

## East Midlands Education for Sustainable Development Group

A regional partnership of organisations championing education for sustainable development

A proposed UN Regional Centre for Expertise for approval by UN University Dec 2006

### Vision

A regional framework for members to collaborate, research, inform, advise, promote and develop ESD activity together

so that, by the end of the UN Decade for ESD in 2014,

learning is central to the vision of sustainability in the East Midlands

and ESD is central to education and training in all sectors.

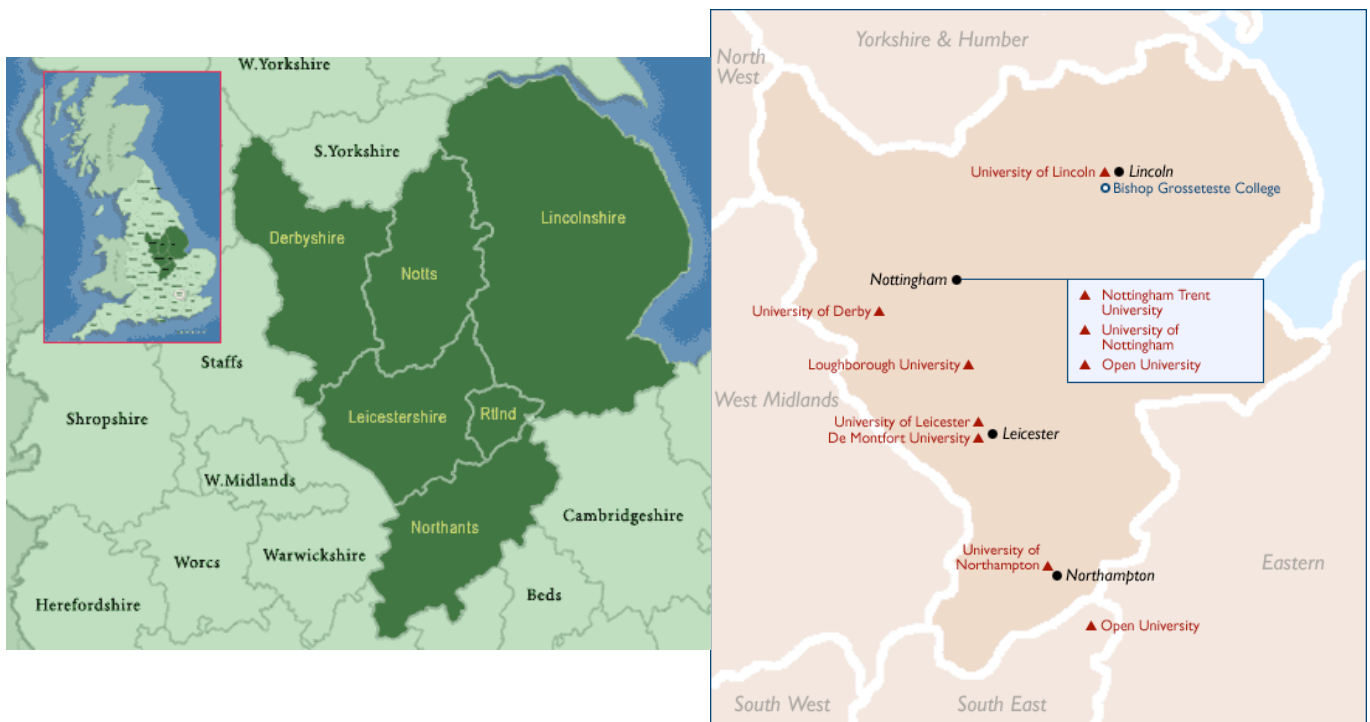
It will:

- **Lead** - Ensure good leadership and management
- **Collaborate** - Engage actors from all levels of formal, non-formal and informal education in RCE activities - Collaboration
- **Research and Develop** - Include research in its activities, as well as the design of strategies for collaborative activities, including those with other RCEs
- **Transform Education** - Transform the current education and training systems to satisfy the ambitions of the region regarding sustainable living and livelihoods

### Education for Sustainable Development

ESD is about developing the knowledge, skills, understanding and values to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.

