

1. Education

Defining a Vision for 2030



Education is used here in its widest sense, encompassing both formal educational establishments and the act of raising awareness and understanding throughout the community. It is developed with a belief that if there is inadequate awareness of the severity and potential impacts of the climate and ecological crises, or the potential solutions and their implications, change will be problematic, if not impossible.

It speaks both to the demand of climate activists to “Tell the Truth”ⁱ and the notion expressed by Pulitzer Prize winning journalist Chris Hedgesⁱⁱ that, “We’ve bought into the idea that education is about training and ‘success’ defined monetarily, rather than learning to think critically and challenge. We should not forget that the true purpose of education is to make minds, not careers.” Such critical thinking will be essential in a truly sustainable society.

In 2030...

An understanding of the true value of our natural environment and how humanity depends on it for its very survival, flows throughout pre-school, primary, secondary and further education, along with the wider concepts of justice.

The skills and knowledge required to prepare young people for careers in the regenerative, care and performing arts sectors are provided with equal value to more traditional civic and economic roles. Community-focused modules help provide the life skills needed to live in balance with planetary limits, with practical lessons held on self-care, self-sufficiency and critical reasoning.

All educational establishments meet “Earth Charter” or “Eco-Schools” standards. Life-long learning is the norm with most residents engaged in some form of adult education. Both Universities have implemented zero-carbon measures and integrated UN Sustainable Development Goals into all courses, enabling them to be recognised as Centres of Excellence for study and practice. Bournemouth and Poole, Weymouth, and Kingston Maurward colleges are at the forefront of re-training for regenerative and transformational jobs and training for careers in a zero-carbon world.

Organisations of all types, led by local communities and supported by local authorities, participate in awareness raising, participative dialogue and solutions development.

Assessment Framework

How are we performing currently?

The framework below sets out the criteria against which the current status can be assessed. Aspirational objectives are then set to encourage progress towards the vision.

Category	Assessment Criteria	
	Education Sector	Community Communication
1	Little or no evidence of learning about the climate emergency or sustainability issues, such as the UN Sustainability Development Goals.	No evidence of Councils providing awareness of the climate or ecological emergencies or solutions to these.
2	Some limited evidence of learning about the climate emergency and sustainability issues	Some limited evidence of Councils providing awareness of the climate or ecological emergencies and/or solutions to these.
3	Evidence of learning about the climate emergency and sustainability issues generally evident	Councils are using their unique position to provide awareness of the climate or ecological emergencies and/or solutions to these.
4	Evidence of learning about the climate emergency and sustainability issues consistent across the county.	Councils are using their unique position to provide detailed communications of the climate or ecological emergencies and/or solutions to these while creating and facilitating dialogue across the area.
5	Learning about the climate emergency and sustainability issues integrated into every subject and institution.	Organisations of all types, led by local communities and supported by both Councils, participate in awareness raising, participative dialogue and solutions development.

2021 Assessment

2	<p>While there is some evidence of learning about the climate emergency and sustainability issues in many educational establishments, this is inconsistent and not led by the LEA or associated bodies.</p> <p>At Council level communications are inadequate, relying on little more than publishing short articles, occasional social media posts and occasional awareness training (which has not been followed through). The situation is not being treated or communicated as an emergency.</p> <p><i>Please see main report for the full analysis for 2021.</i></p>
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2022 Assessment

2	<p>During the year we have discovered more examples of individual educational establishments taking action, working with the community and winning awards, while the development of Dorset LEP's skills review and the offering of free Environmental, Sustainability and Governance workshops for local businesses via the Chamber of Commerce (with support from both Councils) is a welcome step forward. As found in 2021, the communication from both Councils is not conveying the severity of tackling the crises.</p>
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2022 Observations

Most of the analysis in our original report remains valid at the end of 2022. However, we have noted the following developments during the year.

National Policy

The Department for Education has launched its Sustainability and Climate Change Strategyⁱⁱⁱ which includes the launch of a new natural History GCSE. There will be greater support for teaching climate change at all levels and by 2023 there will be new requirements for further education teachers to build sustainability into their teaching. There are also plans to accelerate the roll out of carbon literacy training to support at least one sustainability lead in every locally maintained nursery, school, college and university.

Showcasing educator's work in Dorset

In April 2021, ZCD hosted a webinar showcasing the work of three practitioners talking about their experiences of helping teachers, kids, graduates and parents learn more about sustainability and how they can make a difference. You can see their stories on the ZCD YouTube^{iv} channel. Bournemouth University published its Sustainable Development Goals^v report to showcase their work across all 17 Goals in education, research, outreach and operations.

In May 2022, Planet Shaftesbury hosted Shaftesbury 2030 - Choosing our Future^{vi} at Shaftesbury School. The event was designed for people to join a conversation about 2030 across the Shaftesbury area, involving a range of talks and films which link global issues to local lifestyles. Mark Chivers, Co-Director ZCD presented one of the talks, entitled: Imagine we solved the problem: A Vision for Dorset in 2030 based on the Dorset 2030 report.

