

# RCE East Midlands

**RCE Application by the East Midlands ESD Group, UK**

**For approval by the UNU Institute of Advanced Studies, the Secretariat of the Ubuntu Alliance**

**as a Regional Centre for Expertise for Education for Sustainable Development**

**Adam Cade**

**Dr Ed Brown**

**John Perry**

**Paul Jackson**

**James Luger**

**20<sup>th</sup> November 2006**

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**Ubuntu Alliance**  
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To [rceservicecentre@ias.unu.edu](mailto:rceservicecentre@ias.unu.edu)

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## 1 Contact information

The main RCE contact is Adam Cade, with two other contacts from universities and two from regional government bodies. These are all members of the **RCE Working Group of the East Midlands Education for Sustainable Development (EMESD) Group**.

Adam Cade, Chief Executive, StudentForce for Sustainability

[adamcade@studentforce.org.uk](mailto:adamcade@studentforce.org.uk). ++44 1572 723 419 and ++44 1780 729 282

Dr Ed Brown, Sustainability Research School, Loughborough University

[e.d.brown@lboro.ac.uk](mailto:e.d.brown@lboro.ac.uk) ++44 1509 222 738

Paul Jackson, Director of Student Support and Employment, University of Leicester

[pmj7@le.ac.uk](mailto:pmj7@le.ac.uk) ++44 116 252 2315

John Perry, Senior Manager Education for Sustainable Development, Government Office for the East Midlands

[john.perry@goem.gsi.gov.uk](mailto:john.perry@goem.gsi.gov.uk) ++44 115 971 2704

James Luger, Environment and Sustainability Officer, East Midlands Development Agency

[jamesluger@emd.org.uk](mailto:jamesluger@emd.org.uk) ++44 115 988 8300

## 2 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.**

**The East Midlands RCE is a regional partnership of organisations championing education for sustainable development.**

**It will:**

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

These four headings are used throughout the rest of the document.

## 3 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.

*ESD is the learning needed to maintain and improve our quality of life and the quality of life for generations to come. It is about equipping individuals, communities, groups, businesses and government to live and act sustainably; as well as giving them an understanding of the environmental, social and economic issues involved. It is about preparing for the world in which we will live in the next century, and making sure that we are not found wanting. (Government's Sustainable Development Education Panel, 2000)*

*Learning is now being recognised as a constant and necessary feature of all our lives. Given this context, it is imperative to ensure that the world we are presently creating not only improves in quality for us now,*

*but also is one that we shall not be ashamed to pass on to future generations. Lifelong learning needs to be redefined as from the cradle to beyond the grave.* (Learning to Last, Learning and Skills Development Agency, 2002)

ESD includes formal, non-formal and informal education, training, staff development and employment related to sustainable development.

ESD is not just environmental, but also social and economic, and includes global citizenship.

ESD has a central role in developing the behaviour, understanding, responsibilities, and citizenship required for sustainable communities.

ESD is essential for a sustainable East Midlands by education for active, informed citizens and a skilled, motivated workforce as well as being essential for global citizenship.

## **4 Process of RCE development, including identification of key institutions**

The East Midlands Education for Sustainable Development (EMESD) Group has a long and varied history. This RCE application builds on this history and the work, energy and enthusiasm of many of the key regional ESD champions.

In December 2005 the East Midlands Regional Centre of Expertise Group was established. Following the launch of the UN Decade for ESD in the UK (8<sup>th</sup> December), this new group of educational organisations was established in Leicester with representatives from the Toronto and Rhine-Meuse RCEs on 14<sup>th</sup> December to discuss taking forward plans for an RCE in the East Midlands.

In May 2006 it was agreed that the East Midlands Regional Centre of Expertise Group and the East Midlands Education for Sustainable Development (EMESD) Group be merged into a single body. The EMESD Group set up five Working Groups – Communications and Website, Sustainable Schools, Higher Education, Regional Centre of Expertise, Resources and Funding to report back at quarterly meetings of the whole group.

### **Stage 1 Initial interest**

- October 8<sup>th</sup> 2005 World Environmental Education Conference, Turin. Meeting on RCE attended by Adam Cade.
- Nov 16<sup>th</sup> 2005 Telephone conference for members of the EMRCE Group with Jos Hermans, RCE Rhine-Meuse and Charles Hopkins, RCE Toronto.
- Dec 14<sup>th</sup> 2005 Meeting and workshop for members of the EMRCE Group at the University of Leicester with Jos Hermans, RCE Rhine-Meuse and Charles Hopkins, RCE Toronto.

### **Stage 2 Development of application**

- May 16<sup>th</sup> 2006. Meeting of EMESD Group discussed value of RCE status, possible funding sources and governance.
- Jul 19<sup>th</sup> 2006. Meeting of EMESD Group agreed to set up an RCE Working Group to liaise with other European RCEs and research and develop the application.

### **Stage 3 Consultation with stakeholder members**

- Oct 18<sup>th</sup> 2006. Meeting of EMESD Group to formally approve application, confirm details of governance, identify gaps in stakeholder membership, agree plan of action and activities, and consider reports from Funding, Communication and Website Working Groups.
- Recruit further key institutions as stakeholder members.
- Obtain written confirmation of formal involvement of key institutions.

### **Stage 4 Consultation with UNU and other European RCEs**

- Communicate with UNU and other European RCE coordinators. Submit final application for status as UN Regional Centre of Expertise for education for sustainable development in the East Midlands, confirming leadership, collaboration, research and development, and measurement of outcomes.

### **Stage 5 Reaching out to other stakeholders**

- Nov 29<sup>th</sup> 2006. Higher Education Academy Conference on Higher Education and sustainable Development in the East Midlands.

