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

**September 2005**

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



## For information

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Sustainable Development Implementation and Delivery Plan

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

This document presents the Learning and Skills Council's (LSC's) strategy for sustainable development. It describes sustainable development and explains why it is important. It looks at how the LSC and the learning and skills sector can work together to contribute to sustainable development.

There are recommendations for a series of key actions relating to: buildings and estates; the curriculum; community engagement, and positioning the sector. A supporting document giving the background and details of this strategy is available on our website ([www.lsc.gov.uk](http://www.lsc.gov.uk)).



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

## Background

1 This document presents the Learning and Skills Council's (LSC's) strategy for sustainable development (SD). The LSC is committed to implementing the actions contained in it. We hope that this will help to ensure the learning and skills sector, and the LSC itself, promote and embed SD skills, and manage their resources in ways that encourage sustainability.

2 A great deal of good practice in sustainable development already exists. This strategy builds on that good practice. We have produced it with guidance from an external advisory group, and it also takes into account the responses we received to a wide-ranging consultation on the draft of the strategy in December 2004 (LSC, 2004).

3 You can read about the background to our SD strategy in *Strategy for Sustainable Development: Supporting document* (LSC, 2005b), which accompanies this publication.

## What is Sustainable Development?

4 Sustainable development is the simple idea of ensuring a better quality of life for everyone, both now and for generations to come. A widely used international definition is:

*development which meets the needs of the present without compromising the ability of future generations to meet their own needs.*

World Commission on Environment and Development (1987) (*The Brundtland Report*) p. 43

5 Although the idea is simple, the task is substantial. It means meeting the following four objectives at the same time, both in the UK and in the world as a whole:

- social progress that recognises the needs of everyone
- effective protection of the environment
- prudent use of natural resources
- the maintenance of high and stable levels of economic growth and employment.

6 It is important to recognise that these objectives all need to be met at the same time. The simultaneous progression of our economic, social and environmental goals is essential if development is to be truly sustainable. In *Securing the Future* (HM Government, 2005a), the UK Government acknowledges that different agencies have focused on one or two of the objectives most relevant to them. The Government has, therefore, agreed a new purpose which has been adopted as the new overarching goal for sustainable development:

*The goal of sustainable development is to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations.*

*That goal will be pursued in an integrated way through a sustainable, innovative and productive economy that delivers high levels of employment; and a just society that promotes social inclusion, sustainable communities and personal well-being. This will be done in ways that protect and enhance the physical and natural environment, and use resources and energy as efficiently as possible.*

*Government must promote a clear understanding of, and commitment to, sustainable development so that all people can contribute to the overall goal through their individual decisions.*

*Similar objectives will inform all our international endeavours, with the UK actively promoting multilateral and sustainable solutions to today's most pressing environmental, economic and*

*social problems. There is a clear obligation on more prosperous nations both to put their own house in order, and to support other countries in the transition towards a more equitable and sustainable world.*

HM Government (2005b) p. 7

The LSC subscribes to this overarching goal.

## Why Sustainable Development is so Important

7 Increasingly, people are recognising that we are living in an unsustainable world:

- global temperatures are rising faster than previously recorded, bringing chaos to weather systems across the world
- humanity consumes almost 40 per cent of the world's biological resources
- just 20 per cent of the world's people use 80 per cent of the world's resources
- that same 20 per cent of the world's people have an average income of over 80 euros a day, while one quarter live on less than 1 euro a day
- one-fifth of people have little access to health care or clean water
- the world's population will grow by half – another 3 billion people – by 2050, having grown from 2.5 billion in 1950 to 6.1 billion in 2000, almost all in the poor world
- in the UK, road traffic has more than doubled since 1970, 16 per cent of

mammals and birds are assessed as "threatened", and 1 in 3 adults do not engage in any education or training after leaving school.

8 Although sustainable development might be easy to sell as a long-term concept, it is much harder to sell in the short-term because it is commonly seen as a cost and another task and responsibility, rather than as an opportunity. Experience shows there is a strong business case for sustainable development. Businesses, companies, colleges and learning providers that adopt environmental management systems can make significant financial savings. They can also enhance their reputation, gain access to new markets and better motivate their staff.

9 The LSC has a key role in helping the learning and skills sector develop sustainability. For example, colleges and learning providers have significant buildings and estate responsibilities that are relevant to sustainable development. In addition, they can make sure sustainable development is a part of their overall learning provision by making it a curriculum responsibility. In their local areas, colleges and learning providers can act as catalysts for, and promoters of, sustainable development among businesses and the wider community, as part of their responsibility to their communities.

