

From Here to  
Sustainability –  
The Learning  
and Skills  
Council’s  
Strategy for  
Sustainable  
Development  
Progress Report

August 2008

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

Reviewed by



### **Further information**

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### **FE Communications Gateway Panel**

This document has been reviewed by the FE Communications Gateway Panel, an independent group of FE practitioners working to improve and streamline communications between DIUS, DCSF, the LSC and FE providers.

The panel advises government and its agencies on the best way to communicate with people working in the FE system. It also checks that individual publications are clear, timely, targeted and get the message across effectively.

Your feedback helps the panel's work – let us know what you think of this or any other recent publication, by emailing the chair, Sally Dicketts, at [SDicketts@ocvc.ac.uk](mailto:SDicketts@ocvc.ac.uk).

 **For information**

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## Introduction

- 1 In September 2005, we published our sustainable development strategy, *From Here to Sustainability* (available at: <http://readingroom.lsc.gov.uk/lsc/2005/ourbusiness/strategy/from-here-to-sustainability-lsc-strategy-for-sustainable-development.pdf>). It confirmed our commitment to sustainable development (SD) in four key areas:
  - positioning the sector;
  - buildings and estates;
  - curriculum; and
  - community.
- 2 This update provides a review of progress since 2005, and also highlights some of the challenges currently facing the Learning and Skills Council (LSC) and the further education (FE) system in the field of sustainable development.

## Background

### How do we define sustainable development?

- 3 We use the 1987 Brundtland Commission definition that ‘sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs’ (*Report of the World Commission on Environment and Development: Our Common Future*, 1987, available at: [www.un-documents.net/wced-ocf.htm](http://www.un-documents.net/wced-ocf.htm)).
- 4 This means making progress against the four commonly held SD objectives at one and the same time:
  - social progress that recognises the needs of everyone;
  - effective protection of the environment;
  - prudent use of natural resources; and
  - maintenance of high and stable levels of economic growth and development.

## Our vision, outcomes and milestones in 2005

- 5 In December 2004, we consulted on a draft strategy for sustainable development. This led, in September 2005, to the publication of *From Here to Sustainability*.
- 6 Our **vision** was that, over the next 10 years, the learning and skills sector would proactively commit and contribute to sustainable development through its management of resources, the learning opportunities it delivers and its engagement with employers and communities.
- 7 This vision was to be realised in a set 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 on.
  - 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.

## Progress Review

### Overview

- 8 We have reached some key conclusions in reviewing progress against *From Here to Sustainability*.
  - We need to recognise and acknowledge the contribution of our mainstream work in supporting SD.

- We have made progress in the four key areas – but more in some than in others.
- Some of the milestones do not provide the best measure of progress, and ownership must be specific and clear.
- The context in which we work has changed and affected progress in some areas.
- There are gaps in the strategy relating to the wider FE system.

9 In reviewing progress, we report separately on:

- change at the LSC as an organisation; and
- change in the wider FE system.

10 This is because increasingly we see these outcomes as our two key goals, and each needs specific planning and action.

11 The progress we have made puts us in a good position to move forward quickly and effectively in the period to 2010, particularly if we respond to the above conclusions and to wider developments since the strategy was published.

12 This report is not an independent evaluation of the strategy; nor does it reflect the findings of one. We hope to commission an evaluation by 2010 through an annual action plan.

## **Our key conclusions**

### **We need to recognise and acknowledge the contribution of our mainstream work in supporting sustainable development**

13 The LSC's vision is that, by 2010, young people and adults in England will have knowledge and skills matching the best in the world and will be part of a truly competitive workforce. Much of our everyday work, therefore, supports SD, although the work may not have been commissioned with this goal in mind. Some examples follow.

- One of our Public Service Agreement (PSA) targets is to increase the percentage of 19-year-olds who achieve a Level 2 from 71.4 per cent (in 2006) to 73.4 per cent (in 2008). This will give young people the skills they

need for sustainable employment and will enable them to contribute to high levels of growth and economic development in the UK. By 2007, 73.9 per cent of 19-year-olds had achieved a Level 2 qualification – above our target for 2008 (see *Learning and Skills: Changing Lives, Improving Work: The Learning and Skills Council's Annual Report and Accounts for 2007–08*, available at:

**[www.lsc.gov.uk/aboutus/annualreport/annualreport0708/](http://www.lsc.gov.uk/aboutus/annualreport/annualreport0708/)**).

- Another PSA target is to improve the basic skills of 2.25 million adults between 2001 and 2010, with interim targets of 750,000 by 2004 and 1.5 million by 2007. The 2007 milestone was exceeded and, by the end of 2007, 2,276,000 adults had improved their basic skills. As well as better equipping individuals to play a fully participative role in society, this part of our work supports the economic-growth aspect of SD.
- We are currently delivering our most ambitious communications campaign ever – ‘Our future. It’s in our hands’. This aims to transform the way people think, feel and act about learning and skills. We want to inspire people across England to take control of their future through learning, and to play an active role in achieving their full potential.

**We have made progress in the four key areas of the strategy – but more in some than in others**

- 14 Table 1 confirms the milestones for 2007, and examples of progress against each are highlighted in Annex B.
- 15 In some areas, significant progress has been made. In terms of capacity building, for instance, we have launched the Sustainability Online Resource and Toolkit for Education (SORTED) as a free online resource to help providers respond to the strategy, and we have invested significantly in the capacity of the FE estate to address climate change and support sustainable development. In order to identify risks and opportunities and ensure that we respond to them, we have started to publish an annual SD action plan. And in terms of what improvement looks like, we are developing a reporting framework for SD at the LSC.

- 16 In other areas, progress has been more limited. There is much more potential for working collaboratively as an FE system, particularly in the area of education for sustainable development. There is room for more influencing and persuading. We have identified some of the possible reasons in our other key conclusions, but it may also be that some good practice is hidden.
- 17 Annex A contains a fuller list of examples of progress against the 2007 milestones.

