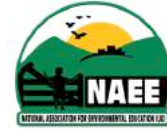


National Association for Environmental Education (UK) Annual Review 2017 /18



Charity Number 1166502

This is a report on the work of NAEE during 2017/18. It is an account of key developments in the year, but it also contains a number of contributions that reflect on the context in which our work is carried out. These are from young conservationists *Louis Driver and Finlay Wilde* and from NAEE Fellow, *Ben Ballin*, and *Ian Humphreys*, CEO of Keep Northern Ireland Beautiful. These were published during the year in our journal or as blogs on the website: naee.org.uk.

It also contains two reports on NAEE-sponsored field trips which are possible because of the generosity of the late Hugh Kenrick and his family. These are written by *Katy Harley & Sophie Steadman* and *Sally Appadu*. The photomontage below shows children and activities on these visits.

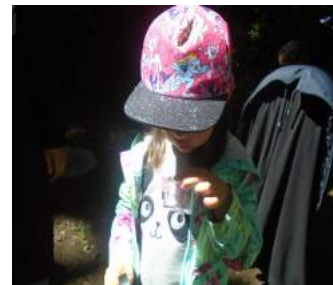
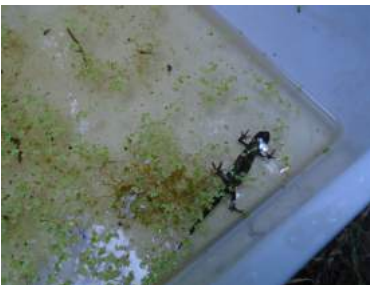


Photo credits: Juliette Green

NAEE's charitable objects are to provide a public benefit by advancing environmental education within early years settings, primary and secondary schools, and institutions responsible for teacher education within the UK and elsewhere.

A catechism for sustainability? the UNESCO learning objectives

Ben Ballin chairs the *West Midlands Sustainable Schools Network* @wmsussch This is an updated version of the blog he wrote in late 2017. It is written in a personal capacity.

You may have spotted that a report was published by UNESCO earlier this year, setting out learning objectives for each of the seventeen Sustainable Development Goals. It is no doubt a laudable achievement to create fifteen learning objectives for each of the seventeen goals: that's a very productive 255 learning objectives in total. Moreover, each set of fifteen objectives has been neatly subdivided into categories of cognitive, socio-emotional, and behavioural learning objectives.

On top of the learning objectives for each goal, there are extensive lists of suggested topics, learning approaches and methods. At this point, I start to lose count. Categorising all those objectives in such a tidy manner must have taken a vast amount of work, involving many hours around the international conference table, a forest of post-its and many carefully-considered words in many languages. The process probably had great value for those involved and such a learning processes is not to be sniffed at.

But what about the rest of us? How useful is it to us? The writers certainly hoped that this report would be useful to textbook writers, teachers, informal educators, trainers, policymakers, curriculum designers and those involved in MOOCs. Hoping to stimulate discussion, I put the question of its usefulness to a meeting of the West Midlands Sustainable Schools Network: a low-budget and informal gathering of precisely the sort of people in the list above. Like most such documents, the report begins with a five-page preamble. It includes a brief overview of the seventeen SDGs, which while available elsewhere in a more colourful form, is certainly worth having to hand. The preamble also includes a list of eight key competencies for sustainability, and each is followed by a list of additional things that people ought to be thinking about.

Listomania? At this point I was reminded a little of the catechisms of my childhood: lists of prayers and phrases to memorise. These too are often also in numbered sequences. If applied correctly and with a good heart, they are intended to set the true believer on the right path to salvation: in this instance, a sustainable path. One problem with this sort of list is that it

misses a key issue. What hard-pressed teachers usually need is a little support, time and space to think and plan creatively, rather than long lists of extra stuff to have to think about. Without that thinking space and support, finding ways to effectively integrate sustainability into their educational practice is enormously difficult.

Moreover, teachers and schools are already wrestling with some very long to-do lists relating to national curricula, data collection, safeguarding, inspection frameworks etc. Having worked in the past couple of years with teaching colleagues from Bangladesh, Kenya, The Gambia, Spain and Germany, I can confidently say the problem of finding space for sustainability in schools is not a peculiarly British problem ... and the reasons are often very similar. In short, wherever thinking and planning space is squeezed, high quality work on sustainability tends to get squeezed out. The same is true when school curricula grow narrow to meet the demands of high stakes testing. Or when dwindling budgets put a further squeeze on staff time and resources. You get an almost perfect storm. The miracle is that so many schools still manage to weather it and come up with amazing work.