## Consultation and Main Messages

10 Between January and March 2005, we consulted widely on our *Strategy for Sustainable Development* (LSC, 2004). We asked for written responses, and we ran seminars to which partners and stakeholders were invited. There was strong support for the strategy, though understandably the consultation raised additional issues and there was not always consensus on several aspects of the strategy.

11 The main messages from the consultation were that:

- the LSC should make the achievement of the strategy's aims a high priority
- there is a need for major capacity building across the learning and skills sector, including the LSC, to ensure that all staff are aware of and committed to SD
- the learning and skills sector needs to influence and persuade other agencies and partners of the importance of SD
- we need a baseline audit of current SD activity in the sector
- colleges and learning providers would welcome more examples of good practice to help them become more familiar with the SD agenda
- some respondents wanted more action on environmental management systems, procurement, volunteering and healthy colleges
- the LSC should be specific about how it and the sector will implement the strategy and meet its aims.

This final strategy takes account of the main messages received and reflects the views of most of the people who responded to our consultation.

## Our Vision

12 The LSC's vision is that the learning and skills sector will proactively commit and contribute to sustainable development through its management of resources, the learning opportunities it delivers and its engagement with communities.

13 In particular, the LSC's vision is that over the next 10 years:

- the culture of the sector will change so that all providers and learners will know about sustainable development and expect it to be part of normal practice
- we will have strategies, policies and plans in place to integrate and implement SD, and these will be understood and acted on
- the LSC will integrate sustainable development into its policies and everyday practices at all levels
- risks and barriers preventing sustainable development will be anticipated and managed
- continuous improvement in the SD performance of the sector will be reported and recognised
- good practice in learning, management and

community interaction will be recognised, understood and monitored.

14 To achieve this vision, we have set out a series of milestones for us to reach by 2007 and 2010.

## Milestones

15 By 2007, colleges, learning providers and the LSC will:

- be able to decide how best they can contribute to SD through a structured programme of capacity building
- have done a baseline audit of current SD activity and identified examples of good practice
- agree on the guiding principles and approaches they will adopt
- include criteria for SD in all guidance and reporting requirements
- use their experience of implementing SD to identify risks and opportunities
- understand what improvement looks like for the sector and develop a reporting framework
- agree longer term milestones for 2020 and beyond
- launch pilot projects to develop good practice and contribute towards SD in the sector.

16 By 2010, colleges, learning providers and the LSC will:

- embed SD skills in education and training programmes so that all learners are able to acquire these skills
- produce sector plans and policies that integrate the principles of SD in all areas of their work
- have identified and trained appropriate and sufficient champions for SD within their organisations
- understand and manage the risks and opportunities of promoting SD
- report on, and monitor, their contribution to SD
- operate a sector-wide programme of activity to implement SD.

### How we get there: Guiding Principles and Approaches

17 Having described and agreed our vision, we need to develop an approach that will help us to achieve it. In its 2005 SD strategy *Securing the Future* (HM Government, 2005a), the UK Government suggests five guiding principles for sustainable development that we recommend the LSC adopts. They are:

- living within environmental limits
- ensuring a strong, healthy and just society
- achieving a sustainable economy
- promoting good governance
- using sound science responsibly.

18 We also recommend that the LSC adopts the Five Capital Model as a robust framework for exploring the range of potential contributions providers and partners can make to sustainable development. Full details of the Model are contained in the supporting document.

19 Finally, we recommend that the learning and skills sector and the LSC itself:

- adopt the proposed vision and guiding principles
- provide learning that inspires and equips learners for lifelong learning
- use learning methods that help staff and learners become better at understanding inter-relationships and social participation
- provide access to varied and satisfying opportunities for work and personal creativity, and a safe and supportive working environment for learners, staff and the community
- promote and support a high standard of health for learners, staff and the community
- work with others to improve green space and encourage the existence of a wide variety of plant and animal species (biodiversity)
- minimise the natural resources they use and the amount of waste they produce
- use accurate systems of finance and trusted systems of leadership, governance and management.

20 We recognise that we can only achieve these objectives if the LSC itself provides strong strategic management and leadership.