Shaftesbury School has also been enthusiastically embracing climate education through their future classroom initiative^{vii} and by hosting a Ted^x Youth talk^{viii} "Louder than Words".

Supporting the Green economy

Dorset LEP completed a skills review^{ix}, which recognised the importance of colleges and universities to provide the Net Zero and green skills for the future. Dorset Chamber of Commerce has been awarded government funding to review the skills needs of businesses to develop a Local Skills Improvement Plan^x, with a focus on net zero skills. The Chamber has also teamed up with both Councils to offer a series of free Environmental, Sustainability and Governance (ESG) virtual workshops for local businesses^{xi}. Poole and Bournemouth and Weymouth Colleges have created a Green Skills Hub^{xii} to provide practical skills to maintain e-cars and e-boat engines. BU launched The Centre for Sustainable Business Transformations (CSBT)^{xiii} to assist businesses, not-for-profit organisations, and policymakers to enhance their business performance and increase their positive societal and environmental impacts in this era of path-breaking technologies and climate change.

Creative ways to learn

Gavin White, deputy headteacher at Rushcombe, invited Tony Horitz, artistic director of Colehill-based State of Play Arts, to collaborate with the school developing a curriculum project based on a new version of the classic picture book The Lorax by Dr. Seuss^{xiv}. The children's work included researching a range of environmental issues at their age level, including making maps, 3D models and composing pieces of music to express their feelings and ideas about the theme. They also wrote poems, diaries and letters of persuasion.

Environmental awards

Students at Gryphon school (Sherborne)^{xv} won a prestigious Environmental Youth Award from the Royal Bath & West of England Society. The judges felt that the school was a shining example of environmental awareness amongst the youth of today, as pupils have not only addressed the issues of plastics and non-sustainable use within the school but have also examined and actioned their own re-wilding projects within the grounds.

Low carbon investment in schools

St Gregory's School (Marnhull)^{xvi} formally opened its Ground Source Heat Pump system in 2022. They have also installed an air source heat pump for the swimming pool and a full set of solar panels. Funding for the projects came from the Rural Community Energy Fund and Salix.

Building Business awareness

BCP is supporting businesses to sign up for free access to Climate Essentials^{xvii}, an online carbon management system that makes climate action easy, engaging, and affordable for businesses in their journey to net zero.

What do we need to focus on in 2023?

- Embed sustainability in school, college and university education studies. Ensure teachers are trained, particularly in helping young people deal with climate anxiety. Look for creative ways to engage with learners.
- Both Councils adopt and implement communication plans to engage with their own staff and their residents and businesses to explain the urgency of taking action to help tackle the CEE.
- Build on the new low carbon hubs to provide the skills for people to get jobs in the green economy and support businesses transition to net zero. BCP/Dorset partnership to bring businesses, community groups, and others together to share good practice and inspire all to action.

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ⁱ <https://extinctionrebellion.uk/the-truth/demands/>

ⁱⁱ https://www.huffpost.com/entry/working-poor-professor_b_4994393

ⁱⁱⁱ <https://www.gov.uk/government/news/uk-to-lead-the-way-in-climate-and-sustainability-education>

^{iv} https://www.youtube.com/channel/UCIRc6Pak5fa8e_DoQjtthrA

^v <https://www.bournemouth.ac.uk/about/sustainability>

^{vi} https://www.planetshaftesbury.org/shaftesbury-2030-choosing-our-future?utm_campaign=a1ccd4c6-d9d0-4fff-be50-34e5334b7638&utm_source=so&utm_medium=lp

^{vii} <https://www.shaftesburyschool.co.uk/learning/the-future-classroom/>

^{viii} <https://www.ted.com/tedx/events/50321>

^{ix} <https://www.dorsetlep.co.uk/local-skills-report?nid=c971d91d-7a1f-4983-82d5-e951648c44ca>

^x <https://dorsetchamber.co.uk/lsip/>

^{xi} <https://dorsetchamber.co.uk/the-business-case-for-esg/>

^{xii} <https://www.thecollege.co.uk/news/bournemouth-poole-college-event-launches-dorset-s-green-skills-hub>

^{xiii} <https://www.bournemouth.ac.uk/research/centres-institutes/centre-sustainable-business-transformations>

^{xiv} <https://stouravonmagazine.co.uk/creative-way-of-environment-learning/>

^{xv} <https://www.gryphon.dorset.sch.uk/news/gryphon-students-win-environmental-award/#.YuKYXXZKi3A>

^{xvi} <https://stgregorymarnhull.dorset.sch.uk/>

^{xvii} <https://climax.community/bcp-climate-essentials-access/>