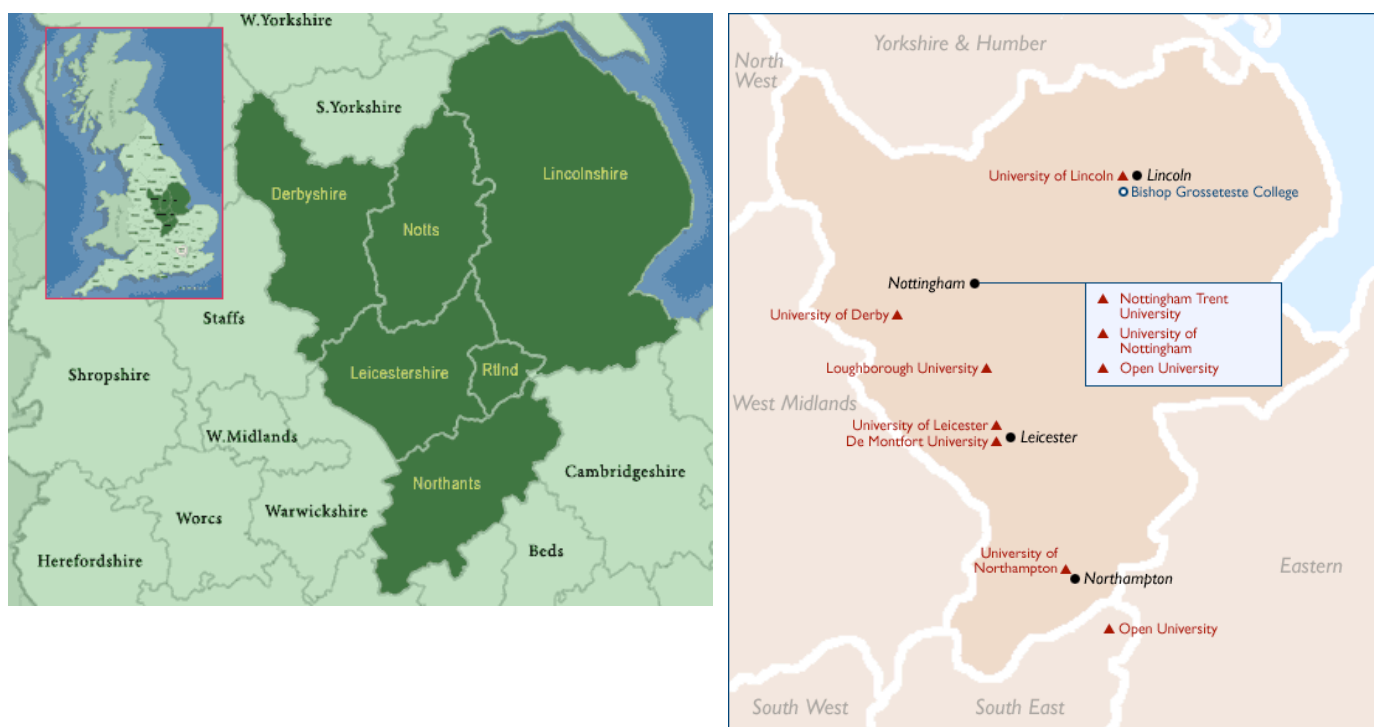
### Stage 6 Finalized proposal submitted to UNU

- Dec 5<sup>th</sup> 2006. Application considered by Ubuntu Committee.

### Stage 7 Regular consultation, review and recruitment

- Establishment of Independent Review Group, including Coordinator of other regional ESD Forum, Department for Education and Skills, The UK National Commission for UNESCO Education Committee ESD Working Group, UK Sustainable Development Commission for wider promotion and UK networking.
- The RCE Working Group will continue the process of consultation and communication with stakeholder members through the secretariat provided by the Institute of Lifelong Learning, University of Leicester.
- Stakeholder members will continue to recruit key stakeholders, and especially their regional networking bodies, from the public, private and education sectors.
- Develop longer-term regional ESD framework, plan or strategy for the period of the Decade for ESD 2005-2014 – focusing on What's our vision for regional ESD activity, Where is ESD in the region now, What sort of ESD activity do we want in 10 years time, How do we fill the gaps, as well as support and develop regional ESD activity, How do we work and promote together, What's are our plans for development, fundraising and marketing?

## 5 Geographical scope and major characteristics of the RCE East Midlands Region



The East Midlands is the fourth largest English Region out of nine. It is in the centre of the UK with good links to London and the South East as well as Northern regions. The region includes the counties of

Derbyshire, Leicestershire, Lincolnshire, Northamptonshire, Nottinghamshire and Rutland, as well as the major urban conurbations of Derby, Leicester, Nottingham, Lincoln and Northampton.

The region has a population of over 4 million people, with almost half living in the major conurbations. However it also a very rural region, with 40% of the population living in villages and towns of less than 10,000 population. It has the second lowest population density of any English Region at 270 people per km<sup>2</sup>.

The region has seven Sub-Regional Strategic Partnerships coordinated by the East Midlands Development Agency.

The five capital assets model, developed by Forum for the Future, is a convenient way of describing the geography of the region. The model describes the best way to manage these capital assets in the long term through sustainable development. The lower assets depends on the higher ones ie. Financial – Manufacturing – Social – Human – Natural capital assets.

## **Natural Assets**

Natural capital is the stock or flow of energy and material that produces goods and services. It is the basis of production and life.

The region includes the Peak District National Park, the Lincolnshire Wolds Area of Outstanding Natural Beauty, Sherwood Forest, and the New National Forest. Rutland Water and the Lincolnshire coast are Ramsar sites. The region boasts the UK's first Environment City (Leicester). There are 6 Special Areas of conservation, 9 National Nature Reserves and over 400 Sites of Special Scientific interest.

The region has a low biodiversity base with isolated and fragmented habitats. There is a declining and ageing agricultural workforce, often in isolated areas with little opportunity for diversification. Large areas have been reclaimed following mineral and coal extraction. There is an increasing need for irrigation especially in drought-prone soils. Upland habitats are fragile with limitations on alternative farming systems. The impact of climate change will be most acute in the coastal and low-lying areas of Lincolnshire.

## **Human Assets**

Human capital is based on the people's health, knowledge, skills and motivation. It is a broad concept that attempts to encapsulate social, civic and community participation. It has proven to be a concept that has not been easy to measure.

Some indicators of the health of the East Midlands population show marked improvements - death rates from circulatory disease and cancer are falling and life expectancy is increasing. However there are few signs that inequalities in health in the region at county/unitary authority level decreased between the 1990s and early 2000s and in some cases inequalities seem to have increased.

Regional unemployment (4.5%) is lower than the UK average but also below average skill levels for UK regions. The region has a low wage/low skill/ high risk continuum and recognises that it needs to improve skill levels, employment and training opportunities.

## **Social Assets**

Social capital is based on the institutions that help maintain and develop human capital.

The region has 10 higher education institutions – seven universities (Nottingham, Nottingham Trent, Leicester, De Montfort, Derby, University College Northampton, and Lincoln) a higher education college (Bishop Grosseteste) and the Open University. There are also 22 further education colleges with students taking higher education courses. There are over 120,000 full-time equivalent students. There is a net flow of young full-time undergraduates into the region.

As a key cultural asset, the region containing a UNESCO World Heritage Site –The Derwent Valley Mills—added to the World Heritage List in 2001. The World Heritage Site is being used as a resource to deliver an impressive range of educational objectives, via the production of education resource packs and a teachers directory.

## **Manufactured Assets**

Manufacturing capital is based on the material goods and fixed assets for production.