## Skills for Sustainable Development

21 Many of the commentators and advisory and focus groups who helped us prepare the consultation strategy, as well as many respondents to the consultation, told us that sustainable development should be at the heart of all learning. They stressed the importance of education for sustainable development (ESD) and the need for all learners to acquire SD skills – skills that will equip them to lead their lives and work in a sustainable way and to influence others to do the same.



22 The Government's Sustainable Development Education Panel has said that ESD should enable people to acquire the knowledge, values and skills that will help them contribute to decisions about the way things are done, as individuals, as employees and as part of a larger community. ESD will help people to see how we can all improve the quality of life now for ourselves (locally) and for others (globally), without damaging the planet for future generations.

## Working with Partners

23 The primary audience for this strategy and the supporting document is the whole range of colleges, learning providers and their staff, as well as staff within the LSC. These are the colleagues who must be convinced of the need for the strategy, and supported and empowered to make sure its recommendations are implemented. We recognise that for colleges, learning providers and the LSC to succeed in achieving this vision, we will have to work with, and influence, a vast and diverse range of partners. Some of these have far greater experience and knowledge of the sustainable development agenda than we do at both a strategic and operational level.

24 It is therefore essential that we use and build on this existing experience and knowledge by developing sustainable development partnerships at local, regional and national levels between:

- the LSC, employers and other agencies involved in education, training and employment
- the LSC, employers and other agencies engaged in related social, environmental and economic policy
- the LSC, colleges and learning providers.

25 We acknowledge that partnership working is a continuous process with significant resource implications for all partners. We also acknowledge that our partners will need to understand and support our strategy for sustainable development. Equally, the LSC must

understand the culture and working styles of other organisations so that collaboration can lead to mutually beneficial outcomes. We will learn from existing good practice and will share information on practice that is proven to have led to sustainable development.

## Key Areas and Recommended Actions

26 Many colleagues have suggested that we will make quicker progress on the achievement of our vision if we focus on specific key areas and a menu of associated actions. We have responded by identifying actions that are consistent with our key principles and objectives and that have also been identified through an appraisal based on the Five Capital Model. The key areas and associated actions relate to 'Buildings and estate', 'Curriculum', and 'Community' responsibilities.

27 The consultation process stressed the need for major capacity building across the sector and within the LSC itself, and for the identification and training of SD champions. We were also advised strongly to do a baseline audit of current SD activity and to seek to influence and persuade other agencies and partners about the importance of SD. As a result, we have drawn up crucial actions relating to a further key area of 'Positioning the sector'.

28 We recommend that the learning and skills sector and the LSC itself develop actions in the following key areas.

## Positioning the Sector

- 29 Key actions for positioning the sector are:
- **capacity building:** raise awareness and understanding of the SD strategy among colleges, learning providers and within the LSC
  - **SD champions:** identify and train champions for sustainable development so that every college, learning provider and each LSC has at least one knowledgeable and committed champion who promotes sustainable development
  - **baseline audit:** do a baseline audit of SD activity within the sector. Collect appropriate examples of good practice in order to help those colleges and learning providers not already engaged in the SD agenda
  - **influence and persuade:** influence and persuade the Teacher Training Agency (TTA), Qualifications and Curriculum Authority (QCA), Adult Learning Inspectorate (ALI), Ofsted, sector skills councils (SSCs), awarding bodies and others to modify their programmes, frameworks and qualification systems in ways that encourage sustainable development policies and practices.

## Buildings and Estate

30 Key actions for buildings and estate are:

- **environmental management system (EMS):** undertake an audit of the existing consumption and management of energy, water and waste with a view to implementing an effective EMS or adopting a sound sustainability policy
- **building and design:** promote and deliver good sustainable practice in all design, new build and refurbishment activities
- **procurement:** make sure that all procurement practices reflect social and environmental as well as economic costs
- **biodiversity:** implement a locally appropriate biodiversity programme that best manages the site for conservation
- **travel:** implement a travel plan that tackles the issues of providing access for all as well as reducing the environmental impact of travel.

## Curriculum

31 Key actions for the curriculum are:

- **education for sustainable development (ESD):** promote and encourage acceptance and delivery within learning programmes of the Sustainable Development Education Panel's key concepts for ESD

- **learning materials:** consider adopting and using currently available SD learning materials and develop appropriate SD programmes and modules
- **whole-institution approach:** implement a whole-institution approach to SD, taking account of both institution-based provision and virtual learning environments, and both informal and formal learning approaches
- **links and partnerships:** develop links between providers and industry and between pre- and post-16 education and learning providers (including higher education), also considering European and international partnerships
- **healthy college programme:** encourage as many colleges as possible to develop and implement a healthy college programme.

