

National Association for Environmental Education (UK) Trustees' Annual Review 2016 / 17



Charity Number 1166502

This is a report on the work of NAEE during 2016 / 17. In part, it's 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 *Mya-Rose Craig, David Fellows, Melissa Glackin, Zach Hayes* and *Alan Kinder*. Most were published during the year in our journal or on the website: naee.org.uk

The report begins with an overview from the Chair of the NAEE Executive and our Chair of Trustees, and ends with a personal view from the latter about the 40 years since the seminal Tbilisi conference in 1977, when so much was promised.

The photomontage below shows children on NAEE-sponsored field trips which are possible because of the generosity of the late Hugh Kenrick.



Photo credits: Heatha Gregory

Progress – or just Promise?

It has become fashionable in some circles – for example, UNESCO – to speak of progress in sorting out the world's problems, but there is a risk in this of confusing action and impact. The Paris Agreement on climate change was signed in December 2015 and there has been global agreement on establishing the UN's 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 discrimination, destitution, malnutrition, illness and an early death. In a broader sense, it's a race faced by us all because of the on-going threats to biodiversity and environmental quality, and as we work to limit climate change and global warming before irreversible damage is done to our biosphere's systems. There are positive signs out there (Paris and the Goals, for example), and negative ones as well. One of the negative signs is that not everyone responsible for education policy across the UK fully understands the contribution that schools might make to help ease our transition to a better life for all, and why they should be encouraged to do that. In this, Scotland and Wales lead the way. Another negative is that there is an imbalance in what is promoted between *global learning* and *environmental education*. The SDGs necessarily bring these together, but school policy doesn't always manage that. In England, for example, DfID promotes and pays for the global learning programme in schools whilst neither Defra nor DfE support or promote environmental education at all. The result is that some of the goals get taken seriously whilst others don't.

Identifying and addressing the threats the world faces has been at the heart of environmental education since its first development, and 2017 sees the 40th anniversary of the UN's 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 a widely-shared feeling at the time 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, in England, the blossoming of curriculum interest in the mid-1970s, which led to a range of A-level, GCE and CSE courses in environmental science and environmental studies, were brought to a juddering halt 15 years later by the conformity and centralisation 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 combined to militate against effective cross-curricular work.



PARIS2015
UN CLIMATE CHANGE CONFERENCE
COP21·CMP11

That said, there are excellent examples of schools across the whole of the UK (and much farther afield) that explore how subject experts can work together to address such issues, and also examples of creating whole-school approaches. The current UK school curricula, for all their limitations, do provide numerous opportunities for schools, teachers and students to explore a wide range of the world's most pressing issues. In helping to develop ideas, case studies of practice are particularly useful in helping us see what's possible and NAEF will be publishing a report this autumn on work in secondary schools to complement its report published earlier on primary activity. The power of this new handbook will lie not just in its analysis of what the curriculum says, but also in its exemplification of how teachers are seizing opportunities to explore these issues with their students.

It is still 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, but we are confident that NAEF, working with others, has a significant contribution to make to this great and continuing task.

.....
Nina Hatch, Chair of Executive
William Scott, Chair of Trustees

NAEE Governance and Management

This year saw a successful, though lengthy, transition from our previous unincorporated charity structure to being a charitable incorporated organisation (CIO) whose trustees have limited liability for any loss.

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.

There are six trustees. The Chair and Vice-chair of the executive group are trustees, as is the President, with the other three trustees directly elected by members. Details of trustees are here: naee.org.uk/about-naee

The executive group consists of three elected Officers (*Chair / Vice-Chair / Treasurer*) and a number of co-opted members, each of whom has responsibility, working with a small group, for co-ordinating a key aspect of our work; for example: publications, bursaries, social media, the website, and networking.

We have a scheme of delegation in place which

identifies the roles and responsibilities of the trustee and executive groups (and their respective chairs); this is still bedding in and we expect further changes to be made in the coming year.

NAEE's new 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.

We all think that it's in relation to the last of these where we need to develop more innovative policies, and this is a priority for 2017/18.

