

 For information

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Leading learning and skills

Review of the Learning and Skills Council Strategy for Sustainable Development 2005-2010

March 2010

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

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Foreword

When we launched the LSC's first strategy for sustainable development '*From Here to Sustainability*' in 2005 the subject was still new to us. We've learnt a lot in the past five years and in that time the sustainable development (SD) agenda has moved forward a great deal. This brief report is our reflection on that journey. It gives us the opportunity to share what we have learned with the organisations we have worked with and the organisations that will take up the mantle for the SD agenda within the learning and skills sector.

It would have been hard to predict just how far and how fast the SD agenda has increased in importance. In just five years we've seen climate change develop as a priority, not only nationally but globally. This change has been mirrored in the learning and skills sector.

There have also been a number of major initiatives and developments which have had implications for the sector and for the SD agenda. These include the Leitch Review of Skills (2007), Every Child Matters (2007), Procuring the Future (2007) and the UK Low Carbon Industrial Strategy (2009) to name but a few. The LSC has had to take into consideration these developments and many more since the launch of our strategy for SD.

At the LSC we have worked hard to influence and support improvement in the sector on SD and we have seen these efforts bear fruit. Of course, the progress the sector has made on the SD agenda is not solely as a result of our efforts. There have been a range of factors influencing the sector's focus on SD, including the growing awareness of government and its agencies, the rising understanding of the media and the public, along with the activities and achievements of colleagues within the sector.

In reviewing our strategy we can certainly say that we have made progress. We have been more successful in some areas than others, but this is a situation reflected across our sector, if not all sectors, where progress on SD is still mixed.

We have also learnt a lot. It is essential we share this, so that we can capitalise on the progress made so far. This is because on sustainability, as in so many other areas, it really is true that actions speak louder than words.

As the LSC is to be dissolved in 2010, the purpose of this review is to reflect on our sustainability journey, highlight our successes and organisational learning, and to make recommendations to our colleagues in the successor organisations on how they could take sustainability in the sector forward.

I hope you find this document useful and would like to thank all those involved not only in developing the strategy, but also in the review process.

Caroline Neville

Caroline was the director responsible for developing and launching '*From Here to Sustainability*' in her then role as National Director of Learning. She has since been Regional Director for the East of England region and the SD champion on LSC Management Group.



Introduction and Background

1 In 2005 we published our strategy for SD '*From Here to Sustainability*'. It confirmed our commitment to SD in four key areas:

- positioning the sector;
- buildings and estates;
- curriculum; and
- community.

2 Our vision was that, over the next 10 years, the learning and skills sector would proactively commit and contribute to SD through its management of resources, the learning opportunities it delivers, and its engagement with employers and communities.

3 This vision would be realised in a list of outcomes which set out how the sector would look with a changed outlook and behaviour.

- All providers and their learners would know about SD and expect it to be part of everyday practice
- Organisations would have strategies, policies and plans in place to integrate and implement SD and these would be understood and acted upon
- The LSC would become an exemplar organisation by integrating SD into its policies and everyday practices
- Risks and barriers preventing SD would be understood and strategies to overcome them would be shared
- Continuous improvement in the SD performance of the sector would be recognised and celebrated
- Good practice would be recognised, understood and shared

4 Prior to the development of the strategy the LSC had undertaken a number of projects under the theme of Learning to Last, to support and disseminate good practice in areas such as 'greening the curriculum' and sustainable procurement.

5 In 2003, following recommendations from the government's Environmental Audit Committee and in response to the Department for Education and Skills (DfES) SD Action Plan for Learning and Skills, the LSC began to build on the projects to develop an SD strategy for the sector.

6 An advisory group met for the first time in November 2003 with representatives from a range of organisations in the learning and skills sector and specialists in SD. A position statement was published in February 2004 followed by the development of a draft strategy. A formal consultation including two consultation events ended in March 2005.

7 Just under 100 responses were received from a range of stakeholders. Overall they showed strong support with useful recommendations, such as the need for the LSC to make SD a real priority across its business, the significant need for capacity-building in the sector, the value of sharing good practice and the need to measure progress. The responses were used by the advisory group to inform the final version of '*From Here to Sustainability*'.

