

Sustainable Development: ***Developing the regional skills architecture***

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29 November 2006 Rutland Square Hotel, Nottingham



Sustainable Development: ***Developing the regional skills architecture***



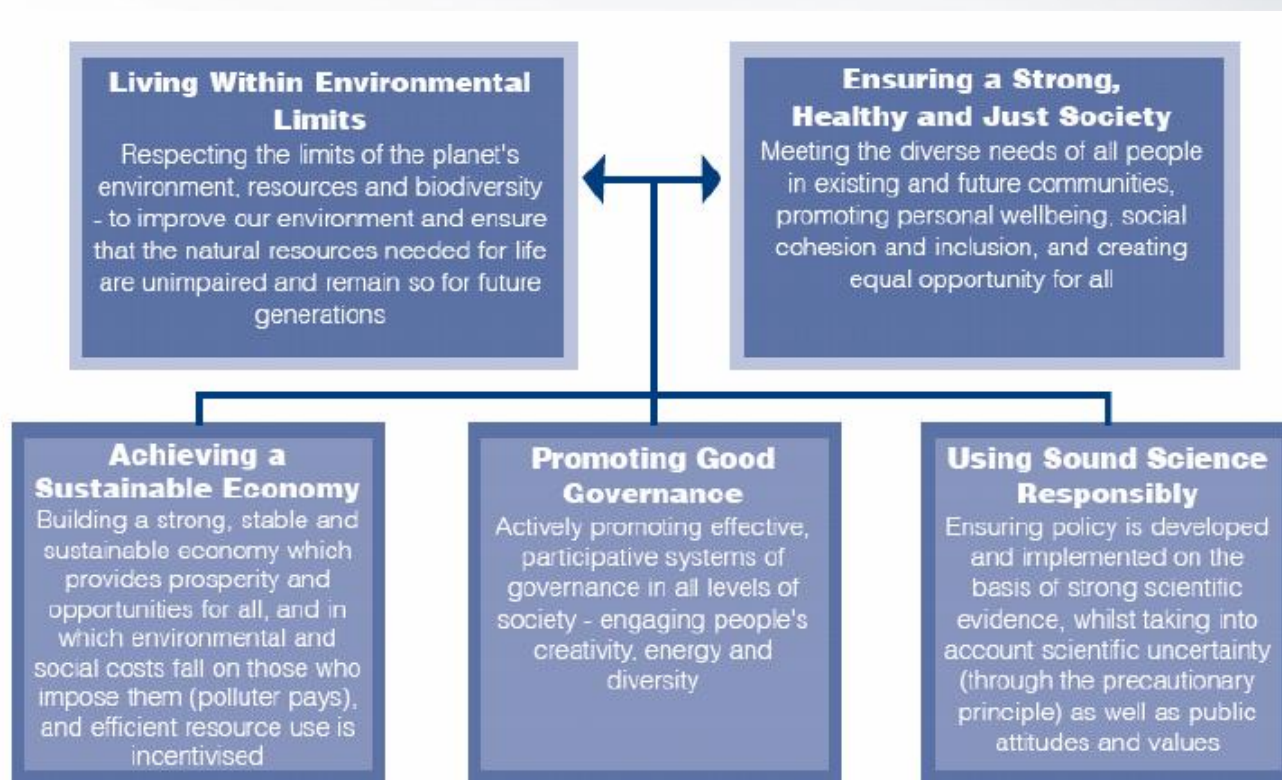
- National and Regional Policy context
- (Inter) national ESD policy context
- *Where are we now?* - UK education system
- *Where do we need to be?* Looking ahead
- Drivers and opportunities for ESD
- Developing the regional skills architecture (SD)



What is sustainable development?

"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

— from the World Commission on Environment and Development's (Brundtland Commission) report **Our Common Future** Oxford: Oxford University Press, 1987.



The UK Sustainable Development strategy, *Securing the Future*, defines the goal of sustainable development as follows: *"to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations."*

Regions to be cheerful.....

