Zenergi

Sustainability and Climate Change

Rewiring Education

A path to 2030

HEART ACADEMIES TRUST

HIGH EXPECTATIONS ACHIEVEMENT RESPECT TRUST

Why now…

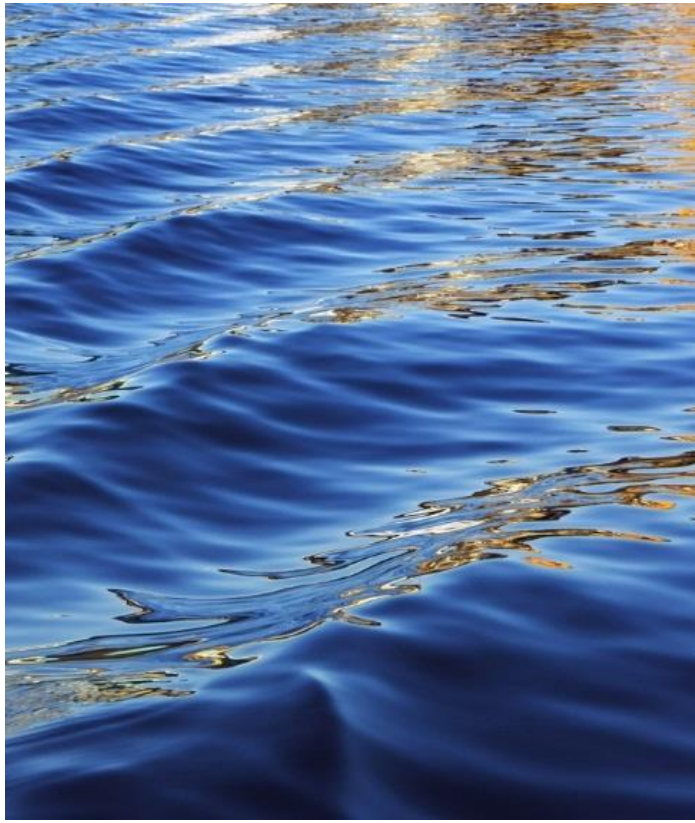
1. …the Climate Emergency

2. …Business Case for ‘Rewiring’

3. …What now?

