

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

**Bi-Monthly e-Newsletter**

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## EDITORIAL

### *New Format*

You may notice a difference with this latest e-Newsletter. We no longer include short items, as we have begun sending out a weekly e-Bulletin which contains events, resources, and news items with links for further information. The e-Newsletter is now used for longer features, editorials and case studies, or to publicise major events or resources in the sector. As always, we will highlight HE Academy work in ESD as projects become ready for dissemination.

### *Joining the Team*

As mentioned in the previous e-Newsletter, we are welcoming two members to the ESD Team this academic year, Alastair Robertson and Laila Burton:

Originally an academic research scientist, Alastair joined the HE Academy as Senior Adviser for Scotland in 2005 and in August 2009 he became Head of Policy and Partnerships, Scotland at the Academy. His brief is to act as the principal conduit for all aspects of the Academy's work in Scotland and to ensure that Academy work and support is appropriately delivered in Scotland and is integrated into the Academy's core mission and plans. He also has a UK-wide remit for supporting the co-ordination of the Academy's work on Education for Sustainable Development, particularly in terms of policy development and institutional support. He has a keen personal interest in sustainability issues and, outside of work, participates in a range of outdoor sports.

Laila is a Programme Coordinator at the HE Academy with responsibility for supporting the Employability and Employee Learning programme, and other projects including Education for Sustainable Development. She joined one of the Academy's predecessor organisations, the Learning and Teaching Support

Network (LTSN) Generic Centre as a Project Officer in 2004, and over the past five years has supported a range of projects within the Academy. Prior to joining the LTSN, Laila trained as a primary school teacher before going on to work in further and higher education administration. When not working, she is kept busy by her four-year-old daughter and 10-month-old son, and enjoys making jewellery.

### *The Future*

As well as enjoying a well-earned rest on our holidays, we have also been developing our plans for the new academic year. We now have a programme of activity in place and will be letting you know over the next few months what we will be doing. As we mentioned in the last e-Newsletter, the HE Academy has committed to engage ESD at all levels of activity and through all its thematic and Subject Centre teams. As this will be a significant amount of work, we will make sure that you know what is coming up, and report on what has been going on. It is an interesting and exciting time to be involved in ESD and we look forward to engaging with as many people as possible over the coming year.

*We hope you have a productive autumn!*

The HE Academy ESD Project Team

Simon Smith, Stephen Sterling, Heather Luna (formerly Witham), Alastair Robertson and Laila Burton

## **ENGLAND**

### **HEFCE: CONSULTATION ON A CARBON REDUCTION TARGET AND STRATEGY**

A joint consultation between HEFCE, Universities UK and GuildHE on developing a carbon reduction target and strategy for higher education in England is being published today. The consultation asks for views on proposed sector-level targets for the reduction of carbon emissions and a proposed strategy for achieving these targets. Read the consultation:

<http://www.hefce.ac.uk/news/hefce/2009/carbon.htm>

Two carbon reduction strategy consultation seminars are being held:

3 September in London

7 September in Manchester

Register: <http://www.hefce.ac.uk/news/events/2009/carbon/>

The deadline for responses is Friday 16 October 2009.

*Editors: Colleagues may wish to respond from the viewpoint of curriculum. Paragraph 42 mentions carbon reduction in teaching and Paragraph 61 a repository for advice and good practice, which would “be concerned with all aspects of sustainable development, not just carbon management...”. Additionally, a link between estates and curriculum may be highlighted as an*

*important aspect of any carbon reduction strategy.*

## **SCOTLAND**

### **HE ACADEMY SCOTLAND**

The HE Academy has committed funds to ensure that networking and development activities continue through the 2009-2010 academic year, building on investigations completed in 2008 across the HE and FE sectors. The next event in the ESD Scotland Seminar Series, which is open to participants from all institutions and disciplines, will focus on interdisciplinary teaching and research development in sustainability. Plans are also under way to expand the support offered to institutions to develop organization-wide strategies and approaches, building on the event organized at the University of the Highlands and Islands in December 2008. Colin Brooks and Alex Ryan will lead this strand of activity and dates and outputs will be announced in future e-Newsletters. For further inquiries, please contact Katie Urquhart: [Katie.Urquhart@heacademy.ac.uk](mailto:Katie.Urquhart@heacademy.ac.uk)

