



## **Welcome to the Higher Education Academy's EDUCATION FOR SUSTAINABLE DEVELOPMENT PROJECT**

### **Quarterly e-Newsletter**

Issue 2 (March 2008)

'The biggest challenge for educationalists is the proposition that ESD cannot simply be added onto existing learning, but requires a *systemic change to the learning process and priorities* in education'.  
(Real World Coalition 2001, Earthscan)

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## EDITORIAL

Welcome to the second issue of the HE Academy ESD Project e-Newsletter. The first issue was well received, and this issue is also pretty full. With much talk of indicators these days, perhaps the amount of stuff that is going on – or appears to be going on – is some sort of indicator of the health of SD and ESD in our sector. In the first few months of this year, we've had UUK's *Greening Spires* publication, UCAS/Forum for the Future's *Future Leaders Survey*, HEFCE's Strategic Review of SD, People and Planet's 'Green Education Declaration', the Green Gown Awards judging, and so it goes on. Or so we hope – clearly there is still a long way to go in many HEIs, despite real progress and rising interest. We hope this newsletter helps you take your SD/ESD work a step further.

*We wish to thank you for all the work you do in ESD and for your support of our work. Enjoy the spring!*

The ESD Project Team  
Simon Smith, Stephen Sterling and Heather Witham  
HE Academy

## OVERVIEW

### OUR FORWARD STRATEGY

We are reasonably confident of renewal of our budget for the year 2008-9, although we don't know what level it might be set at. However, it is important that the ESD Project is clear in its forward planning so that in the event of funding, we

can establish an effective and relevant programme. We are currently working to an internal strategy document but would very much welcome your views as we develop a new strategy and programme for the 2008-9 academic year. The purpose and aims of the Project remain the same:

Purpose: 'to help institutions and subject communities develop curricula and pedagogy that will give students the skills and knowledge to live and work sustainably.'

Aims:

'To **research and support** the development of ESD in the HE sector, particularly within subject communities'.

'To **build capacity** amongst individuals, subject communities and institutions to embed ESD in curricula and pedagogy'.

'To assist the **coordination and dissemination** of policy, research and practice relating to ESD in institutions, the HE Academy and the wider field'.

Currently, as we are working this year to a restricted budget, the emphasis has been and is on dissemination. In the next year, we are aware that the Project will need to do more to support curriculum development and institutional response to the sustainability agenda, not least, playing a full part in helping realize the goals of HEFCE's emerging Sustainable Development Action Plan (see below).

What do you think the Project should concentrate on in 2008-9? What is most urgent? What would be most useful to individual HEIs and the sector? We very much welcome your input, and will report back in our June newsletter (please contact Heather Witham at [sustainability@heacademy.ac.uk](mailto:sustainability@heacademy.ac.uk)).

### **THE HIGHER EDUCATION ACADEMY'S 2008-2013 STRATEGIC PLAN EXTERNAL CONSULTATION**

Speaking of strategies, the Higher Education Academy as a whole is currently consulting externally on its second five-year strategic plan. The plan states the Academy's mission, describes its ambitions for the next five years and sets out the main aims and objectives in the light of the revised mission and values statements. It has been informed by a recent external evaluation and builds on the many strengths outlined in the report. However, currently, the strategy says nothing about learning in relation to the challenges of sustainable development.

Your views on any aspect of the plan (21<sup>st</sup> century challenges such as sustainability?) are welcome via the online survey. Any responses to this consultation should be submitted by Friday 18 April 2008. See: <http://www.heacademy.ac.uk/resources/detail/2008-13draftstrategicplan>

Following this sector-wide consultation, the plan will be further refined, informed by feedback received. The final plan will be published on the Academy website in July 2008.

## **REPORTS**

We are pleased to announce the publication of our reports on recent projects and research. We hope they will prove useful to the sector. Feedback, of course, is very much welcomed. We will be particularly interested in comments on such things as:

- how useful is this work to you? In what ways?
- has it led to any new ideas or developments in your work?
- is the format accessible and helpful?
- can you help disseminate this work further?
- what research or capacity-building work would you want the Academy's ESD Project to be doing next?

