

RCE East Midlands E-Newsletter 4 – June 2007



Sustaining the region by learning

A regional partnership of organisations championing education for sustainable development and global citizenship.



ACKNOWLEDGED BY



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Welcome to our fourth E-Newsletter. This will also be available on the new RCE East Midlands website – www.rceem.org.uk which is now accessible.

If you wish to unsubscribe from this mailing or formally join the RCE please contact the Coordinator.

For the next issue please send brief news, events, case studies or profiles of organizations and projects in the east midlands that promote and practice education for sustainable development.

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RCE East Midlands Working Groups

School Education Working Group

Last meeting: Thursday 19th April

Next meeting: Monday 25th June 10.00-12.30 at County Hall, Glenfield, Leicester LE3 8RA

Co-Chairs:

Rohini Corfield, Coordinator, East Midlands Network on Global Perspectives in Schools
Rohini.Corfield@skillshare.org 0116 257 6606

Helen Trilling, International Links Co-ordinator, Leicestershire County Council
htrilling@leics.gov.uk 0116 265 8209

Further Education Working Group

Last meeting: Wednesday 28th March

Next meeting: Wednesday 27th June, Room G004, 6 University Road (Centre for Quality Excellence), University of Leicester LE1 7RB 10.00-12.00

Co-Chairs:

Elain Crewe, Manager, Institute of Lifelong Learning, University of Leicester
ec73@leicester.ac.uk 0116 252 5920

Rick Heslop, Professional Development Services Manager, East Midlands Further Education Council
rickh@emfec.co.uk 0115 854 1626

Youth Education Working Group

Last Meeting: Tuesday May 15th

Next Meeting: to be confirmed

Co-Chairs:

Merlynn Francique, Development Officer - Sustainable Development, National Youth Agency

merlynnef@nya.org.uk 0116 242 7408

Margaret Fleming, Consultant

margaret.fleming@ntlworld.com 0116 273 9185

Higher Education Working Group

Last Meetings: Friday 30th March, Thursday May 17th

Next Meeting: Possibly July – to be confirmed

Co-Chairs:

Dr Ed Brown, Dept of Geography, Loughborough University

E.D.Brown@lboro.ac.uk 01509 222738

Professor Paul Phillips, SITA Centre for Sustainable Wastes Management, University of Northampton

paul.phillips@northampton.ac.uk 01604 892385

Adult and Continuing Education Working Group

Last Meeting: Wednesday 23rd May

Led:

David Ewens, East Midlands Regional Development Officer, National Institute of Adult and Continuing Education

David.Ewens@niace.org.uk 18002 0116 285 9707

Lesley Harry, Head of Service, Derbyshire Adult and Continuing Education Service, Derbyshire County Council

Lesley.Harry@Derbyshire.gov.uk 01629 580000 x6533

Voluntary Sector Working Group

Last meeting: Thursday 14th June

Co-chairs:

Dr. Raul Pardiñaz-Solís, Development Awareness Officer, Skillshare International

Raul.Pardinaz-Solis@skillshare.org 0116 257 6629

Jasvinder Dudial, Capacity Development Manager, Engage East Midlands

JDudial@engage-em.org.uk 0115 934 8493

Business Sector Working Group

Last meeting: Thursday 24th May

Co-chair:

Hugh Fenton, Chair of East Midlands Action Group on the Environment

Hughfenton@aol.com

RCE East Midlands Inaugural Conference –Thursday September 20th

Learning in the Region for Sustainability: Supporting regional activity in education for sustainable development,

in association with EMDA, DfES and the UNESCO-UK Committee.

We have just had confirmation of £5K funding from both EMDA and DfES, enabling the conference to be free to the first 160 delegates. Registration details will be advertised soon.

East Midlands EXPO 2007 – Make Climate Change your Business

We have confirmed a display stand for the RCE East Midlands at the annual sustainable development showcase in the East Midlands at Rockingham Speedway, Corby, Northamptonshire on Tuesday 16th October. Please contact Adam Cade if you would like to help staff the display stand or provide printed material about the activities of the Working Groups that could be displayed. A flyer and more information is available on the EMRA website. We will be developing the simple display stand and leaflet to explain our aims and activities for the September 20th conference which will then be used for the EXPO07 event.

See: www.emra.gov.uk/news/events/east-midlands-expo

Opportunities for regional engagement by RCE East Midlands

Revision of the Integrated Regional Strategy

We have now responded to the consultation on the revision of the East Midlands Integrated Regional Strategy. This can be seen on the RCE website.

East Midlands Centre for Constructing the Built Environment (EMCBE)

We will now ask the EMCBE how they can work with the RCE East Midlands to support the new build of schools, FE colleges and universities in the region. The EMCBE, based at Loughborough University's Innovation Centre, provides the strategic leadership for the interests of the Region's construction industry. Training and development projects at EMCBE, involving energy efficiency and waste management, are already partnered by several of the region's universities.

