

<b>Committee(s)</b> Education Board	<b>Dated:</b> 03/12/2021
<b>Subject:</b> Youth led environmental updates	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	1, 2, 3, 4, 8, 11 and 12
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Information
<b>Report author(s):</b> Anne Bamford, Strategic Education and Skills Director	

### Summary

This report updates Members on several initiatives underway around youth engagement in environmental projects including in circular economy, biodiversity, and climate action. Verbal reports were presented by young people to the Education Board.

### Recommendation(s)

Members are asked to:

- Note the activities currently underway in our schools

### Main Report

#### Background

1. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23).
2. The City of London has a Climate Action Strategy 2020-2027. This strategy promotes working with the creative and educational sector partners to deliver sustainable initiatives.
3. The Community Strategy of the City Corporation sets the following priority, namely, "[develop a City] which protects, promotes and enhances our environment".
4. The Strategy details the following sustainability-related matters:
  - Greenhouse Gas emissions / energy consumption
  - Water consumption

- Waste and recycling
  - Transport
  - Biodiversity, nature conservation and greening
  - Noise, land and water pollution
  - Air quality
  - Responsible consumption (including circular economy)
5. All of the above issues are being considered in the schools. Young people are interested in making a difference to the environment and keen to be involved in, or lead, environmental projects.
  6. The majority of the City's academies are in school buildings that have been built or renovated recently and so are based on sustainable design principles.

### **Current examples**

7. A number of environmental projects and initiatives are underway within our schools at both the primary and secondary level.
8. The school curriculum focuses on environmental issues, especially in the sciences, geography, art and design and food sciences.
9. In the primary schools, Forest School programmes are operating. Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions in natural environments. It is a long-term programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Forest school trained practitioners work with the children to explore the environment. It originated from the *friluftsliv*, or free air life, in Scandinavia where Forest School began.
10. Working in partnership with the Ellen Macarthur Foundation <https://ellenmacarthurfoundation.org/> it was arranged for some secondary students to attend the Leadership in Global Change (LIGC) 'Climate and Nature' summer school, hosted by the University of Oxford. LIGC draws upon the enthusiasm and support of a large number of experts from the Environmental Change Institute and School of Geography and Environment from the University of Oxford and many people in government, business and the community working on climate and sustainability.
11. The City of London School have hosted a 'MockCOP' to coincide with COP 26 in Glasgow. When the COP26 conference would have been running last year, over 330 youth delegates representing over 140 countries gathered online at Mock COP26. The conference culminated with a global declaration to world leaders covering six important themes: climate education, climate justice, climate-resilient livelihoods, physical and mental health, nationally determined contributions and biodiversity.
12. In the summer, Epping Forest and Open Spaces will host an Environmental Day and picnic for the primary school pupils. The aim with the Primary Environmental

Day at Epping Forest is to bring as many children as possible from the City of London Primary Schools (there are seven of these including the prep sections in our independent schools) for an environmental day to Epping Forest in the summer term. Many of our primary schools are in highly urban and high-rise settings and have been involved in Forest School learning over the past few years. Several of the schools have Forest School practitioners who can also be workshop leaders. Epping Forest is relatively easy for the schools to get to, given the access from the train and as long as they apply well in advance, the schools can get free travel. The initial ideas for the programme include the children undertaking some workshops with the Forest School, learning and environment teams once they arrive. There would be a pause for lunch. The children could bring their own packed lunches from school, and they would all enjoy a picnic together. In the afternoon there would be a brief 'ceremony' where each school would be presented with a sapling to plant in their school gardens and care for it over the years to come.

### **Conclusions and recommendations**

13. Members of the Education Board have been updated on some examples of current environmental projects underway in the Family of Schools as well as upcoming activities.

### **Key Data**

Verbal reports from students.

### **Corporate & Strategic Implications**

N/A. This report is for information only.

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