## **EMPLOYABLE GRADUATES FOR RESPONSIBLE EMPLOYERS**

We commissioned StudentForce for Sustainability to research the links between sustainability and employability in the graduate job market in relation to higher education teaching and learning. The researchers interviewed a wide range of students, graduates, employers, Sector Skills Councils, professional bodies, and careers staff to explore the rise of the ethical graduate jobseeker and recruiter. The research primarily focused on evidence for how the career choices of graduates and the recruitment of employers was being influenced by the sustainable development and CSR agenda of employers. The report identifies the mismatch between the needs of socially- and environmentally-responsible employers and the education and careers/employment services of universities. It also recommends how universities can change their culture, governance, career advice, teaching styles as well as employer links through work experience, volunteering and low-level research led by students with employers. More details available at: [http://www.heacademy.ac.uk/projects/detail/esd\\_employable\\_graduates](http://www.heacademy.ac.uk/projects/detail/esd_employable_graduates)

## **AN ESD INTERDISCIPLINARY DISCUSSION SERIES**

This series of three meetings was conceived to enable a group of academics to examine the challenges posed by the coincidence of two challenging topics: interdisciplinarity and education for sustainable development (ESD). The specific intentions for the ESD discussion series were to:

1. support dialogue between academics in relation to the intellectual and pedagogical issues surrounding interdisciplinarity and ESD;
2. provide a forum for academics to develop their understanding of the ways that they might work with the parameters and principles of interdisciplinary ESD;

3. inform the strategic agenda for the ESD Project on the issues at stake in the intersections of 'ESD', 'sustainability' and 'interdisciplinarity'.

More details available at:

[http://www.heacademy.ac.uk/projects/detail/esd\\_interdisc\\_series2007](http://www.heacademy.ac.uk/projects/detail/esd_interdisc_series2007)

### **WHAT MAKES A TOWN SUSTAINABLE? COMMUNITY PROJECT**

University students/lecturers were matched with a community sustainability initiative. The focus of this work was on Thornbury, a market town just north of Bristol. An economics student from the University of the West England, a Leeds University PhD student researching participatory methods of consultation, 30 Masters degree students in Planning and Architecture from Cardiff University, and 120 1st-year students in five disciplines from University of Gloucestershire all explored sustainability in Thornbury. Activities included stakeholder events with local residents, and presentations by students to the town. The work of the students fed into Thornbury Town Council's Market Town Healthcheck, while information collected by the Council was used by students as primary data.

More details available at:

[http://www.heacademy.ac.uk/projects/detail/market\\_town\\_sustainable2007](http://www.heacademy.ac.uk/projects/detail/market_town_sustainable2007)

### **SUSTAINABILITY MODULE GUIDANCE**

Some will recall that part of Stephen Sterling's work at the Centre for Sustainable Futures (CSF) was to develop a 'generic module' in ESD, and the intention was to make this available through the Project. Workshops with academics at the University of Plymouth, however, made it clear that the idea of a 'generic module' was not something that academics particularly liked or welcomed. Instead, Stephen and the CSF team have worked on a 'mark 2' model which is called 'Sustainability Module Guidance'. This is being tested with two Schools in the University at present. It consists of an introduction indicating different levels of engagement with sustainability, a section indicating key sustainability concepts and learning outcomes by level from undergraduate to masters, and appendices showing Plymouth modules incorporating sustainability, and another giving national examples and web addresses of sustainability modules. The idea is that the document can give interested academics ideas which they can adapt, add to, modify, etc. in the light of their own experience and disciplinary interests, and at a level of engagement that suits their circumstances. The document is not quite ready for national dissemination, but we will give a web address in the June newsletter. Meantime, if you have examples of sustainability-related modules, perhaps relating to your discipline, and that you would be happy to have cited – including a web address – in the Guidance document, please let Heather know at [sustainability@heacademy.ac.uk](mailto:sustainability@heacademy.ac.uk).