Highlight

Sustainability Online Resource and Toolkit for Education (SORTED) www.eauc.org.uk/SORTED/home

SORTED was mentioned consistently in the interviews as a good example of the LSC's work on sustainability. The only criticism was that it was launched too late – in January 2008 – and should have been launched with, or even before, the strategy in 2005.

Both providers and partners praised the attempt to provide a set of resources on sustainability accessible to anyone in the learning and skills sector, with any level of knowledge. The resources include definitions, guides, example documents such as transport plans and case studies.

Purpose of the Review

Why carry out a review of our sustainability activity?

8 The world has changed irrevocably since 2005 and so has the learning and skills sector. It has developed and improved in the area of sustainability as a result of our efforts and those of others. We wanted to see how our efforts and aspirations have lived up to these new standards.

9 More crucial is the fact that the LSC will be dissolved in 2010. As much of our work on SD has been about sharing good practice we want to continue to share what we have learnt.

10 A range of organisations will take on the responsibilities currently held by the LSC, including the Young People's Learning Agency, the Skills Funding Agency, local authorities and regional development agencies. In addition to our achievements, this review also documents the lessons we have learnt in a bid to make sure that any opportunities we have not fully taken advantage of will not also be missed by our successor organisations.

11 They must have the opportunity to learn from our experiences and we hope this document provides them with the information to do that.

How did we carry out the review?

12 Working with a range of colleagues, partners and stakeholders:

- all of the materials, documents and articles relating to SD that have been produced by the LSC prior to and since the launch of the strategy were reviewed
- 18 people were interviewed by ESD Consulting, from both the LSC and our partners and stakeholders, to get their opinions and experiences of the LSC in relation to sustainability

13 The document review incorporated a wide range of documents from 2002 to 2009 including, for example, an evaluation of the LSC project to disseminate good practice in education for SD (2003), the report on the LSC SD staff survey (2007), the results of a baseline audit of SD activity in the East of England region (2008), the progress report on the LSC strategy for SD (2008) and reports on two conferences held for SD champions at the LSC (2009).

14 This helped us to more fully chart the sustainability journey we have been on.

15 The interviews were conducted during September and October 2009 with key people who were either involved with the development of the strategy or are recognised experts within the sector. The interviews explored:

- understanding and opinion of the strategy itself
- if the person was involved, what they thought of the process of developing the strategy
- opinion of progress made both by the LSC and the sector as a whole since 2005
- which opportunities and learning should be taken forward from the development and implementation of the strategy
- what the key recommendations on sustainability should be for the LSC's successor agencies

16 A list of interviewees can be found in Annex C.

17 All this information along with input from the LSC team with current responsibility for the strategy, has formed the basis of this report.

18 A number of initiatives came out of both the literature review and interviews as highlights of our work on sustainability. These highlights have been included.

Key Messages

19 Both the literature review and interview process revealed some consistent themes, highlighting not only where we had been successful, but also where there is still work to be done. These themes have then been examined and a series of recommendations developed.

20 We feel these are important themes, relevant to any organisation and should be considered when developing and implementing SD strategies.

Link sustainable development with your core mission

“It (sustainable development) isn’t linked to targets or funding and is therefore ignored,”

Lesley Harry, Head of Derbyshire Adult Community Education Service, Derbyshire County Council

21 During the review many of those interviewed mentioned the importance of linking SD activity with the core mission or responsibilities of the organisation. It is certainly true that the implementation and embedding of SD is stronger when it is linked to the core activity of the organisation.

22 Stakeholders were concerned about activity that is undertaken or proposed which is seen to be on periphery of the organisation’s purpose. When on its own, instead of part of a larger, more strategic programme of SD initiatives, this kind of activity leads stakeholders to question the organisation’s commitment to SD.

Show leadership

“You have to give people resource and access to leadership in order to deliver on this agenda... It needs a powerful advocate not only to the external world but internally in the organisation as well.”

Professor Stephen Martin, President of the charity Studentforce for Sustainability and SD Advisor to the Higher Education Academy.

23 This has been a recurring theme throughout the process and is also a recurring theme across the sustainability agenda. Leadership in SD needs to be thought about at every level - from personal leadership to organisational leadership as well as sectoral leadership.

