

Cover

**The Learning for Sustainability Strategy for the
Worcestershire learning for Sustainability Forum
2008-2013**

Draft Review July 2010
(to be discussed at the Learning for Sustainability Forum September
2010)

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Worcestershire ~ Learning for Sustainability Strategy

VISION:

Our vision is that everyone involved in education, formal and informal, at all levels, will play a key role in creating a more sustainable future, locally and globally.

The learning process can **inspire** and **inform**, it can **challenge** us and build our **confidence**, and our capacity to make a **positive contribution** as active citizens to our society, economy and environment. Places of learning can also **model** what might be possible for the wider community.

In recognising this **Learning for Sustainability (Lfs) Strategy**, signatories will work together to ensure that the people of Worcestershire have access to **educational opportunities**, alongside other key initiatives and commitments, for example from Government and business sectors that will:

- inspire them to be creative and innovative
- empower them to make informed choices as responsible citizens
- develop the knowledge, skills, values and attitudes necessary for a sustainable future.

Defining Sustainability:

There are many definitions of sustainability and education for sustainable development. Here are a few:

Sustainable Development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs
Brundtland Commission 1987

One cannot live for half a day concerned with the environment and the other half destroying it.
Suryo Prawiroatmdja, Indonesia

Education for Sustainable Development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally that will improve the quality of life now, without damaging the planet for the future
English National Curriculum 1999

It is about caring for things so they can live.
Worcestershire 5 year old child

INTRODUCTION:

We live in a rapidly changing world. The stakes are high. The scientific community has challenged us to respond to the immediate threat of climate change, and it is also clear that we need to re-think what we take for granted within our current approaches to life on planet earth. Worcestershire Partnership has signed up to making a real contribution to these challenges, through our Climate Change Strategy and the Local Area Agreement. We need to inspire creative thinking in our businesses and major organisations; we need a more environmentally literate and less risk-averse culture to help us meet the challenges we face. Education will play a key role in this transformation.

Michael Clarke (Chairman of Worcestershire Partnership)

Sustainability is not an "add on" or an afterthought. A fundamental duty of those in a position of influence is to work within the community towards life approaches which allow people of any age to satisfy their basic needs and enjoy a quality of life without compromising the quality of life for future generations. This is a task for us all, here and now. Whilst recognising the importance of immediate, pressing diversions, we have already delayed too long.

From the building and servicing of our schools, to recycling school waste and embedding sustainability as part of the curriculum, learning for sustainability should begin in our nurseries and schools, both inside and outside the classroom. Without the right choices today there will be fewer choices tomorrow. The **Learning for Sustainability Strategy** starts and ends with exploring the impact of our actions today, alongside the promotion of creative learning and the empowerment of children and young people that will ensure there are choices and options tomorrow.

Liz Eyre (Worcestershire County Councillor with Responsibility for Children's Services)

Key themes:

Climate change

Worcestershire Partnership recognises that climate change is the greatest threat facing us in the 21st century. **The urgency to respond to this challenge immediately underlies all of our learning for sustainability work with schools**

Global citizenship

Sustainable development cannot be achieved in isolation. The air we breathe, the food we eat and the clothes we wear link us to people, environments and economies all over the world

Local well-being

By 2020 the government would like all schools to be models of good corporate citizenship within their local areas, enriching their educational mission with active support for the well being of the local environment and community

Community participation

Schools can promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contribution and challenges prejudice and injustice in all its forms and sources

Linking thinking:

Everything is connected - the concept of interconnectedness is vital ~ and runs through all of our work

Active learning for change:

Transformative learning is a simple idea based on the principles of active citizenship. By providing learners with knowledge and participation opportunities to investigate and act upon key issues, it is our belief that children and young people will be both inspired and empowered to choose a more sustainable lifestyle and encourage others to do so.

PURPOSE ~ Why a Learning for Sustainability Strategy?