Officers and Trustees in 2016 / 17

Trustee Board

William Scott (Chair)
Justin Dillon (President)
Nina Hatch
Sue Fenoughty
Gabrielle Back
Morgan Phillips

Executive Committee elected officers

Nina Hatch (Chair)
Sue Fenoughty (Vice Chair)
William Scott (acting-Treasurer)

Executive Committee co-opted members

Gabrielle Back, Norman Farmer, David Fellows, Juliette Green, Henricus Peters, Fliss Riste, Alona Sheridan

It is important, whilst noting the huge contribution made by these officers and trustees, 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 the work of Heatha Gregory, our Consultant National Co-ordinator, and Kashmir Flint who manages our Facebook output.

We anticipate that there will be changes to both elected officers and trustees following the 2017 AGM, and these will be reported on the NAEE website.

The NAEE Website – naee.org.uk

The first item was posted onto the new website in May 2015. Since then (in the intervening 118 weeks) there have been 1320 further posts. These breakdown as follows: *Webwatch* – 868; *Environmental Education Features* – 77; *Blogs* – 320; *Book reviews* – 72; *Twitter / Facebook / etc* – too many to count.

Webwatch, *Twitter* and *Facebook* get updated several times a week with mostly news items from round the world. *Blogs* are posted twice a week with guest blogs, other organisations' blogs and ones we write ourselves, and are usually a mix of news and comment. *Environmental Education Features* are usually our journal articles, and most *book reviews* come via the journal. These are updated about every 10 days. There is a lot of volunteer time and dedication in all this.

Whilst evidence of interest and usefulness to others can be hard to gauge, snapshots of usage from Google Analytics are very positive, and we think that the website provides a showcase of what the Association offers and does. It is also a source of up-to-date, relevant environmental education news, provides commentary on contemporary issues and is an important means of advertising Kenrick bursaries.

Kenrick Bursaries

Awarding bursaries to schools to help them develop environmental education for their students stands at the heart of what NAEE does. In 2016/17, bursaries were granted to 14 schools, 12 of which [86%] were new to the bursary scheme. This brings the number of bursaries given since the inception of the scheme to 62, and the number of schools receiving them to 48. It will not surprise you to hear that only 6 of these schools have been secondaries and this is a continuing challenge for us. More happily, the number of students benefiting from the scheme is now over 3,000. The value of the bursaries granted this year was £4,722, bringing the total amount spent on bursaries in the 5 years of its operation to £20,720.

These data indicates a consistently successful allocation of funds by NAEE's Kenrick Group at a time of increasing difficulty in communicating with schools.

A number of questions might legitimately be asked about the effectiveness of the bursary scheme in aiding young people to be environmentally educated, and this is a question we probe with schools after their experiences.

The following section shows the report by **Marnie Chana** from Cheswick Green primary school in Solihull on Class 3c's visit to Birmingham Botanical Gardens.

Cheswick Green Primary School

Cheswick Green were so fortunate to have received £400 funding from The Hugh Kenrick Fund for a trip to the Botanical Gardens. Not only was entry free but most of the transport cost was paid for.

The children had an amazing day out with the weather being kind to them as well.

As part of our river studies topic, the children took part in a range of activities. The class were divided into two smaller groups and then took part in 2 very well prepared and resourced activities.



The two activities enabled the children to find out about what creatures live in land and water and how these animals adapt themselves to their natural habitats. This link with our science topic on plants and animals enabled the children to understand what animals live in water and land around our school environment. One of the most important parts of the learning was the children's realisation of how important it is to look after their natural surroundings. As quoted by a child 'These animals need to be treated with care and we need to look after their homes'.

The children had such an amazing time and have learnt how to appreciate their environment and not take it for granted. Cheswick Green is lucky enough to be surrounded by such beautiful greenery that they commented on their return to school that over the half term holidays: 'I'm going to go minibeast hunting in my back garden.'