24 During the review there were many compliments about the LSC taking on a leadership role. This was our intention and we have tried to demonstrate it not only by developing the strategy, but in our programmes and initiatives since 2005. Examples of these programmes and initiatives include the SORTED web resource, supporting regional SD networks for providers, sponsoring the Green Gown Awards, developing the sustainability aspects of our capital building programme and helping to bring external partners together in the Sustainable Development Alliance for Learning and Skills.

25 Whilst good work was widely recognised and celebrated, it was also said that the LSC’s leadership often didn’t go far enough. Specifically it was felt by some of the people interviewed that the LSC tried to provide leadership on SD for the sector without having leadership established internally and without the right level of resources dedicated to it. The perception was that this led to us being less effective.

26 This theme is reinforced by being mentioned by the vast majority of people interviewed as one of their top tips for our successor organisations.

Highlight

Creating and sustaining networks

Our work creating networks on sustainability also received praise, especially the Sustainable Development Alliance for Learning and Skills which brings together the SD leads of many of the strategic and representative bodies in the learning and skills sector.

We are working together to build our capacity on SD, work collaboratively on projects, and influence current developments relevant to the sector.

Be a catalyst for change

"...it meant that I could take it (LSC's strategy) and say to the management team, "Look, it's not just me!"

Roy Morgan-Wood, Leicester College

27 Throughout our work on SD we recognised that, while we were ambitious in many areas, our sphere of control was often limited. The review has highlighted that this is perhaps one of the drawbacks of 'From Here to Sustainability' as some of the targets we set could only be delivered by other organisations.

28 When asked about good examples of the LSC's work on sustainability, many of the interviewees talked about our work lending a legitimacy to their own work on sustainability. We were described as "an enabler" and 'From Here to Sustainability' was hailed as providing a licence for others to progress the sustainability agenda.

29 Understandably many interviewees found it hard to attribute solely to the LSC the responsibility for the positive developments on SD within the sector. But there was a widely held belief that our activities had been a catalyst.

30 Our commitment to this agenda and continued support for other organisations within the sector was felt to be an important factor by many, including provider-based colleagues. However, the interviewees also acknowledged other factors, such as the growing awareness of the media and public and the rising Government priority of climate change.

Communicate your approach

"The LSC could have taken it (the strategy) more seriously themselves. It doesn't feel like it was high on their priorities or we would have known about it,"

James Murdock, Education & Qualifications Director, Cogent

31 Communication is key to getting buy-in for any strategy, which in turn is critical if the strategy's aspirations are to be achieved. It is also crucial in demonstrating to others that you are serious.

32 It is clear from the review that most of our partners think we tried hard to communicate with them, both during the development of the strategy and after its launch. However, some people were critical that this level of communication was not sustained and did not come from all levels of the organisation, leaving them with the impression that SD was not always a top priority for the LSC.

33 Since 2005 we have made a concerted effort to communicate not only about our strategy but about the tools we have developed to support the sector in delivering it. This communication has been two-fold. We have worked closely with organisations like EAUC and NIACE to improve our communication with stakeholders on our plans and strategies. We have also developed an internal SD communications campaign called Doing Our Bit, trying to build the capacity of our staff to change their own behaviour and support them to more seamlessly engage with the sector on the SD agenda.

34 Whilst the interviews and document review clearly demonstrate much activity in this area, the overall message has been that there was not enough communication. It has been said that the LSC should have been bolder and more vocal on areas of concern from an SD perspective and to promote our successes.

Build capacity

"I feel that I am now empowered with the knowledge to make small changes to my environment," and "Very useful and informative but I think the LSC needs to do more to encourage all staff to participate,"

Feedback from two participants at the LSC Introduction to SD training days for staff

35 Capacity and resources were also central themes in this review, with the documentation and interviews showing that people felt that capacity-building both at the LSC and within providers was not as focused or delivered with as much urgency as it could have been.

36 The crux of this feedback was not about a lack of activity, but about the gap between launching the strategy and the start of work to build capacity. It is acknowledged that we have done work to build capacity on SD within the LSC, and funded this kind of work for others too. But this happened in the years after the strategy launched and, in hindsight, we may have achieved more if it had started before the launch of the strategy.

37 What has also been successful is an Introduction to SD training programme delivered to small groups of LSC staff in 2008/09. We hope the outcomes of the work-based projects in particular will have a lasting impact and that the training model will be useful to others.

