

For information



Leading learning and skills

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

Main messages from the consultation

INTRODUCTION

1 This report summarises the responses received during consultation on 'From Here to Sustainability', the LSC's proposed Strategy for Sustainable Development. It does not attempt to provide an exhaustive guide to the consultation exercise, but to highlight the main points raised and give a flavour of the sector's and partners' reactions to the issues set out in the Consultation Strategy.

BACKGROUND

2 The LSC is committed to developing a Strategy to integrate sustainable development (SD) into its policy and everyday practice. The Strategy needs to be integrated into the LSC's business cycle, making it clear how the post-16 education and training sector, and the LSC itself, will promote and embed SD skills and manage resources in ways that encourage sustainability.

3 A Consultation Strategy was produced seeking to build on the good practice in SD that already exists and informed by existing national and regional frameworks and strategies. An external Advisory Group provided invaluable help and advice and the content of the Strategy was also shaped by comments arising from a series of focus group discussions. The Consultation Strategy also made reference to, and was intended to be read in conjunction with, a web-based Supporting Document which gave full background details.

THE CONSULTATION PROCESS

4 The consultation period covered 15 weeks, from the launch of the Strategy on 15 December 2004 to the deadline for responses on 31 March 2005. During that time 8,000 Strategy documents were posted out to all LSC funded providers and a wide range of stakeholders committed to, or having an interest in,

sustainable development. The Strategy and Supporting Document were also placed on the LSC's website.

5 Responses were invited, by post, fax, or e-mail, to consultation issues relating to vision, guiding principles, skills, working with partners and recommended actions. Any other comments relating to the Strategy were also invited.

6 In addition to inviting external responses, two consultation events were held at Wigan and Leigh College and Westminster Kingsway College in January and March 2005 respectively. These events involved invited audiences of key stakeholders who had the opportunity to respond to the same consultation issues contained in the Strategy.

RECEIVED RESPONSES

7 Just under 100 responses were received, the vast majority of these by e-mail to the dedicated address provided. Most of the responses were detailed and comprehensive. Pleasingly, responses were received from a wide range of stakeholders. The Annex to this report gives a breakdown of the type of organisations that responded to the consultation.

SUPPORT FOR THE STRATEGY

8 There was strong support for the Strategy. The scope and thrust of the Strategy document were welcomed by the great majority of respondents as were many of the recommended actions. The Strategy is perceived as a good foundation for embedding and integrating sustainable development across the sector. Many respondents were complimentary about its clarity and comprehensiveness and how it made a clear business case for sustainable development.

9 But before going on to address the consultation issues, many respondents stressed how important it is that the Strategy is seen by the LSC as a high priority and that is supported by adequate and sufficient resources to ensure its effective delivery.

10 Significant attention to capacity building also needs to occur as a vital precondition for the effective implementation of the Strategy, since at present, many provider and LSC staff do not regard sustainable development as a high priority.

11 Several respondents thought the Supporting Document was a valuable resource and thought it a pity that more emphasis was not given to its availability. That document contains some SD case studies but many respondents, in their introductory comments, emphasised how important it is to include far more

examples of current good practice to help providers better understand and implement the Strategy.

“We welcome the clarity and comprehensiveness of the Strategy and support it strongly”

Sixth Form College

“Broadly supportive of the Strategybut the LSC must become more ambitious, challenging and sharpen its focus on action, not rhetoric”

National Organisation/Agency

“.....recognise the Strategy as timely and progressive, and believes it has the potential to effect far-reaching and fundamental change upon the sector.however, unless significant political and financial resources are mobilised in support, it is likely that SD will be relegated to low priority and obscurity”

National Organisation/Agency

“Particularly welcomed the clear structured approach from vision to implementation and the emphasis throughout on the embedding and integration of sustainability factors into every aspect of institutional operation. This is critically important and has been recognised”

Higher Education Institution

“The omission of any reference to financial motivation from LSC to initiatives to support the implementation of the Strategy seriously undermines it”

SD Support Organisation

CONSULTATION ISSUE 1: VISION

12 We asked stakeholders to comment on the appropriateness of the proposed Vision and how it can be best measured.

13 The majority of respondents thought the Vision and associated milestones were appropriate, sensible and suitably ambitious. It was pointed out, though, that the Vision and milestones are presented in quite broad terms and more precise quantification is likely to be required, particularly if meaningful monitoring is to take place. To help in agreeing clearer, more quantifiable indicators and measures of progress, it would be useful to collect baseline data relating to the sector's current SD performance.

