

## Manchester City Council Report for Information

**Report to:** Children and Young People Scrutiny Committee – 12 October 2022

**Subject:** Bee Green summit update and Education Green Climate Change Action Plan 2022-24

**Report of:** Director of Education

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### Summary

This report provides an update on work done by the Council to support the Education sector with decarbonisation since the previous report to Children and Young People's Scrutiny committee on the Climate Emergency in January 2022. It also outlines the plans for this work moving forwards, with the action plan refreshed bi-annually following on from several review points within the two years.

Please note the word 'setting' is used to include all education providers including Early Years, schools, colleges, alternative and training providers and supplementary schools.

### Recommendations

The Committee is recommended to:-

- (1) Read and consider the content of the action plan (appendix 1).
  - (2) Recommend any aspects of consideration, amendment or clarification as required.
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### Wards Affected: All

<b>Environmental Impact Assessment</b> - the impact of the issues addressed in this report on achieving the zero-carbon target for the city
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Focus of the report.
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<b>Equality, Diversity and Inclusion</b> - the impact of the issues addressed in this report in meeting our Public Sector Equality Duty and broader equality commitments
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This action plan is applicable to all children and young people of early years, school and college age and their settings' community and does not distinguish specific actions for protected or disadvantaged groups.
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This is due to the initial two-year period being focused on understanding the status of education settings more broadly and engaging them with this agenda; providing over-
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arching and more definitive support for identified settings of concern before moving into more nuanced KPI's as the plan is refreshed bi-yearly as 2038 approaches.

The audit will also enable support to be targeted at settings who are struggling most based on their self-assessment.

<b>Manchester Strategy outcomes</b>	<b>Summary of how this report aligns to the OMS/Contribution to the Strategy</b>
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Equip children and young people with the skills and behaviours to prepare them for the green economy.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Raise awareness, build capacity and skills across the workforce to implement change.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Improve pathways of leadership and activism for young people and access to decision makers.
A liveable and low carbon city: a destination of choice to live, visit, work	Increase the impact of the offer from MCC to education settings.
A connected city: world class infrastructure and connectivity to drive growth	Not applicable.

Full details are in the body of the report, along with any implications for:

- Equal Opportunities Policy
- Risk Management
- Legal Considerations

### **Financial Consequences – Revenue**

Proposed Project Manager Level 1, Grade 8 position (advertised)

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**Background Documents (available for public inspection):**

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Climate Emergency and Education Sector Report to CYP Scrutiny January 2022  
DfE Sustainability and Climate Change Strategy 2022  
MCC Sustainable Events (Indoor) Guide  
GAP- Transform Our World School Climate Action Planning Tool  
Salix Public Sector Decarbonisation Funding Scheme 3b Guidance  
Manchester City Council - Council, Climate Emergency Declaration, July 2019  
Economy Scrutiny, Green Economy (Nov 2019)  
Economy Scrutiny, Refresh of Manchester's Work and Skills Strategy, (June 2021)  
Our Manchester Strategy – Forward to 2025, Executive (March 2021)