The economy is diverse with world-leading companies in sectors including electronics, engineering, pharmaceuticals, clothing and food and drink. The industrial base is varied but with a strong tradition in manufacturing, newer industries and the service sector. The region has over 260,000 businesses. The region performs below average for regional productivity.

Key business clusters link to universities with high levels of research and development. Sector priorities include High performance engineering, Health and social care, Medical, pharmaceutical and biotech, clothing and textiles, food and drink manufacture, creative industries and new media, construction, retail, logistics and distribution, tourism, leisure and hospitality, environmental technologies.

The region has at least one World Heritage Site - the recently designated Derwent Valley Mills.

There is anticipated growth in the engineering, healthcare, textiles and new media sectors.

### **Financial Assets**

Financial capital is based on the owned and traded capital of no real value.

The region has relatively high levels of economic growth (ranked 28<sup>th</sup> amongst EU regions). Regional economic output is around £55 billion, 6.5% of the total UK Gross Value Added per head of workforce (GVA). The total annual income of the regional higher education institutions is almost £1 billion. The East Midlands is relatively prosperous, generating the 6th highest Gross domestic Product (GDP) of the UK regions.

### **East Midlands Region**

East Midlands State of the Region Report for 2006, East Midlands Regional Assembly

<http://www.emra.gov.uk/sor/executivesummaryperformancesummary.asp>

East Midlands Observatory website with maps

<http://www.eastmidlandsobservatory.org.uk/>

East Midlands in Europe website

<http://www.eastmidlandseurope.org/main/eastmids.asp>

Regional Profile of Higher Education in the East Midlands (HEFCE 2006).

[http://www.hefce.ac.uk/pubs/hefce/2006/06\\_18/em.pdf](http://www.hefce.ac.uk/pubs/hefce/2006/06_18/em.pdf)

## **6 Major sustainable development challenges of the RCE East Midlands Region**

The East Midlands has a strong track record of innovation in sustainable development.

Sustainable development activities in the region, including in formal education for sustainable development, are set against the framework of the Integrated Regional Strategy (IRS), developed by the East Midlands Regional Assembly and the East Midlands Development Agency. The IRS adopts the innovative approach of combining economic, social, environmental & spatial issues in a coherent whole.

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

The East Midlands Regional Assembly (EMRA) has developed the Integrated Regional Strategy, the region's sustainable development framework. Its Promoting Sustainable Development group undertakes projects to showcase success stories, combat climate change, promote sustainable construction and design, and encourage sustainable procurement.

The East Midlands Development Agency (EMDA) has a statutory role to promote and contribute towards sustainable development and supports EMRA in the development of the region's sustainable development framework.

The Government Office for the East Midlands (GOEM) promotes the principles of sustainable development to partners and businesses in the region and encourages a collective approach to sustainable issues such as climate change, waste, water resources and renewable energy.

The two staff of EMDA and GOEM who have formal responsibility for education for sustainable development are on the RCE Working Group.

### **Sustainable development challenges**

The region has four main challenges identified by the Government. These national challenges and priorities are sustainable consumption and production, climate change and energy, natural resource protection and environmental enhancement, creating sustainable communities.

### **Regional Challenges to Address**

The Integrated Regional Strategy is the key regional strategy identifying sustainable development challenges and proposing regional priorities. It was revised by the East Midlands Regional Assembly in 2005.

Examples of challenges to address include:

- Disadvantage and discrimination – life expectancy is lower and infant mortality greater in disadvantaged areas and among disadvantaged groups; almost 40% of our population live in rural areas where access to basic services and cultural facilities is likely to be more limited; and significant sub-regional disparities remain in wealth creation and employment opportunities.
- Reducing the impacts of climate change and stabilising emissions of greenhouse gases to avoid dangerous levels of disruption to our climate.
- Achieving the step-change in housing provision as prescribed by the Sustainable Communities Plan and ensuring adequate supply of suitable housing.
- Preventing crime, for example through the design of the built environment, engaging young people and strengthening communities - pockets with high rates of crime or fear of crime exist throughout the region.
- Halting and reversing the decline in biodiversity – this decline has been faster than almost anywhere else in Britain.
- Continuing to make progress in recovering or recycling more of the municipal waste streams – at current rates of filling, landfill capacity within the region will be exhausted within 8 to 10 years.
- Continuing to ensure a healthy regional labour market and consistently low unemployment rates while addressing the ‘low pay low skills equilibrium’.

The IRS lists and describes in more detail the key sustainable development challenges for the Region.

#### **Cross Cutting Challenges**

- The Promotion of Inclusion and Equality
- Social Capital
- Demographic Change
- Climate Change

#### **Other Regional Challenges**

- Housing
- Health
- Culture
- Crime and Community Safety
- Environment
- Energy
- Waste
- Economy
- Lifelong Learning and Skills
- Spatial and Transport

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

1. Reduce inequalities in the region by combating discrimination and improving equality of access to economic opportunities, education, health and decent homes.

2. Conserve and enhance the natural environment by tackling the biodiversity deficit and enhancing the environmental infrastructure.
3. Create sustainable and healthy communities throughout the region by:
  - a. Empowering and engaging communities
  - b. Ensuring sustainable design and construction
  - c. Improving access to services and opportunities, including affordable housing and cultural activities
  - d. Reducing the fear of crime and anti-social behaviour
  - e. Developing social capital.
4. Improve economic performance and competitiveness by:
  - a. Encouraging enterprise and innovation
  - b. Improving the performance of existing businesses
  - c. Ensuring ongoing development of learning and skills
  - d. Ensuring the efficient use of the region's infrastructure, including ICT
  - e. Creating high quality employment opportunities
5. Use natural resources more efficiently and reduce the impacts on climate change by:
  - a. Reducing energy consumption including fossil fuel through travel
  - b. Increasing the amount of energy generated from renewable sources
  - c. Reducing the amount of waste generated

In August 2004 EMRA helped the Government with its public consultation on sustainable development. The East Midlands Regional Dialogue, coordinated by EMRA's Promoting Sustainable Development Group, identified 5 key challenges:

- Leadership - The Government to lead by example.
- Funding - The Government to simplify/ rationalise funding streams.
- Government priorities – The Government to set priorities that reinforce and push home the sustainability agenda.
- Education – The need for an extensive education and awareness campaign focusing on issues of sustainable development
- Communication – The need to communicate in an inclusive language using local examples to make sustainability issues real.

The consultation identified the main challenges for delivering sustainable development in the region. A key message from consultees was the need to effectively engage with and enlist the support of the public as well as the need to enthuse local authorities and other partnerships to help achieve behavioural change. This includes effective communication about the issues related to sustainable development together with the impacts of particular activities.

