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**Regeneration and all that:
learning and skills and sustainability**

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Foreword

1 A number of current policy proposals address economic, social and environmental needs of communities and how to plan for the future: the government's communities plan; the Department for Education and Skills sustainable development action plan and the Learning and Skills Council (LSC) sustainable development strategy are among them. This publication, commissioned for the LSDA summer conference in June 2004, explores how the learning and skills sector can relate to different approaches to the development of sustainable communities within the broad 'regeneration' agenda. We are publishing it now as part of LSDA's contribution to the development of an LSC strategy for sustainable development.

2 In this paper Martin Yarnit:

- analyses the implications of the Egan review of skills for sustainable communities beginning with the need to strengthen the capacity of education and training providers
- sets out the related concepts of sustainable development and sustainable communities
- draws together the policy connections between them
- suggests means and organisations to take the agenda forward in the learning and skills sector in England, building on existing good practice and expertise.

3 The importance of these connections should not be underestimated as providers in the learning and skills sector seek to strengthen engagement and work in partnership with their communities.

4 The second paper in this suite, by Stephen Martin *et al.*, is entitled *Opportunities for sustainable development in the learning and skills sector: a policy analysis*. It identifies where opportunities exist to build sustainable development and sustainable communities within current major policy imperatives, such as the Skills Strategy and Success for All.

5 We recommend that providers and policy-makers read the two papers together. They form a complementary pair that can inform responses to the LSC sustainable development strategy consultation and form the basis for longer term strategic thinking. It will also be useful for readers to explore the web-based toolkit on the LSDA website (www.lsd.org.uk/programmes/sustainable) for practical examples of project work that has been going on since 2001 and the related new publication exploring the contribution that Centres of Vocational Excellence (CoVEs) might make to this agenda.

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Introduction

- 6 Sustainable development, sustainable communities, learning communities: it takes a cool head not to be confused by the terminology. The purpose of this paper is to:
- explain the meaning of these terms and the policy connections between them
 - outline the major policy developments in this field in five main areas:
 - sustainable development
 - sustainable communities
 - learning communities
 - active communities, social cohesion and civic renewal
 - neighbourhood renewal and social inclusion
 - draw out the implications for the learning and skills sector in an era of mission review and Strategic Area Reviews.
- 7 The focus of the paper is exclusively on developments in England. Arrangements in Scotland, Wales and Northern Ireland, and the emerging differences between them, are equally interesting and important, but they are not advanced in this paper.
- 8 We begin by considering the meaning of the Egan review. We believe this is the single most significant recent development in the community field for the learning and skills sector.

The meaning of the Egan review

Why Egan is a step forward

- 9 *Skills for sustainable communities* – the ‘Egan review’¹ after its author Sir John Egan, President of the Confederation of British Industry (CBI) – performs an important public service in several ways outlined below.
- It makes sense of the field, providing a usable definition of sustainable community and identifying elements that constitute a common goal for central and local government, service providers, communities, and the private and the voluntary sectors.
 - It makes a powerful case for a comprehensive and unified approach with a stronger sense of direction, replacing the existing vague community-planning framework.
 - It argues that local authorities, with their local knowledge, presence and accountability, are best placed to develop a vision for their area in alliance with regional bodies.
 - It spells out the skills and knowledge required for effective implementation, for distinct groups of practitioners, stressing the need for common generic skills alongside specific technical skills.

Defining sustainable communities

- 10 Egan offers a broad definition of sustainable communities:

Sustainable communities meet the diverse needs of existing and future residents, their children and other service users, contribute to a high quality of life and provide opportunity and choice. They achieve this in ways that make effective use of natural resources, enhance the environment, promote social cohesion and inclusion and strengthen economic prosperity.

Egan review (2004), page 7

Components of sustainable communities

- 11 The review identifies a set of seven components that constitute the 'common goal':
- housing and the built environment: a quality built and natural environment
 - services: a full range of appropriate, accessible, public, private, community and voluntary services
 - social and cultural: vibrant, harmonious and inclusive communities
 - governance: effective and inclusive participation, representation and leadership
 - transport and connectivity: good transport services and communication linking people to jobs, schools, health and other services
 - economy: a flourishing and diverse local economy
 - environmental: providing places for people to live in an environmentally friendly way.