### **SCOTTISH FUNDING COUNCIL ESD CONFERENCE**

Plans are taking shape for a sector-wide ESD conference, sponsored by the Scottish Funding Council (SFC) in collaboration with the HE Academy, Scotland's Colleges, and the EAUC. The aim is to showcase achievements and stimulate further development in ESD across HE and FE in Scotland, with workshops and activities focused in a wide range of areas, from organizational strategy and curriculum development, to student engagement and campus-based learning. This event is planned for autumn 2009 and will be open to a wide audience, including senior managers, students, estates and academic staff. On behalf of the HE Academy ESD Project, Stephen Sterling will lead a workshop on institutional development and Alex Ryan will report on sector-wide progress in HE institutions. Contact: David Beards, Senior Policy Officer, SFC, [dbeards@sfc.ac.uk](mailto:dbeards@sfc.ac.uk)

## **WALES**

### **ESDGC IN WALES**

The Education for Sustainable Development and Global Citizenship (ESDGC) Welsh Institutional Network held a conference at Glyndwr University on 9 July 2009. The conference included discussion on the recent curriculum analysis that used the STAUNCH methodology (details of the analysis have been presented in an earlier e-Newsletter). Professor Howard Colley (Higher Education Academy) presented a nation-wide view on the analysis, which is to be published as a report by the Academy in August. Dr Jane Claricoates (Swansea University) and Mr Derek Jones (Glyndwr University) gave institutional perspectives on the analysis. In open discussion, delegates noted a need for further guidance on ESDGC to raise awareness of staff in institutions and to assist them to identify SD and GC elements 'hidden' in the curriculum. It was also agreed that senior management involvement and leadership was vital and that a first step was to

have ESDGC recognised within institutional Learning and Teaching Strategies.

A number of delegates also spoke about the link between internationalisation of the curriculum and global citizenship, and there was a feeling that GC would assume increasing importance. Patricia Ambrose and Aiofi Ni Luanagh (SQW Consulting) presented the findings of the SQW analysis of good practice.

A major recommendation from this study was for institutions to consider base-lining their ESDGC activity. Delegates recognised the value of this and thought important there was a common approach and understanding to base-lining. It was felt that much of the data needed for base-lining was already available in the STAUNCH analysis, RAE returns and institutional environmental management systems. On the latter, Dr Einir Young (Bangor University) gave a presentation about environmental management systems.

In other matters, the Welsh Assembly Government (WAG) is currently refreshing its policy on SD and GC under the title One Wales: One Planet. This also includes updating the ESDGC action plan for higher education. Members of the ESDGC Welsh Institutional Network are working with Dr Claire Fowler, the Assembly Government champion for ESDGC, to refresh the action plan.

Following a period of consultation and support from the WAG, a preparation team, led by Swansea University and the University of Wales – Newport, has made an application for Wales to receive UN recognition as a Regional Centre of Expertise (RCE) in ESDGC. A response to the application is expected before the end of 2009 and, if successful, Swansea University will take on the Secretariat role for the Wales RCE

### **WELSH ASSEMBLY GOVERNMENT: CLIMATE CHANGE CONSULTATION**

Earlier this year, the WAG consulted on the first stage of its Climate Change Strategy. Now there is a Programme of Action, which sets out the proposals for new policies and programmes to help tackle climate change in transport, business, the public sector, agriculture/land use, waste and in the home. It also details proposals for developing an adaptation framework for Wales. The deadline for responses is: 2 October 2009.

