Perspectives on Education for Sustainable Development from the United Kingdom
Green Academy I and II: leading institution-wide sustainability change in the tertiary education sector
Meliora: International Student Sustainability Research Symposium & Journal

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Green Academy

- An institutional change programme initiated in partnership with the National Union of Students (NUS) and Environmental Association for Universities and Colleges (EAUC).

- Primary aim to help universities strategically embed ESD into the student experience, with an initial focus on the curriculum.

- Project teams comprise of senior management (e.g. PVCs), students, estates managers, and academics to ensure an appropriately holistic approach to ESD
Aim of Green Academy

- To enable participants to successfully embed sustainability across the institution with a particular emphasis on education for sustainable development.
Objectives

1. To develop an understanding of sustainability and its role within the host institution
2. To understand the process of change for sustainability relevant to the institution
3. To link education, research, operations and student experience to achieve holistic sustainability change
4. To develop new processes and content to lead to the embedding of education for sustainable development across the curriculum
5. To work with sector-leading supporters in developing sustainability strategies and processes relevant to the host institution.
• Exploring **embedded institutional approach** for ESD
• All students to have access to sustainability experience
• **Funded staff and interns** to support subject areas in embedding sustainability in all curriculum areas

**Education for Sustainable Development (ESD)**

Education for Sustainable Development (ESD) aims to improve the formal curriculum experience and address the bigger issues facing the world today:

- Cultural Diversity
- Protection & Restoration of the Earth’s Ecosystems
- Human Rights of Future Generations
- Social & Economic Justice

We want to hear from you!
Let us know how ESD fits your subject and course work.
**Share your ideas!**

[www.bristol.ac.uk/environment/esd](http://www.bristol.ac.uk/environment/esd)

**Outside of your formal classes, learning about sustainability can occur:**

- Informally through volunteering, involvement in societies and taking skills based training
- By using recycling facilities and buying fair trade products

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[www.bristol.ac.uk/environment/esd](http://www.bristol.ac.uk/environment/esd)
“No undergraduate student will with leave the University without a critical understanding of sustainable development issues, concepts and ethical considerations through a combination of effective teaching and learning, research and scholarly activity.”

The University intends to develop a new, inter-disciplinary initiative, focused on engaging students with the challenges and problems of the twenty first century.

The ‘Christ Church 2050’ initiative will enable students and tutors to explore what might loosely be termed the ‘great issues’ of the age. These issues cover a broad range of themes that are likely to impact on our lives in the years ahead – social, scientific, environmental and ethical.
• Sustainability ‘Hub’
• Director of Education for Sustainability
• PVC for Environment and Sustainability
• New Chancellor
• Sustainability one of the 3 key themes of an institution-wide curriculum review
• Establishment of ESD as a ‘Grand Challenge’ - access to funding & support
• ESD added to the Nottingham Advantage Award
• Sustainability literacy now viewed as an important graduate capability
• Learning for Sustainability OER
• New £20M Orchard ‘Eco-Hotel’
• **Curriculum mapping** to enable embedding of sustainability across the curriculum - focus on existing content and graduate attributes

• **Sustainability Action**: engagement projects involving students, staff, and the community

• Vision that emerged is for sustainability to be at the **CORE** of the institution
• Launch of **INSPIRE**

• Core mission ‘delivering for a sustainable Wales, locally, regionally, nationally and internationally’.

• **Sustainability embedded** into 15% of all students’ experiences by Autumn 2013

• **Staff Sustainability Audit**
Results

• Embedded with university policy makers/committees

• Increased student participation in sustainability initiatives

• Embedded in university’s strategic plan

• Sustainability elective open to all undergraduate students
Outcomes of Green Academy I

• The focus on the positive nature of the ‘challenges’, not the traditional negativity of sustainability ‘problems’

• Recognition of the difficulty of tackling sustainability through traditional pedagogy – the need to work collaboratively and imaginatively (e.g. through wicked problems)

• Value of engaging students as change agents

• The role of critical friends
Outcomes of Green Academy I

• National and international dissemination leading to reputation building for participants

• Development of an informal ESD change management network where the participants have exchanged ideas and resources

• The value of a collegial approach focused on knowledge and practice sharing, driven by friendly competition
Green Academy II Institutions

- Anglia Ruskin University
- University of Kent
- UCL
- University of Chichester
- University of South Wales / De Cymru
- De Montfort University
- UEA
- ual: University of the Arts London
- University College of Fashion
- Nottingham Trent University
Mapping provision of ESD across formal and informal education provision to evaluate the quantity and quality

Office for the Vice Provost for Education Global Citizenship programme

- First year undergraduates participating in four short courses: global health, sustainable cities, intercultural interaction and human wellbeing reflecting UCL’s grand challenges

Developing staff training around sustainability to be incorporated into all departmental inductions and part of a regular training programme.
Co-creating a 10-year plan for institutional change for sustainability

Developing processes and benchmarks to articulate and embody teaching and learning for sustainability across subject areas.

Communicating a culture and strategy of sustainability.
Food for Thought – curriculum
Graduate Attribute
Over-arching theme
Institutional sustainability
‘Grand Challenge’
Questions for SCC

- Could the model be expanded to North America and globally?
- Should Green Academy be run more regularly than every two years?
- Should the model be more focused on leadership, or students as partners?
SOUTHAMPTON BLACKOUT

A NIGHT OUT WITH THE LIGHTS OUT
On 27th April 2012 we carried out an energy audit on the University of Southampton's Highfield Campus. Here are the results...

**Southampton Blackout Headline Results**

- Saved more than £1,600 in one weekend.
- Saved 7 tonnes of carbon and 16,000 kWh of energy.
- Enough to power 5 family homes for a year.
~250 volunteers each year
Leadership
About this Journal

Meliora: International Journal of Student Sustainability Research is an open access Academic Journal for the publication of student independent research work in the broad sphere of sustainability. We publish articles that demonstrate the excellence of student research, and how their work can contribute towards changing the world for the better.

Published articles have an interdisciplinary perspective incorporating a social, cultural, economic or environmental dimension. Submitted articles can be from either undergraduate or postgraduate taught students.
“We shall need a substantially new way of thinking if humanity is to survive.”

Albert Einstein, 1954