



OUTDOOR AND SUSTAINABILITY  
EDUCATION SERVICE

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# Development Activities

## Schools

- Initial meeting 35 schools attended, initial discussion of support needs towards SS.
- Recruitment of 7 pilot schools as contributors
- Two meetings each with each pilot to assist with S3 review of each
- Support needs identified
- Case study templates distributed and first case studies committed to by schools

## LA Departments and Partners

- Initial meeting with 24 reps. Agreement on sub-group
- Formation and meetings of sub-group to begin development of written policy
- Sub Group produce draft proposal
- Sub group draft proposal shared with second full meeting
- Policy returned to sub-group for re-draft
- Case study templates distributed and first case studies committed to by Departments, partners.

## Corporate

- Liaison beginning with Corporate to agree process through which SSCS can become embedded and included within DCC Policies and Strategies



# Outcomes to date

- Raised awareness of SS Framework and SS issues with schools, LA departments and DCC new corporate structures
- Significant improvement in understanding of issues between LA (non-education) and schools
- Primary Capital Strategy: Sustainable Schools Framework a key framework around which the design of Brandon School and Esh Wining Primary school new-builds to be based.

## **Greatest Difficulties ?**

- Time and resources for lead team and contributors
- Direct engagement with 'young peoples voice'



# The Durham Strategy ?

**A Promise to young people**  
(‘Dream’, ‘Ambition’, ‘Ideal’, ? ?)

**The Principles that will contribute to this promise being fulfilled**

(How LA departments and partners will work with schools)

**The Connections with key DCC Policies**

**Targets and Milestones**



# The Durham 'Promise'

DRAFT

Durham County Council will work in partnership with all schools, other places of learning, and with families and communities so that:-

**All young people in County Durham will have educational opportunities that empower them to contribute actively to sustainable development locally, nationally and globally**

**Through the curriculum, inside and outside the classroom, they will:**

- Have opportunities to gain understanding of the real and daily challenges that people face from around the globe, which both affect and are affected by the decisions that we make
- Explore relevant and topical issues relating to the environment and development

**Through the campus where their learning takes place, they:-**

- Will be involved in the decision making processes about the running of their campus with the understanding that these decisions will affect their lives and those of others locally, nationally and globally, now and in the future
- Will see their campus addressing sustainability issues by taking practical action.

**Through links with the local, regional and global community :-**

- Feel motivated and entitled to participate in activities with a range of other groups and community based sustainability ventures
- Learn that their community exists on local, national and international levels.