Be target driven

“In hindsight we didn’t set clear targets and it (the strategy) covers things that are not in our remit. Milestones are vague and hard to prove when you have achieved them.”

Debbie Watson, Director of Policy and Innovation, Learning and Skills Council

38 The learning and skills sector is heavily measured, heavily monitored and has a target-driven culture. Although many specific targets were discussed during the development of the strategy, the final document did not contain them all because we did not want to increase bureaucracy for providers. The review also highlighted that other possible target mechanisms, such as Ofsted reports and self-assessment, were not fully utilised.

39 What has been raised time and again during this review is that the strategy lacked specific, measurable targets that could be monitored effectively. In addition, many of the targets it did contain could not be delivered and achieved by the LSC itself. Responsibility for delivering these targets sat with other organisations within the sector but there was no official sign-up by them.

40 Many interviewees commented on our lack of use of other targets to drive the agenda, outside of those in the strategy itself. Many pointed to the missed opportunity to make college principals directly responsible through funding criteria and other existing targets.

41 It has therefore been a challenge when reviewing the strategy, not only in 2008 when it was first reviewed, but also now, to demonstrate clearly where and how targets have been achieved.

Actively engage with your stakeholders

“As a key to new and transformative approaches to sustainability, your staff need to understand it on a deep level so that they can apply it in their own jobs. You are more likely to achieve stretching targets if staff understand (sustainability), rather than it being imposed.”

Jane-Fiona Cumming, Director, Article 13

42 During the development of the strategy the external consultation process was wide-ranging and inclusive. The team developing the strategy met a range of individuals, organised numerous review meetings and, it was felt by many, took real time to understand different perspectives and views throughout the process.

43 However, it is also true to say that during development less time was devoted to engaging our own staff, including senior management, and to building internal capacity. Doing this would have meant our colleagues would better understand the SD agenda and its implications for the LSC and be able to drive it forward throughout our core activities.

Focus on the curriculum

“Because the curriculum is at the heart of what we do in learning and skills, it should be at the heart of a future vision on sustainability in which we all play a part.”

Mary Kelly, Senior Policy Manager, Learning and Skills Council

44 A recurring theme throughout the interview process was of the need for more focused engagement by the LSC on the whole issue of embedding SD into the curriculum.

45 Our core mission has been to fund and support providers to develop the skills and knowledge of learners to contribute to the development of the UK economy. If we accept the fact that the sustainability and climate change agendas are now having a significant impact on businesses throughout the UK and the world, it becomes essential to address these core ideas in the curriculum of current and future learners.

46 Whilst we made good strides in 2008 on providing guidance for the sector on approaches to embedding SD in the curriculum, many felt that this should have been a core priority at the time of the launch of the strategy.



Recommendations

“There is a danger that a light that was lit by the LSC could go out if it (SD) isn’t valued going forward,”

Elaine McMahon, Chief Executive and Principal, Hull College

47 The following recommendations are relevant not only to the LSC’s experience and therefore for its successor bodies, but for all organisations leading the learning and skills sector in the future. More than this, we believe they have relevance for all organisations.

48 We have not only made recommendations. We have attempted to describe what would happen if these are implemented. We have titled the section ‘how this would look’ as these are indicators that will show that an organisation is serious about sustainability, not just talking about it.

49 The recommendations have been developed from interviewee feedback, the document review process and the experience gained by the LSC since the launch of the strategy. The recommendations are a reflection of both what the LSC has been successful in doing and feedback on where we could have done more.

Highlight

Curriculum guides

In 2008 we funded a project to explore the tools and approaches needed to embed sustainability into the curriculum.

During the research phase of the project we discovered that those institutions which had been successful in embedding sustainability within the curriculum had also been successful in embedding sustainability into the whole institution’s activities. To reflect this the project delivered two outputs:

- A guide on embedding sustainability into the curriculum
- A guide on creating the conditions to embed sustainability into the curriculum

Both documents now sit on the SORTED website. To complete the project, in early 2010 six workshops are being delivered to promote the guides and help learning providers develop the skills to implement sustainability within the curriculum.

Highlight

Internal engagement and CPD

Despite a gap between launching the strategy and work to build capacity, we have since done a lot of work on engaging within the LSC on sustainability. This was mentioned by a few interviewees as positive work.