**Table 1: Summary of progress against milestones**

Milestone – providers and the LSC will:	Progress made
<p>Be able to decide how best they can contribute to SD through a structured programme of capacity building</p>	<p><b>Providers</b></p> <p><b>Capital strategy</b></p> <p>The LSC has increasingly been placing sustainability at the heart of its capital strategy. Our investment in the FE estate has already provided examples of good practice and has improved the sector’s capacity to contribute to SD through its buildings and estates. Between 2008/09 and 2010/11 we will seek to do far more and will require the achievement of an ‘excellent’ Building Research Establishment Environmental Assessment Method (BREEAM) rating – see our new capital strategy, <i>Building Colleges for the Future</i> (March 2008), available at: <a href="http://www.dius.gov.uk/publications/LSCLayout.pdf">www.dius.gov.uk/publications/LSCLayout.pdf</a>.</p> <p>The LSC has worked with Salix Finance to award over £22 million to 230 FE colleges. Thanks to these awards, 1,200 projects will reduce energy consumption and carbon emissions, helping to give colleges the capacity to address climate change and SD.</p> <p><b>SORTED</b></p> <p>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) – see <a href="http://www.eauc.org.uk/sorted/home">www.eauc.org.uk/sorted/home</a>.</p> <p>As well as helping providers understand why sustainability is important, SORTED gives inspiration and practical ideas to help with taking those first sustainable steps. It also directs users to key resources, tools and case studies. The LSC will be working with the EAUC to maintain and refresh the resources, but it is our vision that the FE system will eventually develop a sense of ownership of them. In this way, providers will be the driving force in shaping the resources (see Annex B).</p> <p><b>Sustainable College Assistants Project</b></p> <p>In 2007/08 the LSC 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. The graduate supported capacity building by working with key college staff on SD projects, in line with both the LSC strategy and the college’s own priorities (see Annex B). See <a href="http://www.studentforce.org.uk/pdf/SCAFinalReport%20v1%203.pdf">www.studentforce.org.uk/pdf/SCAFinalReport%20v1%203.pdf</a>.</p> <p><b>LSC</b></p> <p>In July 2007, the LSC asked all staff to take part in an online sustainable development survey to measure awareness and attitudes. The key findings are as follows.</p> <ul style="list-style-type: none"> <li>• Some 939 staff responded, 30 per cent of permanent and fixed-term staff.</li> <li>• Over half (56 per cent) were ‘moderately aware’ of SD and understood what it meant in practice; 24 per cent (223) felt that they had a high understanding and could give examples of how SD works in practice.</li> <li>• Only 22 (2 per cent) had not heard of SD.</li> </ul>

	<ul style="list-style-type: none"> <li>• Some 60 per cent said that embedding SD in the way we work should be a priority for the LSC.</li> <li>• The main barrier to building SD into current roles was a ‘lack of knowledge/skills/support on sustainable development issues’ (59 per cent ) followed by ‘lack of time’ (38 per cent), ‘lack of opportunities to act’ (36 per cent) and ‘not a priority for my manager’ (33 per cent).</li> </ul> <p>To follow up the survey, the LSC commissioned two projects with staff in mind. Both have now been completed and will be taken forward as part of our next SD action plan:</p> <ul style="list-style-type: none"> <li>• developing a strategy to communicate and embed SD in the everyday work of the LSC; and</li> <li>• identifying capacity-building options for the LSC to take forward for its staff.</li> </ul>
<p>Include criteria for SD in all guidance and reporting requirements</p>	<p><b>Providers</b></p> <p>There are no requirements for providers to report SD data to the LSC – except in applications for capital funding, where there is a requirement to meet the relevant BREEAM standard, etc.</p> <p>Through our recent capital strategy, <i>Building Colleges for the Future</i>, we have committed ourselves to establishing realistic FE programme targets related to SD, and to reducing FE’s carbon footprint.</p> <p><b>LSC</b></p> <p>In November 2007, sustainable development was included in the LSC grant letter for the first time. We are now developing a defined set of sustainability measures for the LSC as an organisation; these will enable us to analyse and report on progress across the areas of environmental, social and economic impact.</p>
<p>Use their experience of implementing SD to identify risks and opportunities</p>	<p><b>Providers</b></p> <p>Many providers have acted independently on SD – responding both to opportunities (such as employers’ needs for training in new technologies) and to risks (such as rising energy prices). These initiatives have been noted by others, such as in two Association of Colleges (AoC) surveys (<a href="http://www.aoc.co.uk/en/about_us/campaigns/green_colleges/">www.aoc.co.uk/en/about_us/campaigns/green_colleges/</a>) and their results are visible in the rising FE participation and achievement in the Green Gown Awards (<a href="http://www.heepi.org.uk/">www.heepi.org.uk/</a>).</p> <p><b>LSC</b></p> <p>In 2007/08, the LSC published its initial annual SD action plan. The aim was to complement the long-term strategy with an annual assessment of priorities for action, taking into account particular opportunities open to the LSC at the time, as well as perceived risks.</p>
<p>Understand what improvement looks like for the sector and develop a reporting framework</p>	<p><b>Providers</b></p> <p>Some providers are managing sustainability strategically, setting their own targets or achieving (or working towards) accreditation such as ISO 14001. There is, however, no overall reporting framework for the sector that incorporates targets, improvement milestones, etc.</p> <p>As mentioned above, the LSC will, through its capital policy, seek to establish targets related to SD and to reducing FE’s carbon footprint in 2008/09.</p>

	<p><b>LSC</b></p> <p>The LSC is developing a defined set of measures to drive its own organisational change. These will be taken forward from autumn 2008, in the context of the impact on the LSC of the Government’s comprehensive reform programme, which aims to create a responsive FE system with a focus on skills, employability and social mobility (see <a href="http://www.dius.gov.uk/policy/furthereducation.html">www.dius.gov.uk/policy/furthereducation.html</a>).</p>
<p>Have done a baseline audit of current SD activity and identified examples of good practice</p>	<p><b>Providers</b></p> <p>The LSC commissioned a national baseline survey from the Learning and Skills Development Agency (LSDA), which published its findings in 2006 (<i>Sustainable development in the learning and skills sector: a national baseline survey</i>, available at: <a href="http://www.lsneducation.org.uk/pubs/pages/062427.aspx">www.lsneducation.org.uk/pubs/pages/062427.aspx</a>).</p> <p>The report included 10 case studies of good practice.</p> <p>In 2007, the AoC published two reports that highlighted innovative projects in the FE system as indicators of the spread of good practice (available at: <a href="http://www.aoc.co.uk/en/about_us/campaigns/green_colleges/">www.aoc.co.uk/en/about_us/campaigns/green_colleges/</a>).</p> <p>We will continue to identify and share good practice by working with the EAUC and others to identify and publish case studies through SORTED.</p> <p><b>LSC</b></p> <p>Much of the LSC’s mainstream work – such as giving individuals the skills they need for sustainable employment – supports SD. There are also increasing examples of good practice in the form of projects and initiatives that are more directly aimed at sustainability. These include replacing bottled water coolers at the LSC National Office with mains-fed machines, supporting the Mayor’s Climate Change Action Plan for London, holding sustainability conferences in the regions, supporting regional and local provider networks, identifying and promoting good practice locally, and encouraging groups of staff to come together voluntarily to act.</p> <p>We have collected some of these examples in our recent communications project. We need to do more to capture and share good practice across the LSC and the wider FE system.</p>
<p>Agree on the guiding principles and approaches they will adopt</p>	<p><b>Providers</b></p> <p>There is evidence that some providers have adopted approaches to SD. Some are based on formal structures, such as working towards a standard, e.g. ISO 14001; some are leadership led; and some are based on an SD strategy, etc. Not all providers have made a commitment to act, and in some cases the initiative does not extend across the whole organisation.</p> <p><b>LSC</b></p> <p>In 2007/08, the LSC initiated its internal framework around sustainable development. The aim is to develop a set of indicators that will enable the LSC to clearly demonstrate progress in the environmental, social and economic impact areas of SD. We are currently establishing ways to take this forward, in the context of the significant impact made by the Government’s FE reform programme on the LSC.</p>

