Shake up the Systems – Key Actions for Change

Activity Recap:

- You will have 45 minutes in total for this breakout session
- The aim of this session is to think in detail about some of the crucial step changes needed for systems change for a fair climate future.
- Sustainability First have provided some example scenarios for you to use in your group, or you can use a scenario suggested by a member of your group. We recommend you spend no more than a few minutes deciding which scenario to focus on.

Step 1: Identify the step change you'd like to work through *(10 minutes)*
What is the situation today? How would the system have changed in your vision for the future?

Scenario: Education for sustainability

Not currently part of the curriculum – very piecemeal and dependent on the passion and drive of the individuals involved in the school

Step 2: What radical and practical actions are needed (short, medium, and long-term) – to get from the situation today to your vision for the future? *(20 minutes)*
What are the different areas in which action needs to happen? Think about the systems in which this step change is embedded, drawing on insights from the panel discussions over the past two days. Systems change takes place across different yet interconnected, nested levels of change (e.g. individual, community, ecological). Cutting across these are different flows and types of systems change (e.g. social, technical, political, financial).
What are the barriers and enablers of actions you've identified?

- Would like to see it given half an hour a week in primary
    - Time out each week (30 mins) for sustainability There are already daily assemblies, so one of those could be dedicated to this. Understand in CofE schools for example collective worship is important. Could sustainability fit into wider values of schools?
- Secondary – should be a topic on its own right and vertically integrated in all other subjects – humanities, art as well as pure science, economics etc
- Make it a GCSE/A-Level

- Need investment and financial support – schools are underfunded, if you don't dedicate budget for something it's not going to happen. It might be diverted to pay a specialist teacher for example as schools are underfunded.
- Involve the community and businesses, organisations, and industry – also links with work experience – it's all intersectional.

Barriers & enablers:

- Barrier – Where to slot in these activities? Teachers have rigid curriculum. Structures in schools are rigid – you'd have to take time away from something else. Enabler – Consultation with parents. Allow schools to do litter picking instead of assembly, for example. Parents are engaging with issues at home with young people.
- Barriers – too dangerous to cycle, difficult to be practical. Health and safety can be a barrier to becoming healthier – e.g. tennis balls being banned.
- Barrier – Concern about time out of school from Covid. Enabler – Sustainability could be part of informal learning activities (e.g. alongside learning on how to work as team, how to act in society etc.); sustainability could help add to rather detract from this learning.

Step 3: How do the different levels and flows of change interact in the actions you've identified? *(10 minutes)*
What actions could be taken to link different levels and flows of change?

- Different initiatives will look differently in different regions – litter picking in Cornwall but not feasible in London
- Bottom up and top down both needed
- Parents going up to DoE to say what they wanted
- Individual action – passionate teachers/PTAs/Governors/school councils
- Still need a curriculum framework from DoE for baseline and consistency
- School regions working together to share resources – one specialist and then inset training to cascade
- International co-operation – schools have these links but to understand the impact on other areas/global flow

Step 4: Who needs to be involved to make this change happen? *(5 minutes)*
Think about who this change would affect, which actors would need to be involved, and what barriers might exist for actors to enable this change.

- Parents
- Teachers
- Senior Management
- Department of Education
- Students
- Local employers to support