See: <http://www.emcbe.com/projects>

Communicating about ESD in the East Midlands

We are now considering whether and how to set up an interactive electronic platform, alongside the current website, enabling the working groups, member organisations and others to communicate more interactively. It could enable us to share ownership of a web platform for working group agendas and minutes, conference administration, surveys, information, newsletters, events submitted directly by working groups, member organisations for password-protected or wider use, and general engagement with regional organisations and educational bodies.

Moodle is one option suggested by Lesley Harry from Derbyshire County Council and David Ewens from NIACE and others. Derbyshire Adult Education Service has a Moodle

Moodle is an online interactive learning and teaching platform that we could use to interact more creatively with our users. It is one of many e-learning online platforms as part of the "next web generation". The cost would just be in staff time and training, as it is based on free opensource software. However there is considerable free online training and manuals.

It is a course management system designed to help educators create online courses. It is used by 56% of FE colleges, some schools and some universities (including the OU) in the UK. There are other competing interactive electronic learning platforms such as Blackboard used by Leicester University. The main advantages of Moodle over other systems is a strong grounding in social constructionist pedagogy. However it can also be used as a network management and communication system. NIACE and the Learning and Skills Network uses Moodle for this purpose. In other words it could be used by the RCE East Midlands.

Moodle is Open Source software, which means it is free to download it, use it, modify it and even distribute it. However there is the cost of training an administrator and others who manage the communication through the site. Moodle is modular in construction and can readily be extended by creating plugins for specific new uses. Moodle has many features expected from an e-learning platform including:

Forums for joining drafting, editing or commenting on text such as consultation responses.

Resources for adding teaching and learning resources.

Blogs for diary of events, news items as a weblog or journal that is frequently updated, where entries are written in chronological order and displayed in reverse order.

Wikis for users to add and edit content collectively.

Database activities for contact details, case studies etc.

Chat for discussion within or between working groups and member organisations.

Glossaries for defining terms and providing website references.

Peer assessment could be used for assessing and commenting on submitted case studies.

Multi-language support (over 60 languages are supported for the interface). This would enable the site to be used by other RCE and international partners, if needed.

Enrolment methods could be used for confirming mailing lists, membership and applicants for conferences and other events.

Survey could be useful for a wide range of consultation, Peer assessment being used for assessment of case studies, and consultation responses, Enrolment method being used for membership etc.

See: www.daces.org.uk for the Derbyshire Adult and Continuing Education Service Moodle.

<http://moodle.niace.org.uk/moodle> for the NIACE Moodle

Partners for Environmental Cooperation in Europe

We have now applied to join PECE for funding, projects and partners in Eastern Europe, Caucasus and Central Asia. Project partners fund projects and Defra provides some matched-funding from its Environment for Europe Fund.

See: www.pece.co.uk

ESRC/NCVO Seminar on From Local to Global

Date: Thursday, 28 June 2007 Time: 12pm - 2pm. Venue: NCVO, Regent's Wharf, 8 All Saints Street, London N1 9RL. Participation may happen at the local level, but global concerns such as the environment, fair trade and debt relief have increasingly mobilised the general public. The seminar will explore how the link between local and global is taking form in campaigning and social movements and examine how participation of individuals across national boundaries is strengthening the idea of global citizenship. Speakers are John Gaventa (Institute of Development Studies), Chris Rootes (University of Kent) and Chris Stalker (Campaigning Effectiveness, NCVO). The seminar is free to attend, but places are limited.

Contact: amanda.williams@esrc.ac.uk 01793 413126

Climate Change

The East Midlands drew particular praise from Ministers recently for being the first English region in which all local councils have signed a voluntary pledge to tackle climate change – a year ahead of schedule. The Climate Change and Environment Minister Ian Pearson congratulated the East Midlands on its groundbreaking achievement on the **Nottingham Declaration**, and welcomed moves to extend the effort to other organisations, such as Primary Care Trusts and universities.

“Being the first region in England to have every one of its local authorities signed up to the Nottingham Declaration is something about which the East Midlands can be justifiably proud,” he said. I’m delighted to hear that they are now rolling out the declaration to other areas in the public and private sectors, and I wish them every success in their efforts on this.”

DEFRA have published details of 34 pioneering activities from all nine English regions that, with Defra support, worked together to fight climate change and secure a more sustainable future in their region.

These also include actions taken by Government Offices in the regions to put sustainable development at the heart of their organisations. He also released new guidance for Regional Assemblies to further support their role in fostering and promoting sustainable development.