### **WORK IN PROGRESS**

In addition to the dissemination of past work, we are also working on:

\* More interdisciplinary seminar series: During the 2006-2007 academic year, Dr Colin Brooks and Dr Alex Ryan facilitated a series of three meetings examining the challenges posed by the coincidence of two difficult topics – ESD and

interdisciplinarity. A report on the series is available (see above) and the outcomes warrant planning for additional seminars in other parts of the UK.

\* More solo HEI networking days: Again, based on successful events last year, we are offering more of these days that encourage a 'whole institution' discussion of the past, current and future presence of ESD within the institution, and to encourage consideration of the various manifestations and understandings of ESD. The next one is planned for a Scottish HEI in June or July 2008.

\* A networking day in Wales: In conjunction with the Higher Education Funding Council of Wales, we are planning a networking day for HEI senior managers in Wales on 21 May 2008. A follow-up event will be open to all those involved (or who would like to be involved) in ESD at degree level.

## **DISSEMINATION AND NETWORKING**

### **UPCOMING DISSEMINATION OF OUR WORK**

The next e-Newsletter, to be published in June 2008, will include the dissemination of the following pieces of work:

- The first tranche of Small Grant Projects funded last year
- English HEI Networking Days
- The CSF Sustainability Module Guidance (see above)
- An announcement of those awarded Mini Grants (see below)

### **MINI-GRANT PROJECTS CALL FOR BIDS**

We invite applications for the funding of mini-grants designed to develop small-scale work in one or more of the following areas:

1. Explore links between employability and sustainability in the curriculum;
2. Link sustainability with careers advice and student volunteering;
3. Critique, develop and explore the notion and substance of sustainability literacy skills and how best to embed this area in the curriculum; and
4. Support student outreach programmes and integrate off-campus activity into programmes.

Maximum funding for any single proposal will be £2.5k. The deadline for applications is noon on Wednesday 23<sup>rd</sup> April 2008. For details, see <http://www.heacademy.ac.uk/esd>

### **ESD NETWORKS AND REGIONAL NETWORKING DAYS**

Do you have experience of, or are considering, incorporating ESD into your higher education work – or incorporating higher education into your ESD work? Statutory agencies, local authorities, voluntary and community organisations, and those working within higher education are all invited to join one of the networking lists we have created to allow individuals and organisations to find one another for collaboration on community and curriculum projects. Your details, including

expertise and interests, are collected, collated and then sent back to other members for networking purposes. An e-mail list allows for periodical updates and extraordinary requests for partnerships. Links to the forms are below. All responses on the forms are made available to all other respondents in that region/country. You may choose whether or not to receive the e-mails with updates.

In Scotland? [http://www.economicsnetwork.ac.uk/projects/esd/scotland\\_f.htm](http://www.economicsnetwork.ac.uk/projects/esd/scotland_f.htm)

In the South West? [http://www.economicsnetwork.ac.uk/projects/esd/southwest\\_f.htm](http://www.economicsnetwork.ac.uk/projects/esd/southwest_f.htm)

In Wales? [http://www.economicsnetwork.ac.uk/projects/esd/wales\\_f.htm](http://www.economicsnetwork.ac.uk/projects/esd/wales_f.htm)

Let us know if you find these network lists helpful as we may offer more lists in other regions... Watch this space!

Meanwhile, if you would be interested in a networking day for your region, please contact us as we may be able to offer advice and resources. Details about previous networking days are available:

East Midlands: [http://www.heacademy.ac.uk/events/detail/sustainable\\_development\\_in\\_east\\_midlands\\_2006](http://www.heacademy.ac.uk/events/detail/sustainable_development_in_east_midlands_2006)

Scotland: [http://www.heacademy.ac.uk/events/detail/sustainable\\_development\\_in\\_scotland\\_june07](http://www.heacademy.ac.uk/events/detail/sustainable_development_in_scotland_june07)

South West: [http://www.heacademy.ac.uk/events/detail/sustainable\\_development\\_in\\_southwest\\_mar07](http://www.heacademy.ac.uk/events/detail/sustainable_development_in_southwest_mar07)

## CONFERENCE

This year, the ESD Project is not holding its own conference, but we are endorsing and supporting the major conference that CSF is holding in Plymouth in September. The details are below and interested colleagues are invited to follow it up.



