



ECEC SUSTAINABILITY FORUM:
MEETING MINUTES
Measuring Sustainability In The Early Years

DATE: 05th April 2022

TIME: 11:00am

Attendees:

Cheryl Hadland
Rebecca Atherton

Tops Day Nurseries
Early Years Volunteer Programme
(Knowsley)

Claire Brown
Nick Corlett
John Siraj-Blatchford
Sam Green
Diane Boyd
Janet King
Mark Bird
Amanda Hubball
Jan White
Dawn Jones
Peter Ttofis
Peter Ellse
Adela Capkova
Gill Heyhoe
Kyla Forj

N.Family Club
LEYF
OMEP-UK
Prasinus
Liverpool John Moores
CACHE
Childbase
Alfreton Nursery School
ECO
University of Wolverhampton
Tops Day Nurseries
Cosy Direct
Creating Classrooms
Watermead Day Nursery
Watermead Day Nursery

Apologies:

Naomi McLeod
Barbara Chaitoff
Suzanne Gibson

Liverpool John Moores
Tops Day Nurseries
Ashden

Minute-taker:

Thobani Mathenjwa

Tops Day Nurseries



Item	Topic	Who	When
1	Approve last minutes <i>Outstanding actions:</i> • Sending the Doubling Down – Summary Evaluation Report. • Referring a Masters student to Cheryl, who can help with performing research for things like a Laundry Hub.	Nick Corlett	Not Specified
2	<i>Measuring Sustainability in the Early Years – Context</i> First Presentation: Cheryl Hadland Social Impact – Children = 4000 children including: • 203 with Special education needs • 22 with intensive Positive Behaviour Support • 5 Children requiring 1-1 support (SEND) • 97 Children who at most disadvantaged (EYPP) • 220 Children where English is not first language • Comparing children's engagement? OMEP bronze/silver/gold • Ofsted Inspection Chain score 3.23 Outstanding/Good/RI/Inadequate (we are in the middle) Governance: • B-Corporation • Minority Groups - which feed into the board to make sure that all their concerns are being heard: 1. MITEY (Men In The Early Years)	C. Hadland	11:00 – 11:26



	2. BIE (People of all colour and Background) 3. MENTAL HEALTH 4. LGBTQ+ 5. ESOS (Energy Savings Opportunity Scheme) – 3rd Round. Stakeholders: • Children • Parents • Colleagues • Employers • Local Authority • Government • Community • Owner/Shareholder/Investor		
3	Remarks After presentation: Diane Boyd: “Hopefully, all the material presented here will also be shared during the upcoming conference, because it is a well-researched view coming from a person participating in the sector.”	D. Boyd	
4	Second Presentation: John Siraj-Blatchford, OMEP (UK) “In order to measure or know that you are progressing on something, you need to know where you are going.” • We should measure our progress along the way, so we would know where we stand in real time. • Everyone should be concerned about their carbon footprint. Which is why should develop a crude way of		



measuring it that is user friendly – a survey method which is easy to aggregate and apply across board.

- 2021 is the fourth time in the five years that global natural catastrophes have cost more than \$100bn (AON).
- An end age to fossil fuel.
- Grow more trees as a method to eliminate or cut down carbon dioxide in the atmosphere.
- Reducing people's demand for energy in the areas of shelter, mobility, and nutrition (incentives and nudges from government).
- Only a few things are huge contributors of our carbon emission (50%): Buildings, Transport, and Agriculture. Hence a focus on making this less carbon fuelled that would make a sizeable impact in the fight of cutting down our carbon footprint.

Impacts, Adaptation and Vulnerability

- We have to describe how it would feel like living in a world without poverty, for the children to know what it would mean.
- The same thing can be said to all the other sustainable development goals.
- OMEP Award scheme was developed following preschool research carried out in 10 countries: **China, Chile, Kenya, Korea, Norway, Portugal, Sweden, Turkey, United Kingdom and USA.**
- Trying out practises that was deemed sustainable and using that to analyse in order to make the OMEP Environment Rating scale which gives an indication of how far a preschool is in terms of sustainable development: From 1 – 7, with 7 being excellent and 1 being inadequate. Then 3 being the bare minimum standard.
- Social and Cultural aspects of ESD, Economic aspects of ESD.

JSB

11:28 – 11:51



What is involved?

- Curriculum Self-Audit tool – Bronze, Silver and Gold levels.
- I-care booklets for parents: five at each award level for environmental sustainability, social-cultural sustainability and economic sustainability (+ sustainability literacy and numeracy).
- Each child has a passport – supporting “Citizenship” and summarizing the UN Convention on the Rights on the child,
- The passport comes with stickers to insert as each i-care booklet is completed with parents (15 in total).