The case studies demonstrate a wide range of partnership projects, including 'carbon coaches' and a carbon budget website, sustainable construction checklists, a sustainability shaper toolkit, green guides, training schemes and a green Expo event.

These activities, involving regional sustainable development roundtables, Regional Assemblies, Regional Development Agencies and many others and supported by more than £1 million in Defra funding over two years, and help each region to meet its own green pledges to reduce CO₂ emissions and live within environmental limits .

The Nottingham Declaration is a voluntary pledge to address the issues of climate change. It represents a high-level, broad statement of commitment that a council can make to its community. The Declaration was originally launched in October 2000 at a conference in Nottingham with 200 leaders, chief executives and senior managers of UK local government.

Each region has made its own pledge or 'challenge' to reduce its eco-footprint and carbon emissions. These pledges act as a rallying cry for their region and help generate commitment across public, private and voluntary sectors.

See: www.sustainable-development.gov.uk/advice/regional.htm

DfES is Calling all Carbon Detectives

The DfES Carbon Detectives' Kit was put online on 8th June. The online tool has been designed to guide a school team through the process of measuring their school's footprint and develop an action plan for reducing the school's carbon emissions. Over time, you will be able to monitor your progress and benchmark against similar schools. This is a tool for Key Stage 2 and 3 pupils, but will require help from an adult facilitator to register and sign-up. The carbon detectives' kit is an online carbon footprint calculator for schools in England. The project was funded by the Department for Education and Skills and was developed by the Field Studies Council (FSC) Environmental Education Unit.

See: www.carbondetectives.org.uk/content/home/index.html

DEFRA's Carbon Control Project

The Carbon Control project, organised by the RSA in partnership with Tesco and the Department of Environment Food and Rural Affairs, has been designed for key stages 2 and 3 work, pupils aged 7 – 14. The carbon calculator has been designed as the junior version of an adult carbon calculator due to be launched by Defra at the end of June. They are the first carbon calculators with government approved data sets. The carbonator was put together with assistance from D:GEN and the Energy Saving Trust (who built the adult Defra calculator) and the food data was supplied by The Ice Organisation.

As part of this initiative DEFRA select a regional young representative to act as Climate Change Champions amongst their peers. These 9 Climate Change Champions have helped to design this project and the carbon calculator.

See: www.carboncontrol.org.uk for detailed activities on carbon control, including comprehensive guidance for students.

See: www.theRSA.org/carbon for CarbonLimited - The RSA's project looking at personal responsibility for carbon emissions.

Science teaching resource on climate change

UPD8 has developed a science teaching activity in collaboration with the RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce), DEFRA (Department for Environment, Food and Rural Affairs) and Tesco. The RSA-led project aims to get 7-14 year-olds working together to reduce their CO₂ emissions at home, through transport and through the food they eat. This activity

gets students using a straightforward online 'carbonator' to calculate their carbon footprints. They then compare their footprints to those of others and discuss ways of making them smaller. There's even the chance to enter a competition!

See: www.upd8.org.uk/activity/216/Carbon-Control.html

Videos and websites on climate change

How could your organisation or project respond to climate change?

How could your teaching or project educate about climate change?

These resources may help:

Youtube has a short 6 minute video aimed at youth, that was awarded youtube video of the week.

See: www.youtube.com/watch?v=iJTDSEPSfhk

The Global Cool site funded by DEFRA is very comprehensive and interactive

See: www.global-cool.com

The Climate Change in Wellingborough toolkit has extensive powrrpoint and pdf notes

Contact: wellingboroughpartnership@yahoo.co.uk

Contact: Paul Gosling pgosling@wellingborough.gov.uk 01933 231915

Other websites:

UK Climate Impacts Programme www.ukcip.org.uk

Department of Environment, Food and Rural Affairs www.defra.gov.uk/environment/climatechange

New Scientist www.newscientist.com/channel/earth/climate-change

Tyndall Centre for Climate Change Research www.tyndall.ac.uk

Climate Change Information Service www.climatewire.org

Energy Saving Trust www.est.org.uk

The Royal Commission on Environmental Pollution www.rcep.org.uk

BBC www.bbc.co.uk/climate

Other educational websites:

New KS2 resource from Practical Action www.climatechoices.org.uk

Other RCEs are including climate change videos and podcasts on their websites.

See: www.rce-barcelona.net

Futerra have a series of films, videos and visual art that can be viewed from their website including a climate change vox pops.

See: www.futerracom.org/auto.php?inc=case&site_cat=5&site_sub=13&case=0

For a broader world view of the challenges for sustainable development:

BBC www.bbc.co.uk/radio4/reith2007

UNESCO's research on sustainability competencies

Clearly, sustainability has far-reaching educational and learning implications. The concepts of ecological and sustainability literacy may be seen as a response to the considerable challenge of creating a safe, economically viable and ecologically secure future for all.