The regional policy landscape



East Midlands Integrated Regional Strategy (IRS)

THE REGION'S VISION

"The East Midlands will be recognised as a region with a high quality of life and sustainable communities that thrives because of its vibrant economy, rich cultural and environmental diversity and the way it creatively addresses social inequalities, manages its resources and contributes to a safer, more inclusive society."



Economic objectives



Social objectives



Environmental objectives



Spatial objectives

What is the Regional Economic Strategy (RES)?



Achieving a Sustainable Economy

Building a strong, stable and sustainable economy which provides prosperity and opportunities for all, and in which environmental and social costs fall on those who impose them (polluter pays), and efficient resource use is incentivised.

The east midlands Employment, Skills and Productivity Partnership (esp)



Aim:

‘...RSPs should be the vehicle for ensuring that all adult skills, business support, labour market and productivity services available at regional, local and sectoral level are mobilised to support regional priorities.’

RSP specification

And:

To set the framework and architecture to enable regional consistency for, and management of, key RES responsibilities

•**esp partners:** LSC, HEFCE, *emda*, JCP, GO:EM, LAs
EMUA and SfBN



The east midlands Employment, Skills and Productivity Partnership (esp)

esp priorities set by the RES

currently **directly** addresses 2 RES themes:

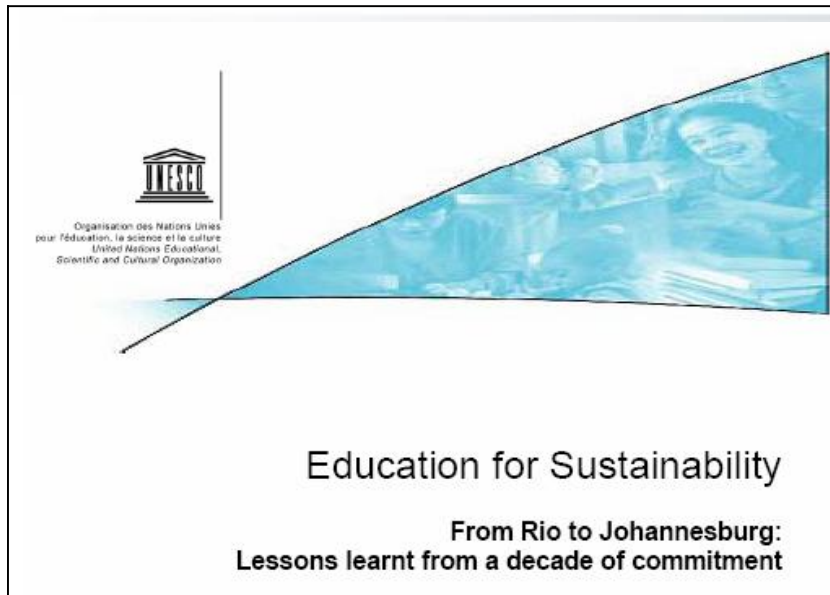
- Raising Productivity
- Achieving equality



esp has **impact** and **strategic influence** on other regional priorities

through its **architecture, structures, frameworks and networks**

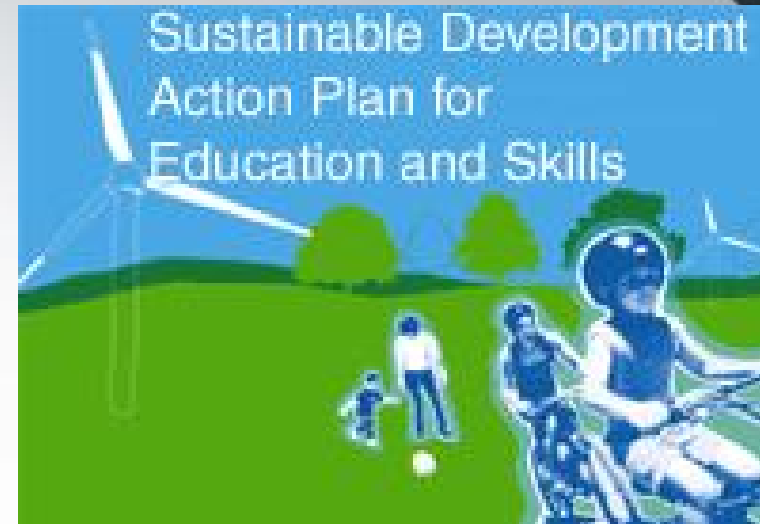
Where are we now? (Inter)National Policy – 2003-6