<p>Agree longer-term milestones for 2020 and beyond</p>	<p><b>Providers</b></p> <p>In 2008/09, the LSC will, through its capital policy strategy, seek to establish targets that relate to sustainable development and to reducing FE’s carbon footprint. These will provide a foundation for longer-term milestones to 2020 and beyond. Legislation, such as the Climate Change Bill, will also help to determine milestones and targets for providers.</p> <p><b>LSC</b></p> <p>By autumn 2008, as an organisation the LSC will have developed a set of SD indicators. These will form the basis for our organisational milestones to 2010, when the LSC will be abolished. It is our aspiration that the successor bodies to the LSC will continue to drive SD forward and agree milestones for 2020 and beyond.</p>
<p>Launch pilot projects to develop good practice and contribute to SD in the sector</p>	<p>Much good practice already exists and is rapidly emerging. Together with the EAUC, the LSC has developed SORTED as a vehicle for identifying, disseminating and promoting this good practice. We want to encourage widespread changes in behaviour through such vehicles.</p> <p>We have targeted resources on projects or initiatives that have the potential to continue to make an impact beyond the funding period. Two examples of this have been included in Annex B:</p> <ul style="list-style-type: none"> <li>• the Sustainable College Assistants Project in the East Midlands Region; and</li> <li>• the Sustainable Agenda for Further Education (SAFE) network in the West Midlands.</li> </ul> <p>Plans are in place, through the LSC capital policy, to fund ‘pilot demonstration projects’ in 2008/09, linked to innovation and cutting-edge technology.</p>

**Some of the milestones do not provide the best measure of progress, and ownership must be specific and clear**

18 For a number of reasons, the milestones in the strategy do not always provide the best basis for **measuring** progress. This presents a practical difficulty in capturing and reviewing progress.

- The milestones are general: because they apply across all the key areas, they are a good indicator of progress against some actions but are not so good for others. And they are not easily measured.
- There is a difference between what the LSC can do as an organisation and what we can do through our role in the FE system. This is not reflected in the milestones, which have been set for providers and the LSC alike.

- Our understanding of SD has grown, and some milestones no longer reflect our developed thinking.
- 19 There is a list of owners/partners in the milestones table in *From Here to Sustainability*; however, like the milestones, it is a general list. There needs to be a clear link between the owner/partner and the milestone, making it easier to report comprehensively on progress.
- In some areas, the LSC cannot deliver on the milestone. We cannot, for instance, ourselves embed SD skills in education and training programmes – this will depend on other factors and partners. We must understand better what we can do to support and encourage change throughout the wider FE system.
  - Many providers have independently stepped up to the challenge of SD and are starting to produce excellent outcomes – as can be seen in the Green Gown Awards 2008. Mechanisms for collecting all these examples of progress, and reporting on them, need to be systematic and owned by the FE system
  - Some of the actions that will ultimately contribute to meeting the milestones are diverse and small in scale or are individually led. Again, it is difficult to capture and report on all of these.

**The context in which we work has changed and affected progress in some areas**

- 20 The context in which we work changes constantly, providing both opportunities for, and barriers to, progress.
- 21 Change can result in a different fit between the vision and the opportunities anticipated in 2005 and the new landscapes or business models of today.
- Our business cycle has changed since 2005: more LSC funding is now directed straight to the front line of provision, with less being available for nationally led projects and initiatives, and there is a much greater focus on meeting PSA targets.
  - In March 2008, the Government launched its consultation on the transfer of planning and funding responsibilities for 16–19-year-olds from the LSC

to local authorities, and published its proposals for reforming the post-19 skills landscape (*Raising Expectations: enabling the system to deliver*, available at:

**[www.dcsf.gov.uk/consultations/downloadableDocs/Raising%20Expectations%20pdf.pdf](http://www.dcsf.gov.uk/consultations/downloadableDocs/Raising%20Expectations%20pdf.pdf)**). This will lead to the dissolution of the LSC in 2010 and will have an impact on our prioritisation and planning in 2008/09 and 2009/10.

### **There are gaps in the strategy relating to the wider FE system**

- 22 We have identified gaps in the strategy – through the changing context, for instance – that need to be addressed as we move forward. Here are two examples.
- Communicating sustainable development in a way that engages all audiences – informed and uninformed, enthusiastic and sceptical – is a key challenge. We must engage with those who are not already committed to change, and challenge and support those who are already making progress. This needs to be a stronger part of our strategy and action plans going forward.
  - Leadership by principals, chief executives, governors and non-executives is critical. We need to support developments here – such as those that have been led by the Centre for Excellence in Leadership (CEL) (see: **[www.centreforexcellence.org.uk/default.aspx?Page=Sustainability](http://www.centreforexcellence.org.uk/default.aspx?Page=Sustainability)**).
- 23 We hope to continue to develop strong links with the new improvement body for the further education and skills sector – the Learning and Skills Improvement Service (LSIS).
- 24 We also recognise, however, that the changing context can provide opportunities. The Climate Change Bill, for instance, brings a clear focus on action to mitigate the impact of climate change.

## **Next Steps**

- 25 Our original plan for this progress report was to take the opportunity to review the LSC strategy and present a refreshed vision to 2010 and beyond.

- 26 However, in light of the reforms to the delivery of adult and young people’s skills, and particularly the dissolution of the LSC in 2010, we have decided not to revise the strategy.
- 27 Instead, we will continue to work towards it through annual SD action plans. This will help us to respond to the latest strategic developments, research and opportunities within the overall framework of *From Here to Sustainability* – in other words, annually refresh the strategic approach we set out in 2005.
- 28 Below, we have identified the key post-2005 developments that we think need to inform our prioritisation in the remaining LSC SD action plans.

<p><b><i>Prosperity for all in the global economy – world class skills</i></b></p> <p><b>Lord Leitch’s report and the resulting implementation plan</b></p>	<p>The implementation plan includes the following statement:</p> <p>‘It is imperative that everyone in this country develops the skills of sustainable living and working. That means placing sustainable development at the heart of skills provision, ensuring that it is a fundamental goal of our economic and social progress’ (<i>World Class Skills: Implementing the Leitch Review of Skills in England</i>, available at: <a href="http://www.dius.gov.uk/publications/worldclassskills.pdf">www.dius.gov.uk/publications/worldclassskills.pdf</a> – p23).</p> <p>In our action plans, we need to understand what role the LSC can play between now and 2010 in making a contribution to realising this goal.</p>
<p><b>The reforms to the delivery of adult and young people’s skills</b></p>	<p>The reforms provide an opportunity to establish SD at the heart of the new bodies that will succeed the LSC.</p> <p>There will also be opportunities to work with local authorities on SD in 14–19 provision, building on initiatives like Sustainable Schools and the excellent work many local authorities are already doing on SD.</p>
<p><b><i>Building Colleges for the Future</i></b></p>	<p><i>Building Colleges for the Future</i> is the LSC’s new national capital strategy. Under it, £2.3 billion will be invested on behalf of the Department for Innovation, Universities and Skills (DIUS) over the next three years in the largest ever FE building works programme. Over 150 colleges will benefit, and by 2016 all new facilities will have a zero carbon footprint. Companies being paid to deliver the work will, for the first time, be contractually obliged to invest in the skills and training needs of their staff.</p> <p>Capital investment has been a major contributor to the LSC’s SD strategy. This will grow through <i>Building Colleges for the Future</i>.</p>
<p><b>The LSC’s performance as an organisation</b></p>	<p>The LSC is developing a framework to measure its progress and success against indicators in the three main SD impact areas – environmental, social and economic. We plan to establish a baseline for our performance in 2008, and to identify priority areas for action in 2008/09.</p> <p>We aim to establish the framework in a way that makes it transferable to the LSC’s successor bodies.</p>
<p><b>Capacity building</b></p>	<p>We all need to act in order to build the capacity to think and behave differently. We have identified capacity-building options for LSC staff, and will look to take these forward with priority individuals and</p>