Sustainability is an immensely broad subject area, and there is still a tendency to see it as a new, separate, competing agenda! It is vital that the County has a strategy to create a **map** to support learning organisations in developing a joined up approach to the wide range of key drivers we have listed here and to recognising the importance of **embedding sustainability** within development planning across work on curriculum and campus, whole organisation culture and ethos and work with the community.

SCOPE:

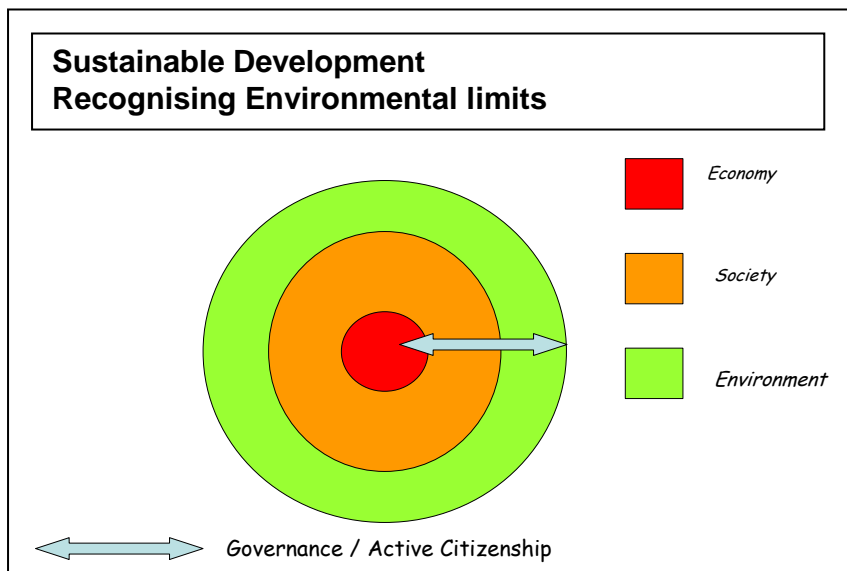
At the heart of this Strategy is a belief that places of learning can contribute to both:

- the needs of children and young people as mapped through **Every Child Matters** (ECM)
- the development of **Sustainable Communities** and our urgent need to respond to the challenge of **Climate Change**.

It is essential that we build a wider understanding that learning for sustainability recognises and **links** four key complementary goals (WWF), avoiding the common misconception that this is just a focus on the environmental agenda. These goals are as follows:

- Social justice
- Economic security
- Civic democracy **and**
- Environmental stewardship (see Appendix 1)

It is an appreciation of all four goals, and the inter-relationships between them that give sustainability its unique and vital place in both creating a vision for the future and in exploring the practicalities necessary to work towards that vision.



We have mapped out the complex web of possible inter-relationships between activities at the interface with learners, with local, regional and national policies, strategies, plans and commitments around the central unifying theme of responding to Climate Change to highlight potential opportunities for working together (see Appendix 2).

Key Drivers:

International:

Decade of Education for Sustainable Development

National (UK):

- Early Years Foundation Stage
- National Curriculum & Personalisation
- Every Child Matters
- Sustainable Communities
- Climate Change Programme
- Department of Children Schools and Families (DCSF) National Framework for Sustainable Schools

Worcestershire Plans and Commitments:

- Worcestershire Partnership Community Strategy
- Worcestershire Partnership Climate Change Strategy
- Worcestershire Local Area Agreement
- Children and Young People's Plan
- County Council Sustainability Policy and Action Plan
- Worcestershire Economic Strategy

Key Delivery

Mechanisms (for schools in Worcestershire):

- Eco Schools Award Scheme
- National Healthy Schools Programme
- International Schools
- Leading Aspect
- School Councils
- Forest School
- School Travel Plans
- Duke of Edinburgh Award
- New Land and Environment Diploma
- ASDAN / COPE Award
- From Here to Sustainability (LSC)
- Eco Campus (FE / HE)

FOCUS:

This strategy will set out aims, targets and actions for the next five years.