14 The few critics of the proposed Vision and milestones thought that a provision driven approach is not sustainable, that delivery of them is reliant on fragile multi-agency partnerships, or they have not been produced through pragmatic discussions about what might be feasible, or derived in a participatory, inclusive way.

15 There was widespread agreement that the LSC has to exert a strong steer to ensure the milestones are achieved and that needs to happen now. Many respondents exhorted the LSC to demand that criteria for SD are included in all of the LSC's existing budgets, targets and reporting requirements as a matter of course, and that the LSC's commitment to the enforcement of the Strategy is made clear in its Annual Plans and through its business cycle.

16 There was disagreement on whether the suggested timescales for delivery of the milestones were appropriate. Some respondents thought they were realistic. Several thought they were rather ambitious and more time would be needed to achieve them. A greater number, however, were not convinced that the 2007 and 2010 timescales recognised the urgency of tackling sustainability and demanded more urgent action.

17 Issues around funding and capacity building were raised again. Several respondents pointed out that the Vision says nothing on how, or if, funding will be used in its pursuit. Other respondents felt that achievement of the Vision will require a major capacity building exercise given the range of stakeholders involved and their disparate levels of engagement and activity.

"The Vision is not just appropriate; it is essential to our future"

General FE College

"We welcome the acknowledgement.....that the strategy is ambitious and the importance of ensuring that it is fully implemented. This will be the only way to bring about long-term changes in behaviour and attitudes necessary for it to be fully effective"

SD Support Organisation

"The LSC appears simply to hope that the sector will commit to sustainability. To achieve the vision, the LSC must recognise its responsibility to drive the agenda and make clear demands on itself and the sector"

National Organisation/Agency

“It is simple for a vision to be all encompassing but individual participants and deliverers need to be able to see clearly how it impacts on their activities and how they can achieve what is required”

SD Support Organisation

“Before measurement of progress is possible there needs to be a snapshot of current performance”

Private Training Provider

CONSULTATION ISSUE 2: GUIDING PRINCIPLES

18 We asked stakeholders if the proposed guiding principles, approaches and objectives were appropriate and adequate.

19 The majority of respondents thought the suggested principles and objectives were appropriate. Several felt they were wide ranging and had obviously resulted from a desire to ensure that all elements of SD are taken into account in the Strategy. That breadth to the Strategy can, however, place demands on Institutions if they are expected to address the wide range of suggested objectives.

20 Several of the later respondents to the consultation pointed out that our finally agreed principles and objectives may need to be modified to reflect the common purpose, guiding principles, and sustainability indicators contained in the recently published UK Government’s SD Strategy ‘Securing the Future’.

21 By a majority of four to one, respondents thought the Five Capital Model an appropriate framework for exploring the full range of contributions providers and partners can make to SD. Supporters of the Model argued that it is highly regarded and widely accepted. Opponents questioned the equality and interchangeability of the five capitals with no acknowledgement that all human activity depends fundamentally on critical environmental services. Concern was also expressed by the Financial Services sector to the assumption that financial capital has no real value itself but is representative of natural, human, social or manufactured capital. Several respondents felt that too much time is spent on designing, and arguing about, definitions and models of sustainability at the expense of action.

22 Once again, some respondents stressed that we need to give more examples of good practice so those providers and partners not currently involved in sustainable development can better understand how they might meet the objectives set out in the Strategy. Some respondents asked for further clarity as

to who should do what, arguing for the development of some form of 'responsibility matrix'.

