

A new UN agreement on climate change needs to be underpinned by an education strategy for a low carbon transition.

The UNESCO Global Action Programme on Education for Sustainable Development (ESD) begins in 2015.

Like its predecessor – the UN Decade for ESD – it will have a marginal impact unless it is driven by a transformative economic and social model.

In the UK we can't wait for a comprehensive international agreement to be put in place.

In Scotland and Wales some progress has been made but in each country there are actions that need to be taken to ensure the current and future workforce can meet the challenges ahead.

GreenerJobsAlliance

The Greener Jobs Alliance (GJA) published a **Green Skills Manifesto** in 2013.

http://www.ucu.org.uk/media/pdf/c/d/Green_skills_manifesto_2013_to_print_1_.pdf

This leaflet uses the assessment made in the manifesto to set out **10 main areas for action for an incoming government** in 2015.



The GJA will use these to intervene in policy forums and **we want to build up a broad coalition of organisations** who support the changes set out below.

If you agree with these policy changes please add your name by contacting gpetersen@ucu.org.uk



GreenerJobsAlliance



Jobs, education and a sustainable future

Make Education for Sustainable Development (ESD) an election issue!

The Government elected in 2015 will talk about 'employability' but unless it addresses **this 10-point plan for sustainability skills** it will fail to equip our workforce with the **skills needed for the 21st century.**

Ten steps towards sustainability skills

1 Legislation

A voluntary approach is failing to deliver change at the pace and scale required. In the school and tertiary sector a driver for curriculum change is needed.

ACTION: Adopt a new legal requirement to make sustainable development a central organising principle of publicly funded bodies.



2 Government leadership

There is currently a lack of effective co-ordination across government departments to embed the skills for a low carbon transition.

ACTION: Create a ministerial post to promote cross-departmental working around the policy measures listed below.

3 Industrial strategy

The Government's Industrial Strategy does not link growth with sustainability criteria. This has hindered progress on matching the supply and demand for training between education providers and employers.

ACTION: Adopt sector sustainability commitments for an active green industrial strategy and match to targets for job creation and training.



4 Apprenticeships

Many apprenticeship programmes lack credibility in terms of quality and quantity. Each apprenticeship needs to be tailored to ensure the integration of sustainability

themes. Any expansion must address the under-representation of some sections of society in certain trades.

ACTION: Assess the content of apprenticeships and introduce or enhance sustainability components.

5 Qualification and awarding bodies

Current progress on curriculum change is hampered by a lack of sustainability focus from some organisations overseeing education programmes.

ACTION: Assess the content of current learning outcomes and criteria and introduce or enhance sustainability components.

6 Research

Research and development have a crucial role in the transition to a low carbon economy. The UK spends a lower percentage of GDP than the EU average.

ACTION: Increase to 3% and prioritise funding for research and development that contributes to sustainable development.



7 Education sector funding

The sector has experienced cuts that have reduced its capacity to deliver a curriculum capable of meeting today's challenges. Long-term strategic planning requires a consistent and properly financed framework.

ACTION: Funding bodies must link additional funding to sustainability performance.



8 Inspection and monitoring

The inspection framework is not effectively monitoring ESD performance. Institutions should be inspected for ESD evidence such as curriculum audits and reports to governors.

ACTION: Quality assurance bodies such as the Quality Assurance Agency (QAA) and Ofsted must be given a clear mandate to monitor ESD performance.

9 Stakeholder engagement

The opportunity for promoting ESD across key stakeholders is huge. Institutions often fail to engage with other sector organisations, their staff and students, and community organisations to maximise this potential.

ACTION: Provision of local authority funding ring-fenced to facilitate joint community-based working on sustainable employment growth.



10 Just transition

The move towards a low carbon economy must be built on the just transition principles of equality, consultation and decent jobs. ESD can make a crucial contribution to this process but only as part of a wider duty to consult with workers and their trade union reps.

ACTION: Introduce a legal right to appoint trade union environment reps in the workplace.

