

Stepping Up in Sustainability 2012-13

Hounslow Adult and Community Education Case Study



Title of project	Sustainability champions and embedding sustainability in the curriculum	
Lead partner organisation name and address	Hounslow Adult and Community Education Civic Centre, Lampton Road, Hounslow, Middlesex TW3 4DN	
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1. Aims of the project	<p>The aims of the project were to:</p> <ul style="list-style-type: none"> • Embed sustainability into learning programmes, using Sustainability Champions and ensure teaching and learning processes were enhanced through activities that have a positive impact on local communities with respect to the environment, healthy lifestyles, volunteering in their community • Ensure local economic strategies were supported and links established with key managers in the Local Authority • Share good practice in embedding sustainable development into the curriculum across the organization and with the Local Authority • Develop sustainability awareness training modules with an end of module test and embed into the organization’s Continuing Professional Development (CPD) programme for all staff and incorporate into the new staff induction programme • Promote sustainability activities into the organization’s physical and electronic infrastructure, increase recycling and management of waste. 	
2. Situation: Identify the situation or issue that faced you	<p>Context - Organisation and Borough overview</p> <p><i>Hounslow Adult & Community Education Service (HACE) is the direct delivery provider of adult education for the London Borough of Hounslow and is part of the Children’s Services & Lifelong Learning Department. HACE is committed to offering the opportunity for adults to learn and develop new skills for enjoyment, wellbeing and to enhance their work prospects. Our mission statement is:</i></p> <p>‘We aim to deliver high quality, accessible learning in response to the needs of individuals, the community and employers’</p>	

HACE provides courses in early years and childcare, ICT and Business, beauty therapy and hairdressing, leisure, visual and performing arts, modern foreign languages, Access to HE, teaching and education, ESOL, literacy and numeracy (with a small programme of Maths and English GCSEs), LDD (learning difficulties and disabilities) and wider family learning. The Service receives both Learner Responsive funding and Community Learning funding.

Borough profile

Hounslow is a West London borough with a culturally and ethnically diverse population. The population growth in Hounslow has been relatively fast over the past decade. The total population of Hounslow was estimated to be 222,600 in the 2008 mid-year estimates, an increase of 9% in the 17 years since the 1991 Census a growth rate equal to the overall West London population growth. Hounslow and the surrounding area has some of the highest levels of migration and population mobility in the UK. This has had significant implications on the tenure profile, which is strongly inclined towards renting, at 42%, and is about 10% higher than the national average. Like other parts of west London, Hounslow has pockets of both affluence and poverty. Using average ward scores, Hounslow is ranked 115 out of 354 areas in the Index of Multiple Deprivation.

This project helped to raise awareness in all aspects of our curriculum offer, to embed sustainability into the core curriculum offer and support Borough-wide initiatives. Another need for project was because the Borough make up is so diverse and has large numbers of recent arrivals, immigrants, second language speakers etc. many are not very aware of environmental issues and how to recycle etc. We looked at embedding this in our ESOL and Community Learning programmes.

The project worked closely with the Borough which currently recycles 34% of its waste and is keen to raise this level through education. The project linked with key initiatives being promoted by the Waste Recycling and Environmental teams in the Borough.

Leadership and capacity building

The Leadership was committed to sustainability and keen to make sustainable development an integral and recognizable part of strategic and operational plans. In order to do this we wished to put in place sustainability champions to take forward and sustain any developments to develop and implement strategies and to engage and influence staff and learners.