Personally, I think we need much more of that time and space. Ultimately, that means educational reform and not longer lists of things to do; an opening up of the curriculum; a relocating of professional decision-making back into the hands of educators (and of learning into the hands of the learner). Otherwise, well-intentioned reports like this can only be part of the problem.

Here are a few things that the network members found:

Politically useful? We all thought that it was helpful to know about the report, and that it might even prove a useful tool in maintaining the profile of sustainability education. It helps keep it visible, and one of us sent it to her MP.

A problem of integration? We all felt that there was a risk that, as with the Sustainable Schools Framework, individual goals and objectives take on a life of their own, rather than being seen as part of a connected whole. The report often talks

about the need for integration and systems thinking, but its structure tends in the opposite direction.

Categories of objectives All objectives are equal, but some are more equal than others. In other words, the content for individual goals was often too much about content and not enough about process. Cognitive objectives (stuff to know and understand) were fairly clear. Behavioural ones were about what learners were **able to do**, so at least didn't fall into the classic trap of simplistic and prescribed behaviour change. The socio-emotional ones were generally more socio- than -emotional. SDG4 is about 'quality education' but the objectives were too often just about knowing a lot of different things. Where was the deeper learning? Is that not what we need most if we are to critique present norms and to work together creatively and imaginatively for a more just and sustainable world?

Unintended bias? A good example of critical thinking at work: one perceptive reader detected

signs of unintentional cultural bias in one of the objectives for gender equality, where a reference to 'traditional perception of gender roles' ignored the many non-European traditions where there are multiple conceptions of gender.

In sum, we agreed that this is a flawed report that overlays the existing demands on teachers and schools with many further demands. It is perhaps symptomatic of what happens when committees and conferences decide what is best for the rest of us. It is not, however, without its uses: not least of these is to serve as a reminder of where our time and energy might more productively spent if we are to really build on the excellent work that already exists.

References

Burns, Judith (2017) 'Reform 'high stakes' primary tests, MPs urge.' tinyurl.com/ydgqv67o

UNESCO (2017) Education for Sustainable Development Goals - Learning Objectives. Paris

Financial Summary

The Association ran a significant budget surplus during 2017/18 because of a number of large donations from a range of generous sponsors. Four donors provided money earmarked to further our work providing environmental education experiences for young people via the Hugh Kenrick bursary scheme. Three donations provided unrestricted income which will be used, together with other funds, to further the Associations work in relation to its charitable objects. Considerations as to how best to use this money will be a major focus in 2018/19. NAEF is very appreciative of this generosity and the valuing of the contribution we make.

Income / expenditure figures for 2017/18 are set out below.

2016/17		2017/18		
Income	Expenditure	Income	Expenditure	
£11,140.89	£10,536.94	£16,509.32	£10,690.23	
2017 /18 Income		%	Expenditure	%
Investments		43	Bursaries	53
Membership fees		11	Publishing / website	21
Donations		45	Networking & Communications	8
Publications, sales, royalties & fees		1	Member services	10
			Professional services	8
Total		100	Total	
			100	

82% of expenditure in 2017/18 went directly on the four main ways we deliver our charitable objectives: bursaries, publications, networking, communications, and the website. We should note here that this does not include the considerable, but incalculable, in-kind contribution from members and volunteers to the operation of the Association.

Full details of the Association's audited accounts are available on the Charity Commission's website.

Governance and Management

NAEE's charitable objects are to ...

provide a public benefit by advancing environmental education within early years settings, primary and secondary schools, and institutions responsible for teacher education within the UK and elsewhere, in particular but without limitation by ...

- [i] facilitating curriculum development through the provision of resources, information and ideas for teachers,
- [ii] providing financial support for pupils to visit outdoor education centres, and
- [iii] collaborating with organisations that have related objectives.

The main ways in which these are realised in practice are:

- Kenrick bursaries for schools;
- publishing (journals and reports);
- web and social media outputs
- links / networking with other organisations.

It is clear that the last of these needs both better co-ordination and more investment and these will be a priority for the coming year.

Last year saw a successful transition from our previous unincorporated structure to a charitable incorporated organisation (CIO).

This shift has been consolidated over the last 12 months and is now firmly in place with the Board of Trustees working effectively. There have been four meetings of the Board during 2017/18, three of which have been by Skype. Attendance was 92% with no trustee missing more than one meeting.