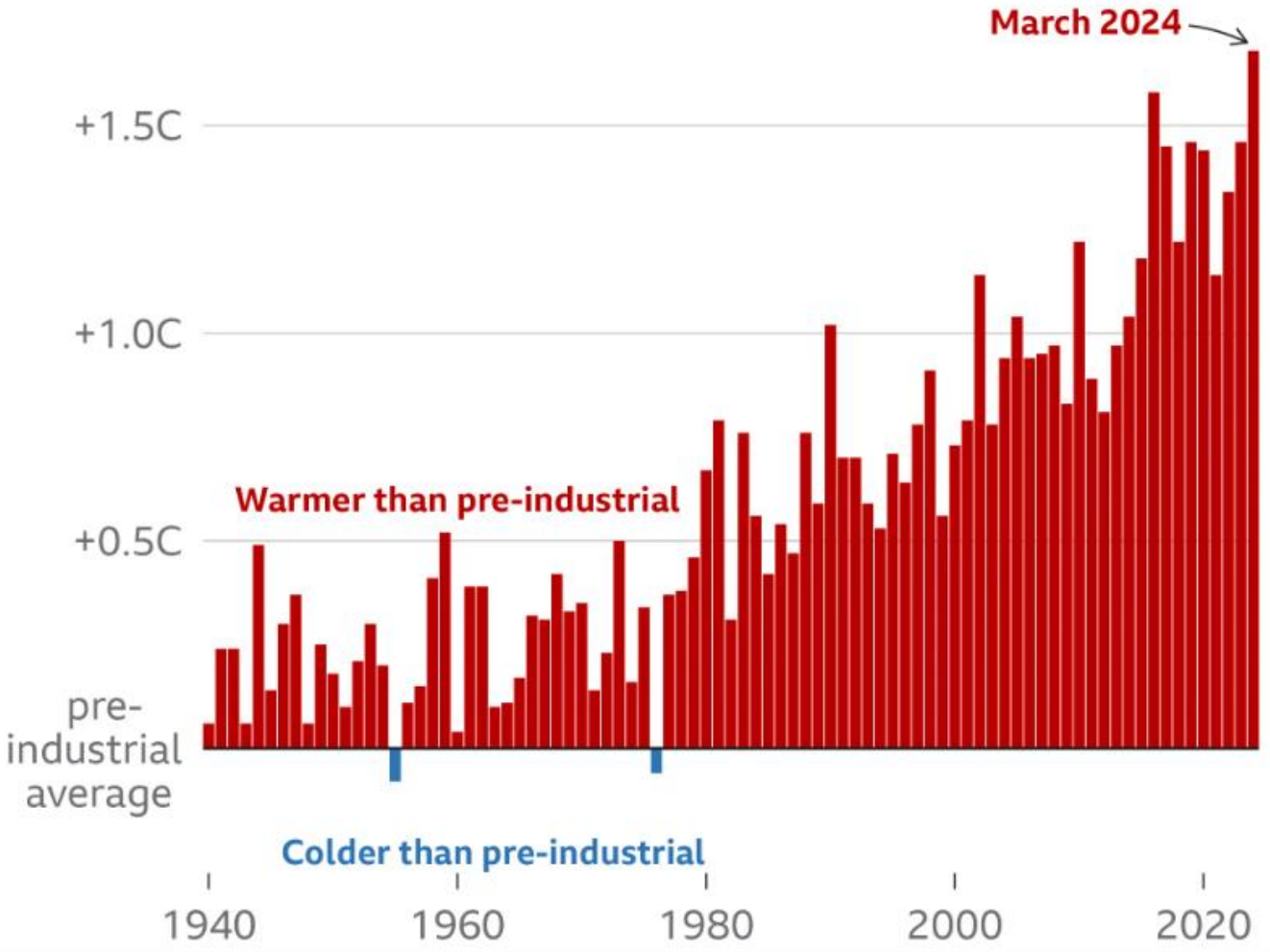
The Climate Emergency

A brief introduction



March 2024 hottest on record

Global average March temperature by year, compared with the pre-industrial average for March, 1850-1900

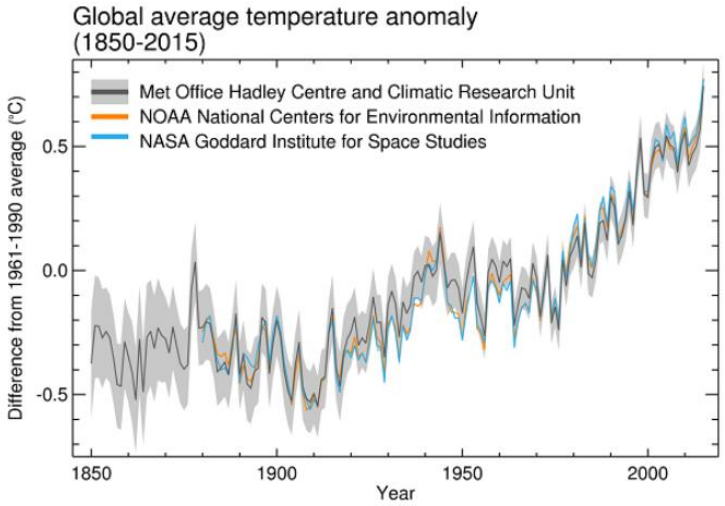


Source: ERA5, C3S/ECMWF

BBC

How do we know our climate is changing?

Extreme heat in North America, Europe and China in July 2023 made much more likely by climate change



Climate change more than doubled the likelihood of extreme fire weather conditions in Eastern Canada

Climate change played major role in Libya floods

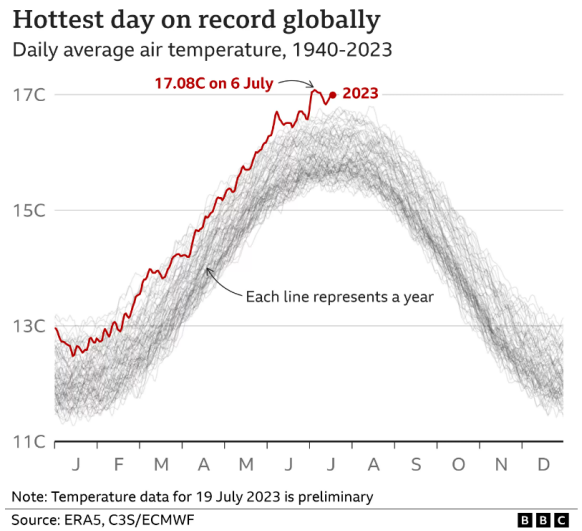
3 days ago

Hundreds of Derna residents protested against local authorities, on Monday, more than a week after heavy floods killed nearly 4,000 people in the city