### **All Our Futures Conference**

9th – 11th September 2008

The University of Plymouth, United Kingdom

The aim of the conference is to explore, in the context of threat to our planet, how to shape and deliver an education for sustainable futures that brings hope, possibility and transformation. All aspects and levels of education are on the

conference agenda; but there is particular emphasis on the contribution to be made by the universities and other institutions of higher education. Confirmed keynote speakers are Professor David Orr and Mark Lynas.

This is the Second Call for Papers. The submission date is **18 April 2008**

Find out more at: <http://csf.plymouth.ac.uk/?q=allourfutures>

### UPCOMING EVENTS

Other upcoming events include:

Skills for Sustainability: Putting the Pieces Together  
EAUC 12<sup>th</sup> Annual Conference  
31<sup>st</sup> March – 2<sup>nd</sup> April 2008  
University of Exeter

This important conference will encourage and inspire universities and colleges to identify essential skills and knowledge and go on to equip them to embed skills for sustainability in their own staff and students.

Keynote speeches include: *Bill Rammell MP*, Minister of State, Lifelong Learning, Further and Higher Education; *Ann Finlayson*, Education Commissioner, Sustainable Development Commission; *Steve Egan*, Deputy Chief Executive, HEFCE; *Professor Daniella Tilbury*, Professor of Sustainability, University of Gloucestershire

Workshops include: Working Together: Curriculum, Community and Campus, *Brian Chalkley*, Director, GEES Subject Centre, Higher Education Academy; Change Management, *Stephen Sterling and Alan Dyer*, Centre for Sustainable Futures, University of Plymouth and Integrating Sustainability into the Curriculum, *Heather Witham*, Higher Education Academy and *Professor Carolyn Roberts*, University of Gloucestershire

See [www.eauc.org.uk](http://www.eauc.org.uk) to download a full programme and to book online

Rural Futures: Dreams, Dilemmas, Dangers  
University of Plymouth  
1-4 April 2008

An End to History? Climate Change, the Past and the Future  
Birmingham and Midland Institute, Birmingham  
3 April 2008

Global Leadership and the Global Fitness Framework Conference  
Anglia Ruskin University, Chelmsford, Essex  
3-4 April 2008

Teaching Engineering Ethics Workshop  
Leeds  
Thursday 10 April 2008

Active Learning and Active Citizenship: an exploration of the ALAC website  
Sheffield  
Thursday 17 April 2008

Teaching Ethical Fashion  
London  
Wednesday 23 April 2008

An Ecological Economics and Problem-Based Learning Workshop  
Birmingham  
Friday 25 April 2008

Future Ethics: a Workshop Series on Climate Change, Political Action and the  
Future of the Human  
Manchester  
Friday 13 June 2008

Engaging for a Sustainable Future  
Queensland, Australia  
9-11 July 2008

UK ITE Network for Education for Sustainable Development/Global Citizenship  
London  
Thursday 10 July 2008

All Our Futures: Education Waking to Threat, Hope, and Possibility  
University of Plymouth  
9-11 September 2008  
(see above for more details)

Future Ethics: a Workshop Series on Climate Change, Political Action and the  
Future of the Human  
Manchester  
Friday 19 September 2008

Future Ethics: a Workshop Series on Climate Change, Political Action and the  
Future of the Human  
Manchester  
Friday 16 January 2009

For details, see:

[http://www.heacademy.ac.uk/ourwork/learning/sustainability/esd\\_events](http://www.heacademy.ac.uk/ourwork/learning/sustainability/esd_events)