	<p>Teaching, learning and curriculum</p> <p>There was variable activity in the curriculum around sustainability and we needed to engage and work to supporting teachers, trainers, tutors and learning support staff in the embedding of sustainability into their teaching and learning and into the curriculum offer. In order to do this we needed to develop our teachers and looked at putting in place a programme of training and support and developing a Sustainability in the Curriculum online training package.</p>
<p>3. Task: Define the outcomes you needed to achieve</p>	<p>As a result of this project the changes we expected to see were:</p> <ul style="list-style-type: none"> • A range of activities around sustainability embedded in schemes of work • A range of involvement activities with the Local Authority in the curriculum such as guest speakers, displays etc. • An increase in the use of the VLE with corresponding reduction in use of paper, printer ink and stationery • An on-going programme of training for staff on sustainability • Increase in the recycling of materials used in the curriculum • Focussed learner weeks to promote aspects of recycling such as Fair-Trade week • One project per curriculum area for a VLE online activity such as staff/learner forums • One group of learners engaged from each of the curriculum areas including LDD <p>The expected benefits would include:</p> <ul style="list-style-type: none"> • a senior team with members who both individually and collectively understand the challenge of sustainability and are dedicated to making a full contribution in what they do and how they go about it • raised profile and embedding of Borough-wide initiatives • staff comfortable in exploring the issues of sustainable development with learners • opportunities for CPD for tutors by embedding sustainable development through the Qualification Curriculum Framework • learners understand the various positive economic, social and environmental impacts that they can make through their lifestyles and work and to be able to engage in national or international sustainability events and themes <p>We mapped our statements of the impact we expected to achieve to relevant indicators in the Reaching Forward Index, as shown in the following table:</p>

Impact statement linked to Reaching Forward Index (RFI):

Impact Statement	RFI indicator
Increase in number of tutors/senior Managers trained	Leaders committed to sustainability
Tutors/senior Manager achieving a Sustainability qualification	Leaders committed to sustainability
Staff and learners engaged	The organisation has sustainability champions used effectively in implementing sustainability
Increase in number of tutors engaged and embedding sustainable activities	Good practice in embedding into the sustainability and curriculum is shared across the organisation
Good practice in embedding into the sustainability and curriculum is shared across the organisation	Increase in number of courses with embedded sustainability activities
Sustainability is embedded into learning programmes	Increase in number of learners who have experienced sustainability activities
Increase in number of learners who have experienced sustainability activities	Teaching and learning processes are enhanced through environmental activities that have a positive impact on local communities

4. Actions that you took in order to achieve your plan, and your approach

Timeline of key activities and events

August 2012

- Compiled a detailed action plan identifying key actions- to set the scene for the next 6 months
- 1st day of Sustainability training for curriculum managers and project manager to establish a common understanding of sustainability and discuss action plan
- Newsletter to staff alerting to project and coordinator post

September 2012

- Team meeting- to promote co-ordinator post
- Interview and appoint co-ordinator
- October 2012
- Project co-ordinator appointed to take project forward
- Coordinator meetings with each Curriculum Manager- to

identify projects/activities for their areas

- List and details of projects approved

November 2012

- Identified strategy documents needed for Service
- Reviewed action plan in line with outcomes of meetings and adjusted
- Co-ordinator met with key staff in Council- to ascertain involvement in projects
- Sustainability champions appointed
- Co-ordinator liaised with champions -to document current embedding and to discuss new ideas and projects

December 2012

- End of term updates to service staff on progress through newsletters
- Planning of end of project dissemination event – to include setting date, booking venue, inviting delegates and identifying activities and projects to showcase
- Promotion of online courses on the VLE for learners and tutors- to advise of availability of additional qualifications and CPD for tutors
- Membership to the Scrap store purchased for 3 curricular areas
- Ecoballs provided to 2 centres for Hair & Beauty classrooms

January 2013

- 2nd day of Sustainability training for curriculum manager and sustainability champions
- Champions liaised with tutors in their curricular areas and started to gather evidence of projects and activities related to the sustainability theme
- Co-ordinator maintained contact with champions by phone and e-mail -to support, review, monitor and advise
- Audit of recycling facilities in outreach centres

February 2013

- Curriculum wide Travel survey distributed
- Meeting to discuss sustainability strategy- draft outline started
- Planter installed in the crèche –to educate the children about growing your own herbs and vegetables
- Think before you print poster displayed next to all printers- to promote the reduction of paper, ink and toner usage/waste
- Co-ordinator filmed role play and drama by the Learning Difficulties and Disabled groups