The new constitution provides for greater separation than before of trustees, who have

responsibility for policy and review, and the executive group that manages and carries out the week-by-week work of the Association. This separation was increased during the past year, although it is still sub-optimal.

The creation of a separate trustee group and the positive operation of executive committee sub-groups has reduced the number of executive meetings in the year.

The Trustee Board has done important work over the year around policy updating, including in relation to the GDPR where a robust policy is now in place.

A significant development was the move of the Registered Office to the University of Bath after many years at the Walsall campus of the University of Wolverhampton.

There are currently six trustees; three are directly elected by members and three are ex-officio members of the executive committee (*Chair / Vice-Chair / Treasurer*). In the coming year we shall be seeking Charity Commission approval to increase the number of elected trustees to six so that we can better represent the breadth of the UK's environmental education interests.

It is important, whilst noting the huge contribution made by these officers, all of whom work voluntarily, not to forget the contribution of other members and volunteers without whom the work of the Association would not be what it is. In particular, we'd like to mention with appreciation the work of Heatha Gregory our dedicated office manager who has left NAEE after being with us for 17 years, and Kashmir Flint who managed our Facebook output before heading off for Central America. We appreciate everything they have contributed.

Trustees and Officers in 2017 / 18

Trustees

Justin Dillon (President)
 Gabrielle Back
 Nina Hatch
 Elsa Lee
 Morgan Phillips
 William Scott (Chair)

Executive Committee elected officers

Nina Hatch (Chair)
 Elsa Lee (Vice Chair)
 Sue Shanks (Treasurer)

Executive Committee co-opted members

Gabrielle Back David Fellows Sue Fenoughty
 Juliette Green Henricus Peters Alona Sheridan

Hugh Kenrick Bursaries

Awarding bursaries to schools to help them develop environmental education for their students stands at the heart of what NAEF does.

In 2017/18, bursaries were granted to 16 schools, 10 of which [63%] were new to the bursary scheme. This brings the number of bursaries given since the inception of the scheme to 77, and the number of schools receiving them to 58.

Only 8 of these schools have been secondaries,

and this remains a continuing challenge.

More happily, the number of students benefiting from the scheme is now over 4,000. The value of the bursaries granted this year brought the total amount spent in the 6 years of the scheme's operation to £25,700.

These data indicate a consistently successful allocation of funds at a time of increasing difficulty in communicating with schools.

This is a report by teachers **Katy Harley & Sophie Steadman** on their bursary-funded visit in June 2018. The inserts show two of the letters that the children wrote after the visit.

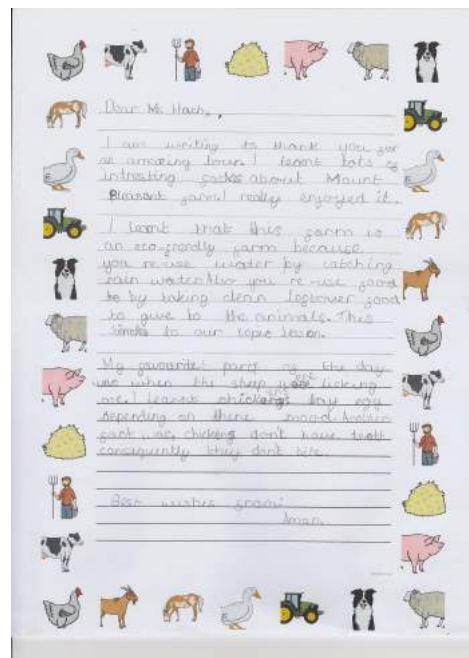
On the 26th and 27th June 2018, Year 5 from Yorkmead Primary School visited Mount Pleasant School Farm. Our experience was extremely valuable and useful for all pupils. They were able to learn where their food actually comes from and appreciate time outdoors in the countryside. The children thoroughly enjoyed their time at the farm and gained lots of new experiences.

The trip linked to our topic, 'How Green Are You?', which focused heavily on sustainable living and preservation of our planet. At the farm, children applied their theoretical knowledge, such as learning about their carbon footprint and where their food comes from. They were fascinated to see the working dairy farm, where we learned about milk production and even saw several new-born calves! Additionally, the children learnt how food was produced, they were able to collect eggs and learn how they are classified according to size. 'I learnt that chickens lay eggs depending on their mood. Also chickens don't have teeth so they don't bite'.

bed sewage system to the rainwater collection for animal drinking water. Children also experienced feeding and interacting with the chickens, sheep, cows and wonderful farm dog. They loved this experience and many children were able to overcome their fears along the way. One child said, "I felt brave after feeding the animals as I was afraid at first." Another said, "I loved this trip so much, my favourite part was feeding the animals because I'd never done it before!" Aman wrote 'I learnt that this farm is eco-friendly because you reuse water by catching rainwater.'



