

## Guide yourself through

This 'Guide Yourself' package is designed for those in the Learning and Skills Sector who wish to take some time to gain an in-depth understanding of the relevance of sustainability to Community and Business. It provides guidance on how you could have a positive impact on and within your local community. It is divided into four sections which can be read as a whole or separately.

### Context

The Learning and Skills sector is in a unique position to initiate and implement actions to create more sustainable communities. This section discusses the drivers for implementing sustainable development at community and business level, and identifies the many and varied constraints that may affect any organisation's ability to operate at the highest standards of sustainable development. It covers a wide range of topics relating to the Learning and Skills sector within the community and in relation to employers, which provide a wealth of ideas and case studies of it is successfully delivering sustainable development through its own initiatives.

### Stakeholder engagement

As an FE provider, you are a member of a community made up of a wide variety of stakeholders including:

- Individuals
- Voluntary Groups
- Partnerships
- Businesses
- Public organizations

Involving local communities in how your organisation is run means that you can meet the needs of the communities in which you are located. In working with local and regional partners, you can also ensure that the services, education and training you offer are fit for purpose.

Within your local community, you have the potential to be much more than a provider of education and training, for example:

- The significant buying power of FE organisations means that they can make purchasing decisions to the benefit of local companies and local economies. They can also ensure that what they buy is ethically sound, through considering the social and welfare impacts of certain products and services at

- the local level
- The staff and learners of FE organisations can have positive impacts through being encouraged to take part in volunteering activities to benefit local communities
  - The expertise of staff within FE organisations can be used to the benefit of local businesses and both can work together to develop mutually agreeable curriculum

## Policies

### Government Policy

In its review of skills for sustainable communities, the [Egan Review](#) developed the following definition:

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

The eight components of a sustainable community (according to the Academy for Sustainable Communities (external website) are:

- Governance - Well run communities with effective and inclusive participation, representation and leadership
- Transport and Connectivity - Well connected communities with good transport services and communications linking people to jobs, health and other services
- Services - Public, private and community and voluntary services that are accessible to all
- Environmental - Providing places for people to live in an environmentally friendly way
- Equity - Fair for everyone in our diverse world and for both today's and tomorrow's communities
- Economy - A thriving and vibrant local economy
- Housing and the Built Environment - High quality buildings
- Social and Culture - Active, inclusive and safe with a strong local culture and other shared community activities

Government is working with local authorities, partner agencies and local people to help create genuinely sustainable communities. The Department for Communities and Local Government (DCLG), and the Department for the Environment, Food and Rural Affairs (Defra), provide the policy framework and funding for the development of sustainable communities.

## LSC Policy

Sustainable communities are a key priority in the LSC Strategy for Sustainable Development. It will become clear as you read through this guide that providers have significant scope to contribute to this agenda through strengthening their role in local communities and in working with businesses.

More specifically, the LSC Strategy for Sustainable Development (internal link) identifies 'Community' as one of its key areas through which a range of actions can be implemented to contribute towards the Strategy's wider vision. Here, the Strategy sets out six key areas through which LSC providers can initiate and implement actions to create more sustainable communities:

1. Community engagement: ensure good communications and involvement exists with the local community at all levels, including employers
2. Local and regional networks: maintain and develop appropriate local and regional partnerships between wider stakeholders and providers, local authorities, RDAs, higher education and other key stakeholders
3. Local markets and ethical trade: support local markets, ethical and fair trade, and socially responsible initiatives within the community
4. Share facilities: consider sharing facilities with local community agencies and groups to make the best use of resources
5. Local economic strategies: be aware of, support and connect to, the local economic strategies drawn up and developed by local authorities and RDAs
6. Volunteering: encourage learners and providers to undertake volunteering activity as part of community commitment to sustainable development

These six key areas are discussed in more detail under '[Putting it into Action](#)'

## Other Key Drivers

The more specific drivers for an FE provider to implement sustainable development at community and business level are varied. These are explored further in the resources pages (internal link) but include the following:

### External drivers

These include legislation, EU or national regulations and local requirements such as planning or transport requirements, all of

which may need direct and immediate action to ensure compliance.

### Current policy

For example, the FE White Paper, the Leitch Implementation Report, the recent HM Treasury review of subnational economic development and regeneration ([internal link](#)), all aim to ensure that skills provision becomes more appropriate to both the needs of the employer and the individual this will also include skills and education for sustainable development. The proposals are intended to ensure that providers deliver high quality education and training services and that this leads to real returns.