One simple way of clarifying sustainability competencies has been suggested by the National Centre for Workforce Development (NCWD) which is the Canadian Centre for UNESCO's International Project on Technical and Vocational Education - UNEVOC. Chris Chinien, Ph.D. Director at UNEVOC-Canada has developed a sustainable development skills profile for the workforce. The research was funded in 2003 by the Government of Canada – Human Resources Development Canada.

He suggested that a sustainability literate person would be expected to:

- 1 understand the need for change to a sustainable way of doing things, individually and collectively - Recognising the need to become more sustainable in their behaviour. A person with this attitude who recognises the need for sustainable approaches will be able to articulate the need to support this behaviour, draw examples from their own lives and will be able to transfer this knowledge to various situations and environments.
- 2 have sufficient knowledge and skills to decide and act in a way that favours sustainable development - Having sufficient skills and knowledge to be able to decide and act in a sustainable way. A person with these competencies will be equipped with a number of tools and strategies that enable them to make informed decisions that are likely to contribute to a more sustainable society.
- 3 be able to recognise and reward other people's decisions and actions that favour sustainable development - Encouraging and rewarding sustainable behaviour in others. A person with these competencies will recognise sustainable behaviour and reward and reinforce this approach in others.

Whilst rather unspecific, this notion of sustainability literacy was nevertheless subsequently picked up in 'Securing our Future' where the government stated 'we need to make sustainability literacy a core competency for professional graduates'. Indeed, it is increasingly being recognised as a course requirement by professional bodies. Much research and curriculum development is currently underway related to sustainable competencies. In their 2004 report 'Learning and Skills for Sustainable Development' Forum for the Future, an NGO which has been closely involved in work with HEIs on sustainable development through its HEPS programme (Higher Education Partnership for Sustainability (www.heps.org.uk)), used the NCWD work.

The UNEVOC research proposes six competencies.

- 1 Ethics and Values: Attitudes needed to behave and act ethically
 - a. Respect human dignity
 - b. Demonstrate integrity and trustworthiness
 - c. Accommodate different values/interests
 - d. Use ethical principles in making decision
 - e. Consider multiple perspectives
 - f. Deal with others fairly/with transparency
 - g. Appreciate the dignity of work and fair pay
- 2 Integrated Decision-Making: Knowledge and skills needed to process information effectively and efficiently
 - a. Develop/maintain cognitive literacy skills
 - b. Develop and maintain integrative skills
 - c. Develop and maintain essential skills
 - d. Develop and maintain ICT literacy skills
 - e. Reflect critically about issues
 - f. Learn to learn
 - g. Recognize the importance of involving stakeholders in decision-making
 - h. Evaluate impacts/consequences of actions
 - i. Use a system approach for thinking
 - j. Realize that today's decisions must be balanced with tomorrow's effects
 - k. Think imaginatively and creatively

- I. Practice cross-functional and multi-criterial thinking
- 3 Responsible Use of Resources: Knowledge and skills needed to use resources responsibly
 - a. Acknowledge the limits of an area's carrying capacity
 - b. Understand shared responsibility for using resources
 - c. Recognize the need to use renewable resources
 - d. Demonstrate basic economic literacy
 - e. Minimize waste & view waste as a potential resource
 - f. Act as caretaker to environmental, social and economic systems
- 4 Valuing Diversity: Knowledge and skills needed to contribute to and support diversity
 - a. Understand the importance of biodiversity
 - b. Understand and respect the need to maintain cultural and linguistic diversity
 - c. Recognize the traditional knowledge
 - d. Understand that the social fabric is strengthened when the workforce reflects the diversity of a population
 - e. Encourage and facilitate diversity in the workforce
- 5 Healthy Lifestyle: Knowledge and skills needed to maintain workplace health and safety
 - a. Understand that a healthy ecosystem benefits human health now and in the future
 - b. Recognize the effects of environmental degradation to health and safety
 - c. Select environmentally-friendly materials, products and processes
 - d. Handle hazardous materials safely
 - e. Practice a healthy lifestyle
 - f. Recognize the consequences of alcohol and substance abuse
 - g. Recognize the economic impact of accidents and unhealthy lifestyles
 - h. Practice accident prevention
 - i. Think and act safely
- 6 Continual Improvement: Knowledge and skills needed to improve quality of life
 - a. Understand that status quo is not an option
 - b. Understand the principles of continual improvement
 - c. Understand the need for using more efficient means for distributing environmental resources and economic growth
 - d. Adapt to changing requirements
 - e. Upgrade skills to cope with changes

Is there still a gap between these sort of competencies and actual provision in the school, youth, adult and continuing, FE and HE sectors?