## Community

32 Key actions for the community are:

- **community engagement:** make sure good communications exist with the local community at all levels, including employers, and that this leads to greater community and employer involvement
- **local and regional networks:** maintain and develop appropriate local and regional partnerships between colleges, learning providers, local authorities, regional development

agencies (RDAs), higher education and other key stakeholders

- **local markets and ethical trade:** support local markets, ethical and fair trade, and socially responsible initiatives within the community
- **share facilities:** consider sharing facilities with local community agencies and groups to make the best use of resources
- **local economic strategies:** be aware of, support and connect to, the economic strategies drawn up and developed by the local authorities and RDAs
- **volunteering:** encourage learners and providers to undertake volunteering activity as part of a community commitment to SD.

## Implementation and Delivery Arrangements

33 This strategy is comprehensive and ambitious. It takes a long-term view, recognising that the process of cultural change will require sustained effort over several years.

34 However, the strategy alone cannot guarantee that the sector and the LSC promote and embed SD skills and manage resources in ways that ensure sustainability. It is the successful implementation of the actions we recommend that will make the difference. To ensure immediate implementation of many aspects of this strategy, we have established an

Implementation and Delivery Group. The Group has endorsed the implementation and delivery plan shown in the Annex to this document. The Group is advising, monitoring and reviewing progress on the actions and milestones outlined in it.

35 We have consulted widely on the production and development of this strategy and are grateful for the advice and commitment of the many partners who have helped to shape it. Even though we are beginning immediate implementation, we welcome further comments and views. Please send these to:

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## Related Publications

36 The following publications have more details on this and related strategies for sustainable development:

HM Government (2005a) *Securing the Future: Delivering UK sustainable development strategy*, CM 6467, Norwich: HMSO (available at [www.sustainable-development.gov.uk/documents/publications/strategy/SecFut\\_complete.pdf](http://www.sustainable-development.gov.uk/documents/publications/strategy/SecFut_complete.pdf)).

HM Government (2005b) *One Future – Different Paths: The UK’s shared framework for sustainable development*, London: Defra (available at [www.sustainable-development.gov.uk/documents/publications/SD%20Framework.pdf](http://www.sustainable-development.gov.uk/documents/publications/SD%20Framework.pdf)).

LSC (2004) *Strategy for Sustainable Development: For consultation*, Coventry: LSC (available at [www.lsc.gov.uk/National/Documents/SubjectListing/ConsultationsandResponses/Currentconsultations/sustainable\\_dev.htm](http://www.lsc.gov.uk/National/Documents/SubjectListing/ConsultationsandResponses/Currentconsultations/sustainable_dev.htm)).

LSC (2005a) *From Here to Sustainability: Main messages from the consultation*, Coventry: LSC (available at [www.lsc.gov.uk/National/Documents/SubjectListing/ConsultationsandResponses/Currentconsultations/here-sustainability\\_main-messages.htm](http://www.lsc.gov.uk/National/Documents/SubjectListing/ConsultationsandResponses/Currentconsultations/here-sustainability_main-messages.htm)).

LSC (2005b) *Strategy for Sustainable Development: Supporting document*, Coventry: LSC (available at

[www.lsc.gov.uk/National/Documents/SubjectListing/ConsultationsandResponses/Currentconsultations/sustainable\\_dev.htm](http://www.lsc.gov.uk/National/Documents/SubjectListing/ConsultationsandResponses/Currentconsultations/sustainable_dev.htm)).

World Commission on Environment and Development (1987) *Our Common Future* (The Brundtland Report), Oxford: Oxford University Press.

## Annex: Sustainable Development Implementation and Delivery Plan

### Positioning the sector

Key area	Proposed Action
<b>Capacity building</b>	Raise awareness and understanding of the SD strategy among providers and partners and within the LSC
<b>SD champions</b>	Identify and train champions for sustainable development so that every college, training provider and local LSC has at least one knowledgeable and committed champion who promotes sustainable development
<b>Baseline audit</b>	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
<b>Influence and persuade</b>	Influence and persuade TTA, QCA, ALI, Ofsted, SSCs, awarding bodies and others to modify their programmes, frameworks and qualification systems in ways that encourage sustainable development policies and practices