Cheswick Green also took part in a whole school art project – The Big Sleuth, where the children had to create and decorate different types of leaves which then were collated and stuck onto our school bear 'Chesney Green'. The walk through the greenhouses and the wooded area inspired the children as they had such creative ideas after seeing the variety of plants when decorating their leaves. This huge sun bear model will soon be part of an exhibition around Birmingham.

This trip has been so valuable as there are so many curriculum links from geography – finding out about the rainforests to maths – teaching children about area through leaf sizes. Visiting the shop was great as the children had to be responsible for their own money and purchase their souvenirs, here learning about the value of money and using their personal social skills in real situations.



Getting back to school has inspired the children to take a more active part in their school garden. The visit to The Botanical Gardens has encouraged us to use our outdoor learning areas more and take our learning outside where children can be close to nature.

A great trip full of varied learning experiences for each and every one of us. These Kenrick days offer children such a wonderful experience. Thank you.

British Birdgirl Introduces her Peers to Wildlife



Mya-Rose Craig is a 15-year-old British Bangladeshi young naturalist, birder and conservationist.

Mya-Rose writes the successful *Birdgirl* blog and was a Bristol European Green Capital Ambassador along with Shaun the Sheep. She has also been listed with singer George Ezra and actress Maisie Williams as one of Bristol's most influential young people. She contributed this article to NAEF's Spring journal [Vol 115]. You can follow Mya-Rose on Twitter and Facebook.

I have been birding and been obsessed by nature all my life and it's a huge part of me. When I go out into nature, no matter how I was before, I feel calm and peaceful. Since I have started my GCSE course, going out into nature has become even more important to help me deal with the pressures of school. The passion I feel about wildlife makes me want to get other young people into it too.

A couple of years ago, I saw that in the United States there are 'birding summer camps' for kids, as they have longer summer holidays and many parents only have two weeks' holiday a year. In early 2015, I was looking up one of these camps and felt disappointed that I could not attend. Then I had the idea and decided to organise my own camp here – in the United Kingdom. The concept? It was to take place over a weekend, be affordable and be after GCSE exams.



Camp Avalon:

A camp for young birders, naturalists and minority ethnic teens

So 'Camp Avalon' was born. Camp Avalon 2015 and 2016 took place at Avalon Marshes on the Somerset Levels, where the Somerset Wildlife Trust and RSPB have reserves. The camps were aimed at teenagers who were already interested in nature right through to those who had never set foot in the countryside. We camped in a nearby campsite and, as well as camp cooking, the young people took part in birding walks, wildlife photography, nature sketching by renowned bird artist John Gale, bird ringing, moth trapping, making nest boxes, pond dipping, looking for nightjars and lots of talks on different subjects like organising to go abroad to a conservation project during your gap year and a talk from the County recorder on what makes good birding records.

As a birder, I had also noticed that when I visited reserves or went on walks, I rarely saw any other ethnic minority young people (I am British Bangladeshi), even in city centre reserves. This

is something that worried me, so I worked hard to get young people from ethnic minority and inner-city backgrounds to come to my camp. Camp Avalon is very important as there are no other opportunities for young people, whether into wildlife, birds or don't know anything about nature, to come together on a nature camp.

It was interesting to watch the eight ethnic minority teenagers that came in 2015. Initially they did not know what to expect and felt 'bored' before something began clicking in their minds and they engaged with the natural world around them. For some, the 'click' was the idea of looking in a mammal trap, whilst for others it was holding a bird during bird ringing or wildlife art. It made me realise that anyone can connect with nature; they just needed to see how, and maybe be shown how. There is something special about watching a 'tough' 14-year-old boy from the inner city, seeing a bird closely for the first time and then his pure delight in holding it, releasing it and then looking at me and smiling from ear to ear. That was a special moment for me!



Mya-Rose

With some of the teens who attended Camp Avalon

As well as the camps, I organised a conference in June 2016 called *Race Equality in Nature*, with the aim of trying to get more ethnic minority people out into nature. Our Key Speakers included Bill Oddie, Stephen Moss and Kerry McCarthy MP, who was Shadow Environment Secretary at the time, as well as 85 people attending from all backgrounds and professions including the BBC, and it was sponsored by Bristol Zoo. We looked at the barriers, how these barriers can be overcome and how we can create role models. I have now set up *Black2Nature* and am working with nature charities and community groups to try to overcome the barriers and create role models.