<http://wales.gov.uk/consultations/environmentandcountryside/climatechangeaction/>

### **SUBJECT CENTRE SPOTLIGHT**

#### **PSYCHOLOGY NETWORK**

The Psychology Network of the HE Academy has agreed to provide Departmental Teaching Enhancement Scheme funding to Aston University to undertake the project, "Embedding ESD into the Psychology Curriculum." Led by Richard Cooke and Peter Reddy, this project aims to embed ESD into the Psychology degree programme at Aston University. The project will organize a

workshop to share best practice in the delivery of ESD within the psychology curriculum and discuss ways to implement these suggestions. Following the workshop, meeting with staff will be organized to discuss how to incorporate ESD into their teaching. The success of this approach will be evaluated via a survey of staff and students. The project will deliver (i) a report of the workshop discussion, made available online, (ii) an abstract submission for the 2010 PLAT conference and (iii) a paper for submission to an academic journal.

## PROJECT UPDATE

### **THE HANDBOOK OF SUSTAINABILITY LITERACY**

*The Handbook of Sustainability Literacy: Skills for a Changing World* was published in paperback on 3 August 2009. The book arose from a larger project, Soundings in Sustainability Literacy, which was funded by the HE Academy ESD Project and coordinated by the EAUC in partnership with a number of other organisations. In this ground-breaking book, leading sustainability educators are joined by literary critics, permaculturalists, ecologists, artists, journalists, engineers, mathematicians and philosophers in a deep reflection on the skills people need to survive and thrive in the challenging conditions of the 21st century. Responding to the threats of climate change, peak oil, resource depletion, economic uncertainty and energy insecurity demands the utmost in creativity, ingenuity and new ways of thinking in order to reinvent both self and society. The book covers a wide range of skills and attributes from technology appraisal to ecological intelligence, and includes active learning exercises to help develop those skills. The book is available for purchase, or chapters may be downloaded from the dedicated website: <http://www.sustainability-literacy.org> From this site, you may also preview the multimedia version of the book, which includes additional chapters and interviews with the authors, and is currently under construction. We will announce the official launch in our e-Bulletin.

## EVENT REPORTS

### **REFLECTIONS ON RESEARCHING TRANSFORMATIONAL LEARNING THROUGH ESD, INTERNATIONALISATION AND CITIZENSHIP**

The idea of being on a “learning journey” was a recurring theme in this conference, held at the University of Gloucestershire on 10 June 2009. Prior to the conference, participants were invited to consider their own learning journeys and to try to identify examples of transformational (or transformative) learning that they had experienced. This was designed to help them on their learning journey through the conference, because, although the emphasis was to be on researching transformational learning, it started with an exploration of what the term might mean and how this type of learning might be recognised. Early on in the conference, Wordle (see: <http://www.wordle.net>) was used to capture the thoughts of participants on the words they associated with transformational learning. The outcome is pictured below. The more a word was used, the larger it appears in the compilation.





## OTHER

### THE PROFESSIONALS' DILEMMA? SUSTAINABLE DEVELOPMENT, ETHICS AND PROFESSIONAL PRACTICE

by Stephen and Maureen Martin

Financial services professionals are in the spotlight because of their reckless and buccaneering contribution to the global meltdown. They have been harried by the media and by select committees as well feeling the heat of the so called "court of public opinion" And yet none of their professional bodies who accredit their professional status have said a word either in their defence or indeed in condemning their breeches of professional codes of practice!

Many professional bodies realise that they need help in understanding how to put the principles of sustainable development into professional practice because sustainability is as much about ethics and values as it is about environmental protection and mitigating environmental impacts. The fact is that professionals in all sorts of roles must demonstrate their competency throughout their professional life, in complying with a growing and complex set of environmental, social and ethical issues. As the chairman of the British Medical Association's medical ethics committee stated recently, 'the days when patients simply left it to doctors to try what they thought best are over'. Another high profile commentator suggested that 'we have gone from a trust me culture to a show me culture' - which is why there is a new and growing emphasis on occupational standards, competency and codes of conduct. There is no easy solution to the diminishing public trust in professionals and their professional bodies. Their increasing reliance on rules, codes of practice and complex regulatory frameworks is also being questioned both for their lack of openness in terms of membership and the transparency of their procedures. What we need is a fundamental review of the professions and their professional bodies focusing on the role they should play in the economy and society at large.