The strategy:

- places considerable emphasis on schools and pre-school / nursery settings given their places at the heart of communities and their key roles in informing the attitudes and choices of future generations
- recognises the importance of workplace and community learning but does **not** prioritise these here given the considerable work that is already going on through the Learning and Skills Council (LSC), Worcestershire County Council and the business community to address this
- includes actions necessary to extend learning for sustainability with key stakeholders across further and higher education
- develops potential for working across other key sectors (e.g. the business community)

LfS work beyond schools is less well established and will need further commitment and resources. Identifying priorities and future resources will be priorities for the strategy.

Reporting Back

An annual report to the LfS Forum will report on progress and a Review on key outcomes. Areas for further development will be collated after the first three years to inform future work. Updates and progress reports will be a regular feature of the LfS Forum that is to meet three times annually. The Forum will have supporting minutes / notes available online and will link to the regular Learning for Sustainability Newsletter that goes out every half term from Worcestershire County Council's Education for Sustainable Development (ESD) Team.

AIMS:

In order to achieve the vision we have the following broad aims.

Partners recognising the Strategy will actively work together:

- To promote the understanding of sustainability, its relevance and potential across all educational settings through a focus on **whole organisation culture, curriculum, campus and community**
- To place schools, nurseries, youth clubs, colleges and the University in Worcestershire as essential, integral parts of a sustainable community
- To act as a conduit for support around the **DCSF Sustainable Schools Framework** and the other key delivery mechanisms
- To support educational settings in making reductions in CO₂ through a focus on energy, transport, water, purchasing and waste
- To coordinate an improved level of support for children and young people, to help them make informed sustainable choices, communicate effectively, play a lead role and model what is possible
- To communicate the vital importance of local and global biodiversity to a sustainable future and the need to play a proactive stewardship role
- To maximise the impact of the expertise and resources within Worcestershire through partnership working and to ensure consistent long term commitment, resources and funding

After over 10 years of working around the theme of Education for Sustainable Development in Worcestershire (see Appendix 3), we have recognised the importance of five key areas that need to be built into any strategic approach. These five areas are summarised below and are given colour coding to help navigation through this document:

- 1. Strategic development
- 2. Whole school / organisation approach
- 3. Curriculum development
- 4. Children's / Young People's / Learners' Voice
- 5. Outdoor learning

Key Criteria for a Sustainable Learning Organisation / Educational Setting:

A nursery, school, youth club, college or university where:

- The **culture and ethos** of the organisation embeds sustainability within policy, development planning, practice, monitoring and evaluation.
- **Pupil participation and empowerment** and the children's / young people's / learners' voice is central to vision and practice.
- Sustainability is embedded through the planning and delivery of **curriculum** and as part of professional development.
- Sustainability is embedded in work across the organisations' **campus**, including buildings, grounds and resource management.
- Sustainability is embedded as a core feature of the organisations' relationships with parents and the local and wider **community**.

Targets / Objectives

Target	Baseline value Jan 2009 red	Target Value	Target Timescale	Monitoring details	Link to Action Plan
1. Increase in County schools working towards becoming Sustainable Schools (DCSF) Ended July 2010	N/a	Awaiting Gov't decision	N/a	N/a	N/a
2. Increase in the number of Green Flag Eco Schools, Eco Settings (early years), Eco Centres and Eco Campus sites	Schools: 25% ~ up 13% 2007 Settings: <1% Centres: 4 Eco Campus: 1	40% (100)	2013	Eco Schools Eco Campus	1.4 / 1.7 / 1.9 1.11 / 2.1 / 2.2 2.3 / 2.4 / 2.5 2.6 / 3.1 / 4.1 4.2 / 4.3
3. Increase in numbers of organisations (County High Schools / FE & HE) working with students as Ambassadors around theme of sustainability / climate change	Schools: 24% of High Schools received training FE / HE: 0	30% (9) 20% (2)	2013	Schools completing Ambassador Training and linking to feeder schools	2.2 / 4.1 / 4.2 4.3
4. Increase in County schools, nurseries, FE / HE settings, Eco centres conducting student led formal audits (e.g. energy, water, waste, transport, school grounds and biodiversity) linked to specific action plans to map progress	Schools: 25% (link to Green Flag Eco Schools) FE / HE: 1	40% (100) 20% (2)	2013	Silver / Green Flag Award Eco Schools	1.7 / 1.11 1.13 / 2.1 / 2.2 / 2.3 / 2.4 / 2.5 4.1 / 5.3
5. Increase in number of County schools able to demonstrate savings made through energy, water and waste projects	Schools: 7% + Energy Award Project / AMR strategy	40% (100)	2013	Carbon Detectives / Sustainable Learning sites	1.11 / 1.12 1.13
6. Increase in the numbers of learning organisations taking auditing / action planning process out into their communities around at least 1 theme	Eco Communities Project 6% County Schools	20%	2013	Direct info / EIA's* / Extended Services	4.1 / 4.2 / 4.3 (2.2 / 2.3 / 2.4 2.5 / 2.6)
7. Increase in organisations with specific reference to Sustainability in their Curriculum planning	25% plus see 1 in Objectives below	40%	2013	Green Flag Eco Schools, EIA's* and direct info	1.7 / 1.8 / 1.14 3.1 / 3.2 / 5.1 5.2 / 5.3 / 5.4 5.5