Doing Our Bit is an internal engagement programme based around an intranet site with material on SD, information and advice on key topics such as saving energy and paper and stories of progress.

Complementing this was a voluntary Introduction to SD training programme, including an option to gain the NCFE Level 2 Certificate in Sustainable Development through a work-based project. As part of Doing Our Bit we also ran two conferences to bring together our informal SD champions to share learning and hear from inspirational speakers.

Link sustainable development with core mission

Recommendation:

When developing and implementing an SD strategy, ensure that the main activities and focus are linked directly with the core mission and behaviour of your organisation. Ultimately sustainability should be indelibly printed on the fabric of your organisation and be central to everything you do.

How would this look:

- The SD strategy would be aligned with core business strategy and over time sustainability considerations would be subsumed into the business strategy
- The individuals working in the organisation would understand how sustainability fits into their day-to-day work
- Sustainability would be a key consideration in all business decisions

Show leadership

Recommendation:

Visibly demonstrate leadership on sustainability in all that you do, both inside and outside the organisation.

How would this look:

- The leader of the organisation, along with all senior management, would regularly talk about SD in relation to all of the core business activities
- The organisation would be an advocate for SD within the sector and beyond
- The organisation would undertake innovative and ground-breaking projects and approaches to sustainability which push the boundaries of people's understanding and behaviour.

Be a catalyst for change

Recommendation:

Work with others to stimulate new thinking and action across the sector.

How would this look:

- The organisation would regularly engage with key stakeholders and partners on SD
- The organisation would be innovative in relation to sustainability, setting and then raising the bar, not just going for the easy wins
- The organisation would take a lead in creating and maintaining networks to identify, promote and share best practise throughout the sector

Communicate your approach

Recommendation:

Promote what you do. Sustainability should feature strongly in your communications strategy.

How would this look:

- The publishing of a regular and honest appraisal of your activities on SD, including your achievements and challenges
- Regular engagement at all levels with your partners and stakeholders
- Communication and engagement with staff so that they are aware of sustainability activity and how important it is to the business

Build capacity

Recommendation:

All staff are trained on SD. You should also promote and support training on SD to the sector.

How would this look:

- All staff have the confidence and capability to engage with the SD agenda in the context of their role with the organisation
- Staff are able to communicate with stakeholders within the sector on SD
- The organisation has supported or provided opportunities for SD competency development within the sector

Be target driven

Recommendation:

Identify a set of targets which are built into core business activities and therefore existing reporting processes.

How would this look:

- The organisation has a strategy with clear milestones and responsibilities
- The organisation has a set of clear and measureable targets which will demonstrate how SD is being achieved. Action is taken if any of the targets are missed
- Responsibility for sustainability targets starts at the highest level in the organisation and is part of all staff's personal development plans

Actively engage with your stakeholders

Recommendation:

Engage with external and internal stakeholders on the development and implementation of your SD strategy.

How would this look:

- A stakeholder analysis has been undertaken to clearly identify who the stakeholders are
- The organisation engages regularly and in a tailored way with stakeholders on sustainability
- There is a dialogue between the organisation and its stakeholders on sustainability, not just one-way communication

Focus on the curriculum

Recommendation:

SD is embedded within all curriculum areas.

How would this look:

- Tools and materials to support the embedding of SD in the curriculum are developed and made available
- Targets relating to embedding SD in the curriculum are set and monitored, with action taken if they are not met
- All learners understand and can embed SD in their future careers



Conclusion

50 It is impossible to ignore the fact that the sustainability agenda has become an issue for all organisations, governments and citizens throughout the world. And this major increase in the profile of the subject has happened since we launched our strategy for SD, *'From Here to Sustainability'*. It is with this in mind that we felt it was important to undertake this review.

51 As with many theoretical journeys, we set out with a destination in mind, but we found our route was not a direct one. In fact, the sustainability agenda has moved on so much that if we at the LSC were able to complete our journey, we would be headed for a very different destination.

52 Our journey has been filled with the twists and turns of successes, challenges to overcome and a great deal of lessons learned. We have tried to share these with you in this document.