It is important to distinguish between 'ethics' – which is a code of conduct, which prescribes what professionals should or should not do, and 'values' which refer to things professionals aim towards and regard as valuable or good in some sense. Any approach to sustainable development will have values and ethical principles embodied within it. For example, a transport engineer may ask why traffic pollution should concern us? The answer presumably is because it adversely affects human welfare. This raises a straightforward ethical issue about limiting activities, which cause serious harm to others. There is also explicit reference to human welfare as something we value. Every time a manager considers how to balance the value put on safety against the value put on reducing costs; they are dealing with an ethical issue and are being required to make an ethical judgement. Recent accounting scandals have led to criticisms of practices that permit accountancy professionals to provide additional consultancy services to

the companies they audit. However, the underlying problem is essentially one of ethics – how can auditors maintain their independence if companies are paying them directly? Regulators and lawmakers will need to consider much more fundamental solutions to this vexed problem. Labour MP Austin Mitchell, one of the accountancy profession's most scathing critics says "The UK accountancy bodies have always behaved like trade associations, not guardians of public interest. They seek economic advantages for their members. They lobby government departments to protect their interests. They aim to shift the tax burden from the rich to the poor.... Rather than ethics, social responsibility and professional judgement, accountants shelter behind the latest accounting and auditing standards and their self protecting ingenuities." Hence there is a growing debate around the notion of professional social responsibility to match the developments in corporate social responsibility in a growing number of businesses.

A real dilemma for professionals is that ethics and values are not given the same priority as science and technology. A common but profoundly mistaken belief is that whilst science is 'hard', objective and based on empirical evidence, ethics and values are 'soft', subjective and entirely personal, like tastes. Issues of right and wrong, good or bad are not like a preference for red as opposed to white wine. Ethics are based on reason and reason can be subject to rigorous analysis. These are crucial issues for professionals, but if they treat them as superficially as taste, then they are unlikely to subject them to rational adjudication and debate.

It's time that professional bodies addressed this issue seriously and urgently...  
What do you think?

## **MAJOR EVENTS IN THE SECTOR**

### **Education for Sustainable Development: Graduates as Global Citizens**

Bournemouth

10-11 September 2009

'In an increasingly globalised world there is wide spread acceptance of the importance of 'internationalising" higher education and giving students the skills to enable them to operate effectively across boundaries.' (Bill Rammell 2007)

But what does an international education involve? How do we facilitate the development of 'active global citizens' (Lammy 2008) who also understand the need for sustainable development?

The third 'Education for Sustainable Development: Graduates as Global Citizens' conference addresses these overlapping but equally important themes. These are not separate issues: holistic approaches that encompass all aspects of

university life are important if higher education is to contribute effectively to global sustainability.

The conference aims to bring together participants who are taking forward SD and global citizenship within the context of further/higher education. This may be through learning, teaching and assessment, student support, extracurricular activities, or initiatives that demonstrate to students and staff that universities are addressing SD. Keynote speakers include Stephen Sterling and Ann Finlayson.

For details on registration and draft programme, please visit:

[http://www.bournemouth.ac.uk/about/the\\_global\\_dimension/centre\\_for\\_global\\_perspectives/global\\_citizens09.html](http://www.bournemouth.ac.uk/about/the_global_dimension/centre_for_global_perspectives/global_citizens09.html)

### **All Our Futures 2: Getting Real – Investing in Our Future – By Design**

Plymouth

15 -17 September 2009

All Our Futures 2, through future forecasting from world experts, business and design leaders, researchers, learners and teachers will address the sustainability challenges of the 21<sup>st</sup> century. Last year the title was 'All Our Futures – education waking to threat, hope and possibility'. The title and streams for the conference were devised as broadly as possible, hoping to attract a range of papers and presentations from across the spectrum of sustainability concerns. The focus was on education; but contributions were welcome from academics in other disciplines, from business, policy-makers and creative and performing artists. Together, these presentations offered a truly inclusive investigation of the sustainability issues that concern us all.