OMEP-UK Early Childhood Education for Sustainable Citizenship Award

- **Aim:** Provide affordable support for settings in their development of Early Childhood Education for Sustainable Citizenship. To encourage parent partnership.
- **Core principles:** Empowerment and the Citizenship Rights of the Child. Supporting all aspects of the UN Sustainable Development Goals. Contribution to the UNESCO Global Action Programme (GAP).
- **Strategy:** Providing a supportive infrastructure for trainers/consultants to disseminate the Award.

1,144 Children are on Bronze level, 170 on Silver level.

Trainers trained and Accredited = 49

Bronze Level Pillars - Basics

- **Pillar 1:** Social and Cultural Education for Sustainable Citizenship.
- **Pillar 2:** Environmental Education for Sustainable Citizenship.

Feedback has been remarkable.

Silver Level Pillars – Carbon foot printing awareness



	Partnership preschools – Carbon contraction and Convergence principles. Kenya and UK began theirs in 2014. You can't be sustainable when you are poor. This is also tackling the Sustainable Development Goal – 17. • Kenya Child Carbon footprint – 3kg • UK Child Carbon footprint – 600kg		
5	Remarks After presentation: Cheryl Hadland: “When comparing an African and European child, I guess having to pin it down to per child Carbon footprint is not easy. You end up just generalising the overall community instead of tracking down what an individual child's contribution really is.”	Cheryl Hadland	
6	Third Presentation: Nick Corlett - LEYF How Do We Define Sustainability at LEYF? Sustainability at LEYF means examining how we provide children from disadvantaged families access to quality, affordable early years education and care as well as addressing how we help build a community of sustainability informed children, staff and parents – this embedded in our governance, pedagogy and operations. What is the LEYF Sustainability Ambition? • Economic: Strengthen and share LEYF social enterprise model.		



- **Social:** Promote inclusive, ambitious and nurturing relationships and environments for children, staff, parents and communities.
- **Environmental:** Work towards becoming Net Zero by 2030.

Ensure the Green LEYF Sustainability approach is woven through the governance, pedagogy and operations throughout the entire organisation.

Amplify Sustainability best practises throughout the Early Years.

Doubling Down – Summary Evaluation Report – refer to the document which the presenter will send.

- **Quality**
- **Affordability**
- **Accessibility**

Weaving the Green LEYF approach to Sustainability into Governance, Pedagogy and Operations

- **Governance:** Build and lead a culture with Social Purpose at the heart. Embed quality, and inclusion so staff can identify and challenge social inequity.
- **Pedagogy:** Promote staff and children's health and wellbeing and relationships with people and planet. Deliver Sustainability training and development opportunities.
- **Operations/Service Delivery:** A zero waste ethos across all nurseries and COT. Understand and apply to practice interconnectedness of human and nature ecosystems.

As a start, there will be a zero-waste food day this 27th of April. The aim is to make this a new culture for the organisation to adopt at least once every now and then – zero-waste menu with recipes for the parents by our chef (Max Lamana).

Nick Corlett

11:54 – 12:18



Aligning our ambition with the 17 sustainable Development Goals (SDGs)

- **Economic:** Strengthen and share LEYF social enterprise model - **Goal 1, 4, 8.**
- **Social:** Promote inclusive, ambitious and nurturing relationships and environments for children, staff, parents and communities - **Goal 2, 3, 5.**
- **Environmental:** Work towards becoming Net Zero by 2030 - **Goal 6, 12, 14, 7, 13, 15.**

Ensure the Green LEYF Sustainability approach is woven through the governance, pedagogy and operations throughout the entire organisation – **Goal 9, 10.**

Amplify Sustainability best practises throughout the Early Years – **Goal 11, 16, 17.**

“I would recommend starting a parent champions group, to help with new ideas and critique existing ones so you can be efficient in your sustainability practices. They can even help in more other ways than that.”

Current Baseline

- Wormery
- Composter
- Water tank
- Bio-diverse rich environments – 15 to 20 different plants species, garden beds etc
- Bug Hotel
- Green Energy
- Eco-Champion
- CO2 monitors
- Air purifiers where necessary

Encouraging children to participate in Green Energy.



7	Remarks after presentation: Cheryl Hadland: <i>“This is a really well-detailed report. I would love to have someone do impact research for things like a Laundry, for instance.”</i> Nick: <i>“I think there was like 16 languages on site, we had multicultural events where the staff would cook with the parents and everyone would eat food from different parts of the world.”</i>	Cheryl Hadland Nick Corlett	
8	AOB Next meeting topic: DfE Sustainability and Climate Change Speakers: Cheryl Hadland		

Next meeting: 31st of May 2022 at 11:00am.