## **1.0 Background/Context**

- 1.1 Manchester City Council declared a Climate Emergency in July 2019 and recognised it has a role in working with partners to achieve its ambitious target of becoming zero carbon city by 2038. Currently education settings contribute to over 50% of carbon emissions from public buildings and reducing the carbon emissions of schools and settings is therefore a priority within the Council's plans. A report was brought to this Committee in January 2022 regarding the Climate Emergency. It outlined the key influencing role that many education settings already play with regards to climate change across Manchester, both through the curriculum and other actions. This remains the case. This is also true of the concerns of young people about the state of the planet and the clear role that the Council has in helping Manchester's schools work towards being environmentally sustainable.
- 1.2 The report also contained an action plan of how the Education Team could support schools contribute to the net zero target of 2038. The action plan contained four main objectives which informed the work which took place between the publication of the report and now. One of these centred on the importance of giving young people a voice. The focus on young people in 2022 as part of Our Year, the dedicated year for children and young people, means this objective is especially important. It is equally important that beyond 2022, this focus does not reduce because Our Year has finished.
- 1.3 At a full Council meeting in July 2022, the following motion regarding active travel was agreed:
  - Require every ward to make two commitments within their Climate Change Plan to improve and support active, sustainable travel to school.
  - Increase participation in every ward in the 'Living Streets WOW' walking to school scheme, ModeshiftSTARS and Sustrans Big Walk and Wheel.
  - Develop a good practice school streets toolkit that enables schools to facilitate a safer school streets project.
  - Actively promote World Car Free Day on 22 September 2022 and to encourage active travel to school initiatives on this day, to include all forms of walking, cycling, scooting and wheeling.
  - Call on the government to recognise the importance of behaviour change interventions to reduce air pollution around schools and, to invest in enabling communities and residents to understand the impacts of their actions on air quality and what they can do to reduce it.
- 1.4 Finally, the DfE has now published its national Sustainability and Climate Change strategy, which states all education settings must have a climate action plan in place by 2025.
- 1.5 All of these updates as well as feedback from our setting leaders and from children and young people throughout Our Year, have informed the development of an updated plan - Education Services' Climate Action Plan 2022-24 (Appendix 1). This is an ambitious plan with strengthened targets and

we are confident that through the implementation of this plan we can accelerate the work to reduce carbon emissions in schools and settings.

## 2.0 Introduction

2.1 Education services have developed a strategic climate change action plan which will support the sector in reducing carbon emissions and in developing sustainable environments, contributing to reaching the city's zero carbon target of 2038. The initial action plan focuses on a two-year period and will be refreshed bi-yearly as 2038 approaches. The action plan focuses on four workstreams - the four Cs – **campus, culture, community** and **curriculum**. Each has an overarching objective which will provide a focus of activity that will be implemented to achieve tangible and impactful outcomes:

- **Campus-** Having a positive impact on the school's grounds and operations.
- **Culture-** Changing attitudes and encouraging more sustainable choices.
- **Community-** involving individuals within and beyond the school community.
- **Curriculum-** Teaching students and the school community about climate change and sustainability.

See **3.4** for more details of the plan.

## 3.0 Progress to date

This section of the report describes the progress that has been made towards the completion of actions in the original action plan and details what the plan for 2022-24 looks like.

### 3.1 Bee Green Education Summit

- 3.1.1 The Bee Green Education Summit was held in June 2022 at Connell Co-op College to provide advice, resources and tools to support Manchester's education settings to be greener. The event was aimed at Setting leaders, Business managers and Governors as they are ultimately responsible for the decisions which will reduce emissions.
- 3.1.2 In the morning, keynote speeches were delivered by Connell's Principal, a senior civil servant from the DfE's zero carbon unit, and a student from Lancasterian school. This was followed by two workshops which explored one of several climate change topics in-depth. The afternoon session saw all delegates attend an action planning workshop, which was centred on a video delivered by consultants Enframe, who specialise in supporting schools on this agenda. The video outlined the seven key steps needed to create a meaningful school climate action plan. A specific session for Early Years attendees was also delivered. Attendees were also given the chance to explore an interactive marketplace which contained over thirty-five stalls, each with offers and resources for schools on climate change. Each of these has been uploaded to the new decarbonisation and sustainability section of the

schools hub, which is where schools can look at information from the council **(See 3.3)**.