"The key word in the objectives is 'inspires'. Whatever we do it must be inspirational"

General FE College

"The objectives emphasise a non-participatory top-down approach. There is no one universal agreed way to address SDsolutions lie in participatory social progress and emerging models of shared leadership"

SD Support Organisation

".....attracted to the people-focus of the guiding principles and agree that the Five Capital Model should provide the robust framework needed"

Business Support Organisation

"Sustainability is a journey. If we wait until we understand everything, we will never start out"

SD Support Organisation

"Need to include examples and case studies to demonstrate how these meet the objectives set out in the Strategy"

SD Support Organisation

CONSULTATION ISSUE 3: SKILLS

23 We asked stakeholders to comment on the suggested critical importance of skills for sustainable development and how they can best be achieved.

24 The majority of respondents thought all learners should acquire SD skills and agreed with the statement contained in the Strategy that SD should be at the heart of all learning. But for SD to be embedded into the curriculum, many respondents felt that the LSC will need to work with, and convince, those organisations that are responsible for, or indirectly effect, course design and implementation. These organisations include the Qualifications and Curriculum Authority (QCA), Awarding Bodies, Sector Skills Councils, the Adult Learning Inspectorate (ALI) and OFSTED and the Teacher Training Agency (TTA).

25 Convincing all external bodies about the critical importance of skills for SD will be difficult, however. Several respondents thought it unfortunate that the National Skills Strategy and the White Paper, 14 – 19 Education and Skills makes no mention of SD or of proposals to integrate SD within the curriculum as part of the core of learning.

26 Some respondents pointed out that Supporting Document, in its support for the Egan Review, clearly distinguishes between common general SD skills and sector specific technical SD skills. The general SD skills are already well developed by the Government's Education for Sustainable Development (ESD) Panel. The bigger challenge will be the mapping and development of sector-specific technical SD skills.

27 But not everyone agreed with the somewhat simplistic approach suggested in the Strategy that there are identifiable SD skills that all learners need to acquire. It was pointed out, for example, that ESD is not a simple matter of skills but of shifting mindsets. Sustainability required 'systemic change' rather than 'piecemeal change'. Or, because SD is riven with uncertainties relating to science, technology, politics, economics and ethics, these uncertainties need to be reflected in our programmes for learning and more of this complexity and uncertainty should be reflected in the Strategy.

"SD should be considered in all course design and implementation"

Higher Education Institution

"These skills are essential and need to be an integral part of all programmes, not seen as a bolt-on"

General FE College

"A lead should come from the QCA and Awarding Bodies – if SD was included as a compulsory element there would be an incentive for teaching staff to acquire the skills"

General FE College

"Core business of LSC is learning – the Strategy should focus on skills rather than environmental management, but skills for involvement, participation and local democracy"

National Organisation/Agency

"Because SD is all-embracing and is an attitude rather than a skill, it will need to be inculcated rather than taught"

Higher Education Institution

CONSULTATION ISSUE 4: WORKING WITH PARTNERS

28 We asked stakeholders to comment on our proposals for working with partners.

29 Many respondents acknowledged the need for the LSC to work with, and influence, the vast and diverse range of partners suggested. Several respondents specifically recommended that local LSCs should act as brokers and bring partners together to address specific SD issues and promote good practice. It was also suggested that it might be appropriate to prioritise the partnerships. Some respondents though, whilst acknowledging the importance of working with partners, thought this section of the Strategy did not provide any clear motivation, support or financial imperative for this.

30 Several omissions from the list of partners were identified. A few respondents were disappointed by the lack of recognition of schools and LEAs. Whilst accepting the LSC's responsibility is principally for post-16 it is thought important to include a section on the importance of pre-16 involvement. Specific mention of traditionally under-represented groups eg low income groups, some black and ethnic minority communities, people with learning difficulties, older adults was also suggested. Other omissions included Education Business Links, Connexions Services, Standards Unit, Centre for Excellence in Leadership, Quality Improvement Agency for Lifelong Learning, Awarding Bodies and Directorates and Forums of the European Union.