Within class, the children had previously learnt about sustainability, but at Mount Pleasant School Farm they saw it in action – from the reed



Our children learnt the value of time outdoors in the countryside, working practically alongside animals and were inspired to consider farming as a viable future career choice. We are grateful for the valuable opportunity to visit Mount Pleasant School Farm and really hope to repeat our visit with the next Year Fives. Thank you.

The following bursary report is by Deputy Head teacher, **Sally Appadu**, on visits to Martineau Gardens in June 2018. Each day, there were approximately 25 children, many of whom came with a parent or family member. The school brought its resident storyteller for a pirate-themed activity on the Friday. The school is local to Martineau Gardens, and the children and adults came on public transport.

The children at Lillian de Lissa Nursery School have thoroughly enjoyed being in the outdoor environment this year, so a visit to Martineau Gardens seemed like the perfect learning opportunity for our children and their families.

During the visit, the children were able to explore the beautiful gardens and had a tour of the vegetable and herb raised beds. This included looking, smelling and tasting some of the fresh herbs and vegetables which were growing in the garden. We even spotted some caterpillars on plants, which was a wonderful surprise!



Mullein moth caterpillars munching mullein leaves

In the forest, we went on a minibeast safari where everyone had their own magnifying glass, bug catcher and paintbrush to catch a variety of invertebrates. We were able to closely examine centipedes, millipedes, wood lice, ants and spiders. Radman said, *"Wow it's a scary"* when he found a centipede.

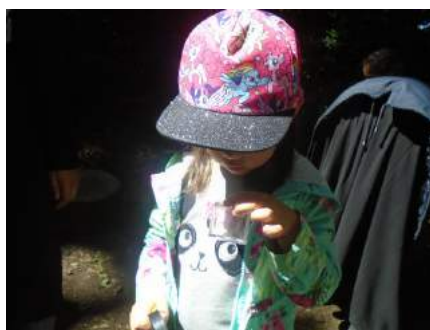
We were also given the fantastic opportunity to go pond dipping where we got into small groups and took it in turns to dip large nets in the pond. We were able to catch water boatmen, ramshorn snails, pond skaters, diving beetles and we even caught a newt! Following our morning's activities, Jasminah said, *"This is the best day of my life!"*

During the afternoon, the children were able to go on a barefoot sensory walk which included feeling dry leaves, fresh geranium leaves, fragrant mint leaves, wet sand and cool water with their feet. They were also able to engage in

free-flow activities which included pirate role play, making dens for animals using sticks and leaves from the forest and small-world insect play.

Back at school, the children told everyone about the amazing learning experience! We brought some perennial herbs back with us and planted them in our garden. We have talked about how we need to look after our new plants. We have taken inspiration from Martineau Gardens to develop our own nursery garden further for next academic year. We have received some advice from the gardening staff, on what vegetables are best to grow in our nursery garden raised beds.

The areas of learning we have covered from Development Matters during the visit and any follow-up work are as follows: Understanding of the World (the world), Communication and Language (speaking, understanding, listening and attention), Expressive Art and Design (being imaginative) and the Characteristics of Effective Learning (playing and exploring, active learning, and creating and thinking critically).



Hunting for tiny creatures in the woods

In the classroom, we now have some new pet caterpillars so we can observe the process of metamorphosis as they turn into chrysalides and butterflies over the next 2 weeks. We are continuing to look for insects in our nursery garden and so far we have found woodlice, ants, worms and snails. Some of the children like to call these creatures their "treasure".

Next year, we plan to make more links with the staff at Martineau Gardens and plan to visit more regularly, so that every child and their family has the opportunity to experience high-quality outdoor environmental learning in the local community.

Where are the next generation of naturalists?

Louis Driver is a 14-year-old wildlife lover, trainee bird ringer, nest recorder, keen birdwatcher and blogger. This is an article he wrote for the NAEF journal in the spring of 2018.

With technology being an increasingly large part of our lives, young people are becoming more and more dis-connected from nature. Nature isn't appreciated by young people, so consumed by social media that they no longer stop to take in the world around them.