- 3.1.3 The evening session was put on for Governors unable to make the day session and was centred on how school Governors can influence the school to make more sustainable choices.
- 3.1.4 120 delegates attended overall comprising 35 Business Managers, 18 Executive Heads or Heads, 11 Assistant or Deputy heads, and 21 Governors. Feedback was extremely positive- when asked how useful they found the summit, more than 95% said good or outstanding.
- 3.1.5 There were also useful unintended consequences. As well as the networking between settings and useful organisations, these organisations were able to speak with each other around streamlining their offers. Although the number of delegates represented less than half of settings across the city, given this was the first concerted attempt to build momentum on this agenda, it still shows a strong appetite to tackle climate change across Manchester's education settings. It was however clear that without sufficient follow-up, this event would not have had the desired impact. It also left questions about how to engage those settings which did not attend.
- 3.1.6 The event was made as sustainable as possible, with the organising team working with Connell to ensure the Sustainable Events (Indoor) Guidelines, available from the MCC website, were followed as much as possible. The food was meat-free, all food packaging was compostable, and attendees were asked to bring refillable water bottles and hot drinks containers to minimise waste. The car park was only open to those with access needs and those bringing items for their stalls, with attendees being sent a list of sustainable travel options and encouraged to car share if travelling by car. A raffle was held for those who had come using sustainable travel methods, with a prize donated by Impower going to the winner. Stall holders were also asked to minimise single-use plastics for any giveaways. The event is now being used by the MCC zero carbon team as a case study for event organisers and holding sustainable events.

## **3.2 Green Bee Assembly**

- 3.2.1 The Bee Green Summit ran parallel to the Green Bee Assembly, which saw 66 students take part in a three-day assembly learning about climate change and social action. The first two days took place in 5 clusters across the city- North, Central, South, East and a Special school cluster. Each cluster had a mixture of schools from that area, with pupils ranging from Year 8 to Year 12. A number of MCC officers/councillors and Manchester Environmental Education Network (MEEN) staff lead these clusters.
- 3.2.2 A broad programme was delivered to provide a basic understanding of climate change, complemented by two in-depth topics including consumerism, food, water, active travel and globalisation. This included the opportunity to create a provocation, most in the form of questions or challenges, for the workshops in

the Bee Green summit, which were delivered at the start of each to Summit delegates. These topics were delivered as workshops by external experts.

A further social action workshop gave students a chance to look at how they can get involved in and out of the classroom, which included a session with students from Sweden talking about what they had been doing in their school.

- 3.2.3 The third day of the assembly saw all clusters come together in the same venue as the Bee Green Summit. Presentations were given showcasing the different learnings and ideas developed on day one and two. Students were then given an opportunity in 'Let's have a go' workshops, which included placard making, speaking to leaders (including councillors and headteachers), podcast camp, investigative journalism/film and campaigning, all tailored to be about climate change.
- 3.2.4 Feedback from students showed 100% of respondents said they felt the assembly went well and similarly, 100% said they found it to be a valuable exercise. Their comments in the speaking to leaders session was also fed back at a meeting of High School Heads. The challenge is now ensuring they continue to be given the platform to express their views, and plans for this are detailed in **3.44**.

### **3.3 Schools Hub**

- 3.3.1 Schools hub is where schools/colleges go to get information from MCC. A dedicated decarbonisation and sustainability section has been added to this. As well as the workshop slides and links to organisations present at the Bee Green Summit, it contains information, advice and resources on various key areas, including Climate Action plans. There are also sections on funding streams, case studies and opportunities for young people. This will be kept under constant review to ensure the information is up to date.

### **3.4 Education Services' Climate Change Action Plan 2022-24**

- 3.4.1 The four Cs (**Campus, Culture, Community, Curriculum**) have been adopted from a ready-made, free School climate action planning tool created by charity, Global Action Plan, which was assisted with funding from GMCA. The DfE has stated all settings must have a climate action plan in place by 2025 and this tool has been chosen to assist education settings in doing so, rather than creating something new, with the Schools Hub pointing settings towards this.

The Education action plan has similarly been developed with consideration to existing climate change activity across the city and within the Council, aligning the objectives and KPI's with those that are already in-place, and adapting for education specifically. This has included consulting with education settings and colleagues within Neighbourhoods, Youth, play and participation, Highways, City Policy, Regeneration and Growth, Work and Skills and HROD.

3.4.2 **Campus** is a crucial objective because it is where most of a setting's emissions come from and as such will be the biggest hurdle to the 2038 target. The target for schools/colleges is for **all settings** to have a climate action plan in place by July 2024, a year before the DfE requirement. The schools hub will be a key tool in reaching this target, as it provides the framework for creating a school climate action plan, as well as resources and information which can add to the plan.