The skills plan

- 12 The Egan review is not the first attempt to spell out the skills required for sustainable communities. The Rogers report of the Urban Task Force proposed the creation of regional centres of excellence (RCEs), although five years later the North West, East Midlands and West Midlands RCEs are only just in operation. These were originally aimed primarily at built environment practitioners such as planners and architects.² *The learning curve* (2002) from the Office of the Deputy Prime Minister spelt out an ambitious plan for developing the skills and knowledge required for neighbourhood renewal, involving politicians, policy-makers, administrators and residents³ but its focus excluded most of the population who do not live in neighbourhood renewal areas.

- 13 Egan's approach is refreshing. Like *The learning curve*, his review emphasises that upskilling the professionals in isolation will not work. The behaviour, attitudes and knowledge of everyone involved need to change. That means learning a mix of professional and generic skills. He defines three groups of people who need appropriate skills to contribute to the development:
- built-environment professionals: implementers such as planners and architects, decision-makers such as local authority members and officers, and 'influencers' such as leaders of community and voluntary organisations
 - associated occupations: those who make an important contribution but are not involved full time in creating sustainable communities such as educators
 - those with a legitimate interest but not employed full time in the sector such as students and school children.
- 14 Egan suggests that the rehabilitation of local government is overdue. Chief executives and leaders of local authorities are given starring roles, while the ODPM Local Strategic Partnerships (LSPs) are damned with faint praise: 'Existing LSPs may provide a useful model here' (Egan review, paragraph 2.8). If this approach is endorsed by government learning and skills providers will in many instances be involved in direct partnerships with local authorities.

Implications for the learning and skills sector

- 15 First, there is the training role. Starting with the Core Groups, learning providers should be part of a national campaign 'to raise the profile of core occupations, an understanding of their role in sustainable communities and in turn encourage entrants into these occupations' (Egan review, paragraph 4.13).
- 16 Learning providers working with the associated occupations and the general public should:

- ensure that generic skills and knowledge are integrated into their programmes
 - promote joint working across disciplines and fields of activity to promote understanding and the exchange of good practice.
- 17 These programmes are also likely to involve the new Centre for Excellence in Leadership for the learning and skills sector, Sector Skills Councils (SSCs), professional bodies, Regional Development Agencies (RDAs) and the LSC, with RCEs (once they are fully in operation) acting as brokers and perhaps commissioning agents.
- 18 To perform effectively in this growing field, learning providers will first need to check their own capacity. Educationalists will need to be up to date with the policy and practice of sustainable community developments, generic skills and cross-sector working, and education and training providers will need a continuing programme of professional development. Recent LSDA research on sector response to *The learning curve* suggests that most providers have a long way to go.⁴ The creation of Centres of Vocational Excellence (CoVEs) for the built environment or sustainable communities could provide much-needed focus and resources. At present they exist in most regions but are not focused on sustainable development.
- 19 The second role is as service providers and members of Regional Skills Alliances, LSPs and other partnerships. Egan wants the learning providers' contribution to sustainable communities recognised in all the relevant inspection regimes so that there is an incentive to take part. He goes further: 'Inspection could also be more joined up – perhaps through the Audit Commission reporting on the impact on sustainable communities of all public services at local authority level'. But, as Alison West has pointed out, the impediment of separate subject traditions has to be overcome if educationalists are to play a central role in advancing the theory and practice of sustainable development.⁵ The next section examines how we have arrived where we are now in policy terms.

From community planning to sustainable communities

'There has perhaps been too much policy.'

Atul Patel on the Communities Plan⁶

- 20 Step by step, through a series of policy statements, action plans and sounding board groups, the UK has advanced towards a relatively coherent position on sustainable communities, even if it is still some distance from effective deeds. Getting this far has entailed trying to join up foreign and international development policy, urban and rural policy, neighbourhood renewal, health, environment, transport and education.

Sustainable development

- 21 From 1992 to the present, the key policy strands on sustainability and community have gradually been converging (see Figure 1). Sustainability has been the dominant theme beginning with the 1992 Earth Summit in Rio, which established a global movement and a programme of government action directed towards environmental improvement in the developed and developing worlds.