Milestones by 2007	Milestones by 2010	Owner/Partner
<p><b>Providers and the LSC will:</b></p> <ul style="list-style-type: none"> <li>• be able to decide how best they can contribute to SD through a structured programme of capacity building</li> <li>• have done a baseline audit of current SD activity and identified examples of good practice</li> <li>• agree on the guiding principles and approaches they will adopt</li> <li>• include criteria for SD in all guidance and reporting requirements</li> <li>• use their experience of implementing SD to identify risks and opportunities</li> <li>• understand what improvement looks like for the sector and develop a reporting framework</li> <li>• agree longer term milestones for 2020 and beyond</li> <li>• launch pilot projects to develop good practice and contribute towards SD in the sector</li> </ul>	<p><b>Providers and the LSC will:</b></p> <ul style="list-style-type: none"> <li>• embed SD skills in education and training programmes so that all learners are able to acquire these skills</li> <li>• produce sector plans and policies that integrate the principles of SD in all areas of their work</li> <li>• have identified and trained appropriate and sufficient champions for SD within their institutions</li> <li>• understand and manage the risks and opportunities of promoting SD</li> <li>• report on, and monitor, their contribution to SD</li> <li>• operate a sector-wide programme of activity to implement SD</li> </ul>	<p>LSC Implementation and Delivery Group DfES Defra GOs LAs RDAs</p> <hr/> <p>LSC providers Implementation and Delivery Group national organisations and agencies LSDA</p> <hr/> <p>LSC providers Implementation and Delivery Group LSDA</p> <hr/> <p>LSC Implementation and Delivery Group TTA QCA ALI Ofsted SSCs awarding bodies</p>

## Buildings and estate

Key area	Proposed Action
<b>Environmental Management Systems (EMS)</b>	Undertake an audit of existing consumption and management of energy, waste and water with a view to implementing an effective EMS or adopting a sound sustainability policy
<b>Building and design</b>	Promote and deliver good sustainable practice in all design, new build and refurbishment activities
<b>Procurement</b>	Make sure that all procurement practices reflect social and environmental as well as economic costs
<b>Biodiversity</b>	Implement a locally appropriate biodiversity programme that best manages the site for conservation
<b>Travel</b>	Implement a travel plan that tackles the issues of providing access for all as well as reducing the environmental impact of travel

Milestones by 2007	Milestones by 2010	Owner/Partner
<p><b>Providers and the LSC will:</b></p> <ul style="list-style-type: none"> <li>• be able to decide how best they can contribute to SD through a structured programme of capacity building</li> <li>• have done a baseline audit of current SD activity and identified examples of good practice</li> <li>• agree on the guiding principles and approaches they will adopt</li> <li>• include criteria for SD in all guidance and reporting requirements</li> <li>• use their experience of implementing SD to identify risks and opportunities</li> <li>• understand what improvement looks like for the sector and develop a reporting framework</li> <li>• agree longer term milestones for 2020 and beyond</li> <li>• launch pilot projects to develop good practice and contribute towards SD in the sector</li> </ul>	<p><b>Providers and the LSC will:</b></p> <ul style="list-style-type: none"> <li>• embed SD skills in education and training programmes so that all learners are able to acquire these skills</li> <li>• produce sector plans and policies that integrate the principles of SD in all areas of their work</li> <li>• have identified and trained appropriate and sufficient champions for SD within their institutions</li> <li>• understand and manage the risks and opportunities of promoting SD</li> <li>• report on, and monitor, their contribution to SD</li> <li>• operate a sector-wide programme of activity to implement SD</li> </ul>	<p>LSC</p> <p>providers</p> <p>Implementation and Delivery Group</p> <p>national organisations and agencies</p> <p>employers</p> <p>trades unions</p> <p>schools</p> <p>local authorities</p> <p>HEFCE</p> <p>DfES</p> <p>Defra</p>

## Curriculum

Key area	Proposed Action
<b>Education for Sustainable Development (ESD)</b>	Promote and encourage acceptance and delivery within learning programmes of the Sustainable Development Education Panel's key concepts for ESD
<b>Learning materials</b>	Consider adopting and using currently available SD learning materials and develop appropriate SD programmes and modules
<b>Whole-institution approach</b>	Implement a whole-institution approach to SD, taking account of both institution-based provision and virtual learning environments, and both informal and formal learning approaches
<b>Links and partnerships</b>	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
<b>Healthy college programme</b>	Encourage as many colleges as possible to develop and implement a healthy college programme