Extreme weather: More than 4,500 deaths in England from 2022 heat

22 hours ago

UK heatwaves



Carbon concentrations in the atmosphere

Parts per million (ppm) of atmospheric CO_2

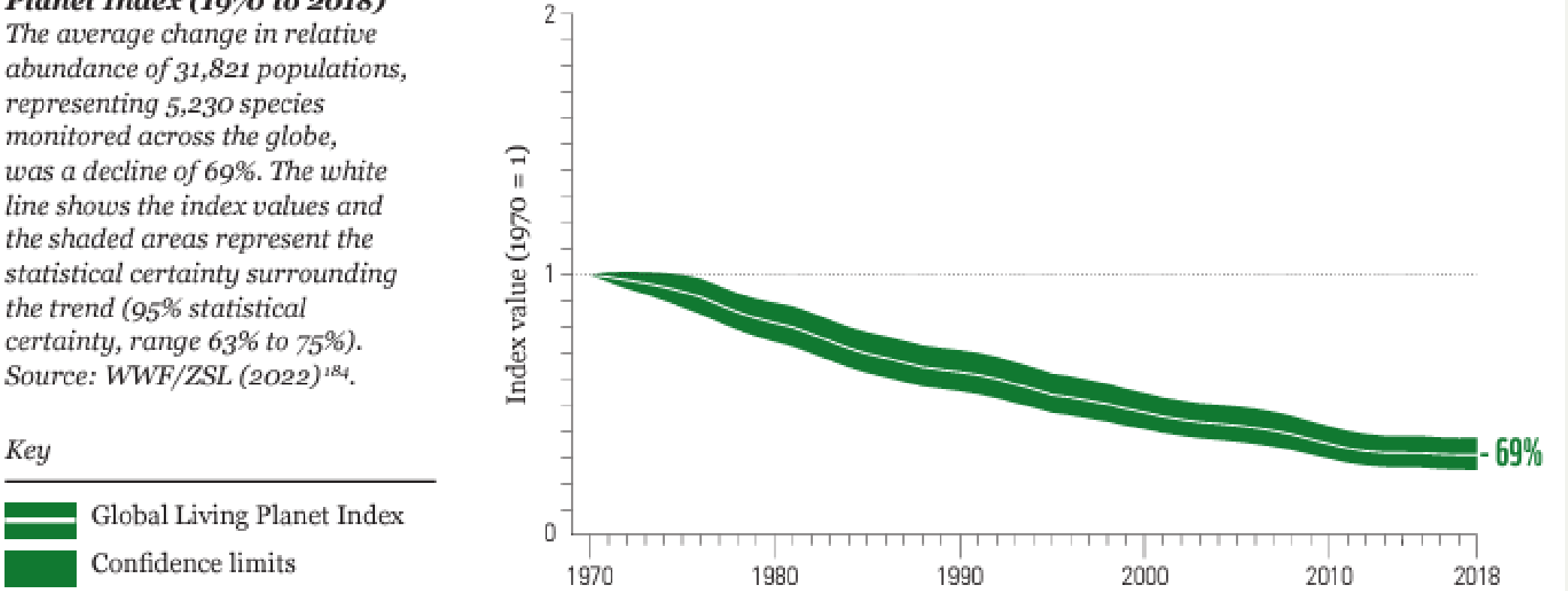
- 1959 (my mum was born): 316
- 1978 (year I was born): 335
- 2009 (year my son was born): 392
- 2023 419