Figure 1: Sustainable development milestones 1992–2005

- 2005:** 31 January – 2 February Sustainable Communities Summit, Manchester
- 2004:** Egan review (ODPM)
Sustainable development strategy: taking it on (DEFRA)
Making it happen: the northern way (ODPM)
- 2003:** Building civic renewal: government support for community capacity building (Home Office)
Action plan for sustainable development (DfES)
21st century skills: realising our potential (DfES) proposes Regional Skills Alliances and learning community test-beds
Sustainable communities plan: building for the future (ODPM)
- 2002:** *The learning curve: skills and knowledge for neighbourhood renewal* (NRU)
Framework for Sustainable Development
- 2000:** *Our towns and cities: the future* (ODPM)
Race Relations (Amendment) Act places a duty on public bodies to promote race equality and good relations between different groups (social cohesion)
Local Government Act places new duty on local authorities to produce a community strategy
- 1999:** The Rogers report of the Urban Task Force (DETR)
Sustainable development strategy
- 1998:** *Bringing Britain together: national strategy for neighbourhood renewal* (Social Exclusion Unit)
- 1997:** OECD Learning Region Action Research Project
- 1996:** Formation of UK Learning City Network (now Learning Communities Network)
- 1994:** Sustainable development: the UK strategy
- 1992:** UN Earth Summit, Rio Declaration, *Agenda 21*

- 22 The environmental note is strong in the first UK government policy paper on sustainable development in 1994, and drives *Local Agenda 21*, an attempt to engage local authorities and other organisations in collaborative action on energy conservation, recycling and related issues. The 1999 policy document, *A better quality of life: a strategy for sustainable development for the UK*,⁷ brings the environment, social progress and the economy together, a direction confirmed three years later by the Framework for Sustainable Development.
- 23 Sustainable development strategy has now emerged as the overarching and unifying theme for government. In the recent consultation paper, *Sustainable development strategy: taking it on*, all the policy fields, from international development to neighbourhood renewal, are pulled into a relatively coherent whole dealing with the global, the national and the local.
- 24 A widely used international definition of sustainable development is 'development which meets the needs of the present without compromising the ability of future generations to meet their own needs' (Brundtland report 1987).⁸ Although the idea is simple, the task is substantial. It means meeting four objectives at the same time, in the UK and the world as a whole:
- social progress that recognises the needs of everyone
 - effective protection of the environment
 - prudent use of natural resources
 - maintenance of high and stable levels of economic growth and employment.
- 25 The government has issued advice on the preparation and content of regional planning guidance.⁹ This sets a long-term spatial framework for future development in English regions and confirms the need for a sustainability appraisal of the environmental, economic and social impacts of development options.
- 26 As proposed in the 1999 White Paper, *A better quality of life*, the government has established the Sustainable Development Commission, subsuming the UK Round Table on Sustainable Development and the British Government Panel on Sustainable Development. It has done so jointly with the Scottish Executive, the Welsh Assembly and the Northern Ireland Executive. The Commission's role is to advocate sustainable development across all sectors in the UK, review progress and build consensus on the actions needed for further progress. Chaired by Jonathon Porritt, it has 21 other members, drawn from a wide range of backgrounds and from all parts of the United Kingdom.

Sustainable communities

- 27 The notion of the sustainable community emerged in the late 1990s among urban policy specialists in universities and government departments. Essentially, it applies the concept of sustainable development to the complex dynamics of quite small communities. In *The slow death of great cities*, Power and Mumford laid bare the genesis of urban decay and the abandonment of great swathes of housing in two cities hard-hit by de-industrialisation¹⁰ and proposed a holistic way forward that amounted to a blueprint for creating sustainable communities.
- 28 They did not use the term and neither did the first strategy for neighbourhood renewal, *Bringing Britain together*, published in 1998.¹¹ However, sustainability – urban sustainability and sustainable cities – is the leitmotiv of *Towards an urban renaissance*, the report of the Urban Task Force in 1999¹² and the following year, the Local Government Act placed a new duty on local authorities to produce a community strategy.
- 29 The first official pairing of 'sustainable' and 'communities' is in the Department of the Environment, Transport and the Regions (DETR) overview of sustainable development, *Opportunities for change*.¹³

- 30 The new term reflects two realisations that took hold in the policy-making community in the UK and the EU almost simultaneously:
- trading off the environment and the economic growth was a dead end: without a new balance between society, economy and the environment, developed societies were heading for danger
 - without the engagement of the whole society and the development of policies for equity, sustainability was undermined.

- 31 That was the experience equally of successive urban regeneration policies in the UK and of EU programmes such as the European Social Fund (ESF) and the European Regional Development Fund (ERDF).¹⁴ It forms the starting point for the National Strategy for Neighbourhood Renewal (NSNR) and the guidance to local authorities on the preparation of community strategies:

*Only by promoting and improving the economic, social and environmental well-being of their communities will community strategies contribute to the achievement of sustainable development in the UK. A community strategy that covers only one of those elements will not suffice; nor will the duty be met by producing three separate strands dealing with economic, social or environmental issues in isolation. A community strategy should cover all three in an integrated way. In developing their strategies, local authorities and their partners should have regard to the government's sustainable development strategy.*¹⁵

- 32 The design of New Deal for Communities – the centrepiece of NSNR – embodies this principle by including five domains: poor job prospects, high levels of crime, educational under-achievement, poor health and problems with housing and the physical environment.