Objective	Measurement / Comment
1. A specific curriculum project running every year involving Partners from the Forum, placing emphasis on critical thinking, creativity and innovation	One Curriculum Development project to run in at least one sector each year over the period of the strategy Less is More? Project (2008-9) / Energy Award Project (2008-9) / Orchard Project (2009-2010) delivered
2. Schools contributing to School Sustainability Performance Indicator Targets as set by County Council	The Targets are for schools across the County as a whole. These will be the responsibility of Worcestershire County Council Directorates
3. With the Education Business Partnership , to establish and develop activity between schools and local employer organisations around the theme of sustainability, agree targets for future activity	This is a new and important area of focus, building on a considerable history of work between schools and local employers / businesses through the EBP. In introducing sustainability as a key theme, there is a need to agree targets for future activity, followed up with action research (probably as pilot projects at this stage) with careful monitoring and evaluation Plan to link to Switch it Off! 2010 / + extend Business & Enterprise links
4. Explore and establish the most effective ways of supporting FE/ HE colleges and the University of Worcester in becoming sustainable learning organisations	There is work underway through the Eco campus, Marches Energy Agency, SAFE network and UEAC that we will need to follow carefully to see how best we can support our local colleges / University. <ul style="list-style-type: none"> • Continue to work with University of Worcester (now hold Platinum Eco campus Status) • After initial discussions with Colleges, need to approach Regional AOC to discuss support for FE Colleges

For the total numbers of Schools, Colleges, Nurseries etc. please see Appendix 4

* EIA's ~ Education Improvement Advisers based at WCC.