See: www.adbi.org/files/2005.09.07.cpp.core.competencies.presentation.pdf

Also see: www.cpi.cam.ac.uk/bep/downloads/FHR_briefing.pdf

And www.ncsustainability.com.au/files/Sustainability%20competency%20report.pdf

Free workshop on Skills for sustainable communities in East of England

Skills for Sustainable Communities is a European Social Fund (ESF) project that is managed by Inspire East. We have appointed a consortium made up of The Chamber and Scott Wilson to deliver training in generic skills to key staff in the private, voluntary and community sectors. Generic skills like leadership, project management and conflict resolution are essential in delivering sustainable

communities. Phase one of the project has been completed with a report into the provision of generic skills training in the East of England. Phase two of the project is now complete with the development of a pilot training programme by Scott Wilson. The training is for individuals from the private, voluntary and community sectors. It will develop skills that can be used to create new sustainable communities and to make existing communities more sustainable. The workshops are made up of individuals from different backgrounds and with different skills.

The training emphasises consensus-building and decision-making and participants work on fictional case studies. They focus on working as a team to develop solutions and participants are encouraged to use their own experiences in seeking solutions. The goal is to develop new skills and to develop local networks of professionals who understand the role of generic skills in delivering sustainable communities.

Pilots have been successfully delivered in several areas across the region. There will be more training available as part of the final phase of this project.

We are also looking to train people to deliver this training in their area. If you have experience of training and delivering physical or community development please contact us to discuss why you would be suitable and how you would use the training in your area. Contact us

See: www.inspire-east.org.uk/skillsforsustainablecommunities.aspx?Area=CONTENT

An exploratory dialogue on skills and sustainable development

The Sustainable Development Commission is inviting a range of stakeholders to come together to discuss the key questions central to skills development and sustainability. It is their hope that the perspectives of a range of sectors will feed into this debate. James Luger, EMDA, and Adam Cade, StudentForce, have been invited to a meeting at DEFRA on 20th July, 9.15 to contribute to the debate. In order to advise Government effectively on skills strategy, the SDC would like to review with stakeholders 1) what is meant by sustainable development skills 2) where the demand (and/or need) for such skills is most apparent 3) what policies, structures and investment are needed to develop the skills. **Please send James Luger or Adam Cade any thoughts.**

Sustainability Training

There is a range of training resources and short-term accredited courses that focus on sustainable development. Many Groundwork Trusts offer NCFE level 1 and 2 accredited courses in sustainable development. The NCFE course at Level 2 has just been revised to link with DEFRA and DfES strategies.

NCFE Level 2 Certificate in Sustainable Development Issue 2, April 2007 (QCA Qualification Accreditation Number 500/1040/2)

See: <http://website.ncfe.org.uk/download/qualspec/500-1040-2-qualspec.pdf>

NCFE Level 1 Certificate in Sustainable Development May 2006 Level 1 Certificate

See: <http://website.ncfe.org.uk/download/qualspec/100-1793-8-qualspec.pdf>

See: www.network-publishing.co.uk/pdfs/dynamic/course_leaflets/283.pdf

EPAW offer a range of sustainable development training resources and courses.

See: www.epaw.co.uk/sdsample1.html

IEMA and Penny Walker Consultancy publish a number of training manuals and details of courses:

See: www.penny-walker.co.uk/publications_and_downloads.html

COSLA (the Convention of Scottish Local Authorities) publish a Sustainability Training Manual that can be adapted for UK local authorities

See: www.cosla.gov.uk/attachments/Sustainability.pdf

The National Centre for Sustainability in Australia has produced some useful pdf and powerpoint files that can be adapted for local use.

See: www.ncsustainability.com.au/PDKit/trainthetrainer.htm

Learn direct have an online course called Sustainable Development For All. It's aimed particularly at a range of audiences, including: people aged between 16 and 30, who want to broaden their knowledge and understanding, Local Authorities responsible for Local Agenda 21, Anyone involved with environmental management or environmental practice at work, Businesses wanting to improve their chances of survival.

See: <http://catalogue.learndirect.co.uk/courses/100199EN001/?view=Standard>

Professional Practice for Sustainable Development, or PP4SD as it is usually called, provides support for training for professionals, which would enable them to be more confident and competent in integrating sustainable development principles into their working practice.

See: www.pp4sd.org.uk/downloads/downloads.htm

Please send details of any other sustainable development education or training resources or courses of use in the East Midlands.

School Education

Design a Sustainable City

An international schools competition to design a sustainable city is being held in conjunction with the 2008 International Solar Cities Congress - Energising Sustainable Communities - options for our future. This is open to any school in the world. **Why not let your pupils have a go?**

See: www.solarcitiescongress.com.au/schools.htm

Schools and colleges eligible for Solar4Schools

Solar4Schools is a new initiative to supply and install part-funded solar panels for schools and FE colleges in the UK. This is part of the DTI's Low Carbon Buildings programme. They will cover 50% of the cost of installing 4kWp systems at each participating school or college. SolarCentury will provide the solar panel system, carbon and electric meters and national curriculum teaching packs.