	<p>groups between now and 2010. Together with staff from across the LSC, we are also working on improved ways of communicating SD, in order to ensure that everyone is engaged and involved.</p> <p>The FE system also needs to build its capacity using all the drivers and opportunities available to it. We need to better understand and use these levers; we need to work more collaboratively and, at the same time, we all need to start taking action.</p>
<p><b>SORTED</b></p>	<p>In 2008, together with the EAUC, we launched our free online resource for the FE system – SORTED. We see this as a major vehicle for our communication and support on SD, and will therefore be working with the EAUC to build the content, improve the structure, increase interactivity and boost the sector’s general engagement and sense of common ownership.</p> <p>An important role for SORTED will be to involve those in the FE system who are not already engaged with SD. We will seek to work with organisations that can help the LSC and EAUC to better meet the needs of different types of providers, providers at different stages of engagement, etc.</p>
<p><b>Sustainable Development in Government 2007 – report by the Sustainable Development Commission</b></p>	<p>In March 2008, the Sustainable Development Commission (SDC) published its latest assessment of the performance of central government operations against the targets of the framework for Sustainable Operations on the Government Estate (SOGE). It showed that individual departments are still not on track to meet all their SOGE targets – particularly on carbon emissions from offices and road vehicles – although government as a whole is generally performing better this year than last (see <a href="http://www.sd-commission.org.uk/publications.php?id=700">www.sd-commission.org.uk/publications.php?id=700</a>).</p> <p>The LSC does not currently report against the SOGE targets, but we see the report as an important and relevant ‘reality check’ and want to respond to the SDC’s messages.</p>
<p><b>Partnership working</b></p>	<p>We need to do more to draw the FE system together around SD, because no single agency or organisation can affect the change we need by acting alone. We need to understand the different levers we can use and the interdependencies – around education for sustainable development, for instance. If we all understand what we can do to make a difference – and if we do it – we will make greater progress overall.</p> <p>We will therefore seek to build on our relationships with key partners such as the AoC, the Association of Learning Providers, the Department for Children, Schools and Families (DCSF), DIUS, the EAUC, Lifelong Learning UK, the National Institute of Adult Continuing Education (NIACE), Ofsted, the Qualifications and Curriculum Authority (QCA), sector skills councils (SSCs) and the organisation that succeeds the CEL and the Quality Improvement Agency.</p> <p>A key way of building these relationships will be through our co-sponsorship, with the CEL, of the Sustainable Development Partners’ Forum for Organisations in the FE System. This met for the first time in April 2008, bringing together the individuals and teams that lead on SD across government departments, agencies and representative organisations. We aim to share experience and resources and to accelerate progress by working collectively.</p> <p>Another critical area will be building and supporting regional partnerships around SD. This could be through contributing to regional development agencies (RDAs), supporting provider</p>

	networks or supporting Regional Centres of Expertise on Education for Sustainable Development.
<b>Evaluation</b>	We need to formally evaluate our strategy – in a way that makes the success, good practice and lessons learnt transferable to the bodies that will succeed the LSC.

29 We welcome comments on this progress report and on our proposed priorities for the next two years. Please send these to **mary.kelly@lsc.gov.uk**.

## Annex A: Progress Made in Key Areas of the Action Plan

	Key area	Action	Examples of progress made
Positioning the sector	Capacity building	Raise awareness and understanding of the SD strategy among providers and partners and within the LSC	<ul style="list-style-type: none"> <li>• SORTED was launched in January 2008 as a major platform for the LSC to raise awareness and understanding among providers and partners.</li> <li>• Provider involvement and achievement in SD is growing – as seen, for instance, in the Green Gown Awards (which the LSC sponsors) and the AoC surveys.</li> <li>• The LSC-funded Sustainable College Assistants Project in the East Midlands region has helped raise provider capacity and momentum around SD (see Annex B).</li> <li>• The LSC South West region has funded work with the South West Regional Development Agency (SWRDA) and AoC South West to strengthen the capacity of FE colleges in the South West, so that they can fully contribute to the prosperity of the region and the delivery of the regional economic strategy.</li> <li>• The LSC Yorkshire &amp; Humberside region has funded a network for providers focusing on capacity building (individual and collective), development of communities of best practice and regional coherence or co-ordination.</li> <li>• Providers are raising their own capacity through continuing professional development for staff or by coming together as networks. LSC West Midlands has funded the SAFE network in Staffordshire, led by Rodbaston College (see Annex B).</li> <li>• All LSC staff were invited to take part in an online SD survey (July 2007), the results of which were positive.</li> <li>• In the LSC South East region, the team based in the Brighton office has formed the Brighton Sustainability Team, with a core message of ‘small actions = big change’. It has initiated recycling schemes, encouraged such practices in the office as switching off printers and monitors, and it has encouraged others to propose ideas. New starters are contacted by the group, and best practice will be rewarded with Green Stars.</li> <li>• In the LSC North East region, a ‘sustainability group’ has been formed; it meets regularly to drive action to improve sustainability locally.</li> <li>• In May 2008, events were arranged for LSC staff in line with the ‘Sustainable Workplaces’ theme of Adult Learners’ Week.</li> </ul>
	SD champions	Identify and train champions for SD, so that every college, training provider and local LSC has at least one knowledgeable and committed champion who promotes SD	<ul style="list-style-type: none"> <li>• SORTED is now available as a way of openly sharing case studies that showcase the benefits of having a champion, and that provide advice and resources for champions.</li> <li>• An LSC regional director chairs the LSC sustainable development implementation and delivery group and acts as a champion on the LSC management group.</li> <li>• Champions continue to emerge and work informally both at the LSC and in provider organisations, so there is more and more good practice to share. The latest example of this was the launch, on 1 May 2008, of an LSC London region SD programme, which includes champions in all offices in the region and a focus for all staff on volunteering.</li> </ul>