Speaking to friends at school, I have realized that many do care for wildlife and the environment. Many have said that they want to help nature, but don't know how. One person told me that they would

"love to help the environment but wouldn't be too sure how to".



Practical activities such as bird ringing are great for engaging teenagers. Image: Ben Porter (benporterwildlife.co.uk)

Another told me how they would never aim for a career in nature, with others saying they enjoy being in nature and helping the environment, but aren't so interested in taking up wildlife as a hobby.

So what can be done? Many young people I know enjoy doing small things that help nature and the environment. During the cold weather at the start of March, I asked friends to clear a patch of snow in their garden and leave out some bird food. I had a massive positive response, with almost 20 people leaving out apples or other food! One person said that they

"think it's really important that people know that they can do easy things like putting out apple and bread outside for birds".

This shows that when young people know what they can do for nature they can have a positive effect.



Louis holding an Alder Moth.
Image: Ben Porter
(benporterwildlife.co.uk)

When I spoke to friends, I asked if they would be interested in a monthly wildlife group. Many were interested, saying that they would give it a go but were unsure if they would make the commitment of attending regularly.

One said,

"I'd be interested in trying. Going consistently? I'm not sure".

I also spoke to some of the UK's budding young naturalists about what started their interest in nature. For most of us, we have always loved nature. From a young age, we have been encouraged to explore the world outside and have seen the amazing things that nature holds. It is these fascinating experiences with the natural world – seeing a blue tit nest go from a small clutch of eggs to a cluster of large chicks, going pond dipping at a local nature reserve or watching beautiful red squirrels scampering around a forest floor – that spark life-long interests in wildlife. Connection with nature from a young age inspires children to help the environment for a lifetime.

This next generation of naturalists is more important than ever, with the technological age leaving the world's ecosystems dying. However is it actually the technology that takes away our connection with nature? If children are no longer encouraged to explore the natural world, interest and passion for wildlife will be snubbed out. If young people no longer have inspiring experiences with nature, where will the next generation of conservationists come from?

You can contact Louis at: twitter.com/birderlouis

Publications – journals

Once again, three journals were published. E-journal 116 focused on young people and their encounters with the natural world. Paper journal [EE 117] was guest-edited by Prof Justin Dillon, NAEF President, and focused on STEM, and E-journal 118 had a focus on green literacy. Contents included:

Vol 116	Vol 117	Vol 118
Wilde about birds – <i>Findlay Wilde</i>	Using the farm environment for teaching science – <i>Nina Hatch</i>	Ecoliteracy – <i>David Whitely</i>
Lessons from outdoor learning – <i>Tim Baker</i>	A lasting connection with nature begins at home – <i>Laura Colman</i>	Teaching literacy outside – <i>Juliet Robertson</i>
Secondary Geography Quality Mark <i>Rebecca Kitchen</i>	Chelsea Physic Garden: shelf life – <i>Michael Holland</i>	Persuasive writing about plastics – <i>Julie Williams</i>
Monkton Nature Reserve – <i>Kashmir Flint</i>	How green was my sports pitch – <i>Phil Murphy</i>	The next generation of naturalists – <i>Louise Driver</i>
Farm Buddies: improving wellbeing <i>Mary Sellers</i>	Sowing the seeds of mindfulness – <i>Emily Vera & Kate Dawson</i>	The Polli:Nation project – <i>Carley Sefton</i>
Interactive Eco-lessons in Jordan – <i>Mervat Batarseh</i>	Engaging with engineering – <i>Solutions for the Planet</i>	Inspiring young people through sailing – <i>Christie Laing</i>
Reconnecting people to nature in Cape Town – <i>Louise Matschke</i>		The life cycle of a zoology student – <i>Francesca Marshall-Stochmal</i>

Volumes 117 and 118 are currently restricted to members; the rest are available at: tinyurl.com/ovwym6a

Publications – our curriculum guides

The NAEF secondary curriculum guide was published in early 2018 and this can be downloaded from the website along with our primary guide (published in 2016).

Following an Introduction which traces the history of environmental education's contribution to the secondary curriculum, the first section of the guide focuses on environmental education through geography with case studies of Aylesbury High School written by Rebecca Kitchen, and a comment on the contribution of fieldwork to geography education by Alan Kinder, CEO of the Geographical Association which was originally published as an NAEF blog.

Section 2 considers environmental education through science with foci on working scientifically,

Biology, Chemistry and Physics with case studies by science teachers Ian Hall (key stage 3) and Amy Caswell (key stage 4).