- Adding approximately 2ppm per year

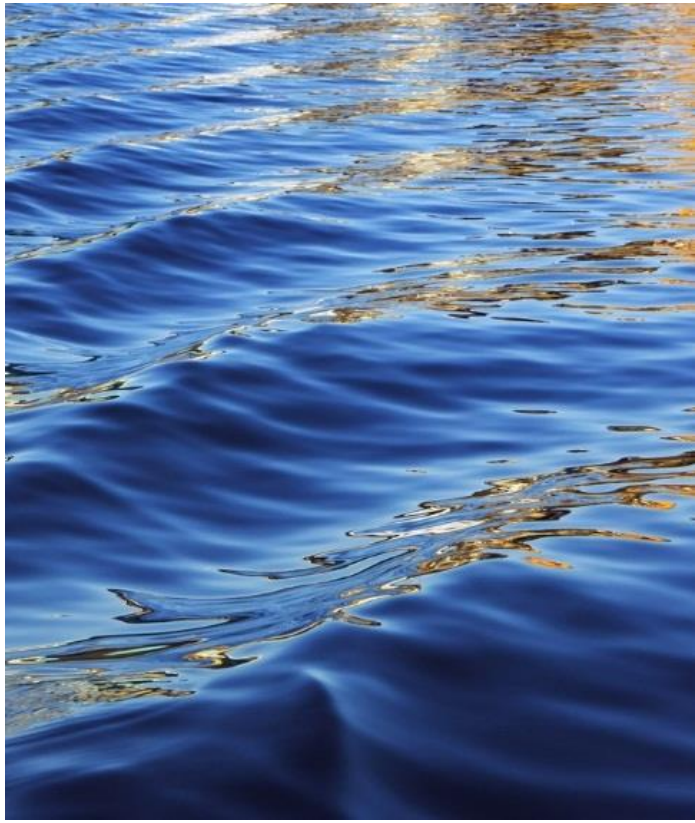
- To hold at a "safe" level of warming - **350 parts per million**.
- To avoid dangerous tipping-points - **430 parts per million**.

We have 6 years

Figure 3: The global Living Planet Index (1970 to 2018)
The average change in relative abundance of 31,821 populations, representing 5,230 species monitored across the globe, was a decline of 69%. The white line shows the index values and the shaded areas represent the statistical certainty surrounding the trend (95% statistical certainty, range 63% to 75%). Source: WWF/ZSL (2022)[184].