- 33 *Sustainable communities plan: building for the future* marks the next step and sets out a long-term action programme for delivering sustainable communities in urban and rural areas.¹⁶ It aims to tackle housing supply issues in the South East, low demand in other parts of the country, and the quality of public spaces. It provides this definition:

Sustainable communities meet the diverse needs of existing and future residents, contribute to a high quality of life and provide opportunity and choice. They achieve this in ways that make effective use of natural resources, enhance the environment, promote social cohesion and inclusion, and strengthen economic prosperity.

- 34 The £22bn plan includes not just a significant increase in resources and major reforms, but a new approach to how and what we build. The ambitious scale of the solution to housing shortages in the South East, with the effective creation of four big new towns – Thames Gateway, London-Stansted-Cambridge corridor, Ashford, and Milton Keynes-South Midlands – implies a threat to the Green Belt and sustainability itself. Perhaps that is why the Plan is at such pains to establish its credentials. The Deputy prime minister is adamant: 'The majority of new housing will be on previously developed land, rather than on greenfield. The area of land designated as greenbelt land will be increased or maintained in each area'.¹⁷

- 35 We can now see how Egan's definition of sustainable community (below) arises.

The definition of the 'sustainable community' should become a common goal for everyone involved – central and local government, service providers, communities, and the private and the voluntary sectors. It is based on the criteria in the Sustainable Communities Plan, which have been tested by MORI focus groups and which are supported by a wealth of historic and research data. This definition is backed up by a set of seven components and associated sub-components, and together they constitute the 'common goal'.

Learning communities

- 36 The papers of the Department for Education and Employment (predecessor of the Department for Education and Skills) *The learning age* (1998) and *Learning to succeed* (1999) are rightly celebrated as visionary and ground-breaking policy papers yet they have nothing to say about sustainable development, despite the explosion of interest in the notion elsewhere in Whitehall.
- 37 By contrast, the OECD was exploring the contribution of social capital and social inclusion to the development of innovative knowledge economies in its study of learning regions¹⁸ and a UK survey of learning communities published at about the same time 'reviews the main ways that learning can help to create a healthy balance between wealth creation, equity and sustainability'.¹⁹ The survey definition of learning communities as 'explicitly using learning as a way of promoting social cohesion, regeneration and economic development' was a conscious echo of the EU's Framework for Urban Sustainability launched in Vienna in 1998. The Framework rested on four elements:
- strengthening economic prosperity and employment
 - promoting equality and social inclusion
 - protecting and improving the urban environment towards local and global sustainability
 - contributing to good urban governance and local empowerment.²⁰
- 38 Although the survey was jointly published by DfEE and the Local Government Association (LGA), there was no official interest in the notion of learning communities until the Skills White Paper was published in 2003, the same year that DfES launched its contribution to the government's strategy for sustainable development.²¹ However, DfES had given its support to development education. The National Panel for Sustainable Development Education, an advisory body reporting to the Deputy Prime Minister and jointly serviced by DETR and DfES, provided much of the impetus for putting development education on a national platform.
- 39 Building on this and other earlier work, LSDA's predecessor, FEDA, in cooperation with AoC, produced *Towards sustainability: a guide for colleges* which identified the curriculum, community outreach and estates management as the sectors' key sustainability policy themes.²² To this list of themes, the recent DfES Action Plan adds a fourth: the environmental impact of the Department and its partners, and amplifies community outreach as 'local and global partnership activity'.²³