### Voluntary Standards

There are many voluntary standards that organisations can subscribe to that will contribute towards a dimension of sustainable development in its broadest sense and that are now being promoted as good practice for all organisations. For example Corporate Social Responsibility ([internal link](#)) (CSR), more currently known as Corporate Responsibility (CR), is increasingly being demanded from large public sector organisations. There is no universally accepted definition of CSR, but organisations (see [resources](#)) as diverse as the UN, and Business in the Community ([click here to go to their website](#)) are broadly in agreement relating to CSR's role in improving the positive impact of responsible businesses and good citizenship. CSR is a commitment by organisations, including businesses and the public sector, to respect human rights, to contribute to economic development while improving the quality of life for its workforce, their families and the wider local community and society. This responsibility considers each organisation's role in relation to community, environment and the workplace. The project SIGMA guidelines (see the [Leadership and Management](#) section) are also another useful tool to promote good corporate responsibility. Other standards such as accredited to the Eco Management and Audit Scheme (EMAS) and ISO 14001 also demonstrate commitment to managing and improving environmental impacts; Investors in People is another standard to demonstrate an organisation's investment in staff development and welfare as well as policies that encourage work life balance and health and safety policies and management systems.

### Individual champions

There may be an individual or a group of people interested in sustainable development issues within a provider. They may for instance, be pressing for more urgent and comprehensive progress towards action relating to sustainable development.

### Bottom line costs

All organisations are subject to increasing bottom line costs and the need to improve competitiveness. Opportunities for saving money can be clearly identified in many cases, particularly when looking at environmental improvements such as promoting site wide energy efficiency; and social measures such as implementing policies that will boost staff retention, for example family friendly policies.

### Student pressure

The Future Leaders Survey received 54,240 responses from university and college applicants aged 17-21 for the academic year 2006/2007. It provides a good insight into student attitudes to sustainability. The survey found that being provided with the knowledge and skills to tackle sustainable development issues is an important factor for many young people considering a choice of college or university. Many are conscious of their individual impacts and are taking action such as buying locally and avoiding larger supermarket chains, using more sustainable modes of transport or joining a third world development charity. There are also voluntary groups such as StudentForce for Sustainability ([click here to access their website](#)), who place students in jobs to help local communities as well as overseas.

### Benefits

There are a wealth of key benefits in engaging with local communities and businesses. These are explained in more detail in the resources section but include:

- Better relationship with local employers. Making the curriculum and learners more attractive to the needs of local companies should help boost local employment levels. Educating local learners and helping them into local employment will be beneficial to the local economy. This in turn, may lead to higher admission rates in the future. Employers may also have access to key experts within a provider for advice and guidance and vice versa.
- Better community relations. The image of a provider within its local neighbourhood and community will be enhanced where it is actively contributing to the wellbeing of its local area. Maintaining grounds and buildings and managing security well will cement good relations with local neighbours and ensure that it is in keeping with local neighbourhoods. Encouraging staff and learners to engage in community volunteering activities and projects will also benefit local people and enhance the profile of the provider. Shared facilities, for example for business seminars and presentations, catering, arts and cultural events and for recreation will also help

strengthen community cohesion and place a provider at the heart of a local community.

- Improved reputation. A more proactive approach to sustainable development at local and community level by a provider can improve its overall reputation at the local level. Clearly, as young people are becoming more aware of their social, environmental and economic impacts, this may also have a bearing upon admission rates. Providing local jobs for staff as well as education, training and in turn, employment for learners will directly reduce the need to travel which will have a positive impact on the environment. Greening buildings can also set a good example in local communities and be used as exemplars of good practice for businesses, individuals and schools to visit.
- A strong and proactive leadership in sustainable development may contribute to improved staff morale and wellbeing, as well as staff retention rates.

## Barriers

A number of significant constraints have been identified that may affect any organisation's ability to operate at the highest standards of sustainable development. The main ones include:

- Lack of support or leadership from senior management. This is vital if sustainable development is to be truly embedded into an organisation.
- Linked to lack of senior level support is a segmented culture between teaching staff, learners and others with responsibility for implementing change across the organisation, as well as conflicting priorities from individuals.
- Lack of awareness of sustainable development. Without careful planning and prioritisation of the key issues, this is an over complex subject.
- Lack of time and money to devote to new initiatives or to maintain existing ones.