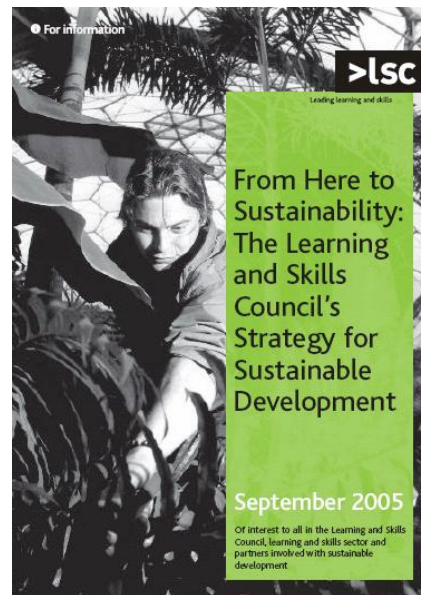
UNESCO
Organisation des Nations Unies
pour l'éducation, la science et la culture
United Nations Educational,
Scientific and Cultural Organization

Education for Sustainability

From Rio to Johannesburg:
Lessons learnt from a decade of commitment



Sustainable Development Action Plan for Education and Skills



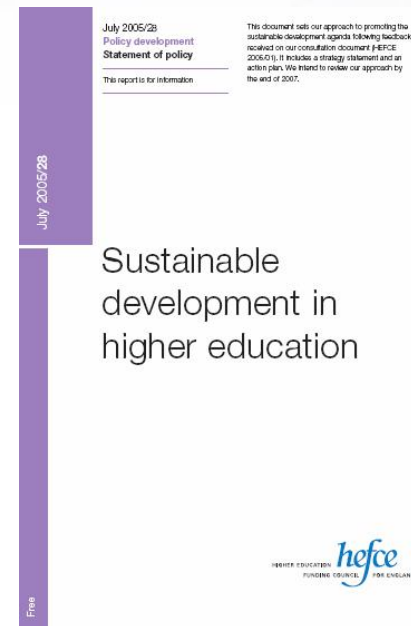
For information

>lsc
Leading learning and skills

From Here to Sustainability: The Learning and Skills Council's Strategy for Sustainable Development

September 2005

Of interest to all in the Learning and Skills Council, learning and skills sector and partners involved with sustainable development.



July 2005/28

Policy development
Statement of policy

This report is for information

The document sets our approach to promoting the sustainable-development agenda following feedback received on our consultation document (HEFCE 2005/01). It includes a strategy statement and an action plan. We intend to review our approach by the end of 2007.

Sustainable development in higher education

Free

HEFCE
HIGHER EDUCATION
FUNDING COUNCIL
FOR ENGLAND

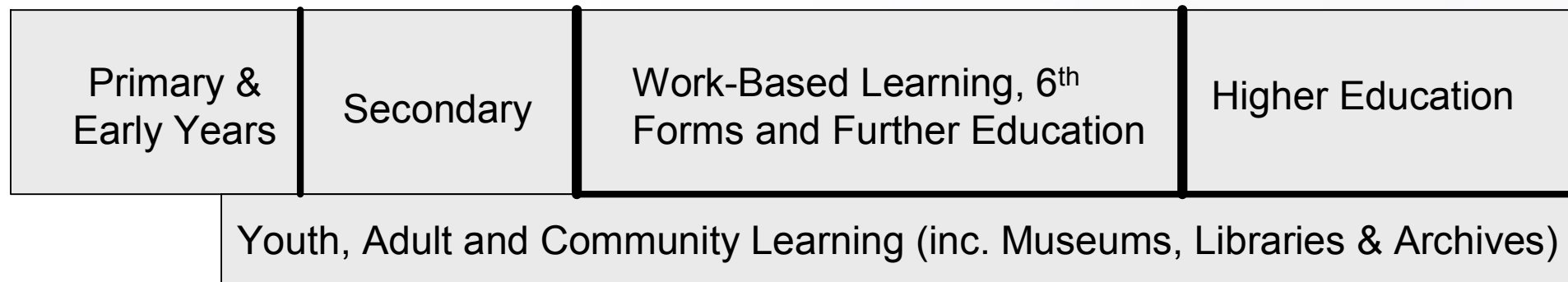
Where are we now?