To support the maintenance of the evident commitment across Manchester's schools and momentum, an audit has been sent out to schools to sense check progress. The audit asks participants to rank their current situation on various areas of climate change from 1 to 5. Analysis will reveal which settings are leading the way and once these have been quality assured, these leading settings will be asked to support with the establishment of locality green school networks in North, South and Central. With the support of Education services, each of the three clusters will meet to look at examples of best practice, challenges, opportunities and give young people the chance to express their views.

Settings which are ranked lowest for each area of the audit will have moved up to at least amber (2-3/5) by July 2023 and green by July 2024 (4-5/5). As well as using schools hub to do so, this will be aided by the implementation of an action planning pilot, part of the culture objective (**3.43**).

Another KPI for Campus is one of the objectives of the Active Travel motion (**1.4**), which is for all wards to make two commitments within their Climate Change Plan to improve and support active, sustainable travel to school. Work with colleagues from neighbourhoods and highways will be key to this and the Community KPI of incorporating all schools into climate ward plans- support in doing so is outlined in the Community section (**3.44**).

3.4.3 **Culture**- Changing attitudes is key not just in education settings but also within the Education service at MCC. This is to ensure that the approach is embedded across the team and not limited to staff working directly on this agenda. Working with colleagues in HROD, a train the trainer approach will be taken to ensure education staff have completed carbon literacy training.

In addition, 40% of settings will have engaged in carbon literacy training by July 2023, increasing to 50% by July 2024. The DfE sustainability strategy states all settings must have at least one person from each setting carbon literacy trained by 2025. Key to rolling this out will be partnership working with the Carbon Literacy Project and the DfE, again using a train the trainer approach.

A key action from MCC will be the implementation of an action planning pilot, beginning with the fifteen settings which are lowest ranked based on the audit. Working with the setting, relevant neighbourhood officer and schools quality assurance officer to understand the context, the project manager will help these settings to formulate a climate action plan. This will also be based on consultations with other MCC colleagues to understand what can be offered,



such as tree planting, building audits and carbon literacy training. This pilot will be kept under constant review by the establishment of a Bee Green Education Governance Review board.

The board will regularly meet to review the action plan, considering whether KPIs need to be revisited (see the plan for review timescales). It will be chaired by the Executive Member for Children and Young People, Councillor Bridges, and will also be attended by a representative from leaders of the locality green school networks. This means the plan can be scrutinised and when MCC colleagues have offers for education settings, these can be presented to leading settings, who can feed back to their locality networks. Similarly, these networks can feed back to the review board on discussions at their networks, ensuring their input is heard.

- 3.4.4 **Community**- As well as working with education settings, ensuring this plan involves the wider community is vital. Education settings already play a key role in the community, so ensuring all initiatives from this plan engage parents, carers and local residents will be a key aspect. These hubs will also be used to work with the wider community on other key MCC initiatives like the family poverty strategy. This will also serve to strengthen ties between setting climate action plans and ward plans. Working with colleagues from highways and Youth, play and participation, young people will have a key role to play.

A programme is being developed to create Skills for Life Climate Ambassadors from primary and secondary schools across the city, with a full programme being prepared to launch in February 2023. As well as learning key climate knowledge via carbon literacy training, these ambassadors will be linked to their setting's eco council or equivalent and be given the opportunity to present at both locality green school networks and the Governance Review board.

Another Community objective is again linked to the active travel motion (1.4). A group containing MCC officers from several departments is working on a good practice school streets toolkit to enable schools to run a safe school streets programme. In addition, to facilitate another of the motion's objectives regarding the increase of active travel to school, the Green Bee Relay will be running from November 2022 to Clean Air Day in June 2023. Settings will be challenged to accumulate 3500 miles, which is approximately the distance from COP 26 to COP 27, via active travel methods. This could be via travel to school, sponsored walks/runs, the Daily Mile or other initiatives the setting may choose. Secondary schools/colleges will be asked to do this per year group, while primary schools will be asked to do so as a whole school. Again, linking this to the wider community and getting their engagement will be important.