This guidance has been developed to help challenge these barriers and to give providers guidance and support to use sustainable development as a vehicle to help support sustainable communities and the viability of their own organisations.

# Preparing the ground

## Approach

It is recommended that you also read the section on [Leadership and Management](#) as it provides guidance on leadership and management in embedding sustainable development into your organisation. The most important thing to bear in mind is securing top level commitment within your organisation from the outset. In an ideal world the action taken around community and business will be part of a whole organisational commitment to sustainable development. As such, it will be integrated with the overall vision, strategy, action planning, resourcing and governance that exist around that.

If you need to build a separate business case for enhanced community and business engagement, however, the best place to start is to set up a staff working group (or to use the sustainable development group if there is one in existence). This should include a range of people as well as someone from senior management or a reporting line to senior management and should work across all areas of sustainable development, not only community and business.

There should also be a mechanism to capture the opinions of external organisations and individuals as well as learners (and perhaps involve them in the group at a later date). In its infancy, this will help to make the business case to and lobby senior management. It will also help align the argument for enhanced community engagement with current and future provider planning and activity.

From this, the group can help shape some broad priorities for engaging with communities and business appropriate to the provider, such as:

- improving engagement with local employers in specific sectors
- improving security on site, for example decreasing vandalism and graffiti to the benefit of local neighbourhoods
- attracting more learners from the local community and helping them into local employment
- working in partnerships at the regional and local level to improve public transport links for learners and staff

One very comprehensive tool that can help you establish the profile of the local community and identify priorities is the step by step [Community Audit developed by Renewal.Net](#), which can be applied

to a range of organisations and situations, not least the FE sector.

## Planning

Once you have committed to becoming more proactive in community and business engagement, the next step is to identify the key stakeholders who will need to be included in the process. Some of these will have been identified in the rationale stage. They may also have taken part in the working group already or have been consulted.

There are a very wide range of individuals and groups who need to be included in any effective stakeholder consultation process. They will have a wide range of differing roles, levels of interest or viewpoints on the process as a whole and on the role of a provider in the community.

You will already have views about which stakeholders to include but it is important to take a very wide view at the start of the process. It may also be useful to try to identify the characteristics of your relationships with the various stakeholders identified, the types of which may include staff, learners, local businesses, suppliers, local voluntary organisations, pressure groups, trade unions, disability groups, churches, sports organisations etc.

Your approach to the different types of stakeholders may differ, depending on a number of factors. Some could be defined as “close range” stakeholders who have a direct and active participation with you and your organisation already or who may be interested in increasing their level of involvement. Others may be “wider” stakeholders, with more peripheral or occasional involvement with you and your organisation.

Having thought this through, it can be useful to identify all key local (and regional) stakeholders and document this in a diagram or table to show the nature of the relationship with a commentary on strengths and weaknesses. It is also important to identify named individuals at this early stage wherever possible this approach will help to accelerate networking and active participation by the provider and its stakeholders.

As a next step, you should map the key current / perceived needs of the stakeholders. For example, local residents may want to use your facilities for a meeting space, sports and recreation or evening classes.

## Action

To be successful, stakeholder and community engagement needs to identify clear objectives that are appropriate for everyone participating. Thus the objectives of the provider and those of the stakeholders need to be clearly identified from an early stage, together with agreed approaches defining their relationships.

Some providers will already be actively engaged with their local communities and businesses (for example see the [Perschore Group of Colleges](#)). It may be that your organisation has already moved beyond making the business case for community and business engagement. If this is the case, it may not be appropriate to use all parts of this section of the guidance.

Once key stakeholders have been identified and some broad methods of engagement established, it is important for you to decide a route forward.

## Putting it into practice

This has been designed to help you and your organisations address the priorities under the Community section of the [LSC Strategy for Sustainable Development](#) and will address each of the six priorities in turn. (You must bear in mind that this strategy was published in 2005. Whilst the priorities contained within it provide a good framework for action you should always be alert to the latest research, Government strategy, guidance or developments that might help to refine or improve your plan).