Actions over the next five years

Action Text	Complete Action By	Lead Organisation	Support Organisations
1. Strategic developments			
1.1 Maintain three annual meetings of the LfS Forum to facilitate the workings of the Strategy	Ongoing	WCC	All
1.2 Maintain meetings of Forum working groups (e.g. orchards 2008-9) as necessary	Review Sept 2010	WCC	All
1.3 Consult with Worcestershire Partnership and produce and publish Learning for Sustainability Strategy for Worcestershire by 2008	May 2008 Completed	WCC	All
1.4 Establish a Sustainability Champions Group of Headteachers, teachers, youth workers to meet once every 6 months	December 2007 Completed / ongoing	WCC	All
1.5 Develop structure for work within Extended Services / Settings for children + families	2013 Eco Communities Pilot 2010-11	WCC	LfS team Extended Services / Healthy Settings etc.
1.6 Develop strategy / actions for supporting Higher / Further Education	2013	ESD Forum	WCC / FE & HE Colleges
1.7 Extend / enhance sustainability training opportunities through partnership working	Ongoing	WCC / BW	All
1.8 Work with the EBP to: <ul style="list-style-type: none"> • Identify, map and measure existing activity between schools and local employer organisations around the theme of sustainability and develop activity where none has existed previously • Agree targets for future activity, measure and evaluate: e.g. work experience logbooks 	Pilot by 2013 Explore links with Switch it Off!, Fruto del Espiritu etc. and schools enterprise work 2010-2011	WCC / EBP / Enterprise Hub and Spoke Schools	All
1.9 Explore better means of communication between teachers / educators / learners ~ e.g. email networking and message boarding?	EduLink developments 2010	WCC	All
1.10 Continue with arts provision at WRE ~ focus ~ creativity / innovation and creative use of waste	Ongoing	DWT / WRE	WRE Partnership group, LfS Forum
1.11 Maintain and enhance commitment to sustainability in the design, construction and management of school buildings / estate	Ongoing	WCC	
1.12 Contribute towards the School Performance Indicator Targets	Ongoing	WCC	LfS Forum
1.13 Map and offer routes / schemes for auditing, monitoring, evaluating and target setting e.g. in relation to energy, water, Switch it Off etc.	Energy Award Project + extension 2008-10 AMR Strategy	WCC	LfS Forum and providers e.g. Severn Trent
1.14 Explore and agree best means of exploring / assessing achievement as a result of LfS e.g. Environment Award / Certificate of Personal Effectiveness (COPE) - through ASDAN	Ongoing Working group work completed ~ little take up	WCC with ASDAN	LfS Forum
1.15 Develop work around this theme with Youth Clubs across the County and links to Healthy Youth Settings	By 2013 Eco Communities Pilot	WCC	LfS Forum / WRE and 3 Counties AS
1.16 Continue to raise profile of sustainability through focus on Global Dimension / links etc.	Ongoing	WCC	Global Dimensions Base and TIDE
2 Whole School Organisation / Focus			
2.1 Deliver LfS / Eco Schools Training <ul style="list-style-type: none"> • INSET programme • Wider environmental / sustainability training • In school Training 	Ongoing	WCC BW WCC	LfS Forum LfS Forum LfS Forum / WWF
2.2 Run an Annual Conference(s) for schools engaged (teacher and learner focus)	July 2008 Delivered annually	WCC and lead partners	LfS Forum
2.3 Run an Annual Conference / event for Teachers, TA's, Heads, Governors...	March 2008 Delivered annually	WCC / LfS Forum	LfS Forum
2.4 Adapt and extend existing Directory to provide clear and transparent signposting	Ongoing	WCC	LfS Forum
2.5 Maintain support mechanism of District Meetings each term	Ongoing	WCC	LfS Forum

2.6 Develop specific themed development days for different groups ~ e.g. FE / HE / Special Schools	2009/10 Not delivered	WCC	All
2.7 Monitor impact of work on sustainability on school achievement	Ongoing	WCC	
3. Curriculum Development			
3.1 Organise one key Curriculum development project annually. 2008-9 focus is to be the reduce part of reduce, re-use, recycle	Delivery 2008-9 on Delivered annually see above	WCC, TIDE and lead partners	All
3.2 Explore potential and embed of the role of LfS in Primary and Secondary / 14-19 curriculum developments , reviews, initiatives e.g. diplomas etc.	Ongoing	WCC	LfS Team to approach 14-19 Consortia
3.3 Continue to review the links between Sustainability and Learning Opportunities as part of Children's and Young People's Plan (CYPP) and Learning Opportunities Plan	Ongoing Part of 2009-11 CYPP	WCC	
3.4 Continue to support work around the global dimension and offer the Earth Balloon as a resource to explore global themes ~ particularly to High Schools for work with feeder schools	Ongoing	WCC	TIDE, British Council, DfID, 3 Counties AS
4. Learner Voice			
4.1 Support Eco Committees / Action Teams through WCC Learning for Sustainability Team, Participation and Engagement Team and Partners	Ongoing	WCC, WFDC and BDC	PET (need to Review)
4.2 Run an Annual event for Children and Young People as Leaders / Ambassadors	April 2008 March 2010	WCC and lead partners	
4.3 Extend Ambassador training to FE / HE / and further High Schools	2013 2010 ongoing	WCC	Peace Child International
5. Outdoor Learning			
5.1 Extend visits to farm settings: <ul style="list-style-type: none"> Smite Farm Link with Soil Ass'n Farms / 3 Counties AA / Top barn and others 		WWT LfS Forum	
5.2 Maintain / enhance and increase Educational visits and opportunities for <i>Learning Outside the Classroom</i> <ul style="list-style-type: none"> Bishops Wood Centre Smite Farm Wyre Forest Discovery Centre Outdoor centres ~ Malvern Hills / Upton Warren / Llanrug Nature Reserves, Country Parks & other locations 		BW / WCC WWT FC WCC WWT, Countryside Service, DWT & others	
5.3 Extend visits to Environmental Centres with energy / water / waste focus <ul style="list-style-type: none"> E.g. Bishops Wood, Pumphouse Environmental Centre, Severn Waste sites 		BW / WCC DWT	
5.4 Forest School ~ continue leading by example <ul style="list-style-type: none"> Extend Forest school sites Set up and run Forest School training Implement new Forest School Quality Assurance Scheme 	Ongoing Autumn 2007 on	BW / WCC / FC BW / WCC BW / WCC	
5.5 Continue to support schools with school ground development emphasising the links to outdoor learning and the contribution to Learning for Sustainability and physical and emotional health and well being	Ongoing	BW / WCC	Healthy Lifestyles / DWT