31 Several respondents took on board the suggestion of prioritising partnerships and emphasised how vitally important it is to work closely with employers and industry. It was also thought that the Strategy ought to outline how to engage with, and disseminate information to, hard-to-reach organisations.

32 A couple of respondents thought we were being too directive. The promised production of an implementation and delivery plan in the final Strategy which will give partner organisations suggestions on how they can help deliver the Strategy was felt to imply a one-way relationship rather than encouraging dialogue with partners.

"The range and scope of the partners listed is wide and impressive. It spans all sectors"

Community and Voluntary Group

"Working with employers is critical. Many students are sent to college by employers who are not interested in paying for anything other than the (vocational) skills they require"

General FE College

“Should include a clear direction for regional LSCs to develop SD networks of the colleges in their area”

General FE College

“More stress could be placed on working with local authorities given that they have been developing and trying to enact SD priorities for 10 years and have the scars to provide it!”

Specialist College

“The use of the word partners is inappropriate. The Strategy would benefit greatly from true partner working characterised by open dialogue. Its intention appears to be limited to telling delivery bodies what to do”

SD Support Organisation

CONSULTATION ISSUE 5 : KEY AREAS AND RECOMMENDED ACTIONS

33 We asked stakeholders if the key areas (relating to Buildings and Estate, Curriculum, and Community) and the recommended actions are appropriate and adequate. We also asked for suggestions for any further areas for action.

34 Apart from a couple of respondents who thought the suggested areas of action are very narrow and do not cover SD holistically, respondents welcomed the three key areas and recommended actions. They were encouraged by the breadth of the suggested actions. These reflect the interests and concerns of different groups of staff. Many respondents felt it would be helpful, though, if the LSC went further and provided clearer guidance, standards and targets – which the LSC ought to encourage providers to meet. Again, more examples of existing good practice would help these providers not currently engaged in the SD agenda. It should also be made clear that the three areas are interlinked and giving more practical examples would be helpful in showing how connections can be made.

“Key areas fully supported. The examples of good practice are very helpful. For all of these areas, clear guidance on the appropriate approach would be well received”.

General FE College

BUILDINGS AND ESTATE

35 Several respondents said the LSC ought to lead by example by ensuring it adopts sound sustainability policies in respect of all its own premises. In respect of provider premises, some respondents pointed out that the LSC sets targets on space utilisation and finance which may not accord with its SD Strategy recommendations. It should ensure its capital and refurbishment projects and the guidance it gives to building contractors and supply chains reflect the SD principles and actions suggested.

36 On the Design proposal, it was suggested that we consider the inclusion of refurbishment as well as new buildings since this is a far more common construction activity that will impact upon the sustainability of buildings. Also, whilst there can be financial benefits in the long run, it should be realised that there is an increased up-front cost which can be prohibitive.

37 Those that commented on the Waste proposal thought that just asking organisations to demonstrate a commitment to minimising waste does not give enough information about how providers can approach this. It was also felt that the wording was not strong enough. Providers should 'identify and implement' rather than 'outline' ways in which waste minimisation can be achieved.

38 Several respondents stressed the central role that sustainable procurement has in achieving many of the aims set out in the Strategy. The spending power of the sector and associated networks can alter the market and encourage sustainable development. These respondents would welcome an additional recommendation relating to the whole of sustainable production and consumption – not just Accounts.

39 There was not widespread support for a blanket recommendation to encourage greater biodiversity. A variety of plant and animal species could, if not properly controlled, lead to problems. Sites may also be representative of a particular type of habitat that needs to be maintained. The key point is to take advice on how best to manage the site for conservation.

40 Amongst those who commented, there was strong support for the Travel Plan recommendation. There was an acceptance that the providers of public transport must become actively engaged with the Plan's development. Respondents also advised the encouragement of related actions such as home working, video conferencing, car sharing and the sector not funding domestic air flights for work commitments.