Photo credits: Mya-Rose Craig.

Being a Green Teenager

In the Autumn 2016 edition of our journal, [Vol 113], **Zach Haynes**, *Wildlife blogger*, wrote about what he does.

Living around the Yorkshire Moors and Dales makes me a very lucky person. I think it's one of the most beautiful places on Earth, which is why I spend so much time there! There are so many opportunities to learn about everything to do with nature and the environment; the reason I started up a blog back when I was 10. All I did was go out into the wild and see what I could find, and it didn't take long. I would look for pretty much anything that caught my eye: birds, insects, plants, reptiles and so on, and I would find out as much information on them as I could, either from books, the web or directly from experts. I've learned so much in the two years that I've been doing my blog.



I've also got so much out of it in terms of a wider education. For example, I didn't know anything about bird ringing when I started, but after I started going to my local nature reserve and talking about it, I met the owners of the reserve, who asked if I wanted to do ringing with them. From that point on I got so many amazing close-up experiences with birds, and met some really nice people. I am also involved in moth trapping at the reserve, and could easily recognise at least 30 species of moth now. Something I certainly couldn't have done a couple of years ago!

I get to go to competitions and events such as Birdfair, which have many knowledgeable people there who have talks that have taught me so much about physics, chemistry, biology and so much more, like the effects that the decline of bees is having on nature, the effects of grouse shooting on the environment and so on.

I am aware that the majority of children these days aren't that interested in nature and the protection of the environment, which is worrying, both because school doesn't have much about nature in lessons and because the future of the environment is in our hands.... I get to go to competitions and events such as Birdfair, which have many knowledgeable people there who have talks that have taught me so much about physics, chemistry, biology and so much more, like the effects that the decline of bees is having on nature, the effects of grouse shooting on the environment and so on. I am aware that the majority of children these days aren't that interested in nature and the protection of the environment, which is worrying, both because school doesn't have much about nature in lessons and because the future of the environment is in our hands.

Things like these have led me to campaign for things such as keeping the EU wildlife laws when Britain leaves Europe and being more careful with how we use plastic, particularly considering its effect on marine life. I would never have been aware of these things if I hadn't have got involved with nature, which is why I am so relieved that I did.

One of the reasons I started up my blog was to not only teach myself, but to share that knowledge with others and help people care about the environment more.

And I think I've done a good job of it! I get people saying that they've learned something new on every post and it feels amazing to know that I've helped people open their minds more to the importance of conservation. There are always news articles and scientific experiments that say technology is bad for you, this may be true, unless you use technology for good, like I do, and balance it with going out into the wild and have a great time outdoors. It really is the best of all worlds.



Photo credits: Zach Haynes

Publications



Three editions of our journal, *Environmental Education*, were published, with the two e-journals, Vol 113 & Vol 115 both having a focus on outdoor learning.

Vol 113 had international features on US national parks and environmental education in Australia, China and Thailand. Its UK focus included environmental education in Yorkshire, a young writer, Zach Haynes, blogging about nature, and links with literacy through Kenrick bursaries.

Vol 115 had international features on special needs education in South Africa and world heritage and sustainable development. The prime focus of its UK coverage was on birds, and there was a feature on early years learning.

The hard copy edition of the journal, Vol 114 (Spring 2017), was produced in collaboration with the University of Cambridge and featured an international climate change education project operated by the Department of Anthropology. A major theme of this was communication between children, schools and teachers across cultures, for example: between children in Italy, England and Nepal, across the Nepal Himalayas, the Cambridgeshire Chalk Marl, and the Italian lakes, and communicating climate change: back and forth between school and community. It also contained a reflection on NAEE past and present from an NAEE stalwart, Norman Farmer who retired from active involvement in the Association's work this year.

The publication of the secondary curriculum guide will take place in Autumn 2017 and will complement the primary guide that we published in 2016.