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	Baseline audit	Do a baseline audit of SD activity within the sector. Collect appropriate examples of good practice in order to help those providers not already engaged in the SD agenda	<ul style="list-style-type: none"> <li>• The LSC commissioned the Learning and Skills Network (LSN) to do a baseline survey and report, which was published in 2006.</li> <li>• The LSC East of England region carried out an audit in 2007/08 to identify and report on best practice, with a particular focus on the skills agenda.</li> <li>• The South East region has carried out an audit of SD activity in the region, identifying examples of good practice and drawing conclusions to inform further work regionally and nationally.</li> <li>• Others, such as the AoC, have published the results of surveys, including examples of good practice.</li> <li>• From January 2008, case studies will be collected and disseminated through our work with EAUC on SORTED.</li> </ul>
	Influence and persuade	Influence and persuade the Teacher Training Agency (TTA), QCA, the Adult Learning Inspectorate (ALI), Ofsted, SSCs, awarding bodies and others to modify their programmes, frameworks and qualification systems in ways that encourage SD policies and practices	<ul style="list-style-type: none"> <li>• The sustainability leads at the LSC and CEL have established strong links leading to support for each other's events and plans for joint projects.</li> <li>• The LSC is jointly sponsoring, with CEL, the Sustainable Development Partners' Forum for Organisations in the FE System – this is to strengthen links and collaboration across non-departmental public bodies, agencies and representative bodies working in the system (see Annex B).</li> </ul>
Buildings and estates	Environmental management systems (EMSs)	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	<ul style="list-style-type: none"> <li>• The SAFE project in the West Midlands, funded by the LSC, supports colleges to undertake audits and identify actions to improve energy efficiency and waste management.</li> <li>• The energy efficiency grants made available to the FE sector in early 2008 have encouraged more colleges to take action in this area.</li> <li>• The LSC is currently developing a framework of indicators for itself as an organisation. These should be confirmed later in 2008, including baseline data for 2007/08.</li> <li>• The above project included a Carbon Trust energy survey of the LSC National Office in Coventry, which has resulted in an ongoing action plan.</li> </ul>
	Building and design	Promote and deliver good sustainable practice in all design, new-build and refurbishment activities	<ul style="list-style-type: none"> <li>• The LSC national capital strategy has increasingly supported and driven SD through its investment in FE infrastructure.</li> <li>• A new BREEAM standard for FE has been introduced.</li> <li>• Over £22 million was made available in energy efficiency grants in 2007/08.</li> <li>• The LSC is considering the implications of the target for new college developments to have a zero carbon footprint by 2016, and has commissioned research to identify necessary actions.</li> <li>• New LSC-funded capital projects will be required to achieve 'excellent' BREEAM ratings in future – current requirement is for at least 'very good'.</li> <li>• The LSC South East region was a sponsor of the Grow project in the region. It raised awareness of the need for sustainability in construction (see <a href="http://www.grow3c.com/project_detail.php?id=5">www.grow3c.com/project_detail.php?id=5</a>) and published a series of case studies and construction guides in October 2007.</li> </ul>

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	Procurement	Make sure that all procurement practices reflect social and environmental, as well as economic costs	<ul style="list-style-type: none"> <li>We are supporting SD as a cross-cutting theme in the procurement of LSC European Social Fund projects.</li> <li>The FE procurement development team encourages colleges to address sustainability issues when reviewing procurement strategy. It has provided some training to groups of colleges that want to take the first steps in sustainable procuring.</li> <li>Procurement consortia are seen as having a key role in influencing college procurement behaviour, and so an initiative to engage with the consortia will commence in May 2008 with a workshop involving Crescent, North West Universities and North East Universities purchasing consortia.</li> </ul>
	Biodiversity	Implement a locally appropriate biodiversity programme that best manages the site for conservation	<ul style="list-style-type: none"> <li>The LSC capital strategy, <i>Building Colleges for the Future</i>, announced the launch in 2008/09 of an SD grant scheme that will support projects that address energy consumption, reduce the release of pollutants, minimise the use of natural resources, and conserve/enhance biodiversity.</li> </ul>
	Travel	Implement a travel plan that tackles the issues of providing access for all, as well as reducing the environmental impact of travel	<ul style="list-style-type: none"> <li>Providers in the East Midlands are coming together around 'green travel plans' to collectively resolve issues concerned with reducing the environmental impact of travel.</li> <li>The framework being developed for the LSC as an organisation will include travel, and actions are already being taken to encourage the increased use of teleconferencing/video conferencing rather than face-to-face meetings.</li> <li>The LSC has adopted the Government's Cycle to Work scheme as part of the staff benefits package.</li> <li>In the South West region, the LSC has established links with a local cycling charity that promotes safe cycling, and has funded its mobile bike-repair clinic to come to the office.</li> </ul>
Curriculum	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	<ul style="list-style-type: none"> <li>SORTED includes a curriculum area, as one of the four key areas of the LSC strategy. We will use this to share examples of good practice and other resources.</li> </ul>
	Learning materials	Consider adopting and using currently available SD learning materials and develop appropriate SD programmes and modules	<ul style="list-style-type: none"> <li>The curriculum area on SORTED will be used to share resources, guidance and case studies to encourage the wider use of learning materials.</li> <li>There are emerging examples of good practice among providers – the winner of the 'courses' category in the 2007/08 Green Gown Awards was an FE provider, Bedford College.</li> <li>In 2006, as part of the LSC's Train to Gain service, South Nottingham College launched a National Vocational Qualification (NVQ) in Recycling, together with Nottingham City Council. The course covers ways of developing a useable recycling practice through to monitoring and maintaining an effective service, health and safety, communication techniques and literacy. By August 2007, 90 employees were taking part, and it is hoped that the entire waste management team will eventually complete it.</li> </ul>