Challenges specific to the region were also highlighted by consultees, including the impact of the expansion of East Midlands Airport on quality of life; pressures for house building and the impact on the local environment; the debate of wind power versus the local environment; the impact of farming practices on biodiversity and the landscape; social and resource inequalities, and the lack of an east-west rail link in the south of the region.

EMDA produced a report in 2002 on the Skills Needs for environmental Industries in the East Midlands. It made seven key recommendations, one of which was to “reduce the skills shortage in the sector through promotion of career opportunities for young people in the environment sector, through support for industrial placements and through development of vocational qualifications.”

The Regional Economic Strategy identifies four strategic priorities for ensuring sustainability in the region. (The Regional Economic Strategy for 2006 -2020 – A Flourishing Region, EMDA)

Transport and logistics – improve accessibility, reduce congestion, minimise harmful environmental impacts.

Energy and Resources – promote renewable technologies and support businesses to exploit resulting new opportunities and save money through more efficient use of natural resources.

Environmental Protection – promote sustainable design practice and cleaner production processes, as well as actively improving damaged industrial environments.

Land and Development – improve the rate of land re-use and help provide transport, cultural and community infrastructure, sharing the benefits across the region.

### **National challenges for education for sustainable development**

Several government reports have identified some national challenges for education for sustainable development. The publication of policies on sustainable development for the formal education has helped to meet some of these challenges. However lack of institutional status, funding and coordination still remain as major challenges in the same way as those of many countries.

UNED-UK Education Task Group, **Written Evidence as Memorandum to the House of Commons Environmental Audit Committee**, July 2003.

[www.parliament.the-stationery-office.co.uk/pa/cm200203/cmselect/cmenvaud/472/472we56.htm](http://www.parliament.the-stationery-office.co.uk/pa/cm200203/cmselect/cmenvaud/472/472we56.htm)

Environmental Audit Select Committee, **Fifth Report Environmental Education: Follow-up to Learning the Sustainability Lesson**, April 2005.

[www.publications.parliament.uk/pa/cm200405/cmselect/cmenvaud/cmenvaud.htm](http://www.publications.parliament.uk/pa/cm200405/cmselect/cmenvaud/cmenvaud.htm)

In-House Policy Consultancy, **Review of Funding for Education for Sustainable Development**. Dec 2005.

[www.sustainable-development.gov.uk/delivery/key-contributions/documents/ESDFundingReview.pdf](http://www.sustainable-development.gov.uk/delivery/key-contributions/documents/ESDFundingReview.pdf)

The national challenges can be summarised:

- 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 Region challenges for education for sustainable development**

#### **Governance**

The background to ESD activity and groupings in the region shows that leadership has been inconsistent, under-resourced and based on the voluntary enthusiasm of a few ESD champions. Governance needs to be more consistent, better resourced, more formalised and more recognised. An East Midlands RCE would support this.

#### **Collaboration**

There is a growing, but relatively fragmented and uncoordinated, grouping of champions for ESD in the East Midlands able and willing to lead regional ESD activity. However their influence has only recently

been harnessed in a collaborative way for the benefit of the region. More ESD champions in different sectors need to be identified. However there is a progressive and supportive Regional Assembly with a well-established and active Promoting Sustainable Development Group.

### Research and Development

The initial scoping survey of regional ESD activity has been a useful start. However the survey needs to be extended to cover all education sectors, identify more good practice and be mapped against the regional sustainable development agenda.

### Transformative Education

ESD research and development and transformative education could be mapped against a number of key regional strategies. For example, the regional Employment, Skills and Productivity Partnership has identified six priorities, all of which could be enhanced with a more specific education for sustainable development angle.

Innovative ESD activity and cross-sectoral linking in different education sectors could be identified and more widely promoted.

## 7 Short-term Objectives - 2007

- **Governance** - Ensure good leadership and management by the RCE.
  - Gain Ministerial and government (especially DfES, Department for Environment, Food and Rural Affairs (DEFRA) and Department for International Development (DFID)) recognition of the East Midlands region as a regional centre of excellence for ESD, with appropriate launch and press coverage.
  - Obtain some government financial support.
- **Collaboration** - Engage actors from all levels of formal, non-formal and informal education in RCE activities.
  - Provide an enabling environment for ESD champions in the East midlands higher education institutions to network and work together.
  - Establish an RCE website.
  - Work with key Stakeholder Members to enable them to network within the EMESD Group and develop wider collaboration and promotion of their services and products eg:
    - Work with Groundwork East Midlands to promote EMAS in Schools (developed by Groundwork Leicester and Leicestershire) across the region.
    - Work with Skillshare to add a global dimension to ESD in the region eg. using the 2012 Olympics in England as a catalyst for global education, using Skillshare international sustainable development projects from Africa and Asia as case studies to promote through the EMESD Group, eg. working medical schools on global health education, enabling Skillshare International to network and plan joint funded projects with other RCEs in Africa and Asia.
    - Work with College of the Peak to enable collaboration with other members of the EMESD Group on training for sustainable rural construction.
    - Work with StudentForce, National Youth Agency and Global Education Derby to develop and promote the European Voluntary Service and youth information and youth worker training on sustainable lifestyles for young people.
- **Research and Development** - Include research in RCE activities, as well as the design of strategies for collaborative activities, including those with other RCEs.
  - Research regional ESD activity by auditing, mapping and spotting gaps. Consider current ESD provision, shortfalls and implications in order to plan initial activities and benefits.
  - Review regional ESD activity in the formal sector.

- Transformative Education - Transform the current education and training systems to satisfy the ambitions of the region regarding sustainable living and livelihoods.
  - Promote the Sustainable Schools framework and good regional practice through an event and website.
  - Organise a conference on Higher Education and sustainable Development in the East midlands, in order to identify and network key champions and collaborative activity in the 10 regional universities.