See: www.solar4schools.co.uk

Sustainability, Your City, Your Future

Date: 26 June 2007 Region: London. Time: 10:00 - 14:00

Venue: University of East London, Docklands Campus, London, E16 2RD (nearest DLR Cyprus Station).

The Industrial Trust and the University of East London (UEL) are hosting a major information and careers event for Year 9-11 pupils across all London boroughs called Sustainability – what does it really mean, and what can we really do to help save the planet? Pupils will be able to meet a wide range of major companies; view interactive working models; learn about recycling, renewable energy and innovative construction techniques; hear experts, meet students and tour workshops at UEL's state-of-the-art Docklands campus. Themed zones will explore Construction/Transport, Environment/Energy and Travel/Materials. The event will be relevant to a variety of curriculum fields, including science, citizenship, design & technology and construction.

Contact: Rani King or Phil Hack rani.king@dfes.gsi.gov.uk or phil.hack@edfenergy.com

See: www.teachernet.gov.uk/sustainableschools

Written answer from DfES for DEFRA on Sustainable Schools

DEFRA has recently used Hansard to ask DfES about Sustainable Schools. On 11th June David Kidney (PPS (Rt Hon David Miliband, Secretary of State), Department for Environment, Food and Rural Affairs, Stafford, Labour) formally asked Jim Knight, the Schools Minister (1) if he will make it his policy to ensure that training courses for new teachers and headteachers include learning about sustainable development; (2) if he will make changes to schools' curricula to include more content about sustainable development.

The Minister replied “ Building on school workforce remodelling and the reform of teachers' pay, we are working with social partners to deliver a new teacher professionalism in which all teachers, are engaged in ongoing professional development that takes account of individual development needs, career aspirations and school's improvement priorities, along with national, regional and local priorities. Sustainable development can easily be incorporated into courses as part of a qualified teacher's professional development.

The National College for School Leadership already covers learning on sustainable development on the National Professional Qualification for Headship (NPQH) as part of 'Developing a Strategic Educational Vision for the School'. The NPQH will be a mandatory qualification for new head teachers from April 2009.

Sustainable development is already a statutory part of the National Curriculum in citizenship, design and technology, geography and science. The current review of the secondary curriculum will mean that there is a sharper focus on sustainable development in these subjects. QCA will be developing supporting material to demonstrate how sustainable development can be taught across the curriculum.”

Now that DfES is being split into two new government departments – Department for Schools and Children (under Ed Balls) and the Department for Innovation, Universities and Skills (under John Denham) – we wait to see how this will affect an integrated, holistic government approach to education for sustainable development.

UNESCO's Teaching and Learning for a Sustainable Future

Teaching and Learning for a Sustainable Future is a huge multimedia online resource which has been developed by UNESCO as a demonstration project with 25 modules aimed at in-service and pre-service training for teachers and educators in schools and colleges.

See: www.unesco.org/education/tlsf/TLSF/intro/mod_a.htm

It has three main aims 1) to demonstrate a way of meeting the professional development needs of educating for a sustainable future. 2) to demonstrate the potential of international collaboration in providing resources for teacher professional development. 3) to demonstrate the potential uses and benefits of multimedia technologies in pre- and in-service teacher education.

Theme A - Curriculum Rationale

- Module 1 Exploring global realities
- Module 2 Understanding sustainable development
- Module 3 A futures perspective in the curriculum
- Module 4 Reorienting education for a sustainable future
- Module 5 Accepting the challenge

Theme B - Across the Curriculum

- Module 6 Sustainable futures across the curriculum
- Module 7 Citizenship education
- Module 8 Health education
- Module 9 Consumer education

Theme C - Curriculum Themes

- Module 10 Culture & religion for a sustainable future
- Module 11 Indigenous knowledge and sustainability
- Module 12 Women and sustainable development
- Module 13 Population and development
- Module 14 Understanding world hunger
- Module 15 Sustainable agriculture
- Module 16 Sustainable tourism
- Module 17 Sustainable communities

Theme D - Teaching and Learning Strategies

- Module 18 Experiential learning
- Module 19 Storytelling
- Module 20 Values education
- Module 21 Enquiry learning
- Module 22 Appropriate assessment
- Module 23 Future Problem Solving
- Module 24 Learning outside the classroom

Further Education

New approach to environmental assessment for colleges

The Learning and Skills Council and Building Research Establishment (BRE) have recently agreed proposals for BRE to develop a dedicated Environmental Assessment Methodology (BREEAM) for FE colleges which should be operational by the early autumn. The assessments will be reduced from an average of £25,000 to £3,000 per project.