This year the broad intention is the same; but this year the focus is on design. This conference brings together the imperatives of design, business and education: that we design a world that we can go on living in, and that we communicate to each other the values, insights, skills and technologies informing this design. The latest flyer is available at: <http://csf.plymouth.ac.uk/allourfutures/newsletters/flyer2> Also, information is available from: <http://csf.plymouth.ac.uk> Contact: [allourfutures@plymouth.ac.uk](mailto:allourfutures@plymouth.ac.uk) +44 (0)1752 588890

For details of all of these events, see:

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

## REMINDERS

### **UNDER THE SAME ROOF – AN INVITATION TO JOIN US IN THE SHED: SUSTAINABILITY IN HIGHER EDUCATION DEVELOPERS NETWORK**

As announced previously, the EAUC and the HE Academy ESD Project have joined forces in launching a new concept – the SHED network: 'Sustainability in Higher Education Developers'.

The SHED network has two constituent parts:

1. The former EAUC ESD mailing list, which is continuing as before, with Arran Stibbe as its convenor. This was renamed the SHED Share network. The purpose of this network is to share information, announcements, post queries and so on. Anybody can use this network, whether or not they are active in ESD.
2. A new grouping called the SHED Act network. The aim of SHED Act is to allow people to develop collaborative work more easily. SHED Act has an additional function to SHED Share, and is designed for active and key people in HE to keep in touch with each other.

Members of SHED Act can use each other, for example, as a sounding board for floating new ideas, to raise concerns, seek support for initiatives, develop responses to consultation documents, develop research proposals, or to form working groups. The EAUC and the Academy's ESD Project will also use SHED Act as a form of consultation with the sector. For example, how would SHED Act advise both the EAUC and the Academy as to how best to develop new ways of leading, training and supporting your colleagues? All activities of SHED Act will be reported on the EAUC ESD (now SHED Share) e-mail list, as well as in the Academy's bi-monthly ESD e-Newsletter.

SHED Act is primarily open to staff who are working actively in the area of sustainability at UK higher and further education institutions, either directly in sustainability-related courses or in embedding sustainability across the curriculum. The moderators reserve the right to limit membership of SHED Act to new applicants who conform to these criteria, and to review the membership of existing participants who may no longer conform to the criteria, or are not participating actively in the group's activities. We also reserve the right to limit numbers in SHED Act at any one time to ensure that the network can function and does not become over large.

When you join SHED Act, you are committing yourself to putting time into working with others on the list, either by responding to or initiating actions.

The SHED sound good to you? Just enter your details at:

[http://www.economicsnetwork.ac.uk/projects/esd/shedact\\_f.htm](http://www.economicsnetwork.ac.uk/projects/esd/shedact_f.htm)

and the co-convenors, Heather Witham and Arran Stibbe will add you to the SHED Share list and review your application to SHED Act. See you inside!

### **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/nation. You may choose whether or not to receive the e-mails with updates.

The ESD Networking Lists are different from the SHED Network (see above) for two reasons:

1. The ESD Networking Lists are regional. SHED is not.
2. SHED Act is for collaboration amongst all members. The ESD Networking Lists are primarily for people to find one another. Any work done subsequently is private and not reported to the other members.

The ESD Networking Lists:

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)

In the West Midlands? [http://www.economicsnetwork.ac.uk/projects/esd/westmidlands\\_f.htm](http://www.economicsnetwork.ac.uk/projects/esd/westmidlands_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)

Wales: [http://www.heacademy.ac.uk/events/detail/21\\_May\\_2008\\_ESDGC\\_Welshevent\\_Millenniumcentre](http://www.heacademy.ac.uk/events/detail/21_May_2008_ESDGC_Welshevent_Millenniumcentre)

## CONTACT AND FEEDBACK

Let us know:

- if you find this e-Newsletter useful (or not!)
- if you have items for our next edition (Deadline: 15 October 2009, Publication: 1 November 2009).

Contact the editor, Heather Luna, at: [sustainability@heacademy.ac.uk](mailto:sustainability@heacademy.ac.uk)  
<http://www.heacademy.ac.uk/esd>