Key Partners:

- Worcestershire County Council (WCC)
 - Education for Sustainable Development (ESD) team
 - Children's Service
 - Healthy Lifestyles Team
 - Extended Services Team
 - Outdoor Education Centres (Upton Warren, Malvern Hills, Llanrug)
 - Bishops Wood Centre
 - Property Services
 - Countryside Service
 - Waste Challenge Team
 - School Travel Team
 - Forest Schools
 - Early Years & Childcare Service
 - Youth Service
 - Children's Participation and Engagement Team
 - School Meals team
 - Schools and Colleges
- University of Worcester
- Teachers in Development Education ~ TIDE
- Education Business Partnership (EBP)
- Wyre Forest District Council (WFDC)
- Worcester City Council (WCityC)
- Wychavon District Council (WDC)
- Redditch Borough Council (RBC)
- Bromsgrove District Council (BDC)
- Malvern Hills District Council (MHDC)
- Worcestershire Wildlife Trust (WWT)
- Duckworth Worcestershire Trust (DWT)
- Worcester Resource Exchange (WRE)
- Forestry Commission
- Top Barn and Worcester Slow Food
- 3 Counties Agricultural Association
- Worcestershire LfS Champions Group
- Severn Trent Water (STW) ~ advisory
- Worcester Cathedral
- Global Dimensions Base (at Hagley Primary School)
- Vschoools

Contacts:

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APPENDICES:

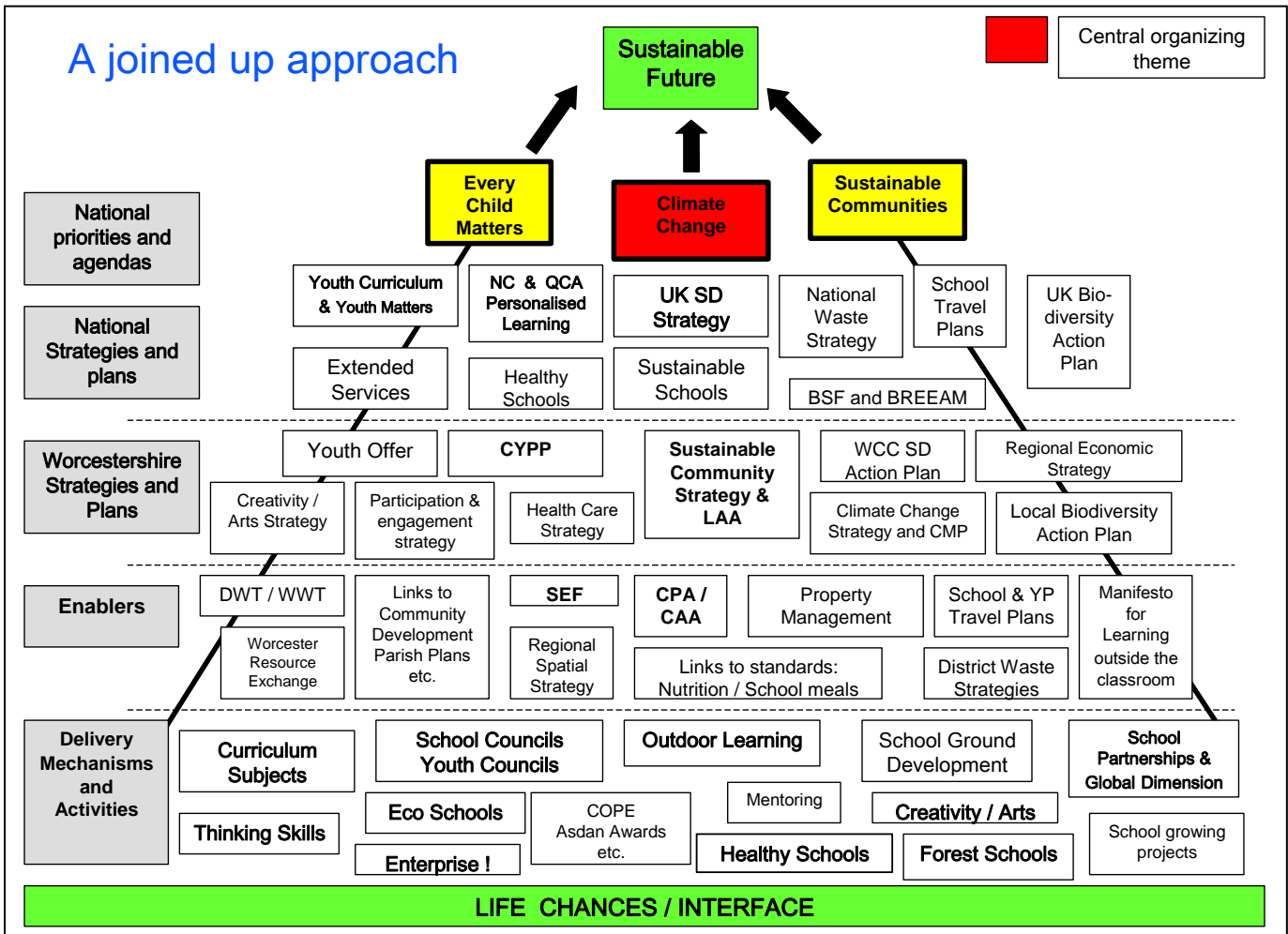
Appendix 1:

Complementary Goals from page 2:

Sustainability has been defined as the goal of a system of development that recognises environmental limits, respects the tenets of social justice and meets the needs of current and future generations (WWF)

Schools and other learning organisations are encouraged to consider what social justice, economic security, environmental stewardship and civic democracy / active citizenship might mean in the context of their own place of learning.

Appendix 2:



Appendix 3. Summary of actions and achievements 1990's - 2007

Action Text	Date started	Lead Organisation	Support Organisations
Strategic developments			
Commitment to Sustainable LA building and pioneering new architecture /energy management	1992 on	WCC	
LfS Forum meeting three times a year	2006 on	WCC	All
LfS Forum working groups on Strategy and Communication and Events commenced	2007 on	WCC	All
School Performance Indicator Targets Set	2007	WCC	
Support with collection of waste for recycling and promotion of waste minimisation theme through poster campaigns / pilot projects etc.	2002 on	District Councils	
Engagement with schools around the theme of Fair Trade linked to local FT Town bids	2002 on	WCC, WFDC, MHDC, WCityC, WDC, RBC	
Links between HECCA (Home Energy Efficiency) and school sustainability in some District areas	2006 on	WFDC, WCityC	WWEEAC
Whole School Organisation / Focus			
School linking work ~ e.g. with The Gambia and through Comenius	2000?	WCC / TIDE / Hagley Global Dimension Base	
Sustainable Schools Launch / Conference for Head Teachers and Senior Managers	March 07	WCC	
LfS training <ul style="list-style-type: none"> • INSET • Wider environmental / sustainability training • In school Learning for Sustainability / Pathways Training 		WCC BW WCC	WWF
Eco Schools engagement towards Green Flag Awards	200 in 2008 with 36 Green Flags	WCC	District Councils WWT / DWT / WRE
District Eco Schools Meetings held across 6 Districts every term	2004 on	WCC	District Councils WWT / DWT / WRE
Eco School Directory (online and published)	2006	WCC	All
Link to Enterprise in schools (Enterprise Conference, sharing with co-ordinators and work in individual schools)	2004-6	WCC	
Composting Training	2000 on	WCC	WRAP
Eco Settings (Nurseries) Pilot project	2006 on	WCC / EYCU	
Sustainability developments at FE Colleges / University of Worcester (e.g. Eco Campus groups, focus on sustainability through Facilities departments)	2005 on	Worcester College of Technology Kidderminster College, University of Worcester	
Learner Voice			
Annual Eco Schools Conferences and events	2001 on yearly	WCC	WWT / DWT / WRE
Ambassador Training for 7 High & 2 Middle School Eco Action Teams	2006 onwards	WCC	Peace Child International
Work with Young People around vocational skills and sustainable building / woodwork etc.	2006	BW	
Work to support Children's Voice through Participation and Engagement Team linked to Sustainability ~ with school councils / eco committees	2006 onwards	WCC	

Curriculum Development			
Curriculum Development Projects: <ul style="list-style-type: none"> Parish Mapping project (funding Arts Council) Creative responses to Climate Change Project Work with Teachers in Development Education (TIDE) on a series of Regional projects ~ Climate Change, Food and Farming and Water focus ~ all with an emphasis on connecting local to global 	2005-6 2006-7 2003 on	WCC WCC TIDE	WWT / WRE / Worcs Biodiversity Partnership and Action Plan STW / TIDE / Environment Agency / Setpoint
Global Dimensions Group established	2003	Hagley Global Dimension Base (Hagley Primary School)	WCC
Earth Balloon purchased, programmes and simple resources developed	2001	WCC	
Outdoor Learning			
Visits to farm settings: <ul style="list-style-type: none"> Smite Farm 	2005 on	WWT	
Educational visits to a range of natural habitats around key environmental themes <ul style="list-style-type: none"> Bishops Wood Centre Smite Farm Wyre Forest Discovery Centre Outdoor centres ~ Malvern Hills / Upton Warren Nature Reserves and Country Parks 	1990 on 2005 on long history long history long history	BW / WCC WWT FC WCC WWT / WCC	
Visits to Environmental Centres (energy / water / waste focus): <ul style="list-style-type: none"> Bishops Wood Centre Pumphouse Environmental Centre 	1990 on 2004 on	BW / WCC DWT	
Forest School ~ leading by example <ul style="list-style-type: none"> 300+ Forest school sites established Set up and run Forest School training 	2000 on 2007 on	BW / WCC / FC BW / WCC	
A school grounds team have so far supported over 80% of County schools	1990 onwards	WCC / BW	N-power, National Grid (Volunteers days)

Appendix 4: Numbers of Schools, Colleges, Nurseries etc.

Initial figures ~ Dec' 2007. Figures ~ brackets and bold (July 2010)

Type:	Numbers:	Totals:	Eco Schools:
Number of County Schools	246	Total Schools: 283	175 (217) County schools, plus 2 (3) PRUs registered with Eco Schools. 34 (65) Green Flags (62 Bronze 72 Silver)
Number of Private Schools	37		10 (12) registered with Eco Schools
Nurseries: Day nurseries, School nurseries, Pre-school playgroups	340	Total Child Care settings exceeds 600	13 (22) registered with Eco Schools, 2 (3) with Green Flags
FE / HE Colleges	7		2 (1) registered with Eco Schools
University	1		Eco Campus Platinum