## 8 Long-term Objectives 2008 - 2014

- **Governance** - Ensure good leadership and management by the RCE.
  - Ensure that ESD is fully recognised and integrated within social, economic, environmental and educational regional agendas.
  - Lead by developing a regional ESD framework, plan and strategy, possibly within the Sustainable Development Framework for the Region – the Integrated Regional Strategy.
  - Develop education and training for educators, managers, leaders to ensure good leadership and governance about sustainable development.
- **Collaboration** - Engage actors from all levels of formal, non-formal and informal education in RCE activities.
  - Encourage regional collaboration and networking between members and educational, private, public and voluntary sectors.
  - Encourage regional collaboration about the development and funding of ESD projects. Enable members to submit joint contract tenders or funding bids (eg. EMDA, DEFRA, EU) if there is an ESD element where partnerships would add value.
  - Act as a one-stop shop for providing information, advice and referral about education and training for sustainable development to match demand for sustainable development knowledge, skills and resources with education/training providers and others; and to articulate national policies with regional priorities.
  - Inform, advise and refer regional educators and trainers about ESD.
  - Inform, advise and refer national and international policy-makers about regional ESD.
  - Act as a regional promoter of national ESD policies and strategies (eg. DfES, LSC, and HEFCE) as well as EU and UN ESD initiatives.
- **Research and Development** - Include research in RCE activities, as well as the design of strategies for collaborative activities, including those with other RCEs.
  - Research regional ESD needs of educators, trainers, employers and users. Promote this research to members, regional and national policy-makers. Work with Government Research Councils to achieve this eg. the ESRC/ASC recent call for research on skills for sustainable communities.
  - Develop new ESD activity where there are gaps at regional level, and added value for members.
  - Build regional capacity for ESD amongst educators and trainers by information, referral, advice, networking and training.
  - Advise and support the planners and developers of new campuses and curricula in schools, the learning and skills sector, youth sector and higher education.

- **Transformative Education** - Transform the current education and training systems to satisfy the ambitions of the region regarding sustainable living and livelihoods.
  - Inform members about regional agendas for change so they can be applied to their ESD activities.
  - Inform the developers of regional strategies about the potential role of ESD.
  - Promote transformative education practice within the region, and to other regions, and enable it to inform any national strategic framework for ESD, as well as attract funding for regional ESD activity.

## 9 Outcomes to achieve the vision and objectives

Over the next 10 years the RCE will either directly, or indirectly through members, add value to current ESD activity.

- **Governance** - Ensure good leadership and management by the RCE.
  - More access to funding and partners for existing or new projects.
  - Better service to members, their constituent bodies and users.
  - More value added to regional projects, and opportunities to promote and develop the education for sustainable development within existing regional strategies.
  - Stronger regional context to existing education and training for sustainable development.
  - More funding for UK RCEs after promoting the RCE criteria as a useful framework for regional ESD support and funding from the government sector especially DFES.
- **Collaboration** - Engage actors from all levels of formal, non-formal and informal education in RCE activities.
  - More promotion of member's existing activities, projects and networks in the name of ESD.
  - More regional information, advice and referral about ESD.
  - Higher profile for ESD in region.
  - More opportunities to capitalise on the Decade for ESD.
  - Better understanding and support for the recent government and agency strategies and policies for education for sustainable development.
  - Better educated workforce, by staff awareness-raising, training and continuing professional development.
  - Better motivated workforce, with retention and recruitment of the right staff, by a pride in and understanding of their employer's social and environmental responsibilities.
  - Better educated consumers by customer understanding, community engagement, and stakeholder dialogue.
  - Better staff recruitment by more employable young people retained in the region and attracted to it.
  - More businesses with staff trained to profit from being socially and environmentally responsible.

- More coordinated and efficient links with other regions in UK and Europe about education and training for sustainable development.
- More sustainable communities, with a focus on behaviour change, and education to build the capacity of communities.
- More social, environmental and economic capital in the region.
- **Research and Development** - Include research in RCE activities, as well as the design of strategies for collaborative activities, including those with other RCEs.
  - Better national and international markets for environmental technologies in the region and for the regional producers and consultants.
  - More innovation in new products and services by research and development of new technologies using university resources and knowledge transfer.
  - More business innovation and development of social enterprises, improved by links with university research and resources, as well as education and training.
  - More export potential for further and higher education, businesses and consultancies.
- **Transformative Education** - Transform the current education and training systems to satisfy the ambitions of the region regarding sustainable living and livelihoods.
  - More sustainable lifestyles, workstyles and careers.
  - More sustainable development in the management and development of the campus, curriculum, local community links, competencies and careers advice.
  - More sustainability literacy among citizens, pupils, students, professionals and key decision-makers.
  - Better environmental management of the buildings and estates in the HE, FE and schools sectors.
  - More educators and trainers able to focus on sustainable development, especially in the context of the region.
  - More educated and informed citizens who can participate and act responsibly as a local and global citizen.
  - More educated and informed employees who can promote sustainability in the workplace.

## 10 Outcome Measurement

An independent RCE Review Group will help the RCE Task Group confirm outcome measurements and review progress annually. Key national experts (including from government authorities (DfES, DEFRA and DFID), other regional Coordinators of ESD Groups from other regions, The Sustainable Development Commission, The UK UNESCO Committee) will be invited to join this group.

### Short-term measurements - 2007

- **Governance** - Ensure good leadership and management by the RCE.
  - Evidence of Ministerial and Government recognition and support.
  - Development plan produced for 2008 -2014, based on annual review.
- **Collaboration** - Engage actors from all levels of formal, non-formal and informal education in RCE activities.

- Regional partnership between higher education institutions to research and develop higher education for sustainable development in terms of campus, curriculum and community.
- Website promoting RCE plans, members and activities.
- **Research and Development** - Include research in RCE activities, as well as the design of strategies for collaborative activities, including those with other RCEs.
  - Review of regional ESD activity in the formal sector as a baseline for future reviewing, together with a gap, SWOT and value-added analysis, published on website.
  - Collaborative research and development identified with some other European RCEs.
- **Transformative Education** - Transform the current education and training systems to satisfy the ambitions of the region regarding sustainable living and livelihoods.
  - Evidence of successful Sustainable Schools regional event and showcase, funded partly by GOEM/ DfES
  - Evidence that ESD is specifically recognised in the development and review of key regional strategies and policies.

## 11 Governance and Management

- **Governance** – Ensure good leadership and management by the RCE.

A Secretariat will be provided by the University of Leicester, Institute of Lifelong Learning to communicate with members, organise and record meetings, promote activities.

### Governance and management structure of the RCE

Each Group has 3-5 members, linked administratively by the Secretariat.

- RCE Task Group. Its objective is to apply and report to, and liaise with the UNU about the EMESD Group's role and responsibilities as an RCE. It also liaises with the Coordinating Group and key RCE Stakeholder Members and other groups through regular meetings and the secretariat. It also communicated with other RCEs to develop partnerships and funding bids, set against this plan. The key organisational members sign up to a commitment to support the aim and objectives in this RCE application.
  - Secretariat
  - Other European RCEs
    - Independent Review Group
- Coordinating Group for EMESD Group. Its objective to coordinate and promote the activities of the EMESD Group to a wide membership of interested individuals and organisations. The wider membership is not required to sign up to a commitment to support the aim and objectives in this RCE application.
- Funding Task Group. Its objective is to find funding for its planned activities.
  - Government Funders
  - Other Funders
- Schools Group. Its objective is to plan the use of £50K funding over 2 years from the DfES for regional networking and support around the Sustainable Schools Framework, and to plan and organise a Sustainable Schools conference.
- Higher Education Group. Its objective is to plan the 29<sup>th</sup> Nov Higher Education Academy regional conference, develop a joint universities bid to HEFCE, and encourage networking with regional universities.
- Website Task Group. Its objective is to plan, negotiate and set up an EMESD Group website.
- Stakeholder Members
  - Especially Universities, Regional partnerships, government agencies

- Providers
- Learners/ Users

The RCE Working Group will get formal letters of support from:

- Key RCE Stakeholder Members.
- The Department for Education and Skills
- The UK National Commission for UNESCO Education Committee ESD Working Group

These will be submitted to the UNU.