### East Midlands Region



### Sustainable development challenges in the East Midlands Region

The Integrated Regional Strategy has set some challenges for sustainable development

- Reducing disadvantage and discrimination
- Reducing the impacts of climate change
- Achieving a step-change in housing provision
- Preventing crime by designing building, engaging young people and strengthening communities
- Halting and reversing the decline in biodiversity
- Recovering or recycling more of the municipal waste streams
- Ensuring a healthy regional labour market

### **Agreed Priorities for the Region**

1. Reduce inequalities in the region
2. Conserve and enhance the natural environment
3. Create sustainable and healthy communities
4. Improve economic performance and competitiveness
5. Use natural resources more efficiently and reduce the impacts on climate change

### **National Challenges for ESD**

Formal education for sustainable development is set against the policies of the Department for Education and Skills (DfES) for schools, Learning and Skills Council (LSC) for further education and the Higher Education Funding Council for England (HEFCE) for higher education institutions (HEIs).

- Education for sustainable development is not yet mainstreamed in formal, non-formal and workplace education at regional level, even though there are new national policies for formal education focusing on campus, curriculum and community.
- The education for sustainable development policies and frameworks for higher education (HEFCE, Mar 2005), post-16 sector (LSC, Sep 2005) and schools (DfES, Jun 2006) need to be actively promoted and supported at regional level if they are to be adopted by educational institutions.
- The education sector is fragmented with isolated planning and discussion about ESD eg. early years, post-16, secondary school, youth service, adult learning.
- Education, and specifically education for sustainable development, is poorly represented in local and regional policy forums and agendas.
- Regional ESD activity is subsumed and hence strategically hidden from many regional interests and groupings.
- There are few resources to research and develop education for sustainable development. The public sector of local authorities and government agencies have very few staff with specific responsibility for ESD, and very little networking of such staff within and between regions.

### **East Midlands Challenges for ESD**

- **Governance**
  - Inconsistent, under-resourced and voluntary regional leadership in ESD
- **Collaboration**
  - Fragmented, uncoordinated and un-representative, but growing, grouping of ESD champions
- **Research and Development**
  - Missed opportunities for regionally relevant and collaborative funded research (eg. ESRC/ASC research on skills for sustainable communities or regional Indicators of ESD)
- **Transformative Education**

- Challenge of education to radically transform behaviours, lifestyles and processes for a more sustainable region.

### **Short-term Objectives**

- **Governance**
  - Establish a representative, participative structure, with key HEI involvement
  - Gain Ministerial and Government recognition and support
- **Collaboration**
  - Enable HEIs to network and work together
  - Promote group and member's ESD activities through website
- **Research and Development**
  - Review of regional ESD activity in HEIs, FE and schools
  - EU funding bids with other EU RCEs on 1) training resources for youth sustainable lifestyles 2) Local businesses, CSR and universities
  - One HEFCE Leadership and Management Fund bid on regional HEIs and CSR
- **Transformative Education**
  - Promote the Sustainable Schools Framework and self evaluation
  - Introduce global education to regional ESD projects

### **Opportunities for HEIs**

- **Governance**
  - Influence and follow regional strategies
  - Access to funding and partners
  - Promotion of ESD activity and research by HEIs
  - Regional context to HEI teaching and learning
- **Collaboration**
  - Links by HEIs with the FE and schools sectors
  - Links with other regional HEIs for funded research, curriculum development, staff development etc.
  - Links with other UK, European and world regions with similar ESD networks involving HEIs
  - Marketing the HEI
  - Staff development
- **Research and Development**
  - Research for new sustainable technologies
  - Links, training and research for business innovation and development of social enterprises
  - Export potential for HEIs
- **Transformative Education**
  - Sustainable development of the Campus, Curriculum, Community links, Competencies and Careers advice.
  - Sustainability literacy for all graduates and professionals
  - Response to student need for more education for sustainable lifestyles, workstyles and careers.
  - Environmental management of the buildings and estates in HEI
  - Corporate social responsibility of HEIs
  - Indicators and league tables of ESD for HEIs

## **Governance and Management**

Secretariat is the University of Leicester, Institute of Lifelong Learning

- RCE Task Group
- Coordinating Group for EMESD Group
- Funding Task Group
- Schools Group
- Higher Education Group
- Website Task Group

## **Key RCE Stakeholder Members**

5 universities, 4 government agencies, and 17 other organisations.