- 3.4.5 **Curriculum** is an area where settings are arguably most engaged with climate change. It is also an area where teachers are the experts. As such, this is the smallest of the 4 Cs in terms of offer as MCC is not looking to create a green curriculum. Instead, climate change curriculum resources will be promoted using the schools hub. The focus of the curriculum will be more on green

careers, working with colleagues in work and skills to ensure 50% of secondary schools/colleges embed green jobs into their careers programmes. The wider roll out of carbon literacy training will also be extended to CEIAG leads, with 25% completing by July 2023 and 75% by July 2024.

### **3.5 Plan Launch and World Car Free Day**

3.5.1 Another objective of the active travel motion was to actively promote World Car Free Day. It was felt that the turnaround between the start of term and World Car Free Day (22<sup>nd</sup> September) was too short to ask schools to make a concerted effort besides asking parents/staff to ditch their cars for the day.

3.5.2 However, to mark the launch of the plan, a poster was delivered to education settings to promote and support the city's net zero target of 2038 on 22<sup>nd</sup> September 2022. This contained the four Cs, a pledge of support and was delivered by MCC officers via sustainable travel because it was World Car Free Day. More than forty schools made the pledge and all schools who make the pledge subsequently will be delivered the poster via post.

### **4.0 Governance Future Opportunities**

4.1 The establishment of the aforementioned review board will provide the forum to provide oversight, monitoring and tracking of the plan. It will also provide opportunities for the plan to be updated based on working with education settings, young people, other MCC colleagues, GMCA and the DfE. The board will also ensure that the implementation of this plan and the work of settings has strong links to the wider Council sustainability plans and local ward plans.

### **5.0 Future Opportunities**

5.1 Procurement is a key area for education settings and carbon emissions and is also an area where there are potential cost savings for schools, which is particularly important in the context of rising energy costs and pressures on budgets.

5.2 The DfE have stated procurement frameworks will be made available for education settings to choose more sustainable providers in 2023. Information on looking for more sustainable providers and partnership working with other schools is available on the schools hub.

5.3 MCC are also linked into the GMCA solar for schools task and finish group, which is exploring the possibilities of installing solar panels on school roofs. These funding opportunities will be key to helping education settings fund the types of measures which will contribute to the net zero target of 2038. Thirty Manchester schools were due to be part of a DfE pilot to have Electric Vehicle charging points installed, but they have halted this. There is a new EV strategy being developed for the city, and the possibility of including these schools is being explored.

### **6.0 Conclusion**

- 6.1 The Bee Green summit and Green Bee Assembly showed that education settings across Manchester have a strong appetite for this agenda and it is vital that the momentum built during these events is not lost.
- 6.2 However, there are a number of challenges to address. For example, while the audit and subsequent action planning pilot will help those who are yet to start an action plan, given the audit relies upon engagement from schools and self-reporting, it may not be easy to get a full picture of the baseline level. In other words, it is not backed up by hard numbers. This is further complicated by there being no explicit tool for education settings to calculate their own carbon footprint. This means it will be difficult to measure the progress in terms of emissions reduction.
- 6.3 Another challenge is that schools are struggling with their costs, and many carbon cutting measures can be a costly initial investment, even if there are long-term savings to be made. Exploring funding streams and opportunities will be a vital part of this plan.
- 6.4 It will also be crucial that young people's voices continue to be a central part of this plan beyond Our Year, and opportunities for them to hold MCC and school leaders to account are continued.
- 6.5 Nevertheless, we are confident that through the development and implementation of this revised and ambitious Education Services' Climate Change Action Plan, we can build from the momentum and interest created through the Bee Green Summit and Our Year 2022 and accelerate progress towards reducing carbon emissions across our settings.

## **7.0 Recommendations**

- 7.1 The Committee is recommended to:-
- (1) Read and consider the content of the action plan.
  - (2) Recommend any aspects of consideration, amendment or clarification as required.