The next section focuses on design and technology with case studies by Mark Walker and David Garlovsky, and by Lesley Sleight, Head of Life Skills at Queen Elizabeth II High School on the Isle of Man. These are followed by sections dealing with foci on English, maths, history, citizenship, business studies, economics, RE, PE, music, languages, computing and spiritual, moral, social and cultural development (SMSC). The guide concludes with a whole-school, cross-curricular case studies from Elena Lengthorn Eco-Schools Co-ordinator at Nunnery Wood High School, and a selection of useful websites.

The Guide was compiled by **Juliette Green**, a writer, teacher and freelance environmental educator who's written extensively on science, English and outdoor learning. This is how her Introduction begins:

Environmental education helps to foster caring, responsible attitudes and inspires young people to take action in order to live more sustainably. It can also develop a sense of identity and pride in their local environment and community. It not only covers the natural world and 'green' issues, but also the built environment, and the ways in which humans relate to the places where they live. Environmental education within schools is

now more important than ever: children and young people spend less of their free time outdoors, because of safety concerns and the increasing use of technology, and budget cuts have led to the closure of outdoor learning centres across the country. This handbook highlights the opportunities for environmental education that can be found in the 2014 Secondary National Curriculum in England.

Publications – our curriculum guides

What follows is the foreword to the guide written by our Chair of Trustees.

I was briefly tempted to write the same Foreword as I did in 2016 when NAEF's Early Years and Primary Curriculum was published – after all, the problems we face are much the same, other than being a little bit more urgent, with those responsible for education policy in England remaining studiously indifferent to the issues. That said, there have been significant changes in the wider world. The Paris Agreement was signed in December 2015 and the UN has demanded that countries work to realise the 17 Sustainable Development Goals (SDGs). Taken together, and if successful, these programmes will transform the lives of billions of people across the planet – including lives in the UK. The Paris Agreement and the SDGs not only embody the hope of a better world – socially, economically and environmentally – they also represent a race against time. In a narrow sense, this is a race faced by people who dice on a daily basis with preventable destitution, social exclusion, discrimination, malnutrition, illness and an early death. In a broader one, it's a race faced by us all, as we work to limit climate change and global warming before lasting damage is done to planetary systems. There are positive signs out there, and negative ones as well.

Closer to home, in the first week of January 2018 the UK government launched its much anticipated 25-year plan to improve the environment. Although this sees a positive role for schools and for other community-based education providers, which will generate opportunities for environmental educators, it looks rather limited. As NAEF President, Justin Dillon noted in an NAEF blog:

"The 25-year plan seems to miss a fundamental point. ... Schools and their leaders have a key role in influencing public attitudes and empowering students to support the reverse decades of environmental degradation in both urban and rural areas, but this plan, for all its merits, only plays lip-service to a challenge that must be at the heart of social change in England and, indeed, all the UK."

A focus on such issues has been at the heart of environmental education for many years, and 2017 sees the 40th anniversary of the United Nations' Tbilisi Declaration which set out the importance of environmental education to the future of the planet, its people and biosphere.

NAEF's 1976 statement of aims was a key part of the UK documentation presented at Tbilisi, and there was then a widely- shared feeling that, as the Earth's problems became more acute, environmental education would be increasingly seen as more and more necessary. However, in those 40 years, it's not really been like that. For example, the blossoming of curriculum interest in the 15 years that began in the mid-1970s, which led to a range of A-level, GCE and CSE courses in environmental science and environmental studies, was brought to a shuddering halt by the conformity and centralization of the national curriculum. Although environmental education was granted cross-curriculum theme status, that didn't mean much in the end, especially in secondary schools where a subject curriculum and specialist, expert subject teachers tend to combine to militate against cross-curricular work.

That said, there are excellent examples of secondary schools exploring ways of subject departments working together to address such issues, and also of adopting whole-school approaches to them, as this valuable document illustrates. The current secondary school curriculum, for all its faults, does provide numerous opportunities for schools, teachers and students to explore a wide range of the world's most pressing issues. The power of this handbook lies not just in its careful analysis of what the curriculum says, but also in its excellent exemplification of how teachers are seizing opportunities to explore these issues with their students. The case studies of practice are particularly useful in helping us see what's possible in today's schools. There is something here for everyone: for experienced practitioners there will be insights from other people's work; and for those just starting out, a wide range of teaching and learning opportunities are carefully set out for scrutiny, evaluation and adaptation.