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	Whole-institution approach	Implement a whole-institution approach to SD, taking account of both institution-based provision and virtual learning environments, and both formal and informal learning approaches	<ul style="list-style-type: none"> <li>• There are some excellent examples of providers taking a whole-institution approach. These may have been inspired by an individual in one part of the organisation who engaged the senior management team (as happened at Leicester College) or by a new building that acts as a focal point (e.g. the Genesis Centre at Somerset College and the SmartLIFE Centre at Cambridge Regional College).</li> <li>• The chief executive of Pentreath, a voluntary and community sector provider in the South West region, founded a Green Team after attending an environmental training course. The team has already taken action that has seen sustainability benefits and financial savings. This action has included removing fluorescent tubes, altering exterior light timing and replacing the seven-day heating clock with a five-day one. There is also a Green Team newsletter, and more is planned.</li> <li>• The LSC is developing a whole-institution approach by drawing up organisational targets for SD and prioritising the communication of SD across its national/regional/local structure.</li> <li>• The LSC has an SD policy for information management (IM), which addresses four aspects of IM policy:             <ul style="list-style-type: none"> <li>○ <b>Procure</b>: consideration in the procurement of IM services or solutions;</li> <li>○ <b>Operate</b>: consideration in the operation of IM services or solutions;</li> <li>○ <b>Dispose</b>: consideration in the disposal of IM services or solutions; and</li> <li>○ <b>Enable</b>: IM services or solutions that could enable wider SD.</li> </ul> </li> </ul>
	Links and partnerships	Develop links with providers and industry and between pre- and post-16 education and training providers (including higher education). Also consider European and international partnerships	<ul style="list-style-type: none"> <li>• Bedford College has developed close links with industry partners to take forward curriculum development and offer training to local employers on sustainability-related matters.</li> <li>• The Sustainable College Assistants Project, funded by the LSC in the East Midlands, placed European graduate volunteers in colleges to work alongside college staff.</li> <li>• The links between the SD agenda and the international agenda have been highlighted, and the LSC is working with DIUS to strengthen these links in the FE international strategy currently being developed.</li> </ul>
	Healthy college programme	Encourage as many colleges as possible to develop and implement a healthy college programme	<ul style="list-style-type: none"> <li>• The LSC sponsored the 2008 Kirklees Healthy College Standard conference.</li> <li>• The LSC is committed to supporting the development of the proposed National Healthy College Standard in 2008/09 (see <a href="http://www.healthyschools.gov.uk/Beyond-Further-Education.aspx">www.healthyschools.gov.uk/Beyond-Further-Education.aspx</a>).</li> <li>• The LSC has signed the Mindful Employer Charter to demonstrate its commitment to being positive about mental health in the workplace (see <a href="http://www.mindfulemployer.net/index.html">www.mindfulemployer.net/index.html</a>).</li> <li>• Over 150 staff in the LSC West Midlands region have signed up to the Learning Well programme (<a href="http://www.learningwell.org.uk/home.htm">www.learningwell.org.uk/home.htm</a>), a regional initiative that offers staff the chance to make some simple changes to their daily routine and enjoy a healthier life.</li> </ul>
Community	Community engagement	Ensure that good communications exist with the local community at all levels, including employers, and that this leads to greater community and employer involvement	<ul style="list-style-type: none"> <li>• In October 2006, West Yorkshire LSC supported the publication of <i>Learning and mental health: a guide to supporting learners with mental health difficulties</i> (available at: <a href="http://readingroom.lsc.gov.uk/lsc/YorkshireandtheHumber/yhr-learningandmentalhealth-gn.pdf">http://readingroom.lsc.gov.uk/lsc/YorkshireandtheHumber/yhr-learningandmentalhealth-gn.pdf</a>).</li> </ul>


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	Local and regional networks	Maintain and develop appropriate local and regional partnerships between providers, local authorities, RDAs, higher education and other key stakeholders	<ul style="list-style-type: none"> <li>• The LSC has supported the expansion of the SAFE network from Staffordshire across the West Midlands.</li> <li>• The LSC-funded Sustainable College Assistants Project in the East Midlands region has been closely linked with the United Nations Regional Centre of Expertise on Education for Sustainable Development East Midlands, which is a network of providers and strategic agencies in the region (<a href="http://www2.le.ac.uk/projects/rceem">www2.le.ac.uk/projects/rceem</a>).</li> <li>• The LSC South West region has funded work with the SWRDA and AoC South West to strengthen the capacity of South West FE colleges, so that they can contribute fully to the prosperity of the region and the delivery of the regional economic strategy.</li> <li>• The LSC Yorkshire &amp; Humberside region has funded a network for providers that focuses on capacity building (individual and collective), development of communities of best practice and regional coherence and co-ordination.</li> </ul>
	Local markets and ethical trade	Support local markets, ethical and fair-trade and socially responsible initiatives within the community	<ul style="list-style-type: none"> <li>• Many providers are opting for products that support local producers or fair-trade initiatives and are seeking relevant accreditation.</li> <li>• Many LSC offices now use Fairtrade products as the standard option for tea and coffee, etc.</li> </ul>
	Share facilities	Consider sharing facilities with local community agencies and groups to make the best use of resources	<ul style="list-style-type: none"> <li>• We are aware of examples, such as University Campus Suffolk's LEAP Centres, but we hope to capture and share a range of them through SORTED.</li> </ul>
	Local economic strategies	Be aware of, support and connect to the local economic strategies drawn up and developed by local authorities and RDAs	<ul style="list-style-type: none"> <li>• The LSC London region is supporting the Mayor's Climate Change Action Plan for London, with the LSC National Office providing some financial support in 2007/08. The project is responding to the needs of the Mayor's Climate Change Action Plan, <i>Skills for a Low Carbon London</i> (London Energy Partnership, 2007, available at: <a href="http://www.lep.org.uk/uploads/070316-LEP%20Skills%20Research%20-%20FINAL%20Summary%20Report%20%20Recommendations.pdf">www.lep.org.uk/uploads/070316-LEP%20Skills%20Research%20-%20FINAL%20Summary%20Report%20%20Recommendations.pdf</a>) and related SSC labour market information research.</li> <li>• The LSC South West region has been working with the SWRDA and AoC South West to strengthen the capacity of South West FE colleges, so that they can contribute fully to the prosperity of the region and the delivery of the regional economic strategy.</li> <li>• The LSC West Midlands region has contributed to the West Midlands Regional Assembly's climate-change strategy.</li> </ul>
	<b>Volunteering</b>	Encourage learners and providers to undertake volunteering activity as part of a community commitment to SD	<ul style="list-style-type: none"> <li>• The LSC funded a research project on the impact of volunteering on the FE sector and is encouraging volunteering organisations and sector representatives to come together to develop a long-term strategy. The report was published in February 2008 and is available at: <a href="http://www.volunteering.org.uk/NR/rdonlyres/58ED47C1-61A5-4AE8-8BD4-6976A70320EA/0/Assessing_the_impact_on_FE_full_report.pdf">www.volunteering.org.uk/NR/rdonlyres/58ED47C1-61A5-4AE8-8BD4-6976A70320EA/0/Assessing_the_impact_on_FE_full_report.pdf</a>.</li> <li>• The LSC has developed a pre-volunteering programme – Personal Best – as part of its contribution to the 2012 Olympic Games, in order to engage more people who might not feel ready to volunteer.</li> <li>• The LSC has extended Train to Gain eligibility to volunteers.</li> <li>• The LSC London region launched a sustainability campaign in May 2008 that includes a focus on staff volunteering.</li> </ul>