National Poetry Day

We marked *National Poetry Day* at the end of September with a seminal piece of Wordsworth verse, which we described with some justification as “the essential environmental education poem”

Just read the lines:

*Come forth into the light of things / Let
Nature be your teacher*

and see if you disagree.

The Tables Turned

Up! up! my Friend, and quit your books;
Or surely you'll grow double:
Up! up! my Friend, and clear your looks;
Why all this toil and trouble?
The sun above the mountain's head,
A freshening lustre mellow
Through all the long green fields has spread,
His first sweet evening yellow.
Books! 'tis a dull and endless strife:
Come, hear the woodland linnet,
How sweet his music! on my life,
There's more of wisdom in it.
And hark! how blithe the throstle sings!
He, too, is no mean preacher:
Come forth into the light of things,
Let Nature be your teacher.



Photo Credit: NAEE

She has a world of ready wealth,
Our minds and hearts to bless —
Spontaneous wisdom breathed by health,
Truth breathed by cheerfulness.
One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.
Sweet is the lore which Nature brings;
Our meddling intellect
Mis-shapes the beauteous forms of things: —
We murder to dissect.
Enough of Science and of Art;
Close up those barren leaves;
Come forth, and bring with you a heart
That watches and receives.

The Contribution of Fieldwork to Geography Education

Alan Kinder is Chief Executive of the Geographical Association. This is the blog which he wrote in June 2017 making important points about fieldwork. Alan can be contacted at: akinder@geography.org.uk

In geography education, fieldwork is regarded by the Government, most parents, and the overwhelming majority of subject teachers as an essential element of the learning experience for young people. Indeed, the commitment to fieldwork by teachers of geography can often feel evangelical – something we equate with our subject identity or a large part of the reason we *became* geography teachers in the first place. We associate fieldwork with a sense of freedom, of breaking out from the constraints of the regular classroom environment and offering the opportunity to recover something of the spirit of exploration that helped to create the discipline itself.

Last year, the Geographical Association (GA) surveyed secondary teachers to find out how much and what kinds of fieldwork they did and whether this was changing.



As part of this survey, it asked teachers about obstacles to fieldwork, revealing a depressingly familiar list of factors, especially cost and lack of support from head teachers.

Given the challenges to undertaking fieldwork, it's important that the benefits are increasingly well articulated and researched. The positive impacts on social and personal skills, disposition to learning and on attitudes, values and character traits such as resilience are well documented elsewhere, so I won't address these here. However, in my view, there is a need to better articulate the role and impact of fieldwork on academic achievement and on the acquisition of knowledge and understanding in school subjects like geography.

Over the last year or two, I have been writing about fieldwork in geography as 'the application of knowledge and understanding to the particular circumstances of a real-world location' (see for example 'The value of fieldwork' in *GA Magazine* Issue 32, p.19). I see this as a very important attempt to counterbalance the way

many people and organisations (unfortunately including Ofqual, the qualifications regulator) characterise fieldwork as being 'only about skills' – a position I fundamentally disagree with.

Rather, I suggest that fieldwork involves and develops the act of observing and asking questions of and in the real world and that this provides a unique and essential learning experience for young people. It develops investigative skills, careful observation and primary (first-hand) data collection in distinctive and important ways. But this experience isn't simply a skill, or a technical procedure. Fieldwork investigation gives young people experience of the complexity of a real world location and invites them to both appreciate and begin to make sense of its complexity, or 'messiness'. Doing so helps them to appreciate that the 'theoretical' world of the textbook and their own investigative research is partial and limited. This seems to me to be a critical insight into the nature of geography, of geographical knowledge and the process of becoming a geographer: we do geography fieldwork because direct observation is an essential, rewarding but challenging part of creating valid knowledge about the world.

I am drawing on a very long tradition of thinking here: in the 13th Century the English philosopher Roger Bacon asserted that both 'Experimentum' and 'Argumentum' were necessary ingredients to understanding phenomena fully; the 18th Century writer Goethe concluded that understanding also affects observation ('we only see what we know') and more recently, Alex Standish of the UCL Institute of Education has suggested that fieldwork helps pupils to understand that *their agency* is involved in gaining knowledge – that it doesn't just 'drop out of a textbook'.