It is clear that environmental education has a key role in helping us address the challenge we all now face: how can we all live well, without compromising the planet's continuing ability to enable us all to live well? We do not yet know enough about how to do this, and so we must learn our way into it. I welcome this handbook as a contribution to this great task.

NAEE's New Fellows

The NAEE's Fellows scheme began in 2017 to recognise the contribution that individuals are making to environmental education across the UK through their work, and so that the Association can work closely with them to further support and encourage environmental education.

We appointed two new Fellows in 2017/18:

Lee Jowett has been Environmental Education Coordinator at Leicester City Council since 2014. He previously worked as a Science Teacher for 10 years in Sheffield. He is a Chartered Science Teacher with the ASE, a member of the ASE North and East Midlands regional committee, and chairs the environment, health and wellbeing group in Leicester – which brings together individuals who work to improve the health and wellbeing of students and raise their awareness of environmental issues in Leicester City. Lee works closely with teachers, governors and trainee teachers and with students in Leicester on multiple projects. He has a real passion for engaging students in real life challenges around climate change and the environment by ensuring schools are able to offer quality teaching and learning in these areas.

Ben Ballin is a freelance educator, trainer and writer who specialises in global learning, ESD, Drama and primary Geography. He is chair of the West Midlands Sustainable Schools Network and an occasional blogger for NAEE. As a project worker for the Birmingham-based teachers' network Tide~ Global Learning he has worked alongside teachers to produce scores of high-quality teaching materials on sustainability and global themes, most recently ***Global learning- Lenses on the world*** (2016), which takes a critical and international perspective on the Sustainable Development Goals. Ben is a consultant to the Geographical Association, a member of the editorial board of Primary Geography magazine and CPD associate for primary geography in Shropshire.

Further details are available on the website, and we shall be appointing additional Fellows this autumn.

National Poetry Day



We marked *National Poetry Day* on October 4th with John Clare's *Anticipating the coming Autumn*. Clare was not strong on punctuation and is likely frowned upon in these puritanical days where the ability to put your apostrophes in the correct place is über-important, and knowing how to analyse a sentence's grammatical structure sometimes seems more crucial than any meaning it has.

Still, Clare's ability to capture the richness of nature's presence in our lives is hard to beat.

*I love the fitfull gusts that shakes
The casement all the day
And from the mossy elm tree takes
The faded leaf away
Twirling it by the window-pane
With thousand others down the lane*

*I love to see the shaking twig
Dance till the shut of eve
The sparrow on the cottage rig
Whose chirp would make believe
That spring was just now flirting by
In summers lap with flowers to lie*

*I love to see the cottage smoke
Curl upwards through the naked trees
The pigeons nestled round the coat
On dull November days like these
The cock upon the dung-hill crowing
The mill sails on the heath agoing*

*The feather from the ravens breast
Falls on the stubble lea
The acorns near the old crows nest
Fall pattering down the tree
The grunting pigs that wait for all
Scramble and hurry where they fall*

Our natural inheritance

Findlay Wilde is a young conservationist (and blogger) who is fascinated by all wildlife, but especially birds. He wants to do everything he can to protect nature now and in the future. Currently he is trying to raise awareness about hen harrier persecution in particular, but he is also trying hard to move the natural world higher up the political agenda. *#Think500YearsAhead*. This is an article Findlay wrote for our journal in the autumn of 2017.

Here are two very simple facts to keep in mind through-out this article:

- the human race cannot survive without the natural world.
- the human race is responsible for devastating the environment/natural world.

It seems like madness when you see it written down like that, doesn't it? Why would anyone destroy something that they depend on? This isn't something that has happened overnight, though, this has been years in the making.

It seems like every generation is so eager to advance in terms of technology, infrastructure etc., but all this comes at a massive cost; and I am not talking financial. I am talking about the cost to the planet, our planet, our home. I am 15 years old and live in a technology driven generation, but I 100% believe we are on a journey to self-destruction if we don't change our path.

Politicians and those with the power to change things have a massive balancing act to do; they have to prioritise where time and money get spent, and sadly the environment and natural world always seem to be the areas pushed further down the list. Plans are made for a political term of five years in the UK, but what the natural world needs is long-term planning, long-term protection and, most importantly, to be at the heart of every decision made.



