to consider their approach to sustainable development in the sections of the SEF that deal with:

- the school's context
- the contribution which pupils make to the school and wider community
- the pupils' economic well-being
- value for money, and
- outcomes for pupils in the sixth form.



Win-win for sustainable communities

LAs support schools to become sustainable schools

Schools are exemplars of sustainability in their communities

LAs support schools to tackle barriers to sustainability (travel, procurement, wellbeing...)

Schools support LAs to achieve local targets (NI 2, 5, 48, 50, 167 and more)

LAs support schools to reduce energy consumption and save money

Schools support LAs in the Carbon Reduction Commitment (and NI 185, 186)



S3+ and the LA guidance

Resources for Local Authorities - evaluation