### **Key RCE Stakeholder Members**

This currently includes 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

#### Government agencies

East Midlands Development Agency  
 East Midlands Regional Assembly  
 Government Office for East Midlands  
 Learning and Skills Council East Midlands

#### Educational Bodies

StudentForce for Sustainability  
 Institute of Environmental Management and Assessment  
 National Youth Agency  
 Peak District National Centre for Environmental Learning  
 Regeneration East Midlands

#### Businesses

East Midlands Advisory Group on the Environment  
 East Midlands Business and Environment Club

#### Further education colleges

Colleges – University of Leicester Network (including many regional colleges)  
 Brooksby Melton College  
 Tresham Institute

#### Local authorities

Derbyshire County Council  
 Leicester City Council

#### Schools

East Midlands Network for Global Perspectives in Schools

#### Voluntary organisations

Groundwork East Midlands

## RCE decision-making

- All RCE Stakeholder Members will have a formal letter of commitment confirming their roles, rights and responsibilities as members of the RCE.
- Decisions will be made by RCE Stakeholder Members at the quarterly meetings of the EMESD Group.
- The Secretariat will issue the agenda, papers and minutes and communicate with members, on behalf of the Task Groups, about key decisions.
- Membership and roles of the Task Groups will be decided at these meetings, and reviewed annually.
- The EMESD Group considered the management structure of the RCE, sought letters of cooperation, considered constitutional status and decision making procedures at its last meeting on October 18<sup>th</sup>.

## 12 Short and long-term resources for management

Currently resources are provided in-kind by the key institutions eg. The Secretariat is provided in-kind by the University of Leicester. This has been the case since the 1990s in the East Midlands Region.

As there is now a higher political and educational profile for ESD, the EMESD Group is actively lobbying the DfES and DEFRA, together with other UK regional ESD networks, for some core or project funding, especially related to the formal education sector in order to promote the three government ESD agendas related to universities, post-16 education and schools in terms of campus, curriculum and community.

The three key regional agencies - Government Office for the East Midlands, East Midlands Regional Assembly and the East Midlands Development Agency are all closely associated with and supportive of the EMESD Group. RCE status and clear development plan linked to regional agendas will provide clear evidence to these potential funders of the added value and status of a regional RCE.

Funding is currently being sought 1) by a partnership of universities for HEFCE Leadership and Management funding 2) by the EMESD Group from GOEM to encourage awareness of the draft Sustainable Schools framework 3) by a partnership of the EMESD Group and some European RCEs for EU Youth and other funding 4) for research and development related to EcoSchools linked to global citizenship with other European partners 5) from the Learning and Skills Council for the support of ESD champions in colleges and centres.

## 13 Collaboration

- **Collaboration** - Engage actors from all levels of formal, non-formal and informal education in RCE activities.

Stakeholder members will be represented by key organisations or networks that are committed to promoting, practicing or policy-making about education for sustainable development in the East Midlands. The main users of the RCE are the members so they can promote and provide education and training for sustainable development.

A preliminary audit of ESD activity in the East Midlands has recently been carried out and submitted to EMRA. This will provide a useful basis for spotting gaps in membership.

Membership will represent all sectors of education, training and staff development, as well as local authorities, voluntary and community organisations, and businesses should be represented.

Organisational membership of the RCE will be confirmed by a formal letter of commitment outlining the roles, rights and responsibilities of membership. It will be regardless of their gender, age or social status.

A twin track approach will involve both formal and informal education collaborators, as well as enterprise and workplace collaborators.

### **Formal and informal education collaborators**

Collaboration among regional and local stakeholders will involve:

- Formal schools, further and higher education, youth education, teacher training.
- Focusing on both ESD and global citizenship.
- All education sectors – formal, non-formal and informal education
- All levels of formal education – primary, secondary, further and higher education

### **Enterprise and workplace education collaborators**

Employee, Pre-employment training for enterprises, human resources, recruitment and training in businesses, corporate social responsibility, research and development links between businesses and higher education institutions, further education colleges and social enterprises.

- Specialist research units/ parks focusing on sustainable technologies, production techniques, North-South development issues, incubator initiatives, governance and planning, interdisciplinary initiatives.
- Large and small employers, regional representatives of the 24 Sector Skills Councils, Business Links, Employer Associations, professional and trade bodies, Chambers of Commerce.

## **14 Activities**

### **Planned short-term Activities**

#### Governance

- Collaborate with other regional ESD groups in the UK to share experiences, approaches, structures and continue lobbying for government sector funding especially from DfES/ DEFRA.

#### Collaboration

- Work with the Higher Education Academy to organise a conference to promote ESD collaboration within and between universities in the region and to promote links with the wider community, as a pilot for other UK regions. November 29<sup>th</sup> 2006.
- Explore collaboration with members of other European RCEs in student/ graduate placements (EU Leonardo funding), youth volunteering (EU Youth European Voluntary Service (EVS) funding) and student exchange visits (EU Youth). Submit joint bids for EU funding.

#### Research and Development

- Research and promote existing transformative education practice in East Midlands schools using the eight doorways identified in the DfES Sustainable Schools draft Framework. This is a statement of expectations across eight sustainability themes, with pointers on how to achieve them in three areas of school life:
  - Curriculum - teaching provision and learning
    - eg. European graduate volunteers as classroom Sustainability Assistants
  - Campus – values and ways of working
    - eg. European project on EcoSchools and global citizenship
  - Community – wider information and partnership
    - eg. Forest Schools in Derbyshire

The themes or doorways are:

- Food and drink eg. Food for Thought project (Botanical Gardens and Leicester Masaya Link Group)
- Energy and water eg. EcoStyle renewable energy models (National Energy Foundation)
- Travel and traffic eg. bicycle education (Sustrans Safe Routes to Schools)
- Purchasing and waste eg. cross-sectoral cooperation/advice in sustainable procurement and waste management
- Buildings and grounds eg. EMAS in Schools (Groundwork Leicester and Leicestershire)
- Inclusion and participation eg. Hear by Right in schools (National Youth Agency)
- Local well-being eg. Eco Centre at King Edward 7th School working with 28 local primary schools (case study on Teachernet)
- Global dimension eg. Using the 2012 Olympics in England as a catalyst for global education (Loughborough University, GOEM and DfES)

More case studies, with some from the East Midlands, are featured on:

<http://www.teachernet.gov.uk/casestudies>

- Research and develop transformative education material with members of other European RCEs for behaviour change towards sustainable lifestyles, workstyles and careers. Submit joint bid for EU Youth Action 5 funding.