Findlay attending the 2018 Hen Harrier Day at Rainham Marshes. Image: Findlay Wilde

A huge problem is that people can choose to turn a blind eye to the full extent of the damage being done to our planet. We have to educate people so that they can make the right choices, and for me this education has to start at school. Imagine how brilliant it would be if environmental science/natural history was incorporated into all subjects within the curriculum in both primary and secondary schools. It could connect the younger generation with the environment and make them realise why the environment should be protected. Of course, it wouldn't inspire a passion within everyone, but it may well teach a respect for what many people take for granted.

It's not enough to think, "oh that's a shame," as another species disappears, never to be seen again. We should feel angry, we should feel disappointed with ourselves that we allowed it to happen. We all have a right to a natural inheritance, but the thing is, this right is being taken from us and from future generations. So if you want it, you are going to have to stand up and fight for it.

The question is, though, are you willing to do something, are you willing to fight? You don't have to do something huge of course, some of the biggest changes come about through all the small things done. For example, if you plant just one flower in your garden that helps to encourage a pollinator, you have done something positive. However, if you encourage your whole street to plant flowers for pollinators, you have started to build a natural corridor.

Something else you can do is to challenge things. Speak out about environmental issues, report wildlife crime, raise awareness through social media channels. If you feel strongly about something, then do something and encourage someone else to do something too. Be part of the big positive changes that can happen when all the small changes build together.

You can contact Findlay at wildeaboutbirds.blogspot.co.uk

Collaboration

NAEE's charitable objects including providing "a public benefit by advancing environmental education [by] ... collaborating with organisations that have related objectives." Currently, we work with:

- our members both individual and corporate
- approved centres where our Kenrick funded bursaries are used by schools – and the schools themselves
- organisations (and individual members of these) that contribute to the journal, blog etc.
- our Fellows, trustees, and executive group members, and the organisations they are members of and/or network through; for example: the Geographical Association, the Council for Learning Outside the Classroom (and their the *Natural Environment Sector* meetings), the YHA, Rotary International, and FACE/LEAF.
- organisations with which we have reciprocal arrangements, for example, SEEd, Green Teacher, and the Permacultural Association, and those groups on which NAEE is represented, for example, the West Midlands Sustainable Schools Network.

This year we also collaborated with UKSSD, helping it report, *Measuring up*, which shows how the UK is performing on the Sustainable Development Goals. The report is available at: tinyurl.com/yby6rthx

Working with Rotary

2018/19 sees a new collaboration between Rotary Great Britain & Ireland and NAEE. *For the love of the planet* will begin with a pilot project in 'the Heart of England' Rotary region. We aim to involve all Rotaract and Rotokids school groups, and schools recently in receipt of Kenrick bursaries will also be invited to participate. The focus will be a campaign to help children learn about plastic pollution, its causes and effects on wildlife. This will be research-based. Examples of how to cut down on plastic waste will be encouraged. All entering schools will receive free NAEE membership for a year.

The Global Environmental Education Partnership

Ian Humphreys, Chief Executive of *Keep Northern Ireland Beautiful*, writes about the latest meeting of the GEEP. NAEE has been GEEP is growing. Even its Advisory Group now boasts representatives of government, academia and NGO sectors from 15 countries and five continents.

So the debate and discussion at their recent meeting in Taipei, Taiwan (30th May to 1st June 2018), generously supported by both the US EPA and the Environmental Protection Administration of Taiwan, was certainly lively! Progress was made on developing next steps for the global Call to Action (for the environment), a case study e-book and planning an Asia-Pacific regional summit for environmental education.

The meeting also used the opportunity to seek feedback on its updated Strategic Plan 2018-2021 and proposed governance processes, drawn up by a task and finish working group. I really feel the work of GEEP is starting to crystallise without losing any of its special character. A new tagline was also mooted: "The Global Champion for Environmental Education". I love this. Concise, bold and

supportive of GEEP from the outset, and hosted its 2016 UK launch.

clear. All of this was warmly received. Of course we now have to ensure the GEEP positions itself to effectively deliver on its highly challenging and exciting ambitions.

As always, under the wonderful leadership of Judy Braus, the event provided a very special environment to operate in: focusing on what needs to get done yet with the barest minimum of limitations placed on the thinking. The result is that innovative ideas are born and those ideas are stress tested and developed and evolved swiftly. It is not normal. Thankfully! The only thing lacking is the resources to deliver all the great ideas generated.

Watching the GEEP mature, whilst remaining young at heart, is hugely encouraging. It gives us all hope that we can bring about the seismic changes so urgently needed if we are to halt the rapid environmental decline happening right now in front of our eyes. With the GEEP's new plan in action I believe we have a chance.