Higher Education Institutions

Bishop Grosseteste College  
De Montfort University  
Loughborough University  
University College Northampton  
University of Leicester

## **Opportunities for HEI Research and Development**

- Food and drink eg. Food for Thought project (Leicester University Botanical Gardens and Leicester Masaya Link Group)
- Global dimension eg. Using the 2012 Olympics in England as a catalyst for global education (Loughborough University, GOEM and DfES)
- Research and develop with leadership and management by a partnership of regional universities in corporate social responsibility, staff development, approaches to developing graduateness, global citizenship and environmentally and socially responsible student lifestyles, workstyles and careers. Submit joint bid for HEFCE Leadership and Management Fund.
- Research and develop higher education curriculum and pedagogy in relation to employability, graduateness, values education, global citizenship and internationalization.
- Research and develop cross-sectoral activities: e.g. schools and universities, employers and universities
- Research and develop ESD to enable members, in partnership with others in the region or with other RCEs:
  - to change the attitude and behaviour of university students in terms of climate change
  - to support, advise and train ESD champions in schools and post-16 colleges/centres
  - to train training teachers
  - to link the development of sustainable buildings and grounds to their use in teaching and learning

## **Sources of potential funding**

### **UK funding**

This will be sought from the government, regional agency, charitable and business sectors.

### **Department for Education and Skills**

The DfES have offered the EMESD Group £50K over two years as a network to promote the Sustainable Schools Framework and relate it to the sustainable development skills needs of the East midlands region. We are currently considering the use of this funding for a contractor and post to coordinate the activities of the EMESD Schools Group.

## **Higher Education Funding Council for England**

The Leadership, Governance and Management Fund is designed to support leadership, governance and management in higher education. The four aims are to 1) encourage the development and embedding of recognised good practice in the areas of leadership, governance and management, involving collaboration, and its dissemination across the sector 2) provide measurable change in, and impact on, the quality of leadership, governance and management and organisational performance 3) seek and sustain value for money 4) provide esteem and recognition for leadership, governance and management. This fits very well with universities playing a leadership role in the East Midlands RCE.

Some of the regional university members are preparing a bid to research and develop corporate social responsibility in universities, related to staff development, staff volunteering, internationalisation, ethical purchasing and marketing, by focusing on the marketplace, workplace, environment and local community.

### **EU funding**

Joint funding bids with other European RCEs will be considered from the following:

#### **Leonardo EU**

- a. **Mobility - Transnational Work Placements.** Mobility – transnational work placements and trainer exchanges between participating countries. Mobility projects are designed to foster skills development and exchange of expertise by enabling specific target groups to spend periods of time in another European country. Work placements for people who need to develop work-related skills in order to become better integrated (or reintegrated) into the workforce. Placements can target recent graduates.
- b. **Mobility - Trainer Exchanges.** Opportunities for those involved in the design, delivery or implementation of training or careers guidance to undertake visits to partner organisations to exchange experience and best practice. Exchanges target the following categories: vocational trainers, human resource managers, careers guidance counsellors; or language training specialists in business or vocational training. Exchanges need not involve two-way movement of staff; the term refers to exchange of expertise.
- c. **Pilot projects.** The production of training materials and the development of new training methodologies to promote innovation and quality in training. Pilot projects are a vehicle for improving quality and promoting innovation in vocational training. Pilot projects develop tangible products, using new information and communications technologies where appropriate.
- d. **Transnational networks.** To facilitate the transfer and exchange of experience and good practice. Transnational Network projects aim to assemble, pool and build on European expertise and innovative approaches, improve the analysis and anticipation of skills requirements, and disseminate the outputs and results of networks and projects throughout the Europe.

We are considering a funding bid with other European RCEs alongside the HEFCE bid by some regional universities on corporate social responsibility and university graduates placed in local businesses to research and develop this.