The fragmented education system



“What's happened for a period of time is that we've started to talk about education in segregation: early years, post-16, adult learning and so on. What we've stopped talking about is the big picture of a learning society. Now we're beginning to get this agenda back on centrestage.”

Ivan Lewis MP (Minister for Young People and Adult Skills)



“We are all caught in an inescapable network of mutuality” - *(Martin Luther King 1965)*

Where do we need to be? Looking ahead to the skills that aren't yet...



Critical, analytical and evaluative.....

Building literacy...emotional, information etc

Action research skills

Self-management and study skills

***Resilience, adaptability and recognition of
the role individuals play within a learning
organisation (micro-society)***

Interdependence – of society, economy and natural environment

Citizenship – participation and co-operation

Needs and Rights – of current and future generations

Diversity – Cultural, social, economic and biological

Quality of life – safe, fair and healthy lifestyles

Sustainable change – not exceeding resource limits

Uncertainty – acceptance of risk and adoption of a precautionary approach - **SDEP**



Opportunities for connections



- Sector Skills Academies (PROFESSIONAL SKILLS)
- Rural ‘academies’ (RURAL RENAISSANCE)
- Academy for Sustainable Communities (REGENERATION)
- Lifelong Learning Networks (F/HE)
- Corporate Social Responsibility (WORKFORCE SUSTAINABILITY LITERACY)
- European funding, e.g. European Social Fund (INCLUSIVE TRAINING)

Drivers for Education for Sustainable Development



- **Stern Review** (*behaviour change essential...*)
- **Academy for Sustainable Communities** (*cross-disciplinary skills*)
- **Statutory biodiversity duty** (*environmental education*)
- **Sustainable Procurement Task Force** (*capacity building*)
- **Sustainable Schools** (*awareness raising*)
- **SDC Sustainable Consumption Report** (*behaviour change essential...*)
- ***Recycling and resource efficiency*** (*behaviour change essential....*)

Influencing ESD 'pinch points'



Skills for Learning Professionals

<i>Teachers with QTLS status know and understand:</i>	<i>Teachers with QTLS status:</i>
BK 1.2 Ways in which own specialism relates to the wider social, economic and environmental context.	BP 1.2 Provide opportunities for learners to understand how the specialist area relates to a wider social, economic and environmental context.

From September 2007, these new standards will govern the ITT course content (for aspiring teachers) and the Continuing Professional Development (CPD) framework for existing FE and WBL teachers.

Developing the regional skills architecture



Dependence

Interdependence

Skills profile of the East Midlands 2006

Characterised by a 'low skills, low pay' equilibrium, maintained (in part) by high levels of employment

Policy interventions

Changing economic & employment conditions – *building on shifting sands*

Skills profile of the East Midlands 2026

Highly paid, adaptable (resilient) professional workforce that contributes to economic, social and environmental well-being

Dependence

Moving people, organisations and processes away from dependence (E.g. dependence on fossil fuels, or on outmoded industrial practices)

Independence

Moving people, organisations and processes towards independence (E.g. independent, 21st Century learners)

Interdependence

Moving people, organisations and processes towards an understanding and operationalising of interdependence (E.g. understanding the contribution and impact of any level of activity on the regional environment, economy and communities, and working to maximise co-operation and mutuality).

Education for Sustainable Development