	<p>March 2013</p> <ul style="list-style-type: none"> • Co-ordinator contacted champions – to advise the compilation of projects and resources for dissemination event • Results of travel survey collated in an Excel spread sheet and graphs displayed on the VLE • Dissemination event held on March 21st including a presentation to 30 delegates from within and outside the Borough, a showcase event where champions showcased the projects in their curricular areas followed by a World Café with discussion on how to engage others.
<p>5. Results that you obtained</p>	<ul style="list-style-type: none"> • Over 350 replies from learners and staff to the travel survey. • Over 32 courses involved in the family learning area on range of projects including food waste, recyclable jewellery. • 20 learners with LDD involved in role play and video on sustainability. • ESOL- theme running across all curriculum areas so there are approx 85 courses, ranging from pre-entry to L2 where we embed this within our teaching. Currently have 8 courses (L1 and L2) where sustainability was used as a discussion topic for assessing. • Approx. 800 learners are given course files which they will when re-cycle once they progress onto their next level of study (approx. 500 learners progress from one year to the next). • 50+ under 5's involved in gardening project in the crèche. • 8 learners involved in recycling jewellery. • 40+ Learners involved in making pictures from re-usable materials.. • 24 learners involved in photographing recycling activities linked to environmental projects • 24 Level 3 learners involved in using the VLE for blended learning in childcare. • 12 Learners involved in using online learning programmes in Business Admin Level 2. • 6 JCP clients using online learning programmes. • Quizzes around sustainability for use with LDD learners. • Links established with key departments and personnel in the Borough – lead to increased awareness of the role of adult education, increased awareness by adult education of projects we can have an impact on, increased awareness by learners of Borough projects. • Link with scrap project- tutors now using more recyclable materials. • Discussion and generation of more projects around

	<p>sustainability in the curriculum through newsletter, dissemination and training events.</p> <ul style="list-style-type: none"> • Involvement of LDD students and what can be achieved if we look at things differently- led to activity being embedded into communication unit of qualification. • Photography learners looking at sustainability from a different angle. • More use of the VLE as a tool for reducing carbon footprint- learners learning online so reducing need for taught classes.
<p>6. What made the project a success? What were the key ingredients?</p>	<p>Factors that helped to drive the project forward include:</p> <p>Key people and stakeholders:</p> <ul style="list-style-type: none"> • Project crossed all parts of the curriculum and not focussed on one area- led to greater sharing of ideas and involvement of all staff and managers. • Was useful to have a coordinator who was IT proficient who could help with uploading videos and photographs. • Essential to have senior management involvement and support for the project- experience in project management and cross college project was very useful. • Involvement of Borough representatives in the initial planning was very useful- it set the scene and gave focus for this part of the project. <p>Training:</p> <ul style="list-style-type: none"> • Training with key staff was essential to set the scene, engage, support and motivate was crucial • Use of a critical friend to support training and curricular development. <p>Flexibility:</p> <ul style="list-style-type: none"> • Flexibility in ability to be able to re-visit action plan and amend to reflect changes such as job role changes, delay in appointments.
<p>7. What would you say were the most important things you learned from this project, which you will take forward as an individual or as an organisation in your sustainability journey?</p>	<ul style="list-style-type: none"> • Senior Management support and active involvement. • Co-ordinator to run the project and manager to help with project management. • Involvement of tutors and curriculum managers to embed and take forward the agenda.

8. Any resources or tools produced by the project	<ul style="list-style-type: none"> • Photographs of jewellery made from spoons, copper pipes etc. • Presentation with results of travel survey. • Poster created to advise learners and tutors to “Think before you print”. • Power-point link to online courses on VLE http://learn.hace.org.uk/course/category.php?id=100 <p>Available on request:</p> <ul style="list-style-type: none"> • Videos of ESOL group discussions on recycling • Videos of Learning Difficulties and Disabled groups doing a role play and drama • Essays written by ESOL students on the theme of recycling. • PowerPoint created by Alan for LDD group. 		
9. Total costs of the project	LSIS funding	Match funding	Total funding
	£10,000	£0	£10,000

 London Borough of Hounslow	Funded by LSIS through the Stepping Up in Sustainability Fund	
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