#### **Youth EU**

From exchanges between youth groups to individual European Voluntary Service, European Youth Programmes offer youths the chance to discover Europe while expanding their cultural horizons.

- a. **European Voluntary Service.** The European Voluntary Service allows young people of 18 to 25 years old to experience by volunteering for 6 to 12 months in Europe with all expenses paid.

We have submitted a joint Action 5 bid called EStyle with the RCEs in Barcelona and Rhine-Meuse and the candidate RCE in Munster. This will develop youth information and training material on sustainable lifestyles for 16 to 25 year olds.

#### **INTERREG**

In the next Structural Fund period covering the years 2007 - 2013, transnational co-operation in present INTERREG III B Programmes will continue under the European territorial cooperation objective.

- a. The objectives, priorities and the amount of funding allocated to the successor programme have recently been announced. According to the current draft regulation of the European Parliament and of the Council on European Regional Development Fund the transnational cooperation under the future European territorial cooperation will concentrate primarily on the following priorities 1) Innovation 2) Environment 3) Accessibility 4) Sustainable urban development.

The RCE Rhine-Meuse is considering preparing a joint bid on sustainable urban development.

## **Policy context for HEIs**

### **HEFCE Sustainable development in higher education Action Plan**

Higher Education Funding Council for England, **Sustainable development in higher education**, July 2005. [www.hefce.ac.uk/pubs/hefce/2005/05\\_28/](http://www.hefce.ac.uk/pubs/hefce/2005/05_28/)

**Governance** - Addressing issues of RCE Management and leadership

- Leadership. We will continue to support the Leadership Foundation in embedding sustainable development in its courses and programmes.

**Collaboration** - Addressing the engagement of actors from all levels of formal, non-formal and informal education in RCE activities

- Developing Curricula and pedagogy. Building on the work of the Higher Education Academy in identifying, sharing and augmenting good practice in curricular and pedagogical developments, we will: build links to employers, professional bodies and students. Continue to work with the LSC to ensure this activity meets the needs of institutions providing higher and further education.
- The Regional level. We will work with the RDAs to bring about policy synergies around sustainable development.

**Research and Development** - Addressing the role of research and its inclusion in RCE activities, as well as contributing to the design of strategies for collaborative activities, including those with other RCEs.

- Stronger links with the community. We will develop a set of metrics for institutions' community activities. If suitable metrics can be identified, they will be used to drive funding allocations under the Higher Education Innovation Fund.
- Research and evaluation. We will commission research and evaluation projects exploring the barriers to sustainable development in higher education and how these might be overcome.
- Reporting on sustainable development. We will support the testing of different sustainable development review and reporting methodologies to help us identify a mechanism or mechanisms to recommend to the wider sector.

**Transformative Education** - Contributing to the transformation of the current education and training systems to satisfy ambitions of the region regarding sustainable living and livelihoods.

- Developing Curricula and pedagogy. We will support the Higher Education Academy in identifying, sharing and augmenting good practice in learning about sustainable development.

### **DfES Sustainable development action plan for Education and Skills**

Department for Education and Skills, **Sustainable Development Action Plan for Education and Skills**, September 2003. [www.dfes.gov.uk/aboutus/sd/action.shtml](http://www.dfes.gov.uk/aboutus/sd/action.shtml)

## **Governance**

## **Higher Education Academy Conference – Higher Education and Sustainable Development in the East Midlands, Nottingham, Nov 29 2006**

- Leadership in education and skills. The Department's Skills Strategy highlights sustainable development as a priority for the Sector Skills Councils and Sector Skills Development Agency. Emphasise education for sustainable development in the training offered by the National College for School Leadership.
- Leadership in International development. Partnerships with education ministries, cities, regional and local education bodies and individual schools around the world will be promoted to support the Department's international strategy.