41 Several respondents raised the issues of Environmental Management Systems and the need for a specific recommendation on Energy Conservation. Of these respondents a majority wanted the LSC to insist that all LSC funded building projects ought to achieve a 'very good' or better BREEAM (Building

Research Establishment Environmental Assessment Method) rating. There was also support for the LSC recommending that providers consider implementing and seeking the IS 14001 Environmental Management System certification (or EMAS, the EU'S Eco-management and Audit Scheme).

“Commitment to sustainable building design is most welcome but it is essential that capital funding procedures are re-written to focus on the principles of whole-life costs rather than just initial capital costs”.

Higher Education Institution

“Little emphasis is placed on procurement practices. There is a growing body of good practice to which the sector is contributing and we would welcome further developments in this area”

Connexions Service

“Welcome the link made in the Strategy between travel planning, accessibility, and recruitment/retention.....needs to be promoted as an integral part of the Government’s agenda for widening access and tackling social deprivation”

Higher Education Institution

“Important to include a recommendation on energy, eg minimise the energy used in buildings and operations and transport and utilises renewable/low carbon energy where appropriate”

SD Support Organisation

CURRICULUM

42 Similar points made to the Curriculum proposals were made in response to the consultation issues on Skills, namely, many respondents stressing the critical need, stressed in the Supporting Document, to influence bodies such as QCA, OFSTED and ALI. Identifying and disseminating examples of best practice were also called for. Some respondents again challenged current teaching approaches calling for an emphasis on reflection, systemic analysis, and action rather than an over-emphasis on knowledge-based learning.

43 Some respondents suggested that SD can be practically integrated into the curriculum by embedding it into key skills delivery or developing it as part of the Advanced Level enrichment and entitlement programme. A few respondents, though, thought that any attempt to create further demands on the learner in achieving an understanding of SD issues may be seen by them as extraneous to

the reasons why they are studying – hence the importance of ensuring SD is integrated into existing qualification frameworks and content.

44 There was support for the recommended actions. Several respondents strongly supported the suggested development of appropriate SD modules, citing, for example, priority topics such as energy, water, waste, recycling, transport, agriculture, and construction. Several respondents sought clarification on what just is meant by the recommendation to implement ‘a whole-institution’ approach to SD. Whilst agreeing with the recommendation to consider developing European and International partnerships, several respondents mentioned UK links as well, arguing that it would be useful to have regional fora in which similar businesses, such as FE colleges, could pool their knowledge and expertise.

45 A suggested recommended area for action not covered in the Strategy was for providers to consider adopting the Healthy College Programme. It was pointed out that this is a good, developing standard and framework that successfully engages learners and introduces them to important SD issues through a comprehensive approach to healthy living.

“Curriculum recommendations are the most critical and far reaching for society as a whole”

General FE College

“Identify and disseminate examples of best practice to support the development of learning materials, whole-institute approaches and partnerships”

SD Support Organisation

“LSC must apply pressure to QCA to enable these changes to be made to the curriculum”

General FE College

“We offer no single model of delivery, but demand that all learners acquire SD knowledge and skills through a mix of integrated and add-on programmes”

Connexions Service

COMMUNITY

46 There was encouraging support for the recommended actions. Several respondents, though, felt the actions are not concrete enough and are too

focussed on partnership and networks. A comment was also made that the actions should be more clearly linked to regeneration and aimed at achieving the aim of sustainable communities.

47 In supporting the Community Engagement recommendation, several respondents called for a fully co-ordinated communication strategy identifying which community groups providers will engage with, and how. Government offices and Local Authorities were quoted as organisations that lead on much neighbourhood renewal and community work and who can offer providers and local LSCs a lot of advice and support. There was an acceptance, though, that FE colleges are not able to offer the community programmes and support they would like because of funding restraints.

48 By a majority of six to one, respondents supported the recommendation to identify and train champions for sustainable development. Opponents pointed out the model has been tried and the presence of one SD advocate has generally not been sufficient to mainstream SD throughout an institution. Or it can lead to an 'exoneration' model whereby appointing a champion exonerates everyone else from participating. But supporters believe that without a committed, enthusiastic, and knowledgeable SD champion there will be little change. Many respondents thought the LSC should require every institution to make such an appointment – several making the point that funding needs to be made specifically available to support such an appointment.