53 We believe that by discussing our sustainability journey we are contributing to the ability of organisations within the UK to respond to the challenge. We hope that they will take this learning and the recommendations in this review forward in their own journeys. We have found both the process and outcomes of the review very useful and we hope others will find the same.

Highlight

Funding energy efficiency

Another highlight was the grant funding for energy efficiency projects. The programme was launched in 2007 in partnership with Salix Finance and the initial pot of £20m was over-subscribed.

The LSC supported all of the applications, with funding totalling £22.7m. This covered 1,247 projects at 229 colleges. The funding reaped annual savings of £6.44m and the lifetime savings for the colleges have been estimated at £49.2m.

In carbon reduction terms, 47,000 tonnes is saved each year as a result of the grants. This results in estimated lifetime savings of 360,000 tonnes of carbon.

We are still working to promote the energy-efficiency agenda and have recently helped Salix promote a new tranche of funding, leading to applications totalling £3m from 23 colleges in only two months.

Highlight

Regional projects

In 2007/08, we funded networks and initiatives to support SD at regional and local level including.

- the Sustainable Colleges Assistants Programme in the East Midlands
- the Sustainable Agenda in FE (SAFE) network in West Midlands
- the Kirklees Healthy College Standard
- networks led by the Association of Colleges in Yorkshire and Humberside and the South West
- the delivering Energy Skills for London project
- audits of current practice in the East of England and the South East

Annex A

Progress Against Strategy Milestones

Milestone	Owner/Partner	Examples of progress by the LSC
Embed sustainable development (SD) skills in education and training programmes so that all learners are able to acquire these skills	Local LSCs Providers	<ul style="list-style-type: none"> In 2009 we published two guides to embedding SD in the curriculum. By March 2010 we will have promoted and tested them with groups of providers and found more examples of practice. We developed SORTED as a free on line resource on which to share guidance and case studies on all aspects of SD in the learning and skills sector, including the curriculum.
Produce sector plans and policies that integrate the principles of SD in all areas of their work	Implementation and Delivery Group Local authorities	<ul style="list-style-type: none"> We published SD Action Plans in 2007/08, 2008/09 and 2009/10 which identified our priority actions for the coming year. In 2009 we organised and reported on two round table events to bring together key stakeholders to discuss how to progress skills for a low carbon resource efficient economy. Both events were timed to inform Government thinking on the development of Low Carbon Industrial Strategy and Transition Plan, published in July 2009.
Have identified and trained appropriate and sufficient champions for SD within their institutions	Regional Development Agencies Voluntary and community sector groups Trade Unions	<ul style="list-style-type: none"> In 2007/08 we funded a project in the East Midlands region, the key feature of which was the placement of a European graduate volunteer in provider organisations for one day a week to work alongside college staff, accelerating progress and building their capacity. This is now a self-sustaining independent programme. In 2009 we developed and delivered an internal programme called Doing Our Bit, which included an intranet site for all LSC staff to learn about SD and a training programme for staff acting as informal SD champions at the LSC.

Milestone	Owner/Partner	Examples of progress by the LSC
<p>Have identified and trained appropriate and sufficient champions for SD within their institutions</p>	<p>Employers Department for Education and Skills (DfES)</p> <p>Department for Environment, Food, and Rural Affairs (Defra)</p>	<ul style="list-style-type: none"> LSC National Office and LSC regions have supported networking activity to build capacity within and between providers e.g. the SAFE network in the West Midlands. In 2005 Caroline Neville, then National Director of Learning at the LSC chaired the steering group which helped to develop the LSC Strategy for SD, From Here to Sustainability. Since then Caroline has continued to be the LSC's senior management champion on SD.
<p>Understand and manage the risks and opportunities of promoting SD</p>		<ul style="list-style-type: none"> In 2007 we offered all LSC staff the opportunity to express their views on SD in a confidential online survey. This gave us useful and current information on risks and opportunities as well as views generally. A risk identified through the survey was not doing enough to engage LSC staff in the drive towards SD. This led to the development of an Introduction to SD Training programme for informal champions, conferences for the champions to share experience and practice and an awareness raising and capacity building campaign called Doing Our Bit. In 2010 we will publish a collection of examples of SD in action around the LSC to celebrate some of the successes of Doing Our Bit and to promote SD further with our staff. Since 2007 we have sponsored the annual Green Gown Awards to help celebrate best practice in the learning and skills sector and promote the benefits of SD to providers.
<p>Report on, and monitor, their contribution to SD</p>		<ul style="list-style-type: none"> In August 2007 we offered all staff the opportunity to take part in a survey on SD to measure their awareness and attitudes and provide an opportunity to shape priorities. In December 2009 some of the questions were surveyed again to measure progress in raising awareness and building capacity. In August 2008 we published a progress report against the 2007 milestones our Strategy for SD <i>From Here to Sustainability</i>. We are now publishing this final progress report. At least two LSC regions (South East and East of England) carried out an audit of best practice in SD.