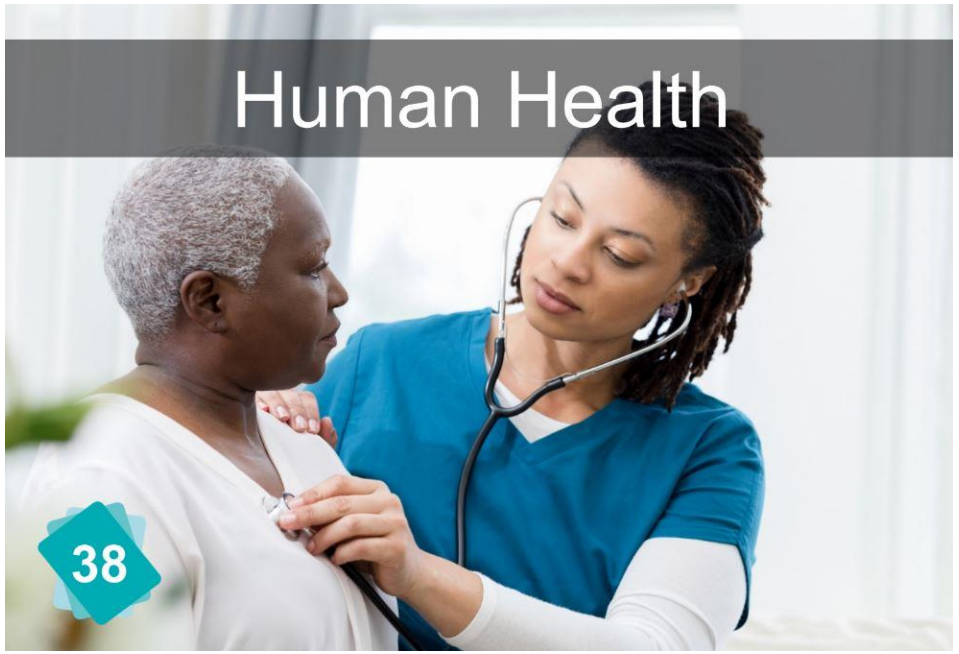


The Consequences




Climate Refugees
39


Famines
37


Human Health
38

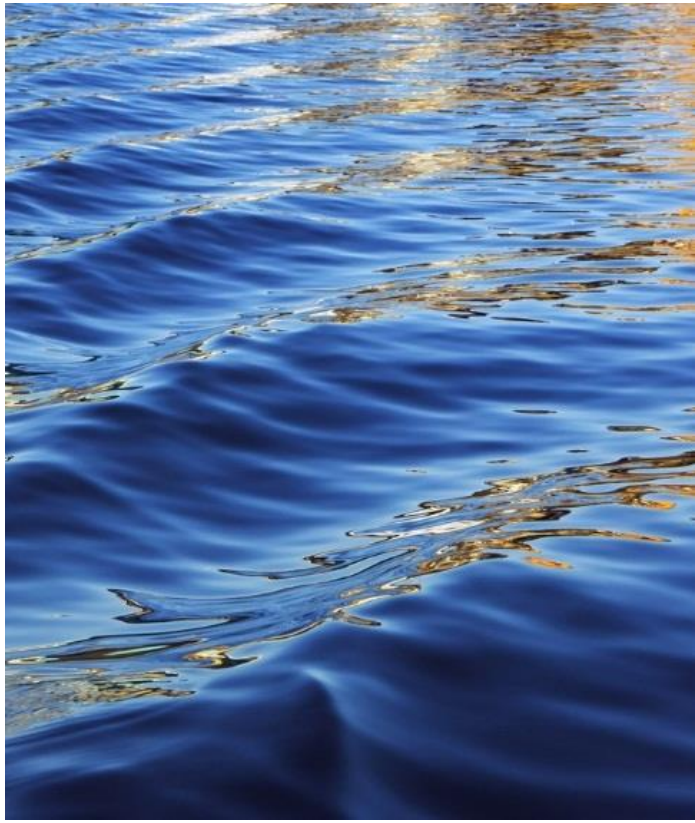

Armed Conflicts
40

A: It has been advised to try to keep global temperature rise to under 1.5 degrees, otherwise there could be dire consequences for the planet.

Sadly ALL are likely outcomes.

1. Agricultural, oceanic and biological systems supporting food production will struggle as ecosystems fail to adapt to the rapidly changing climatic conditions.
2. Higher temperature changes could render areas of the planet unliveable to human populations and cultures as we understand them.
3. Sea level rises could flood coastal communities and land, damage island communities and disrupt movement.
4. Mass movements of affected people to 'safer' countries could produce untenable burdens on countries and conflict.
5. Changeable and more violent weather patterns could produce misery for human communities.

Why Act –
The Business Case



The Threats

1. Disruptions to teaching
   - School buildings
   - More extreme heat, cold
2. Reputation – not being seen to do the right thing
3. Financial sustainability
4. Eco-anxiety – words and actions
5. Health – staff and children
6. Regulation

The Opportunities*

Cost saving

- Energy, water
- Procurement & Resources
- Waste reduction
- Grounds management
- Digital/tech solutions