49 There was a call to include a recommended action relating to Volunteering – a highly desirable sustainable development activity that is not included in the Consultation Strategy.

"I am convinced that with the support of local networks and by the use of local sustainability champions, the ESD message could be delivered to the heart of the community in a cost effective way"

Trade Union

"Strongly support the identification of a 'sustainability champion' – such a person needs to be, or have direct access to, senior management and to have time and staff resources to put strategy into practice"

Consultancy

"A fully co-ordinated communication strategy is essential and should be a key task for the SD champion or co-ordinator"

Higher Education Institution

“The almost complete removal of ‘other’ provision from the portfolio offered by colleges is seriously affecting our ability to work with communities in providing innovative non-traditional learning opportunities that contribute to the wellbeing of those communities”

General FE College

CONSULTATION ISSUE 6: OTHER COMMENTS

50 We asked stakeholders if they had any other comments.

51 Several respondents highlighted the capacity building issue mentioned by others in their responses to earlier consultation issues. Stressing again the general lack of SD awareness and the low priority accorded by many in the sector to SD, they pointed out how critical it will be for the LSC to encourage and provide effective training and support – not just to providers but to LSC staff themselves.

52 Some respondents identified the key issue as one of implementation. The Strategy makes a genuine positive statement of intent and presents the sector with the best opportunity it has had to effect change. But this will require the sector delivering the finally agreed set of recommended actions across all the key areas of Buildings and Estate, Curriculum, and Community.

53 It was stated that there is a clear need for the Strategy to recognise and acknowledge the role of informal learning for SD. Some respondents pointed out that there was no acknowledgement or reference to the political aspects of sustainable development and Government needing to make a real commitment if it expects the sector to make the changes proposed.

54 A number of respondents pleaded for the final Strategy to be kept short, simple and clear.

55 It was most pleasing to receive offers from a wide range of institutions and organisations wanting to help in delivery of the finally agreed Strategy. Colleagues volunteered to provide more detail about SD activity and the good practice they are currently involved with, or expressed an interest in wanting to be considered for any pilot or developmental work that might occur in the future.

“SD is still not seen as a priority by many LSCs and providers. All means available to influence and persuade activity at local level must be employed if this strategy is to make a difference”

SD Support Organisation

“The LSC must lead by example. It must ensure that its own staff are encouraged and supported to explore and incorporate SD”

SD Support Organisation

“Need to re-inforce the message, tighten the timescale, clarify reporting and inspection procedures, and provide practical help to institutions to take them through the implementation phase”

Higher Education Institution

“Keep it focussed and use simple language and target it with employers and the workplace in mind”

Business Support Organisation

“Very interested.....in being involved in the implementation of the Strategy by the LSC”

General FE College

THE CONSULTATION SEMINARS

56 Seventy representatives from a wide range of organisations including FE colleges, local LSCs and SD, Business, and Education Support Organisations attended the two consultation seminars. Following presentations on the background to, and content of, the Strategy participants provided views and comments on the consultation issues.

57 A large number of helpful points were made, the lists below summarising some of these and on which there was general consensus:

General Comments

- Major capacity building issue – many local LSCs and providers unaware of, and not committed to, SD
- Where is the commitment/passion from the top? – need influential LSC persuaders to alter things
- Need clear communications and simple messages to sell SD
- LSC cannot deliver on its own – TTA, QCA and the Inspectorate have to pay far more attention to SD
- SD should feature in the LSC's Annual Statement of Priorities
- Financial and legislative levers needed to help deliver the Strategy

- Good that SD is presented as far more than an environmental issue
- Need an SD audit to establish the baseline situation
- Need case studies that demonstrate how providers can take a strategic approach to SD
- SD – aware College Governors could make a huge impact in promoting SD
- Consider, and use, European Funding to promote and develop SD activity
- Ensure LSC Contract Managers possess SD skills

Vision

- All the words are there – but do we mean business?
- SD is not a thread – needs to be integrated into policy and practice
- Cannot be delivered without strong direction
- How can it be best measured?
- Can't advance all three aspects – will need to prioritise
- Need to see the impact of the Vision – 'how' will we action it?