### Transformative Education

- Review regional ESD activity in the formal sector (schools, post-16 and higher education levels) in terms of curriculum (teaching provision and learning), campus (values, ways of working, buildings and grounds), community (wider information and partnerships).
- Review key regional agendas (especially the six priorities of the regional Employment, Skills and Productivity Partnership and the ten priorities of the Regional Economic Strategy) and map to the regional ESD activity in order to highlight the added value of integrating ESD.
- Establish a website and means of dealing with enquiries on behalf of members.
- Inform members about funding and partnership opportunities and general progress.
- Promote ESD activity in the context of the key regional agendas through 1) website 2) annual Expo.
- Review, find partners and submit tenders for appropriate regional contracts, and/or funding bids for regional coordination. (eg. route mapping to the low carbon economy, economic literacy for sustainable communities).

### Planned longer-term Activities

#### Research and Development

- 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, further education (FE) colleges and non-governmental organisations (NGOs), employers and universities, local authorities and NGOs.
- Research and develop ESD to enable members, in partnership with others in the region or with other RCEs:
  - to promote skills for sustainable communities
  - to support corporate social responsibility in small and medium-sized enterprises
  - 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 support the development and use of curriculum material for global citizenship in schools and youth work (East Midlands Network for Global Perspectives in School, Global Education Derby)
- to link the development of sustainable buildings and grounds to their use in teaching and learning
- to fit with the skills and technological needs of key employment sectors in the region.
- to develop transformative processes of education systems in the region towards sustainable living and livelihood
- to develop and deliver corporate and community training.

#### Transformative Education

- Introduce an ESD element to sector-specific and cross-sectoral regional conferences and events.
- Promote the ESD potential of the latest developments in science and technology from the region.
- Encourage strategies for collaborative research and development of ESD.
- Raise the profile amongst members of key government agendas which are critical to ESD eg. the Egan Report on Skills in Sustainable Communities, the LSC policy on ESD and the HEFCE strategy on ESD.

## Appendix 1 Background to regional ESD activity and Groups

The East Midlands Education for Sustainable Development (EMESD) Group has a long and varied history. This RCE application builds on this history and the work, energy and enthusiasm of many of the key regional ESD champions.

- 1994 The Government Office for the East Midlands, stimulated by Derbyshire County Council's Local Agenda 21 activity, initiated a **Regional Environmental Education Forum** including representatives from schools, colleges and youth education sectors (Diane Whitehead and John Perry, GOEM, Maggie Bishop, Derbyshire City Council).
- 1990 -2000 Several environment and business networks were established with link to workplace education for sustainable development.
  - **Environmental Industries Forum** (Kay Gilby). [www.eiforum.org.uk](http://www.eiforum.org.uk)
  - **East Midlands Business Resource Efficiency Network** (Peter Strutton) [www.embren.net](http://www.embren.net)
  - **East Midlands Action Group on the Environment** (Hugh Fenton) [www.emnet.co.uk/emage](http://www.emnet.co.uk/emage)
  - **East Midlands Business Environment Club** (David Kent) [www.embec.com/html/welcome.html](http://www.embec.com/html/welcome.html)
- 2000 **The East Midlands Network for Global Perspectives in Schools** was established. This is a partnership of organisations actively involved in promoting global citizenship and sustainable development. It is funded by the Department for International Development (DFID), and its aim is to raise levels of development awareness in schools, and meet the UN Millennium Development Goals (Cathryn Gathercole, Skillshare) [http://www.skillshare.org/skillshare\\_uk.htm](http://www.skillshare.org/skillshare_uk.htm), [www.dea.org.uk/dea/e.html](http://www.dea.org.uk/dea/e.html).
- 2002 **The English Regions Network Sustainable Development Projects.** The East Midlands Regional Assembly commissioned four Sustainable Development projects, one of which reviewed and evaluated the breadth and quality of education for sustainable development materials within schools, providing an immediate link between pre-16 learning and post-16 FEPS activities.
- 2003 **The Further Education Partnership for Sustainability (FEPS)** was a collaboration of East Midlands Further Education Colleges which developed and promoted learning and skills for sustainable development. It was closely related to the Higher Education Partnership for Sustainability (HEPS) model developed by Forum for the Future ([www.forumforthefuture.org.uk](http://www.forumforthefuture.org.uk)). The FEPS pilot project was supported by the Learning and Skills Council's Standards Fund. (Clark Field, EMFEC) [www.lsda.org.uk/sustainable/toolkit/Projects/10.asp](http://www.lsda.org.uk/sustainable/toolkit/Projects/10.asp) [www.feps.org.uk](http://www.feps.org.uk)
- 2003 **The East and West Midlands Cross-Regional ESD Forum** was a collaboration between the FEPS pilot project and the West Midlands ESD Forum. A series of meetings were held in March/April 2003 to explore the benefits of cross-regional approaches to ESD.
- Jul 2003 The East Midlands Regional Assembly established the **Promoting Sustainable Development Group**. It undertakes projects to showcase success stories, combat climate change, promote sustainable construction and design, and encourage sustainable procurement. (Yvette Dearden, EMRA). [http://www.emra.gov.uk/sust%5Fdev/promoting\\_sd.asp](http://www.emra.gov.uk/sust%5Fdev/promoting_sd.asp)
- 2003 The **DfES Sustainable Development Action Plan** required the concomitant development of SD strategies in the post-16 sector (LSC's From Here to Sustainability: Strategy for Sustainable Development) and the higher education sector (HEFCE's Sustainable Development Strategy).
- 2004 De Montfort University carried out some action research in 5 secondary schools on education for sustainable development, sponsored by The Promoting Sustainable Development Group of the East Midlands Regional Assembly (Prof. Paul Fleming, De Montfort University). **Supporting Education for Sustainable Development in the East Midlands**, East Midlands Regional Assembly. [http://www.emra.gov.uk/sust\\_dev/research\\_projects.asp](http://www.emra.gov.uk/sust_dev/research_projects.asp)
- Dec 2004 **The East Midlands Education for Sustainable Development (EMESD) Group** was established with the purpose of influencing policy and practice at all stages of education in order

to create sustainable communities which recognise local, regional, national and global considerations, and to build the capacity of stakeholders and providers within the school-based, adult and community-learning sector to play a role in the sustainable communities agenda, both locally and globally. (Maggie Bishop, Derby City Council)