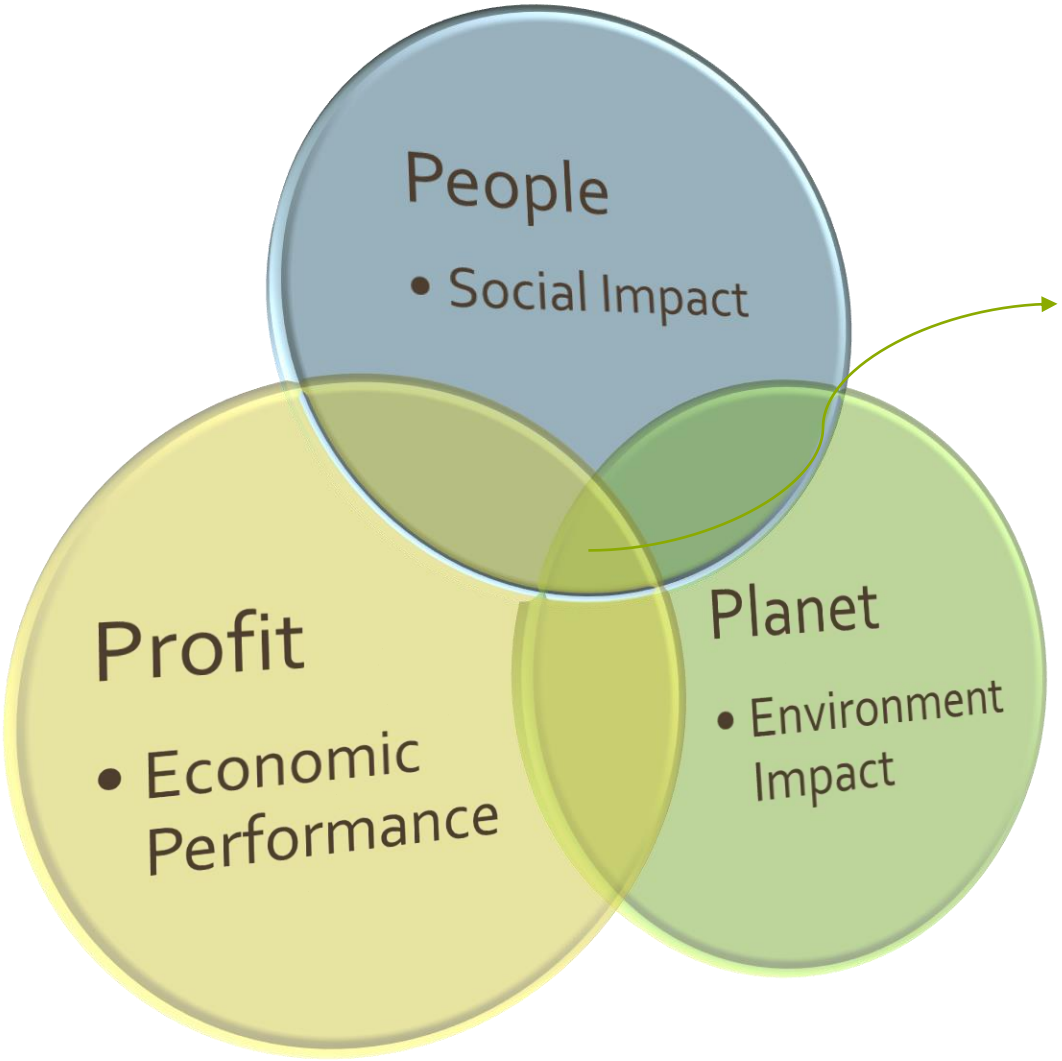
People

- Education and Careers
- Recruitment and Retention
- Time saving (digital/tech)
- Community engagement
- Purposeful collaboration
- CPD

*in addition to doing the right thing!

Recognising the 3 P's

Building a Healthy Organisation



Sustainable development

Building a 'sustainable school'?

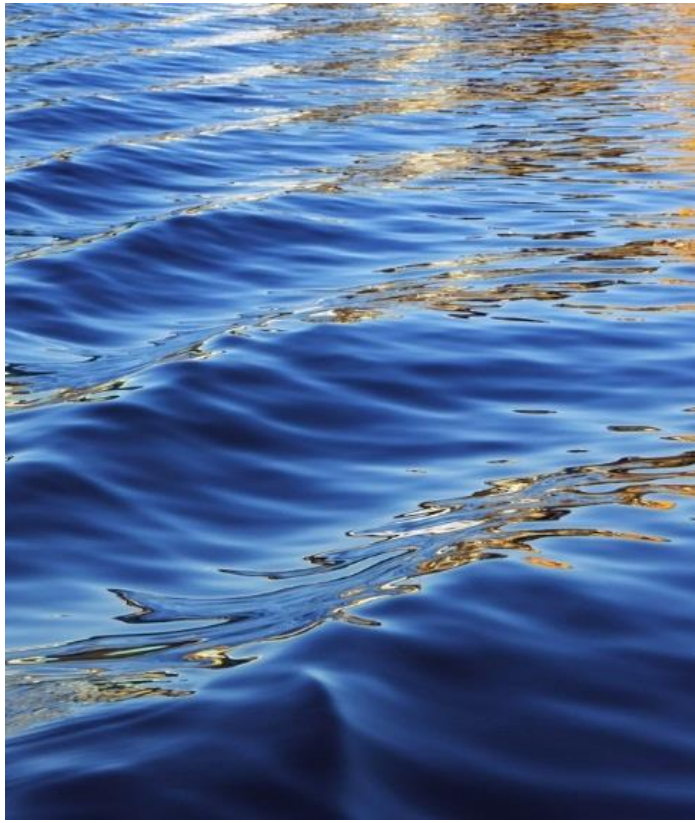
Building a Healthy Organisation

A great environment

- Environment conducive to learning
- Outdoor learning, connection to nature
- Environment consistent with Climate Change Education
- Good air quality
- Reduced carbon footprint

'Planet-care'

What now…



Policy paper

Sustainability and climate change: a strategy for the education and children's services systems

Published 21 April 2022

A. Vision and Aims

1. Excellence in education and skills for a changing world
2. Net zero
3. Resilience to climate change
4. A better environment for future generations

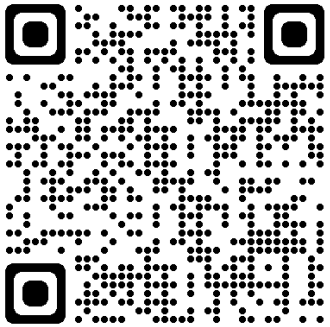
B. Climate Action Plan

1. Climate Education
2. Green skills and careers
3. Education estate and digital infrastructure
4. Operations and supply chains
5. International

C. Initiatives

1. National education nature park
2. Climate leader awards
3. Sustainability leadership

Engage the Community



What next for you?