Taking stock

- 40 So how do the various types of community relate together and with the overarching concept of sustainable development from a policy point of view?
- 41 The sustainable communities plan (*Building for the future*, February 2003) marks a turning point in the evolution of sustainable development policy in the UK. For the first time it spells out the need for community involvement as a key principle in building sustainable communities.²⁴ In doing so, it makes explicit the link between community involvement and sustainable development, something that was implicit in previous policy statements such as the National Strategy for Neighbourhood Renewal and the Urban White Paper of November 2000.²⁵
- 42 We can now identify the three policy tiers around which government policy on sustainability and community is focused (see also Figure 2 on page 12). There are similar arrangements in the devolved administrations.
- The **overarching** tier is the government's sustainable development strategy, which links domestic policy across the UK to the UN's framework for global development to which the UK government is a signatory; all government departments are expected to provide their own plan for sustainable development. The UN decade of Education for Sustainable Development (ESD), beginning January 2005, will provide a global focus for debate and development.
 - The **cross-government** domestic tier is the sustainable communities plan *Building for the future* that links all domestic policy in a plan for urban and rural development focused on the north and the south east.
 - The **domain** tier links three major areas of community-focused policy: learning communities, active communities and neighbourhood renewal, social inclusion and social cohesion to the cross-domestic tier, supporting sustainable community policy.

Figure 2: The policy regime

Policy area/ lead department	Policy framework	Funding and accountability
Sustainable development		
DEFRA on behalf of UK government and devolved administrations	Overarching framework linking domestic policy and overseas development UK-wide	National targets reflect global targets agreed by successive rounds of negotiation, eg Kyoto
Sustainable communities		
ODPM	Framework for urban and rural development focused on north and south east England	Egan proposes comprehensive range of indicators linked to UK sustainable development targets
Learning communities		
DfES	Piloting test-beds in English regions – some in neighbourhood renewal areas – to promote joined-up action in learning and skills and community engagement	Small amount of LSC pump-priming funding delivered through Government Offices. Voluntary participation. National evaluation using agreed performance indicators including participation, meeting skills gaps and achieving Level 2 qualifications
Active communities		
Home Office	Brings together active citizenship, community capacity building, social cohesion and community involvement in service delivery under the broad heading of civil renewal that links it to other Home Office responsibilities (justice, police, etc)	Various funds to support voluntary and community sector including £80m FutureBuilders (joint Home Office/HM Treasury) and smaller Community Champions fund. Assessed in relation to PSAs agreed between Home Office and HM Treasury eg PSA9: 'Bring about measurable improvements in race equality and community cohesion' across a range of performance indicators, as part of the government's equality and social inclusion objectives. Also see Community Empowerment Networks (CENs) below
NRU/Social Exclusion Unit	Growing body of interlocking frameworks for community strategy, neighbourhood renewal and social inclusion for all local authority areas and specifically the 88 Neighbourhood Renewal areas	Neighbourhood Renewal Fund finances New Deal for Communities and LSP plans in the 88 areas. LSP must satisfy accreditation criteria, including inclusiveness. Assessed in relation to floor targets – measuring the gap between these areas and the average PSA targets set nationally and locally. CENs funded to enable voluntary and community sector to play role in community strategy and LSPs. Assessed in relation to PSA target for community involvement

Sustainable communities: implications for learning and skills sector

- 43 In the light of the policy developments outlined here, what are the chief implications for the learning and skills sector?
- 44 The DfES *Action plan for sustainable development* is not the main source for enlightenment and direction. It is written in broad terms and adds little in practice to the FEDA–AoC 1999 paper, *Towards sustainability: a guide for colleges*. Instead, it delegates responsibility for leading implementation to LSC. LSC's draft strategy for sustainable development identifies several areas for action linked to the organisation's central goals of improving participation rates for young people and raising skill levels:
- estates, eg waste/energy, transport, procurement
 - curriculum, eg industry links, e-learning, international links; future-oriented materials
 - community, eg training packages on competences for sustainability champions, connecting with LSC and HE providers in regional networks, links to local economic strategies.
- 45 LSC and sector providers now need to digest and integrate:
- the implications of the Egan review for its draft strategy
 - the implications of Success for All, especially the work on mission review and strategic area reviews and the opportunities afforded by the reform of initial teacher training
 - the implications of the Skills Strategy, *21st century skills: realising our potential*.²⁶
- 46 This is a massive agenda. How should it be tackled?

Making progress

- 47 In a sector struggling to deliver quality while dealing with successive funding regimes, targets and evaluation frameworks, the record on integrating sustainable development has been patchy. A 1993 report characterised the FE sector's response at that stage as 'considerable indifference'.²⁷ RDAs, under a duty to integrate sustainable development guidelines in their education and training, have fared no better. On the other hand, the new national strategy for sustainable development, coupled with the Egan review recommendations, provides clearer guidelines and targets, and government is exerting greater pressure for results.
- 48 The remaining problems are:
- a lack of capacity to respond in the sector
 - few financial rewards for taking sustainability seriously
 - underdeveloped links between providers and with employers and bodies representing communities such as LSPs.
- 49 The way forward needs to build on strengths including:
- existing good practice such as the Learning to Last projects – managed by LSDA and funded by LSC – including detailed curriculum design 'Greening the curriculum' (Merseyside), sustainability champions (Herefordshire) and the East Midlands Partnership for Sustainability
 - expertise from the non-governmental organisations (NGOs) operating in this arena eg Forum for the Future, Development Education Association, Council for Environmental Education, Groundwork
 - regeneration specialists like the Northern College and building design specialists like The Sheffield College.