Milestones by 2007	Milestones by 2010	Owner/Partner
<p><b>Providers and the LSC will:</b></p> <ul style="list-style-type: none"> <li>• be able to decide how best they can contribute to SD through a structured programme of capacity building</li> <li>• have done a baseline audit of current SD activity and identified examples of good practice</li> <li>• agree on the guiding principles and approaches they will adopt</li> <li>• include criteria for SD in all guidance and reporting requirements</li> <li>• use their experience of implementing SD to identify risks and opportunities</li> <li>• understand what improvement looks like for the sector and develop a reporting framework</li> <li>• agree longer term milestones for 2020 and beyond</li> <li>• launch pilot projects to develop good practice and contribute towards SD in the sector</li> </ul>	<p><b>Providers and the LSC will:</b></p> <ul style="list-style-type: none"> <li>• embed SD skills in education and training programmes so that all learners are able to acquire these skills</li> <li>• produce sector plans and policies that integrate the principles of SD in all areas of their work</li> <li>• have identified and trained appropriate and sufficient champions for SD within their institutions</li> <li>• understand and manage the risks and opportunities of promoting SD</li> <li>• report on, and monitor, their contribution to SD</li> <li>• operate a sector-wide programme of activity to implement SD</li> </ul>	<p>LSC</p> <p>providers</p> <p>Implementation and Delivery Group</p> <p>national organisations and agencies</p> <p>HEFCE</p> <p>DfES</p> <p>SSCs</p> <p>learning partnerships</p> <p>voluntary and community sector groups</p> <p>awarding bodies</p>

## Community

Key area	Proposed Action
<b>Community engagement</b>	Ensure good communications exist with the local community at all levels, including employers, and that this leads to greater community and employer involvement
<b>Local and regional networks</b>	Maintain and develop appropriate local and regional partnerships between providers, local authorities, RDAs, higher education, and other key stakeholders
<b>Local markets and ethical trade</b>	Support local markets, ethical and fair trade, and socially responsible initiatives within the community
<b>Share facilities</b>	Consider sharing facilities with local community agencies and groups to make the best use of resources
<b>Local economic strategies</b>	Be aware of, support and connect to, the local economic strategies drawn up and developed by local authorities and RDAs
<b>Volunteering</b>	Encourage learners and providers to undertake volunteering activity as part of community commitment to SD

Milestones by 2007	Milestones by 2010	Owner/Partner
<p><b>Providers and the LSC will:</b></p> <ul style="list-style-type: none"> <li>• be able to decide how best they can contribute to SD through a structured programme of capacity building</li> <li>• have done a baseline audit of current SD activity and identified examples of good practice</li> <li>• agree on the guiding principles and approaches they will adopt</li> <li>• include criteria for SD in all guidance and reporting requirements</li> <li>• use their experience of implementing SD to identify risks and opportunities</li> <li>• understand what improvement looks like for the sector and develop a reporting framework</li> <li>• agree longer term milestones for 2020 and beyond</li> <li>• launch pilot projects to develop good practice and contribute towards SD in the sector</li> </ul>	<p><b>Providers and the LSC will:</b></p> <ul style="list-style-type: none"> <li>• embed SD skills in education and training programmes so that all learners are able to acquire these skills</li> <li>• produce sector plans and policies that integrate the principles of SD in all areas of their work</li> <li>• have identified and trained appropriate and sufficient champions for SD within their institutions</li> <li>• understand and manage the risks and opportunities of promoting SD</li> <li>• report on, and monitor, their contribution to SD</li> <li>• operate a sector-wide programme of activity to implement SD</li> </ul>	<p>local LSCs</p> <p>providers</p> <p>Implementation and Delivery Group</p> <p>local authorities</p> <p>RDAs</p> <p>voluntary and community sector groups</p> <p>trades unions</p> <p>employers</p> <p>DfES</p> <p>Defra</p>

## Key

ALI: Adult Learning Inspectorate  
DfES: Department for Education and Skills  
Defra: Department for Environment, Food and Rural Affairs  
ESD: Education for Sustainable Education  
GO: Government Office  
HEFCE: Higher Education Funding Council for England  
LAS: local authorities

LSC: Learning and Skills Council  
LSDA: Learning and Skills Development Agency  
QCA: Qualifications and Curriculum Authority  
Ofsted: Office for Standards in Education  
RDAs: regional development agencies  
SSCs: sector skills councils  
TTA: Teacher Training Agency





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