In an era of fake news, perhaps we should be a little more upfront about the contribution of fieldwork to ways of acquiring and testing knowledge and to understanding our own, very human, limitations in doing so.

NAEE Financial Summary

The Association ran a 5% surplus during 2016/17 with 87% of expenditure going directly on the four main ways we deliver our charitable objectives. This was a smaller surplus than in 2015/16, and followed from a 15% increase in turnover. Our main expenditure in the year was on bursaries (51%), publishing (18%) and on networking & communications (12%). We should note here that this does not include the considerable, but incalculable, in-kind contribution from members

to the operation of the Association. This applies in particular to the four principal ways our charitable objects are delivered: bursaries, publications, networking & communications, and the website. We also continue to be particularly grateful to all those individuals and organisations who donate to the Association to help further its support for environmental education. Details of the Association's audited accounts are available on the Charity Commission's website.

Understanding Environmental Education in Secondary Schools

Where is it, what is it and what should the future be?

This article is by NAEE Fellow, Dr Melissa Glackin of King's College London. In this, Melissa outlines her new research (with Dr Heather King) into environmental education in secondary schools in England.

Background

In 2014 environmental education was removed as an explicit value underpinning the English National Curriculum. This significant, yet under-reported policy change has left environmental education to schools and subject leaders, primarily in geography and science, to decide how, when and if, it should be taught. However, with mounting evidence that humanity's ecological trajectory is unsustainable, a socially just education arguably must ensure that all future generations are able to participate in debates and make informed choices concerning environmental risks and challenges.



PGCE students at King's. Photo credit Melissa Glackin

Purpose and objectives

The research is funded by a British Academy / Leverhulme Small Research Award and runs from March 2017 to September 2018. This project seeks to understand the state of environmental education provision across secondary schools in England through an analysis of policies and texts, and by analysing the views of teachers and senior staff at learned societies.

The anticipated outcome is to develop guiding principles for future environmental education curricula and fill the gap in policy and the pedagogical literature.

In formal terms, the research objectives are to:

- map the state of environmental education in English secondary schools post education reform

- collect and collate positions on, and guidance for, environmental education as proposed by teachers and learned societies
- discursively analyse the construction of environmental education within policy documents, subject materials and the views of teachers and professionals in the field
- develop a set of theoretically-informed principles for guidance for future environmental education curriculum policy and practice in English secondary schools



Work so far

In the period to October 2017 we have analyzed relevant policy documents and related curriculum texts and have collected science and geography schemes-of-work from 10 schools. Initial findings confirm that environmental education in schools is extremely limited and that this is further compounded by a student's GCSE subject choice (they are now able to discontinue geography at 14 years) as well as the GCSE examination board specification selected by geography and/or science departments (for example, AQA, OCR).

Next steps

Over the next 3 months we will be interviewing science and geography teachers to explore how they teach environmental education, what they think an environmental advocate is, where they think environmental education should feature in a student's schooling and what they think future curriculums should look like. In addition, we will be exploring similar issues with education staff from four learned societies: organisations which often hold sway over curriculum direction.

In mid-2018 we will share emerging findings and draft principles for guidance for future environmental education curriculum with teachers, environmental educators, school and education leaders.

.....

Further details are available by emailing melissa.glackin@kcl.ac.uk

A Big Thank You to Norman Farmer

Norman Farmer retired from active NAEE involvement after many years as a Trustee, as Honorary General Secretary and as a member of the Executive Committee. This is the tribute that **David Fellows** wrote in *Environmental Education* journal, Vol 114, to mark Norman's retirement. Norman's own reflections on NAEE past and present can be found in the same journal on the members' website.