## **SUBJECT CENTRE SPOTLIGHT**

### **STUDENT PERCEPTIONS OF ENVIRONMENTAL CITIZENSHIP**

The Higher Education Academy's Subject Centre for Geography, Earth and Environmental Studies (GEES) recently funded a research project to explore student perceptions of 'environmental citizenship' and focused on three key questions: How do students perceive 'environmental citizenship'? How far do students engage in 'environmental behaviour/practices' (for example, recycling, use of public transport)? What do you students think of key environmental issues and 'environmental behaviour/practices' (for example, recycling, use of public transport)? From listening to the student views and experiences, the authors, Zoe Robinson and Beth Greenhough, argue that in order to achieve HEFCE's vision, and to produce graduates who can become global environmental citizens, it is not enough to address sustainability issues only in the curriculum. It is also necessary to allow students to develop good environmental 'habits' while at university. This is particularly important as moving from home to university means for the first time many students are consciously able to make their own lifestyle choices. Thus it is imperative that the university infrastructure provides students with the opportunity and encouragement to develop sustainable environmental practices and habits. More details and preliminary results are available in the full article, which can read at: [http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/sustainability/student\\_percept\\_envir\\_citi...pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/sustainability/student_percept_envir_citi...pdf) (PDF 48KB).

## **OTHER NEWS IN THE SECTOR**

### **HEFCE'S SUSTAINABLE DEVELOPMENT STRATEGIC REVIEW AND ACTION PLAN**

At the end of January, HEFCE's long awaited report 'Strategic review of sustainable development in higher education in England' was released. Researched and written by the Policy Studies Institute, PA Consulting Group and the Centre for Research in Education and the Environment at the University of Bath, the report provides a baseline of sustainable development activity in the higher education sector in England, covering four main areas: teaching, research, corporate and estates management. As well as providing a baseline of sustainable development in these areas, the report also aims to further raise the profile of the sustainability debate in HE in order to lead to greater understanding and engagement.

The review includes the following findings:

- approximately two-thirds of institutions are engaged in sustainable development related research

- although some institutions are fully committed to sustainability, the level of involvement is uneven
- the place of sustainable development in the curriculum is varied and not yet well connected with the skills agenda
- environmental performance across the estate is varied, and improving performance is an investment challenge, given the age and condition of many university buildings.

Commenting on the review, HEFCE's press release says that: 'although a great deal has been done, the momentum for change needs to continue and increase if HE institutions are to maximise their role in improving the environment, preserving natural resources and making an economic and social impact'.

In response, HEFCE is developing its next Action Plan for sustainable development. This will be put out for consultation in early summer, and this will include regional seminars (details to be confirmed).

Find the Strategic Review report at:

[http://www.hefce.ac.uk/pubs/rdreports/2008/rd03\\_08/](http://www.hefce.ac.uk/pubs/rdreports/2008/rd03_08/)

### **EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP IN WALES**

The Higher Education Funding Council for Wales (HEFCW) has recently announced an additional allocation of £22,500 to each Welsh higher education institution (HEI) for curriculum analysis and environmental management systems (EMS). As part of the strategy, HEFCW will be holding some advice and guidance sessions for HEIs.

For details, see: [http://www.hefce.ac.uk/pubs/rdreports/2008/rd03\\_08/](http://www.hefce.ac.uk/pubs/rdreports/2008/rd03_08/)

### **GREEN GOWN AWARDS**

The 2007-2008 Green Gown Awards for Courses will be awarded during the EAUC's upcoming conference (Skills and Sustainability, see above), but you can have a peek at the short list by visiting:

<http://www.heepi.org.uk/>

### **FUTURE LEADERS SURVEY**

What do applicants to universities and colleges in the UK in 2007 think about the future? Where do they expect their happiness to come from? What do they think the world will be like when they are mid-career? What are the big challenges facing humanity, and who do they expect action from? Answers to these questions are more were revealed by Forum for the Futures latest survey. You can read the results online or download the full report at:

<http://www.forumforthefuture.org.uk/future-leaders-survey-07-08>

### **UNIVERSITY OF EDINBURGH'S CURRICULUM WORKING GROUP**

The Sustainability in the Curriculum Working Group was set up in response to a request from the Edinburgh University Students' Association and others to examine the teaching of sustainability within the university. It is a Working Group of Senatus Undergraduate Studies Committee. However, many of the issues considered are also relevant to taught Masters courses and for the taught element of PhD training. The Sustainability and Environmental Advisory Group of the University temporarily delegated those aspects of its remit concerned with teaching to the Working Group. To read the associated reports, please go to:

<http://www.seag.estates.ed.ac.uk/docs/open/Paper4SCWGRReport.doc> (Jun 07 DOC 100KB)

and <http://www.seag.estates.ed.ac.uk/docs/open/Paper07.3EUSASustainableCurriculum1.doc> (Mar 06 DOC 56KB)

### **UNESCO/UNEP HIGHER EDUCATION RECOMMENDATIONS**

The 4th International Conference on Environment Education started on 24th November 2007 in the Centre for Environment Education (CEE), Ahmedabad, India. It was hosted by the Government of India and co-sponsored by the UNESCO and UNEP. Thirty Working Group Sessions with different major themes were held during the conference. Recommendations were made by each of the groups through discussions during their respective sessions. To read the recommendations for higher education, see Session 4 at:

<http://www.tbilisiplus30.org/themes.html>

### **YORKSHIRE & HUMBER ESD TEACHER TRAINING NETWORK**

The Yorkshire & Humber ESD Forum has formed a working partnership with the Department of Educational Studies at the University of York, the Specialist Schools and Academies Trust and TDA consultants in the region. Called the Y&H ESD Teacher Training Network the purpose is to establish links between teacher-trainers to develop and share good practice. To read the full article, go to <http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/sustainability/yorkshirehumberesdtn.pdf> (PDF 72KB).

### **UNIVERSITY OF MANCHESTER'S INTERDISCIPLINARY COURSE**

The University of Manchester's innovative, interdisciplinary, problem-based course unit for third-year students is being run again in the current year, with twice as many students and an enhanced range of participating schools. The pilot scheme has been running within the University's Faculty of Engineering and Physical Sciences, though case materials have been drawn from a broader range of subject areas. The number of student teams has risen from six to twelve and Chemistry, Mathematics and Physics have joined the original disciplines of Earth, Atmospheric and Environmental Sciences; Electrical Engineering and Electronics and Mechanical, Aerospace and Civil Engineering. Each team is facilitated by one of the specially-trained post-doctoral researchers but the project team has made a number of other changes on last year's pilot. Students tackle five 'wicked problems' that require them to draw on their disciplinary backgrounds, to share their knowledge and to research unfamiliar topics. The

project team has compiled an extensive report for the Royal Academy of Engineering, who sponsored the pilot, and hopes to make it more widely available once approved by the project sponsors. The project derives from work done on interdisciplinarity with societal responsibility but focuses on the narrower area of sustainable development for scientists and engineers. In the future the project team hopes to embrace an ever wider range of disciplines and to operate at other levels in the curriculum: at the moment a Masters-level course unit is being designed.

### **FASHIONING AN ETHICAL INDUSTRY**

Fashioning an Ethical Industry (FEI) is an education project of Labour Behind the Label. The project works with tutors and students of fashion-related courses to give an overview of how the fashion industry positively and negatively impacts on working conditions in garment manufacture and to inspire students – as the next generation of industry players – to raise standards for garment workers in the fashion industry of the future. We run student workshops, organise tutor training, provide teaching resources and work with tutors to integrate ethical issues related to garment manufacture into their teaching. The ultimate aim of the project is to embed ethical issues into the curriculum of all fashion courses across the UK. For more information and to join the mailing list please go to: <http://www.fashioninganethicalindustry.org>

### **CONTACT AND FEEDBACK**

We received much positive feedback following our first e-Newsletter.

“Excellent. Many thanks for this.”

“Thanks for the newsletter – it’s great to hear about everything that’s going on on ESD.”

“Many thanks for forwarding the Newsletter which is an invaluable review.”

“Found the newsletter v helpful and I have forwarded to a few folks...”

Let us know:

- if *you* find this e-Newsletter useful (or not!)
- if you have items for our next edition (Deadline: 1 June 2008, Publication: 15 June 2008)

If so, please contact the editor, Heather Witham at:

[sustainability@heacademy.ac.uk](mailto:sustainability@heacademy.ac.uk)

<http://www.heacademy.ac.uk/esd>