Start simple – *if you feel like you are early on the journey*

- Talk and learn more about climate change. Staying quiet normalises inaction.
- Identify/appoint your sustainability leader(s)
- Identify and join a regional or national sustainability network.
- Capture data – start to calculate your carbon footprint baseline.

Moderate – *if you have already started to make progress*

- Active participation in regional or national networks.
- Develop your Climate Action Plan and Environmental Policy.
- Climate/carbon literacy training.
- Celebrate success.

Challenging – *if you are ready to change the system*

- Scope 3 emissions – sustainable procurement.
- Share case studies, articles – what has worked, what hasn't?
- Next steps in your CPD pathway

What next for you - ASCL

FEATURED EVENT

ASCL Conference for a Sustainable Future
Supporting your organisation to contribute to a greener planet
5 June | London

Our inaugural Conference for Sustainable Futures will focus on empowering and enabling leaders to make changes in their education setting for a greener, more sustainable world. There will be a range of inspirational speakers and workshops to support schools, colleges and trusts on their sustainability journey. There will be workshops throughout the day linked to three strands: operations, education and curriculum, and biodiversity. Find out more here.

Book your place

What next for you – Greener Schools

Greener Schools Index

- Support and resources for all schools
- Survey-based solution to support Climate Action Plans
  - What are you doing well?
  - What are you working on?
  - What next?
- Report for SLT, Governors and Trustees
- Track progress
- Celebrate success