### **Collaboration**

- Improving content and engagement with lifelong learning. Sector Skills councils will include the sustainable development agenda in all partnership agreements with key stakeholders.
- Identify mechanisms that link education with other local fora and in particular use the opportunities created by Local Strategic Partnerships and Local Agenda 21 to join up learning and local networks. With the support of Government Offices – local authorities, schools, colleges and other related units will be encouraged to build on existing sustainable development activity and play an active part in their local communities.
- Identify partners to develop mechanisms for increasing participation by young people. Encourage creation of opportunities for young people to participate in, and influence policies UK schools and schools from across the world to participate in: joint curriculum projects, professional development, collaborative opportunities and language learning through a partner linking facility.
- Create new mechanisms for developing education for sustainable development at local level. We will explore new ways of promoting and integrating ESD with local partners via an ESD Associate Group.
- Support and Guidance. Identify effective mechanisms to enable the establishment of a sustainable development partnership support framework at local and regional levels.

### **Research and Development**

- Identifying the contribution that can be made through youth work. We will explore how youth work and training provided to youth workers can support young people's understanding of sustainable development and assist them to participate.

### **Transformative Education**

- Improving content and engagement with schools. The Department will explore a whole school approach to ESD, identify models of good practice and strengthen links with subjects such as Science, Design and Technology, Citizenship and Geography.

### **UK Govt Strategy for sustainable development**

UK Government, **Strategy for sustainable development - Securing The Future**, March, 2005.

[www.sustainable-development.gov.uk/publications/uk-strategy/uk-strategy-2005.htm](http://www.sustainable-development.gov.uk/publications/uk-strategy/uk-strategy-2005.htm)

**Collaboration** - Addressing the engagement of actors from all levels of formal, non-formal and informal education in RCE activities

- Community Action 2020 - Together We Can will increase opportunities for community workers and communities to learn about sustainable development, include sustainable development in National Occupational Standards and accredited units which set out the skills and principles of practice for community development work, forge links with the schools citizenship and sustainable development syllabuses.
- DfES will ensure sustainability is promoted across the spectrum of professional bodies.

**Research and Development** - Addressing the role of research and its inclusion in RCE activities, as well as contributing to the design of strategies for collaborative activities, including those with other RCEs.

## Higher Education Academy Conference – Higher Education and Sustainable Development in the East Midlands, Nottingham, Nov 29 2006

- The Government will have a strong set of sustainable development indicators including Sustainable Development Education (to be developed to monitor the impact of formal learning on knowledge and awareness of sustainable development).

### East Midlands Strategies (Employment Skills and Productivity Partnership, Integrated Regional Strategy, Regional Economic Strategy, Regional Waste Strategy, Integrated Regional Strategy)

East Midlands Development Agency, **Employment Skills and Productivity Partnership**

[www.esppartnership.org.uk/home-page](http://www.esppartnership.org.uk/home-page), [www.emda.org.uk/employmentskills/default.asp?nav=06](http://www.emda.org.uk/employmentskills/default.asp?nav=06)

East Midlands Regional Assembly, **Integrated Regional Strategy**. [www.emra.gov.uk/irs/index.asp](http://www.emra.gov.uk/irs/index.asp)

**Collaboration** - Addressing the engagement of actors from all levels of formal, nonformal and informal education in RCE activities

- A flourishing Region is the region's Economic Strategy 2006 – 2020 that has been published by East Midlands Development Agency. To achieve a higher quality of life and sustainable communities the East Midlands needs sustainable economic success. To be successful, the East Midlands economy needs to develop and maintain long term competitive advantage over other regions.
- Strengthening industry links with the region's universities, research and teaching institutions is a vital part of moving towards a high-value and knowledge-intensive economy. The East Midlands needs to use its existing strengths as a basis for high-value, embedded economic development that will help restructure the economy to meet the challenges of globalisation.

**Transformative Education** - Contributing to the transformation of the current education and training systems to satisfy ambitions of the region regarding sustainable living and livelihoods.