- Jul 2005 **Sustainable Development in Higher Education** was launched by HEFCE as their statement of policy for the higher education sector in England.
- Sep 2005 **From Here to Sustainability** was launched by the LSC as their policy for sustainable development in the post-16 sector.
- Dec 2005 **The East Midlands Regional Centre of Expertise Group**. Following the launch of the UN Decade for ESD in the UK (8<sup>th</sup> December), a new group of educational organisations was established in Leicester with representatives from the Toronto and Rhine-Meuse RCEs on 14th December to discuss taking forward plans for an RCE in the East Midlands (Adam Cade, StudentForce for Sustainability)
- 2006 An initial **Scoping Survey of Education for Sustainable Development in the East Midlands** was funded by the Government Office for the East Midlands. (Clark Field, sustainability4U).
- May 2006 It was agreed that the East Midlands Regional Centre of Expertise Group and the East Midlands Education for Sustainable Development (EMESD) Group be merged into a single body. The EMESD Group set up five Working Groups – Communications and Website, Sustainable Schools, Higher Education, Regional Centre of Expertise, Resources and Funding to report back at quarterly meetings of the whole group.
- Jun 2006 The EMESD Group had discussions with other regional networks in the UK and also with relevant UK government authorities about funding and status for groups focusing on regional ESD activity.
- Jul 2006 **The Sustainable Schools Framework** was published by the DfES for consultation.
- Sept 2006 **The Sustainable Schools Self Evaluation S3** was published by the DfES.

Key partners in the groups mentioned above included higher education institutions, further education colleges, community and youth education sectors, schools, educational bodies, local authorities, the three main regional government agencies and voluntary organisations. They have been, and are still, involved in all of this activity.

## Appendix 2 Sources of potential funding

### UK funding

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

#### Department for Education and Skills

They 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 Academy

They are funding £6K for a regional conference on Higher education and Sustainable Development in the East Midlands in partnership with the EMESD Group on Nov 29<sup>th</sup>, to which the RCE Rhine-Meuse Coordinator has been invited as a contributor.

#### 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 innovatory 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 Youth Exchange Programmes.** Whether it is a youth exchange with another European Member State, or a multinational youth meeting, the Youth Exchange Programme aims to help youth groups experience other cultures.
- b. **European Voluntary Service.** The European Voluntary Service allows young people to experience Europe, while making a difference by volunteering in one of the many placements across Europe.
- c. **Youth Initiatives.** Divided into Group Initiatives and Future Capital, the Youth Initiative programmes aim to help young people improve community living by realising projects created and run by youths.
- d. **Support Measures.** This sector of Connect Youth provides support and assistance for youth workers to develop projects that further explore the ideals of the YOUTH Programme

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 are still under negotiations. 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.

## Appendix 3 Opportunities for the RCE to relate to national and regional strategies

### DfES, Sustainable Schools Framework

Sustainable Schools Framework consultation, July 2006.

[www.suschool.org.uk](http://www.suschool.org.uk)

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

- Focus on Campus, Curriculum and Community and 8 themes or doorways.
  - Eco-school [www.eco-schools.org.uk](http://www.eco-schools.org.uk)
  - Extended schools [www.teachernet.gov.uk/wholeschool/extendedschools](http://www.teachernet.gov.uk/wholeschool/extendedschools)
  - Growing schools [www.teachernet.gov.uk/growingschools](http://www.teachernet.gov.uk/growingschools)
  - Healthy Schools [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

### LSC Strategy for sustainable development

Learning and Skills Council, **From Here to Sustainability: The Learning and Skills Council's Strategy for Sustainable Development**, November 2005.

[www.lsc.gov.uk/National/Documents/SubjectListing/CorporateandStrategic/Strategic/Strategiesandpolicies/strategy-for-sustainable-development-05.htm](http://www.lsc.gov.uk/National/Documents/SubjectListing/CorporateandStrategic/Strategic/Strategiesandpolicies/strategy-for-sustainable-development-05.htm)

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

- Education for Sustainable Development. Promote and encourage acceptance and delivery within learning programmes of the Sustainable Development Education Panel's key concepts of ESD.

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

- Curriculum Links and Partnerships. Develop links between providers and industry and between pre-and post-16 education and training providers (including higher education). Also consider European and international partnerships.
- Community - Local and Regional networks. Maintain and develop appropriate local and regional partnerships between providers, local authorities, Regional Development Agencies (RDAs), higher education, and other key stakeholders.

**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.

- Launch pilot projects to develop good practice and contribute towards sustainable development in the sector.

- Positioning the sector, Baseline Audit. Do a baseline audit of SD activity within the sector. Collect appropriate examples of good practice in order to help those providers not already engaged in the SD agenda.

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

- Community Local Economic strategies. Be aware of, support and connect to the local economic strategies drawn up and developed by local authorities and RDAs.

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

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

- 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** - 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.

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

- 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.

- 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.

## **Appendix 4 Provisional Stakeholder Members**

Organisations with confirmed interest are *italicised*.

### **Businesses**

*East Midlands Advisory Group on the Environment*

*East Midlands Business and Environment Club*

Confederation of British Industry – 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**

### **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

### **Voluntary organisations**

*Engage*

*Groundwork East Midlands*

*Groundwork Leicester and Leicestershire*

*Groundwork North Northamptonshire*

*Skillshare*

## **Appendix 5 Further 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)

## **Appendix 6 Abbreviations**

CSR	Corporate Social Responsibility
DEFRA	Department for Environment, Food and Rural Affairs
DfES	Department for Education and Skills
DFID	Department for International Development
EIF	Environmental Industries Forum
EMAS	Environmental Management Accreditation Scheme

EMBREN	East Midlands Business Resource Efficiency Network
EMESD	East Midlands Education for Sustainable Development
EMFEC	East Midlands Further Education Council
EMRA	East Midlands Regional Assembly
ESD	Education for Sustainable Development
EU	European Union
EVS	European Voluntary Service
FE	Further Education
FEPS	Further Education Partnership for Sustainability
GCSE	General Certificate of Secondary Education
GDP	Gross Domestic Product
GOEM	Government Office for the East Midlands
HEFCE	Higher Education Funding Council for England
IRS	Integrated Regional Strategy
LSC	Learning and Skills Council
NGO	Non Governmental Organisation
RCE	Regional Centre of Expertise for Education for Sustainable Development
RDA	Regional Development Agency
REEF	Regional Environmental Education Forum
UNU	United Nations University