AOC's Green College campaign

EMFEC coordinate AOC activity in the East Midlands region. AOC's Green Colleges Campaign Group including Principals, chairs and senior managers will have their first meeting on 17th July. AOC has recently conducted a survey of all colleges about sustainability of their estates. The results will be available soon. Between September and December will host a series of events around the regions informing colleges of the steps they can take to be more sustainable. AOC is also producing a best practice brochure aimed at colleges, media and MPs with examples of buildings, curricula and green practices within colleges.

LSC speech on sustainable development

Melanie Hunt, the LSC's National Director of Learning, has recently made an important speech at the EAUC conference in April.

As an LSC Director I am heartened by how our work, and the work of our partners in the FE system, already contributes to sustainable development. So I think if we can successfully change our culture, we can really make a difference.

- Our work to support young learners - such as through Educational Maintenance Allowances and engaging in learning those who are not in education, employment or training - is equipping them to engage fully in society and giving them the platform of skills they need for sustained employment.
- Likewise our work with adults. We are reforming and improving provision for offender learners; providing personal, community and development learning and family learning opportunities; and using our funding for demand led provision – provision that employers have endorsed as giving learners the knowledge and up to date skills they need for productive and sustained employment.
- Since 2001 the LSC has allocated over £1.8 billion in capital developments in the FE system. Evidence shows this investment impacts positively on the participation and achievement of young people and adults. We have said in our recent Building for Skills prospectus that we will do more to support sustainable design and construction in these capital projects.

I am also heartened by the many potential opportunities open to us.

- There are opportunities we may have missed or failed to take maximum benefit from. Could we do more for instance do more to achieve our sustainability goals through the work we already do in e-learning?
- There are opportunities in new policy areas –such as the new Adult Careers Service and the Framework for Excellence. We need to make sure that sustainable development is at the heart of the approach in these areas.
- In response to the Stern Review and the Leitch Review, we need a coordinated approach across the system to make the link between the economy and climate change. In learning and skills policy, climate change makes a powerful case for an appropriate focus on the skills we will need to plan for and respond to a low carbon economy.
- The development of a demand-led system opens up new opportunities. We will have a wider network of providers in future –some of them perhaps using public funding for only a small proportion of their overall work. It may be a more dynamic system with changes in the provider network year on year. Perhaps by 2012 sustainable development will be something that could be

written into all LSC contracts? These are the sort of potential approaches we need to work through as the new demand-led, post-Leitch context for our work emerges.

- I would like us to explore with our Government and NDPB partners whether we could develop a process of sustainable development impact assessments – using the model we have at present for Race Impact Assessments.
- We can do more to use the intelligence we gather through programmes like Train to Gain where we have contact with tens of thousands of small businesses to drive our strategy and inform and influence the work of our partners.
- And there are other opportunities that will become apparent through our action plan and our work with partners like EAUC. We welcome your ideas and challenges.

I would also highlight the need to demonstrate that sustainable development can contribute to the key programmes that drive us –the FE Reform Programme, agenda for change, the Leitch Review of Skills and the drivers that may come from the Treasury's Sub-National Review. If sustainable development can make a contribution to meeting the objectives of these programmes, it will be on everyone's list of answers, not the list of questions.

So, as an LSC I think we have taken a few steps down the road to sustainable development. Now we need to start taking strides and start demonstrating advancement towards meeting the challenges of climate change, energy and sustainable consumption, reducing the use of natural resources, enhancing social justice and helping communities to help themselves. We know what a few of them will be because they are embedded in our strategy and priorities for the next year.

In partnership with ECOTEC, EAUC and Professor Stephen and Maureen Martin, we are developing a set of on-line resources to support the FE system on sustainable development. These will be ready in the summer.

- We are undertaking the baseline survey of LSC staff I mentioned earlier.
- We will develop a set of indicators to enable us to demonstrate progress in moving towards being an exemplar for sustainable development.
- We will prioritise how we can work in partnership with local authorities and regional development agencies to align strategic plans and actions

This is just a start - we need to gradually accelerate our rate of progress through a mix of short, medium and long-term action and change. And we need to start looking further ahead because sustainable development is an area where we must continually look to do more. I hope that I will be at future EAUC conferences sharing the journey and celebrating progress with you.

The FE working group are involved in a regional pilot project for the LSC, as well as working with ECOTEC and EAUC concerning their online resource for the LSC, which will be made available in the near future from the EAUC website.