## Annex B: Highlighted Examples of Progress Made

Project/initiative	<b>Sustainable Agenda for Further Education (SAFE)</b>
Example of	Provider leadership, regional and local networking, LSC support
Background	<p>Sustainable Agenda for Further Education (SAFE) is an LSC-funded project in Staffordshire that commenced in September 2005. Its aims are to promote SD in Staffordshire’s nine colleges of further education. FE colleges in Burton, Cannock, Leek, Newcastle under Lyme, Stafford and Stoke-on-Trent, as well as Stoke Sixth Form, Tamworth &amp; Lichfield and Rodbaston colleges, have formed a partnership and are working together through the SAFE project to reduce their impact on the environment and to embed SD issues in the curriculum.</p>
Objectives	<p>SAFE aims to:</p> <ul style="list-style-type: none"> <li>• consolidate and continue to support the FE colleges of Staffordshire, and disseminate this successful model throughout all colleges of the West Midlands; and</li> <li>• focus on achieving real and measurable SD performance in a number of key target areas through: <ul style="list-style-type: none"> <li>○ SAFE sustainable champions, SD policies and SD committees;</li> <li>○ a baseline data collection survey;</li> <li>○ waste management;</li> <li>○ utility use (electricity, gas and water);</li> <li>○ resource use;</li> <li>○ curriculum;</li> <li>○ action plans;</li> <li>○ networking and building links with industry; and</li> <li>○ new builds and the BREEAM standard.</li> </ul> </li> </ul>
Outcomes	<p>Already, thanks to the SAFE project, colleges are actively monitoring their consumption of resources, setting targets, cutting waste and reviewing collective procurement.</p> <p>SAFE is now working together with the LSC and the AoC in inviting all the FE colleges in the West Midlands to join in the partnership and benefit from a free environmental review and waste-management audit. In addition, the colleges will be able to share the baseline data for key environmental indicators and benchmark their future progress.</p> <p>To date, seven new colleges have joined the SAFE group: Walford &amp; North Shropshire College, King Edward the VI (Stourbridge), Solihull College, Kidderminster College, Warwickshire College (Moreton Morrell), Worcester College of Technology and Hereford Sixth Form College. Through SAFE – in partnership with eco, the environmental consultancy that delivers the Designing Out Waste initiative, supported through Advantage West Midlands – all have been offered an environmental audit that focuses on waste management.</p> <p>SAFE’s success relies on the continuous support of the senior management of its partner colleges and the solid commitment and effort of its SD champions. Nor could the project have achieved all that it has without its network of partners, reflected in the composition of its board. The SAFE advisory board is chaired by the Stafford MP, David Kidney, and includes representatives from local industry and organisations that are actively involved in aspects of SD. Landex and the AoC have requested SAFE’s involvement in the membership of their sustainable working groups.</p>

Project/initiative	<b>The Sustainable Development Partners’ Forum for Organisations in the FE System</b>
Example of	Partnership working and collaboration at a strategic level
Background	<p>Strategic and representative organisations in the FE system have at least three significant contributions to make to sustainable development.</p> <ul style="list-style-type: none"> <li>• First, they can develop their own culture, behaviour and operations – by using fewer resources, contributing to sustainable communities and embedding SD in transport, procurement, human resources and other policies and processes.</li> <li>• Second, they can use their influence to promote SD in their relationships with providers, e.g. by embedding it in the policies and processes that drive or inform everyday business in the FE system.</li> <li>• Third, the FE system can come together around a shared commitment to education for sustainable development, equipping learners with the capacity and capability to live and work in a sustainable way.</li> </ul> <p>Although there is a strong commitment to SD in the FE system, progress is perhaps being hampered by a tendency to work in silos. For instance, work is being duplicated, success in overcoming common barriers is not being shared, and interdependencies are not being understood and worked through.</p>
Objectives	<p>The LSC and the CEL recognised the above and decided to jointly sponsor the establishment of a new group to bring together the SD leads in the relevant strategic and representative organisations. It is hoped that the group will successfully:</p> <ul style="list-style-type: none"> <li>• advocate the need for behavioural change in the FE system;</li> <li>• work collaboratively to position the whole FE system behind SD, e.g. understanding and responding to interdependencies around education for sustainable development;</li> <li>• identify and share good practice in changing behaviour, e.g. through capacity-building programmes for staff;</li> <li>• identify common barriers to progress, and share or develop ways to overcome these;</li> <li>• identify and seize joint opportunities to change behaviour, e.g. through shared training material for staff;</li> <li>• work jointly to communicate SD in a consistent, clear and engaging way;</li> <li>• review measures for success and work towards consistency in these;</li> <li>• celebrate success in changing behaviour and highlight its benefits; and</li> <li>• provide value for money by taking opportunities to work collaboratively.</li> </ul>
Outcomes	<p>The group has met twice since April 2008. At the first meeting, members agreed general principles to steer the work of the forum. It should:</p> <ul style="list-style-type: none"> <li>• be action oriented;</li> <li>• focus on where it can add value through collective action;</li> <li>• be an advocate for SD in the FE system; and</li> <li>• focus on a few key priorities.</li> </ul> <p>At the second meeting, priorities for action were agreed.</p> <ul style="list-style-type: none"> <li>• <b>Sector advocate</b> – It should be a visible ambassador/champion for SD with a range of constituencies, including government departments, agencies, providers, learners, suppliers, etc.</li> <li>• <b>Preparing the sector</b> – It should help the FE system anticipate developments related to SD, such as inclusion in inspection and self-assessment.</li> <li>• <b>Sector motivator</b> – It should promote opportunities for those in the FE system to gain recognition, explore avenues of funding to provide incentives, etc.</li> <li>• <b>Understanding metrics</b> – It should review available metrics and advise on SORTED, highlighting how the everyday business of FE often supports SD.</li> </ul>

Project/initiative	<b>Sustainability Online Resource and Toolkit for Education – SORTED</b>
Example of	LSC support for providers, collaboration, capacity building
Background	<p>The LSN's survey of activity in the sector identified good practice in a number of areas. This prompted requests from the sector for practical advice in taking the first steps on sustainability, building on existing practice, etc. across the four areas outlined in <i>From Here to Sustainability</i>. The evidence suggested that LSC-funded providers were willing and keen to act, but lacked the expertise and resources to get started (see <a href="http://www.lsneducation.org.uk/pubs/pages/062427.aspx">www.lsneducation.org.uk/pubs/pages/062427.aspx</a>).</p> <p>In response, the LSC commissioned a project to develop a set of resources to support providers in implementing the strategy. Ecotec Ltd was commissioned to lead the development of the content, and, once this was available, the EAUC took on the hosting of the resources.</p>
Objectives	<p>The aim of the project was to:</p> <ul style="list-style-type: none"> <li>• identify and provide practical advice and guidance on a whole-institutional approach to SD practice;</li> <li>• develop guidance to take account of the providers' role in SD;</li> <li>• develop guidance to reflect the LSC strategy for SD to meet the Government's agenda and achieve the ambitions of the sector;</li> <li>• provide guidance to support the understanding of sustainable practice in all policies and practices – such as capital, procurement, quality, community links, employer links, the curriculum and the governance structure; and</li> <li>• deliver guidance to the FE sector.</li> </ul>
Outcomes	<p>In January 2008, the EAUC and the LSC jointly launched SORTED – the Sustainability Online Resource and Toolkit for Education (see <a href="http://www.eauc.org.uk/sorted/home">www.eauc.org.uk/sorted/home</a>).</p> <p>As well as helping providers understand why sustainability is important, SORTED gives inspiration and practical ideas to help with taking those first sustainable steps. It also directs users to key resources, tools and case studies. The LSC will be working with the EAUC to maintain and refresh the resources, but it is our vision that the FE system will eventually develop a sense of ownership of them. In this way, providers will be the driving force in shaping the resources.</p> <p>Five new case studies were added to SORTED in August 2008, with more to follow.</p> 