- East Midlands Regional Waste Strategy. Priority 1: Awareness Raising, Education and Promotion of Best Practice to achieve Behavioural Change. 1) Improved delivery of education on sustainable consumption and waste issues in all levels of formal education. 2) Targeted education for adult age groups to influence a reduction in domestic waste arisings and adoption of good waste management practice. 3) Education and adoption of improved practice for businesses and industry addressing skills, commercial pressures, resource efficiency, sustainable consumption and corporate social responsibility (CSR). 4) Coordinated promotion of good practice.
- Skills Deficits. The region is performing below average on General Certificate of Secondary Education (GCSE) attainment for 16 year olds relative to the UK and England, although the position relative to other regions is healthy. The region has a below average proportion of working age individuals with degrees or post-graduate qualifications. Managers and administrators and professional occupations are under-represented in the region. These problems contribute to skill deficits and hard-to-fill vacancies. The region needs to retain the graduate population, and encourage graduates who left to participate in Higher Education outside the region, to return.
- Priority 4: We will increase the involvement and achievements of people aged from 14-19. We will reduce the number of young people not engaged in education and training (currently 6.4%) by a further 2% and ensure that 90% of young people take part in education and training.
- Priority 6: We will improve the infrastructure and responsiveness of skills supply and the co-ordination of provision. We will take an uncompromising approach to the provision of high quality education and training, investing only where there is evidence of good quality and creating sector specialist skills provision for the region.

### Provisional Stakeholder Members

Organisations currently with confirmed interest are *italicised*.

### **Higher Education Institutions**

*Bishop Grosseteste College*  
*De Montfort University*  
Derby University  
*Loughborough University*  
Nottingham Trent University  
Nottingham University  
*University College Northampton*  
*University of Leicester*  
University of Lincoln

### **Businesses**

*East Midlands Advisory Group on the Environment*  
*East Midlands Business and Environment Club*  
Confederation of British Industry – East Midlands  
Business in the Community – East Midlands

### **Educational Bodies**

Global Education Derby  
*Institute of Environmental Management and Assessment*  
Leicester Energy Advice Centre  
National Institution for Adult and Continuing Education  
*National Youth Agency*  
*Peak District National Centre for Environmental Learning*  
*Regeneration East Midlands*  
*StudentForce for Sustainability*

### **Further education colleges**

*Colleges – University of Leicester Network (including many regional colleges)*  
*Brooksby Melton College*  
East Midlands Further Education Council  
*Tresham Institute*  
Wyggeston and Queen Elizabeth 1 College

### **Government agencies**

Connexions Leicestershire  
*East Midlands Development Agency*  
*East Midlands Regional Assembly*  
*Government Office for East Midlands*  
*Learning and Skills Council East Midlands*  
New National Forest  
Natural England – East Midlands Region  
Environment Agency – Midlands/Anglian Region

### **Local authorities**

Derby City Council  
*Derbyshire County Council*  
Leicester City Council  
Leicestershire County Council  
Lincolnshire County Council  
Northamptonshire County Council  
Nottingham City Council  
Nottinghamshire County Council  
Rutland County Council

**Schools**

*East Midlands Network for Global Perspectives in Schools*

**Voluntary organisations**

*Engage  
Groundwork East Midlands  
Groundwork Leicester and Leicestershire  
Groundwork North Northamptonshire  
Skillshare*

**Websites**

**Sector Skills Councils (SSCs).**

[www.delni.gov.uk/index.cfm/area/information/page/SDSectorSkillsCouncils](http://www.delni.gov.uk/index.cfm/area/information/page/SDSectorSkillsCouncils)

Royal Town Planning Institute, **Education for Sustainable Development Network.** <http://esd.rtpi.org.uk/>

Office of the Deputy Prime Minister, **The Egan Review: Skills for Sustainable Communities.** 2004.

[www.odpm.gov.uk/index.asp?id=1127965](http://www.odpm.gov.uk/index.asp?id=1127965) and [www.odpm.gov.uk/index.asp?id=1140556](http://www.odpm.gov.uk/index.asp?id=1140556)

Department for Education and Skills/ DEFRA. **Sustainable Development Education Panel,** 2002.

[www.defra.gov.uk/news/2002/020306b.htm](http://www.defra.gov.uk/news/2002/020306b.htm)

**Development Education Association.** [www.dea.org.uk](http://www.dea.org.uk)

**Council for Environmental Education** (Closed 2005). [www.cee.org.uk](http://www.cee.org.uk)