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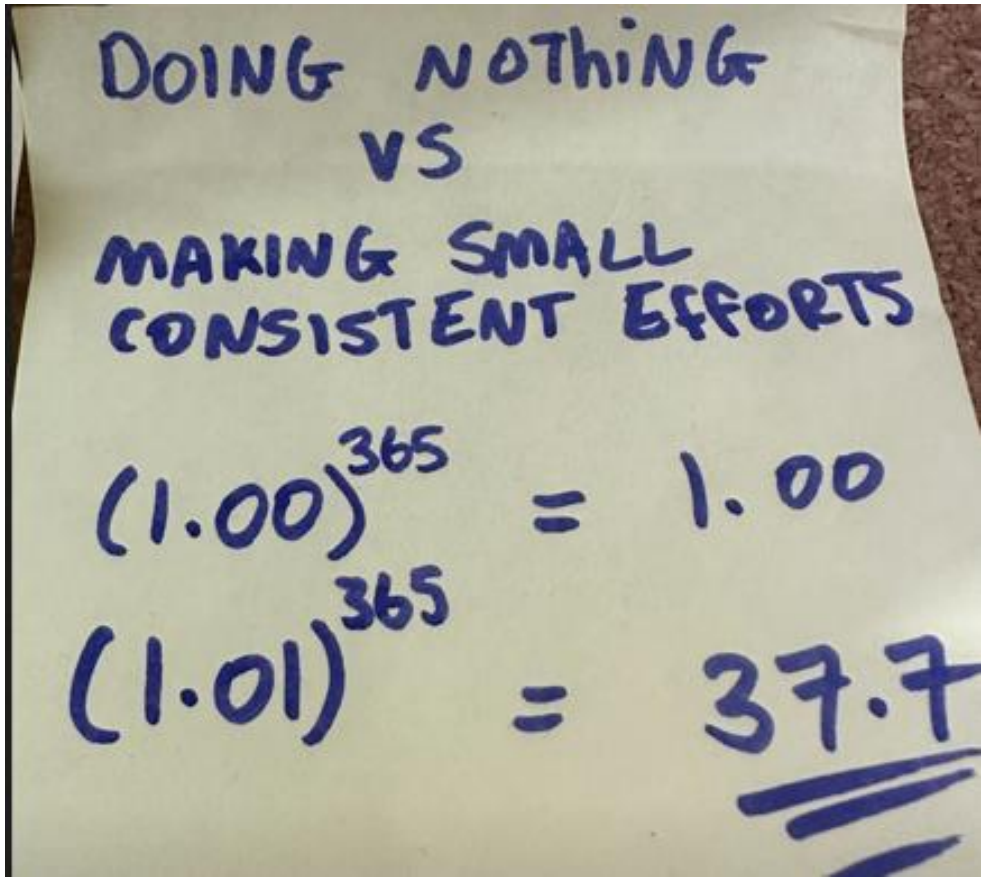
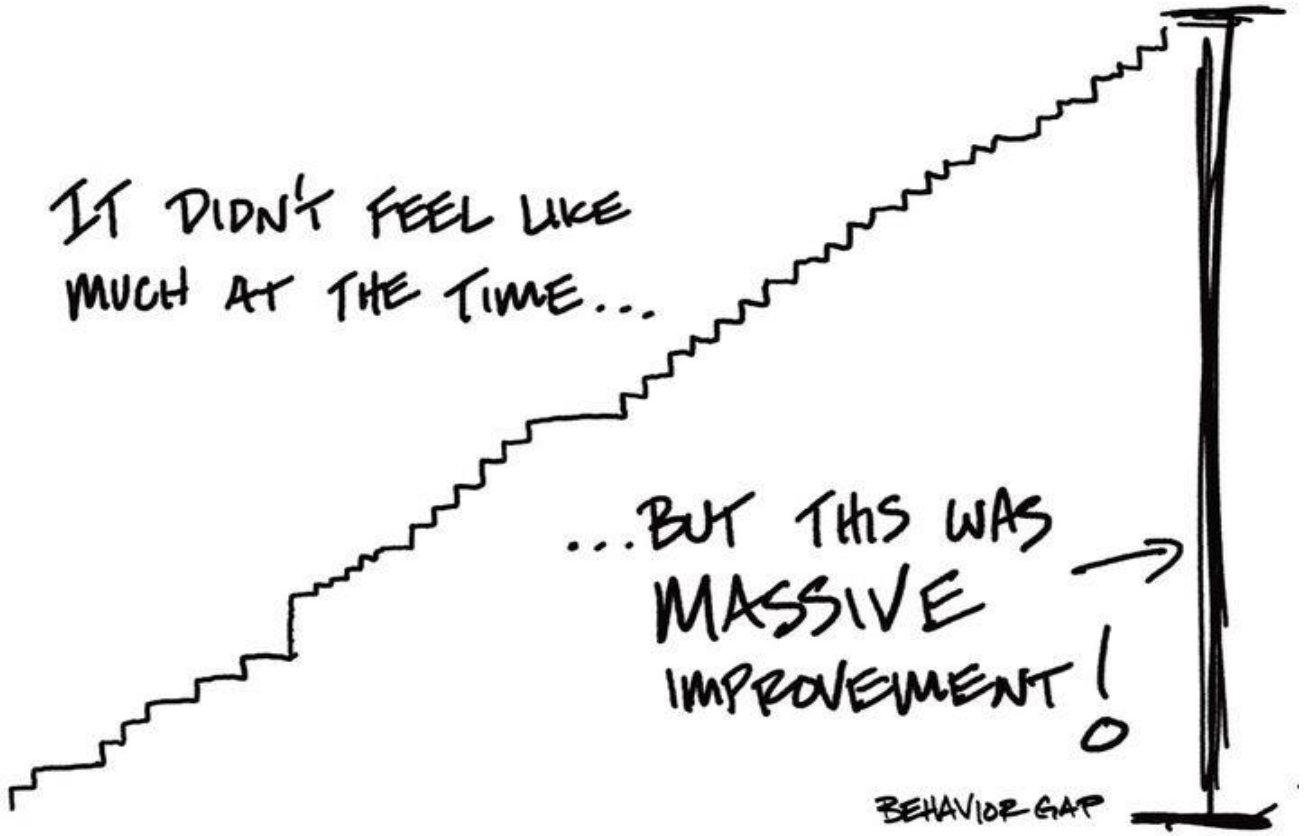
ISBL
Institute of School Business Leadership

UKSSN
Ops Group


DOING NOTHING
VS
MAKING SMALL
CONSISTENT EFFORTS
$(1.00)^{365} = 1.00$
$(1.01)^{365} = 37.7$


IT DIDN'T FEEL LIKE
MUCH AT THE TIME...
...BUT THIS WAS
MASSIVE
IMPROVEMENT!
BEHAVIOR GAP