I first met Norman Farmer at one of the big annual national conferences that NAEE used to host when environmental education was the flavour of the moment when we, along with the influential Plowden Report, understood that "at the heart of education is the child". Norman was running what felt a high-powered workshop analysing and examining in great detail the contributions that EE could make to a wide range of subjects. Some years later, as secretary of the Cumbrian branch which then had more than 50 members, I joined the executive committee and so, for around 35 years, I was able to appreciate Norman's wise and well thought out contributions to many discussions.

It was sometime in the 1990s that Norman passed on the chairmanship to me, and I recall being keen to follow the good example he'd set. Norman has been with us through the good times, when we had an annual Defra grant and EE was welcomed by government and the professions as an approach to an integrated curriculum, and also in the tougher times, particularly since the Millennium.

Yet, here we are now with a well-organised association with funding, thanks to the Kenrick Trust, and a vision of the ever-greater need for EE in our fast-changing world.



Norman Farmer (3rd from left) when NAEE presented a petition to 10 Downing Street in 2007, calling for greater emphasis on Environmental Education in the National Curriculum. Photo credit: Heatha Gregory

Norman, like myself, has acquired grandchildren in different parts of the country; five to our four! They deserve and get much of our time so it seemed sensible for him to retire from NAEE leadership after forty years' dedicated service. It's not the end of EE for him, though, as he has been awarded life membership of the Association. He is also continuing his work with the Whirlow Hall Farm Trust which does great work in the Sheffield area with deserving children. So, Norman, thanks again for your many years of service to NAEE and all the very best for the busy and interesting future awaiting.

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. The first NAEE Fellows are:

Tim Baker has been Head teacher of Charlton Manor primary school in Greenwich, for 12 years. He is a board member of the School Food Plan Alliance the National Childhood Measurement Programme the RHS Education Committee and the London Food Board.

Dr **Phil Murphy** is a lecturer and admissions tutor in the School of Earth and Environment at the University of Leeds. His role includes responsibility for schools outreach and engagement with a particular focus on widening participation in the environmental sciences sector.

Dr **Elsa Lee** is an educationalist with a longstanding interest and expertise in environmental issues. She has worked as a researcher at the University of Cambridge Faculty of Education for the past three years as part of an AHRC-funded interdisciplinary team on Pathways to Understanding the Changing Climate.

Dr **Melissa Glackin** is lecturer in science education in the School of Education, Communication and Society at King's College London. Melissa's research and teaching interests include teaching and learning science outside the classroom, teachers' beliefs and self-efficacy, in-service and pre-service teacher professional development and outdoor science and environmental education curriculum development.

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

Endpiece – 40 Years on from Tbilisi: a personal view

Later this year, it will be the 40th anniversary of the Tbilisi conference and Declaration which offered environmental educators everywhere such hope and promise for the future. Now that the future is here, and the promise unfulfilled, a number of groups have plans to mark the 40 years in some way. What follows is a small contribution to this.



The Tbilisi Declaration was taken note of in the UK, as was illustrated by the Winter 1979 edition of our journal, *Environmental Education* [Vol 11]. This carried a 5-page article about a recent HMI Paper:

Curriculum 11-16: supplementary working papers.

This contained commentaries to sit alongside existing Inspectorate work on the 11-16 curriculum. The paper focused on environmental education, outdoor education, physical education, and music, and drew on the Tbilisi Declaration. Such a report is unthinkable today, which is one illustration of the gulf in attitudes and priorities since Tbilisi. It is, however, important not to over-egg the status of what the HMI wrote. This was its first page disclaimer:

"This publication is intended to stimulate professional discussion. The views expressed are those of the authors and not necessarily of the Inspectorate as a whole or of the Department for Education and Science. Nothing said is to be construed as implying Government commitment to the provision of additional resources."

Reading the HMI paper again, I am struck just how pertinent it still feels. The document begins by stating that environmental education ...

"is to be regarded as a function of the whole curriculum, formal and informal. It is furthered both through established subjects and by courses in environmental science and environmental studies which in varying degree are interdisciplinary. There is a common purpose in these to foster an understanding of the processes and complex relationships which effect environmental patterns, together with a sensitivity to environmental quality and a concern for the wise and equitable management of the earth's resources."