- 50 There is also a need for focus and incentives. In the areas nominated for development in the sustainable communities plan, such as Thames Gateway, there is an obvious focus for the sector as part of local partnerships for development. It is less clear when cash will begin to flow to support housing and other developments. Yet the Egan review is clear that an urgent first step will be the strengthening of the capacity of education and training providers. That is the key debate to be had with government today about sustainable development in the learning and skills sector.
- 51 At the same time, we need to nominate the institutions and the people who are going to tackle the agenda outlined in the previous section. This should be an opportunity for the national Centre for Excellence in Leadership, in collaboration with the Regional Centres of Excellence, to lead the development of new approaches to institutional management.

Notes

- ¹ Egan review (2004). *Skills for sustainable communities*. Office of the Deputy Prime Minister.
- ² Rogers report (1999). *Towards an urban renaissance*. Department of the Environment, Transport and the Regions
- ³ ODPM/NRU (2002) *The learning curve: developing skills and knowledge for neighbourhood renewal*. Office of the Deputy Prime Minister.
- ⁴ Sue Taylor (2003). *Learning and skills for neighbourhood renewal*. Learning and Skills Development Agency.
- ⁵ See Alison West's contribution to *Learning to last* (2002) at www.lsda.org.uk/pubs/dbaseout/download.asp?code=1168R
- ⁶ Quoted in *Regeneration and Renewal*, 12 March 2004. Patel is a former deputy director of the Social Exclusion Unit.
- ⁷ *A better quality of life: a strategy for sustainable development for the UK*. Cm 4345, London: The Stationery Office.
- ⁸ The Brundtland Report (1987). *From our common future: report of the 1987 World Commission on Environment and Development*. Oxford University Press. ISBN 0 19 282080 X
- ⁹ ODPM. *Planning policy guidance note 11*. Office of the Deputy Prime Minister.
- ¹⁰ Power and Mumford (1999). *The slow death of great cities*. Joseph Rowntree Foundation.
- ¹¹ Social Exclusion Unit (1998). *Bringing Britain together: a national strategy for neighbourhood renewal*. Cm4045. Stationery Office.
- ¹² Rogers report, as note 2.
- ¹³ DETR (1998) *Opportunities for change*. London, Department of the Environment, Transport and the Regions.
- ¹⁴ As Chanan, West, Garratt and Humm argue in *Regeneration and sustainable communities*, Community Development Foundation (1999), 4–10.
- ¹⁵ At: www.odpm.gov.uk/stellent/groups/odpm_localgov/documents/page/odpm_locgov_605670-01.hcsp#P9_251
- ¹⁶ ODPM (2003). *Sustainable communities: building for the future*. Office of the Deputy Prime Minister.
- ¹⁷ At: www.odpm.gov.uk/stellent/groups/odpm_communities/documents/page/odpm_comm_028090-08.hcsp
- ¹⁸ OECD (2000). *Learning cities and regions: intermediate report*. Paris: Centre for Educational Research and Innovation.
- ¹⁹ Yarnit M (2000). *Towns, cities and regions in the Learning Age*. Local Government Association.
- ²⁰ As note 19, page 19.
- ²¹ DfES (2003). *Action plan for sustainable development*. Department for Education and Skills.
- ²² Ali Khan S (1999). *Towards sustainability: a guide for colleges*. FEDA (now LSDA)–AoC
- ²³ As Note 23, page 6.

- ²⁴ As note 16 and Community Development Foundation (2003). *Searching for solid foundations: community involvement and urban policy*. Office of the Deputy Prime Minister.
- ²⁵ DETR (2000). *Our towns and cities: the future*. Department of the Environment, Transport and the Regions.
- ²⁶ DfES (2003). *21st century skills: realising our potential: individuals, employers, nation*. London: The Stationery Office.
- ²⁷ See: www.parliament.the-stationery-office.co.uk/pa/cm200203/cmselect/cmenvaud/472/472we02.htm