Milestone	Owner/Partner	Examples of progress by the LSC
<p>Report on, and monitor, their contribution to SD</p>		<ul style="list-style-type: none"> • The LSC SD Action Plans for 2008/09 and 2009/10 included a review of progress with the previous year's plan. • In 2009 our management group agreed a limited set of sustainability targets, we are reporting on progress against these to staff.
<p>Operate a sector-wide programme of activity to implement SD</p>		<ul style="list-style-type: none"> • In 2006, we commissioned a national baseline survey from the Learning and Skills Development Agency (LSDA), published as <i>Sustainable development in the learning and skills sector: a national baseline survey</i>. • The LSC capital strategy has increasingly supported SD through its investment in the FE estate and specific developments like the introduction of a BREEAM standard for FE and the award of over £22 million in energy efficiency grants. • In January 2008, the Environmental Association of Universities and Colleges (EAUC) and the LSC jointly launched the Sustainability Online Resource and Toolkit for Education (SORTED), a free on-line resource on sustainability for all providers. In 2009 the site was improved and re-launched following consultation with users. • We co-chair and provide the secretariat for the Sustainable Development Alliance for Learning and Skills; a group that brings together the SD leads at strategic and representative bodies in learning and skills to work collaboratively. • In 2009 we led research on behalf of BIS to develop targets and a strategy for FE colleges to meet the new government targets for carbon reduction. • We supported the ESF commitment to mainstreaming SD through our work as a co-financing partner. • Our FE procurement development team encouraged colleges to address sustainability issues when reviewing procurement strategy, including providing training to groups of colleges on first steps in sustainable procuring. In 2008 there was an initiative to engage with purchasing consortia – seen to have key role in influencing college procurement behaviour.

Annex B

Key Documents

Securing the Future UK Government Sustainable Development Strategy (Defra, 2005)
<http://www.defra.gov.uk/sustainable/government/publications/index.htm>

Securing the Region's Futures – Strengthening Delivery of Sustainable Development (Defra, 2006)
<http://www.defra.gov.uk/sustainable/government/publications/index.htm>

World Class Skills, Implementing the Leitch Review of Skills in England (HM Government 2007)
http://www.dius.gov.uk/skills/skills_strategy/implementing_leitch.aspx

UK Government Sustainable Procurement Action Plan (Defra, 2007)
<http://www.defra.gov.uk/sustainable/government/documents/SustainableProcurementActionPlan.pdf>

Stern Review on the Economics of Climate Change (HM Treasury, 2007)
http://www.hm-treasury.gov.uk/sternreview_index.htm

Every Child's Future Matters (Sustainable Development Commission, 2007)
<http://www.sd-commission.org.uk/publications.php?id=578>

Sustainable Development in Government (SDiG) Report (Sustainable Development Commission, 2008)
<http://www.sd-commission.org.uk/pages/sustainable-development-in-government.html>

Building Britain's Future: New Industries, New Jobs (HM Government 2009)
http://www.dius.gov.uk/news_and_speeches/press_releases/new_industry_new_jobs

UK Low Carbon Industrial Strategy (2009)
<http://www.berr.gov.uk/whatwedo/sectors/lowcarbon/lowcarbonstrategy/page50105.html>

and *Low Carbon Transition Plan* (DECC 2009)
<http://interactive.bis.gov.uk/lowcarbon/2009/07/the-uk-low-carbon-transition-plan/>

Annex C

List of Interviewees

Jane-Fiona Cumming – Director, Article 13

Merle Gering – Rights and Records Officer, Learning and Skills Council

Lesley Harry – Head of Derbyshire Adult Community Education Service, Derbyshire County Council

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