See: http://readingroom.lsc.gov.uk/lsc/National/nat-melaniehuntspeech_to_eaucconf_April_2007.pdf

The Further Education Partnership for Sustainability (FEPS) project

Exactly three years ago NIACE hosted a regional conference entitled Sustainable Development Education for Adults: Learning to Last in the East Midlands at Derby College. The Further Education Partnership for Sustainability (FEPS) was coordinated by James Luger who is now closely involved with the RCE East Midlands having moved from NIACE to EMDA. The Further Education Partnership for Sustainability (FEPS) built on the Learning and Skills Development Agency's 'Learning to Last' initiative, and sought to develop a regionally appropriate model for Sustainable Development Education in light of the emergent National Strategy on Sustainable Development Education. The conference profiled the work of FEPS, whilst showcasing examples of sustainable development education best practice in the voluntary/community sector.

The project suggested that Further and Higher Education plays a profound and pivotal role in making a sustainable future a reality. It prepares most of the professionals who develop, lead, manage, teach, work in and influence society's institutions, including education. In helping to create and disseminate the knowledge, skills and values for society, Further and Higher Education has a unique

academic freedom and the critical mass and diversity of skill to develop new ideas; to comment on society and its challenges and to engage in bold experimentation in sustainable living.

The conference programme included contributions from David Croll, Principal, Derby College, South Leicestershire College on Key Skills and Sustainability (Leicestershire FEPS), Grantham College on New Build and Sustainable Development (Lincolnshire FEPS), Northampton College on Social Inclusion and Sustainability through Music (Northamptonshire FEPS), Broxtowe College on Sustainability and Social Inclusion (Nottinghamshire FEPS), Derby College on Sustainable Development Policy/Procedures and Energy/Waste Audit (Derbyshire FEPS), displays by Adult and Community Sustainability Projects funded by the Adult and Community Learning Fund and by NCFE: Level 1 Certificate in Sustainable Development.

Should we not follow up on this experience?

See: www.niace.org.uk/Conferences/archive/SDEA.htm

Higher Education

Sustainable Technologies and the East Midlands Universities Association

The EMUA Sustainable Technologies Group have suggested that there are certainly synergies in the ultimate objectives that they share with the RCE East Midlands. Janet Kenning has suggested that representatives from the HE Working Group meet with her to discuss these synergies in addressing the Low Carbon/sustainability agenda in the East Midlands.

See: www.emua.ac.uk/newsletter/april-2007.html

Green Campus Week

The Higher Education Environmental Performance Improvement (HEEPI) is organising a 'green campus' week from 18th to 22nd June, to highlight the different ways in which universities are making an environmental difference in the UK and the USA. Presentations will focus on current best practice and future needs and events are being held in collaboration with sector organisations such as AUDE, EAUC and the Leadership Foundation.

See: www.heepi.org.uk or contact Fiona Goodwin at info@heepi.org.uk

Regional universities in the People and Planet Green League 2007

The 10 universities in the East midlands have just been judged for their environmental performance by People and planet, the student action group on world poverty and the environment. They were scored for full-time environmental staff, comprehensive environmental audit, green travel plan, Fairtrade university status, % total energy from renewables, % waste recycled and carbon emissions per head. Nottingham Trent was ranked highest in the region at 16th, (with a 2:1 – fair but could do better) followed by Derby and Nottingham (22nd), Loughborough (38th), Northampton (41st), De Montfort (88th with a 3rd degree – judged poor environmental performance), with Leicester and Lincoln not ranked because they did not make enough information available.

See: www.peopleandplanet.org/gogreen/greenleague2007

RCE Secretariat

RCE online publications

The first RCE Bulletin has just been produced with a small feature on the RCE East Midlands. This is now on the RCE East Midlands website under Newsletters. It includes the new RCE logo which we can use for any RCE publications. Our Factsheet is also now on the UN University RCE webpages, alongside Factsheets and Baseline Reports on other RCEs.

See: www.ias.unu.edu/sub_page.aspx?catID=108&ddlID=186

International Conference on Regional Centres of Expertise on Education for Sustainable Development

We have applied to the UN University for funding to attend this conference on 7 – 8 August 2007 at the Universiti Sains Malaysia (USM), Penang, Malaysia. The conference could enable us to establish stronger partnerships with other RCEs and collaboratively explore further funding.

See: www.ias.unu.edu/sub_page.aspx?catID=108&ddlID=187

New applications for RCE status in the UK

We have recently helped Dr Aidan Doyle from the University of Newcastle submit an application to the UN University for RCE status. In order to provide the foundation for a network to engage as an RCE the IRES team has been creating links with groups across the North East region who are making positive contributions to ESD, and proposes to actively engage with these existing structures and partnerships across the region.

The South West region, with particular interests in the University of Plymouth and University of Gloucestershire, are also likely to apply for RCE status. We have also had correspondence from the University of Limerick, Eire, who hope to apply for RCE status related to teacher training.

See: www.ncl.ac.uk/environment/research/EducationforSustainableDevelopment.htm