Project/initiative	<b>Energy efficiency grants</b>
Example of	LSC support for providers, increasing energy efficiency, collaboration with external partners, capacity building
Background	<p>In December 2007, the LSC launched a new £20 million capital fund focused on energy efficiency. This was part of the Government's continued commitment to renew the FE estate and build sustainable colleges for the future.</p> <p>The LSC capital team worked in partnership with Salix Finance to manage the scheme, using their existing knowledge and methodology to assess the potential impact of proposals.</p>
Objectives	<p>The key objective was to award some £20 million to projects costing up to £150,000 in total that produced energy savings and would reduce carbon emissions over a period of up to five years.</p> <p>The deadline for applications was 11 February 2008, and workshops were run to encourage and support colleges to apply.</p>
Outcomes	<p>By April 2008, the outcomes of the initiative were:</p> <ul style="list-style-type: none"> <li>• 230 colleges being supported to deliver over 1,200 projects; and £22,721,219 awarded in grants.</li> </ul> <p>The 1,200 projects have:</p> <ul style="list-style-type: none"> <li>• an estimated annual saving of 470,047 tonnes of CO<sub>2</sub> (£6,440,596 in cost savings); and</li> <li>• an estimated lifetime saving of 359,457 tonnes of CO<sub>2</sub> (£49,208,607).</li> </ul>

Project/initiative	<b>Sustainable College Assistants Project in the East Midlands</b>
Example of	Capacity building, volunteering
Background	<p>In 2007/08, the LSC funded a one-year pilot project in the East Midlands region.</p> <p>The project, managed by Studentforce, placed European graduate volunteers in colleges for one day a week to work with key staff on SD projects, in line with LSC policy and the college's own priorities.</p> <p>The sustainable college assistants (SCAs) were inducted and trained by Studentforce and, following placement with a college, they were supported in project planning, end-of-term review meetings, etc.</p>
Objectives	<p>The aim was to use the graduates' time and expertise to overcome several perceived barriers to addressing SD in colleges in the East Midlands. This would 'kick-start' developments, which could then be sustained by the college after the student's placement. In particular:</p> <ul style="list-style-type: none"> <li>• lack of time on the part of college staff;</li> <li>• lack of policy or a champion to drive developments;</li> <li>• low awareness of the LSC's SD policy;</li> <li>• limited awareness of existing good practice and resources available, etc.; and</li> <li>• lack of understanding about sustainability.</li> </ul>
Outcomes	<p>The project has successfully provided support in a wide range of areas.</p> <ul style="list-style-type: none"> <li>• Community checks – where trained student volunteers reviewed procurement and resource efficiency, etc. and produced a report for college management – were carried out in six colleges.</li> <li>• At two colleges, SCAs helped set up and launch recycling schemes.</li> <li>• At one college, the SCA worked with the Drama and Video Department and a group of students to write, act and direct a documentary on climate change.</li> <li>• Tutorial plans were developed for two colleges around fair trade and climate change and recycling.</li> <li>• The SCA in one college liaised with a local renewable technologies company to develop 20 hours of lectures on sustainable technology for students on construction courses at the college. These lectures form part of the syllabus from September 2008.</li> <li>• An SCA organised the input of a freelance sustainable fashion stylist and designer, who led a sustainable design workshop for design students. The workshop looked at ethical fabric sourcing, reuse and restyling of clothes, and the environmental impact of clothes.</li> <li>• An SCA is negotiating with a number of colleges in developing countries to help forge a partnership between the college and a developing-world equivalent to raise cultural awareness and bring new perspectives to subject-specific areas such as citizenship, history, geography, music and English.</li> <li>• One SCA reviewed the college's policies and procedures, identifying areas of good practice in sustainability and areas where sustainability could be improved.</li> <li>• Another SCA is overhauling staff induction materials to better reflect, convey and enact the college's commitment to sustainability.</li> <li>• SCAs in four colleges are creating sections for college intranets that explain what sustainability is, how the college is addressing it, how students and staff can get involved, and what they can do in their own lives to make a difference.</li> </ul> <p>There has been positive feedback from the colleges that have benefited from an SCA, and the project is now working towards a self-sustaining future based on its progress to date. The student volunteers have also gained valuable experience from the project.</p>

Project/initiative	<b>The City Stewardship programme in Sheffield</b>
Example of	LSC support for providers, contribution of mainstream work to SD, community involvement, addressing environmental impacts
Objectives	The City Stewardship programme in Sheffield provides a much-needed learning opportunity for teenagers, and also contributes significantly to keeping Sheffield clean, safe and green.
Outcomes	<p>Since it started in 1998, around 2,000 learners have been through the City Stewardship programme, which was set up as a partnership between Community Training Services (CTS), Sheffield Homes and Kier Sheffield. Many have gone on to become apprentices with Kier.</p> <p>The programme includes environmental work to improve the appearance of estates, gardening for elderly people, painting and decorating empty properties, fitting smoke alarms, and fitting door and window locks and door chains as part of a crime-reduction scheme.</p> <p>Andy Biggin, training officer for Kier Sheffield, commented: ‘The City Stewardship programme offers fantastic benefits for both the young people and the tenants of the city. Kier recognises the need to offer young people the chance to succeed in a different environment and supports a variety of training initiatives to deliver this.’</p> <p>The City Stewardship programme was short-listed for a Green Gown Award in 2008 in the ‘social initiatives’ category. It has also reached the finals of the National Training Awards 2008.</p>

## **Annex C: List of Abbreviations**

### **A**

ALI Adult Learning Inspectorate

AoC Association of Colleges

### **B**

BREEAM Building Research Establishment Environmental Assessment Method

### **C**

CEL Centre for Excellence in Leadership

CTS Community Training Services

### **D**

DCSF Department for Children, Schools and Families

DIUS Department for Innovation, Universities and Skills

### **E**

EAUC Environmental Association of Universities and Colleges

EMS Environmental management system

ESD Education for sustainable development

### **F**

FE Further education

### **I**

IM Information management

### **L**

LSC Learning and Skills Council

LSDA Learning and Skills Development Agency

LSIS Learning and Skills Improvement Service

LSN Learning and Skills Network

### **N**

NIACE National Institute of Adult Continuing Education

NVQ National Vocational Qualification

### **P**

PSA Public Service Agreement

### **Q**

QCA Qualifications and Curriculum Authority

### **R**

RDA Regional development agency

**S**

SAFE	Sustainable Agenda for Further Education
SCA	Sustainable college assistant
SD	Sustainable development
SDC	Sustainable Development Commission
SOGE	Sustainable Operations on the Government Estate
SORTED	Sustainability Online Resource and Toolkit for Education
SSC	Sector skills council
SWRDA	South West Regional Development Agency

**T**

TTA	Teacher Training Agency
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