

Sustainability in British Schools

Martin Vassallo



Things Children Say



“I do not like how people think that everything will last forever.”

“The fact the no one recycles anything and the world is just becoming one rubbish tip. When people recycle it gets taken to a special factory which turns it into something else.”

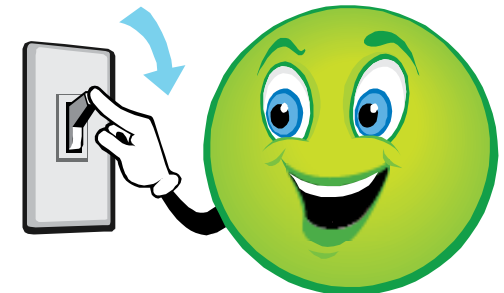


“They should not leave litter and rubbish on the floor. They should not waste too much fuel driving around. Everyone should recycle their stuff.”



“My area usually has fresh air in the morning but lately it smells of car fumes and truck fumes.”

“There are hardly any flowers or environment around as there is mainly litter which is spoiling our town and area.”



The Need

There is a singular need to educate children and young people for sustainable development and enable them to develop positive sustainable behaviours from a young age

Parmjit Dhanda MP

Under secretary of state for children young people and families.

Facts

- Schools account for 15% of carbon emissions in the UK.
- In the UK we recycle just one fifth of our waste.
- Food production, packaging and transport accounts for nearly one third of our climate impacts.
- In 2006 the average UK citizen made 625 journeys by car and only 15 by bicycle.
- Global fresh water use has more than tripled Since 1950 one billion people now lack access to clean drinking water. 2.6 billion lack adequate sanitation.

Strategy for Schools

“Schools are there to give children the knowledge and skills to become active members of society. Many children are rightly worried about climate change, global poverty and the impact of our lifestyles. Schools can demonstrate ways of living that are models of good practice for children and their communities. They can build sustainable development into the learning experience of every child to encourage innovation and improvement.”

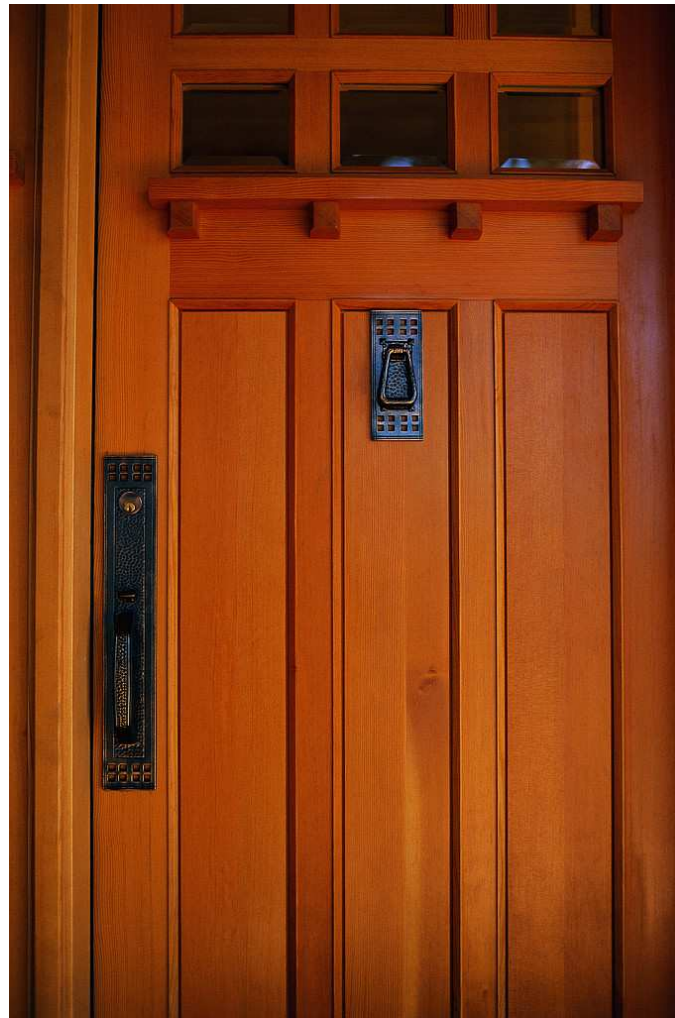
Alan Johnson, 2006

The British Framework

- Developed 2003-2006
- Consultation of communities, schools, children.
- Aimed to send a clear message
- Eight areas
- Doorways

This was to be the means by which we build sustainable schools.

The Food and Drink Doorway



The Energy and Water Doorway



The Buildings and Grounds Doorway



Inclusion and Participation Doorway



Travel and Traffic Doorway



Purchasing and Waste Doorway



Local Well-Being Doorway



Global Dimension Doorway



Initiatives we have put into place at Holy Family School



- Healthy Schools Award/ Initiative



- Travel Plans and incentives

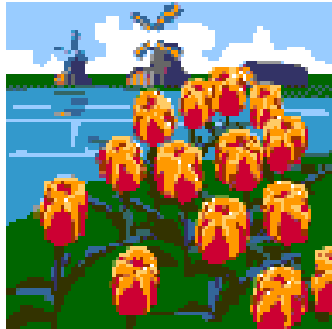


- Golden Boot Challenge





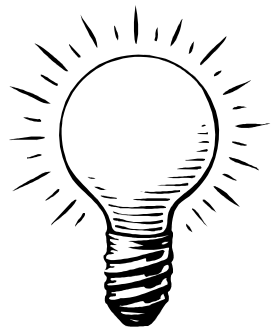
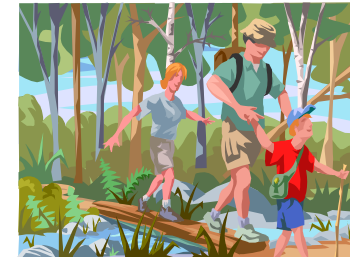
- Recycling of paper/ ink cartridges/ clothing



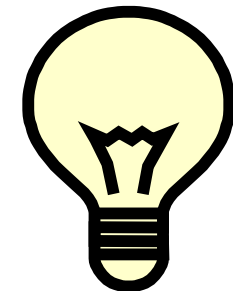
- School Council, working with our community



- Developing Grounds



- Improved Lighting, Energy Efficient





- RE curriculum



- Fair trade



- Peruvian Connection



- Comenius Project



Impact of Comenius

- Many of the initiatives mentioned
- Awareness
- Only two years, exchange of materials
- Impacted on curriculum
- Appreciation of world- wide impacts
- How we lag behind

Conclusion

If I were Prime Minister...

“I would try and make a different kind of fuel that was good for the world. I would make people share cars more. I would make an eco-adventure park where people could have fun and learn stuff.” (Age 5- 8)

“Car would not be permitted for distances under half a mile, which would reduce global warming and would give people more exercise. People would have to pay taxes for every bag of rubbish they throw to landfill.” (Age 9- 11)

“Teach Fair Trade in schools.” (Age 12- 14)

“Windmills instead of pylons.” (Age 9- 11)

“Sort the energy crisis NOW, sort the water crisis NOW and promote more eco- friendly ways to make our world better.” (Age 15- 19)

Has Comenius Worked?

Reflect on a visit in Barcelona

- Children more responsive
- 22nd Century
- Drip drip effect
- Change attitudes and behaviour