HMI say that "it is desirable to identify a set of overall aims for guidance in syllabus and curriculum construction". It then cites the Tbilisi goals:

- i. to foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas;*
- ii. to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment;*
- iii. to create new patterns of behaviour of individuals, groups and society as a whole towards the environment.*

The paper then asks how a school is to translate such goals into realistic objectives for 11-16 pupils. It outlines a "possible framework" focused around: awareness, competence, understanding and concern. These reflect the five Tbilisi categories of environmental education objectives, which are to help social groups and individuals:

- acquire an awareness and sensitivity to the total environment and its allied problems
- gain a variety of experience in, and acquire a basic understanding of, the environment and its associated problems
- acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection
- acquire the skills for identifying and solving environmental problems
- provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems

The focus on the social as well as on individuals is striking, and HMI develop their own ideas from it that are relevant today, stating:

"There is an implicit progression from learning which is mainly directed towards personal development to learning which increasingly takes into account the needs of society."



The logo of the Tbilisi conference

HMI then set out a range of topics that the informed citizen could be said to need a degree of knowledge and understanding of, arguing there is good reason to try to provide as wide a

range of insights as possible. They go on to say something which seems to be of the utmost importance, and which, these 40 years on, is now seen by many as far too demanding:

“What is perhaps most important is to convey the realisation that environmental systems are complex and environmental problems not easily resolved. This cannot readily be done solely through the medium of individual subjects or without taking a synoptic view from time to time. The proper study of environmental issues requires cooperative teaching approaches and automatically entails cross-disciplinary reference”.



Over 500 delegates from around the world attended the Tbilisi conference

This kind of orientation was notable by its absence from the Blair government’s Sustainable Schools initiative, which not only played down complexity and interconnected-ness, but also actually failed to identify ecology or biodiversity as issues to be studied or cared about. The need for balance demands that I make it clear that things have not got any better in the 10 years following this. HMI made it clear that they see that environmental education relates well to all

the eight areas of experience that they identified in their publication Curriculum 11-16:

ethical scientific linguistic mathematical physical aesthetic social/political spiritual

These were a notable contribution to debates around what a broad and balanced curriculum might sensibly mean. It is clear that environmental education is seen by HMI as having something to contribute to all these areas, and that a school has something to gain across them all by having an environment focus.

I said, above, that Tbilisi was noted in the UK. It is equally right to say that the UK’s work on EE was noted at Tbilisi. It is clear that the 8-strong delegation we sent to the conference represented a large body of curriculum thinking and innovation across the whole of the UK. NAEE’s own 1976 statement of aims were explicitly referenced by HMI, as were influential UK documents by the Schools Council, and by authors such as Keith Wheeler and Sean Carson. So, will remembering Tbilisi be a celebration of what’s been achieved, or something of a wake, full of regret for missed opportunities. Whilst I lean towards the latter view, I do look forward to raising a glass to what, 40 years ago, was momentous in every sense. And either way, there is still a job for NAEE to do.

William Scott, University of Bath

.....
The Tbilisi Declaration can be downloaded here and a 5 minute YouTube video of the conference here.

This is a slightly amended version of an article published in *Environmental Education*, Vol 114, and available on the NAEE members’ webpages.

Who went to Tbilisi from the UK?

John Hudson	Deputy Secretary for Primary Education, Department of Education and Science (Head of Delegation)
George Willan	Department of Education and Science
Patricia McCarthy	International Relations, Department of Education and Science
John Robins	Assistant Secretary, Department of the Environment
Peter Fletcher	Foreign and Commonwealth Office UN Department
Peter Forrest	HMI (England)
Patricia Heatley	HMI (Northern Ireland)
Chris Gayford	Council for Environmental Education
Keith Wheeler	Council for Environmental Education / Town and Country Planning Association

This was a nine-strong delegation: civil servants from across the DES, the Foreign Office, and the Environment Department, HMI, and educators. It illustrates the breadth of interest in the meeting, and in environmental education at the time.