Guiding Principles

- How real can they be without financial or legislative help?
- Principles need to be more strongly worded
- Need to stress a participative approach
- Need to emphasise and better explain the Five Capital Model
- Massive agenda with many different levels of involvement and engagement
- Achieve some targets before the quoted ones for 2007

Skills

- Involve business in helping deliver the curriculum
- Lobby QCA, TTA and the Inspection Bodies – need a 'mini-strategy' dedicated to this
- SD needs to be integrated across all curriculum areas
- Look at unaccredited work in the voluntary and community sector
- Providers/Employers will only offer SD modules if made to – need a financial and legislative framework
- Need to improve Modern Apprenticeships by introducing SD modules

Working with Partners

- Need to be specific about the contributions various partners can make
- Not sufficient emphasis on the demand side – must engage with industrial partners
- Several critical partners missing from the list in the Supporting Document

- Utilise existing (not necessarily SD) networks
- Must involve Local Strategic Partnerships and Regional Skills Partnerships
- Regions need to carry out an SD performance appraisal

Buildings and Estate

- Sustainability is a long term issue – LSC needs to understand this
- LSC giving mixed messages, encouraging sustainability yet demanding as much teaching space per square metre as possible
- Need to add recommendations on green energy and green procurement
- Biodiversity recommendation very simplistic – may not always be best to encourage greater biodiversity
- More examples needed on specific Environmental Management Systems and Building Assessment Models
- Lots of good practice – many colleges not communicating how energy efficient/well designed their buildings are

Curriculum

- SD needs to be embedded into the curriculum – not delivered as ‘bolt-on’
- Need for further materials and resources for lecturers and trainers
- Very little SD delivery on the work-based training route – encourage more
- Students/learners can be very effective and persuasive advocates of SD – utilise them
- Arrange/implement thematic inspections on SD
- Need a recommended action relating to the Healthy College Initiative
- Explain what is meant by ‘a whole-institution approach’

Community

- Strong, but not universal, support for the SD Champion recommendation
- Facilities cost – look for sharing
- Supporting Fair Trade initiatives is an easy, quick win
- Local Authorities and Regional Development Agencies are often ahead of other organisations in their community commitment to SD
- Recommend providers link to local schools
- Strategy should indicate where providers can get support (including the help available from industry)

NEXT STEPS

58 The consultation process has resulted in a wealth of informed comment and advice on the LSC's Strategy. It was most encouraging through the consultation seminars and the received e-mailed and written responses, to be made aware of the strong support for the proposed Strategy – subject to the alterations and refinements that responders are proposing. That stated, a consensus view did not emerge on several aspects of the Strategy and this Report seeks to point out where these differences of opinion and emphasis occurred.

59 We will now carefully consider all the responses and seek to produce a finally agreed Strategy reflecting the majority views of stakeholders. We hope that 'From Here to Sustainability', the LSC's Strategy for Sustainable Development, will be produced and made widely available by August 2005.

Annex

The Learning and Skills Council's Strategy for Sustainable Development

Breakdown of consultation responses

Stakeholder Category	Percentage of responses received
General FE Colleges	21
Sixth Form Colleges	4
Specialist Colleges	7
College Consortia	2
Private Training Providers	3
Higher Education Institutions	6
Schools	2
Members of the Public	3
Companies/Business	2
Business Support Organisations	5
Education Business Partnerships	1
Local Authorities	2
Learning Partnerships	1
Education Charities	4
Community and Voluntary Groups	2
Connexions Services	2
Local LSCs	5
Sustainable Development Support Organisations/ Councils/Fora	15
Trade Unions	2
Consultancies	2
Government Offices	2
National Organisations and Agencies	7

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Publication enquiries: 0870 900 6800

Publication reference LSC-P-NAT-050388