### The six priorities:

#### 1 - Community engagement

Ensure good communications and involvement exists with the local community at all levels, including employers

#### Stakeholder Engagement

As mentioned previously, you and your organisation will have a wide range of stakeholders within the local community such as:

- Local residents and residents associations
- Staff
- Learners and parents
- Local authorities
- Police
- Religious groups
- Health providers
- Voluntary and not-for-profit organisations
- Local businesses
- Disadvantaged individuals
- Black, minority and ethnic groups
- Schools
- Local universities
- Other LSC funded providers and initiatives
- Libraries

Techniques of engaging with your stakeholders will vary according to your local circumstances. Some broad examples are given below:

Have a provider community council to bring together representatives of the provider and local stakeholders including the local authority, community groups, businesses and key employers, business links, the Local Strategic Partnership etc. This approach has a two-way benefit; it enables the provider to promote its curriculum and provides the local community with a better

understanding and awareness of the provider's activities.

Encourage local links make links between the activities of the provider and the interests of the local community. For example, the provider could encourage stakeholder participation in its ongoing research or training activities such as with food-related Centres of Vocational Excellence (CoVEs).

Develop and publicise a skills strategy to meet the economic and learning needs of the local community including key indicators for monitoring performance such as the organisation achieving an accreditation as an Action for Business College

Work with partners on international community projects but adapt them according to local circumstances and share best practice in the dissemination of results phase. [The Memento Project](#) is an example of an international community based project.

## Employer Engagement

The FE system has a key role to play in the vocational skills delivery required under FE White Paper and The Leitch Review & Implementation Plan and in generally providing provision that meets employers' demands. Employer engagement can be seen as an important part of the wider stakeholder engagement process. Providers can benefit from having a wide range of interactions with local or regional employers. Providers can be a source of new employees for the businesses, can provide training or other courses to employer staff, and can host lecturers from local companies. They can also be a recipient of voluntary or charitable exchanges with local employers. For these kinds of reasons it is very important that providers maximise the level of engagement they achieve with employers and become their partner of choice. [Bishop Burton College](#) provides a good case study on successful employer engagement. There are many best practice initiatives being undertaken by employers working in partnerships to improve links with their local communities. You can use these as examples or, potentially, become involved in them. Many inspirational case studies are contained on the [Business in the Community](#) website from companies such as Ginsters, KPMG, Lloyd's and Toyota. Seeking recognition for good links with employers and business can provide an excellent focus for activity as well as an outcome to celebrate and support. A new employer standard developed by the LSC in collaboration with key employer representative organisations will soon be launched. This will allow providers to demonstrate their flexibility in helping sectors and individual employers and their ability to design and deliver provision that meets the needs and demands of the local economy.

## 2 - Local and Regional Networks

It is important that as a learning provider, you establish good dialogue with the key partnerships within your local area, and that you are also engaged with regional partnerships and policy issues at the regional level.

Active membership of local networks can help to ensure that the different stakeholders are able to collaborate productively and that the sustainable development ethos is at the forefront of the local community's aspiration. Examples of ways in which you can make a meaningful contribution towards relevant local networks include:

- Participating in "communities of practice" shared sectors, industries, activities etc.
- Contributing to local websites, newsletters or other media outlets
- Participating in local events, fundraising, or other communitywide projects.
- Developing your branding as a provider so that it actively promotes your links with the local community.
- Working with professional organisations, e.g. the Environmental Association of Universities and Colleges (EAUC) purchasing officers, to ensure best practice and to share experiences with other FE providers.

Examples where you can become effectively involved in wider, more strategic networks, partnerships and initiatives to both assert your own influence and to better understand what is happening at the local and regional level include:

- The Local Strategic Partnership (LSP) is a key stakeholder that providers could become involved with. LSPs represents a range of the most relevant interest groups they bring together organisations from the public, private, community and voluntary sector within a local authority area, with the objective of improving people's quality of life and will have also have direct links to regional debates, particularly through the development of Local Area Agreements.
- Local Area Agreements are three year agreements, based on local Sustainable Community Strategies that set out the priorities for a local area agreed between Central Government, represented by the Government Office (GO), and a local area, represented by the local authority and other key partners through Local Strategic Partnerships (LSPs). Providers should be actively contributing to the development of a Local Area Agreement with the LSP, ensuring that new initiatives and ways in which the organisation can benefit or

contribute are appropriate both for the provider and for its neighbours.

- Become involved in relevant planning decisions at the local level. For example, a provider can provide feedback on Local Development Framework documents (The Local Development Framework (LDF) is a non-statutory term used to describe a folder of documents, which includes all the local planning authority's local development documents) as well as related sustainability appraisals as part of the public consultation process.
- Help to shape other plans e.g. the Local Transport Plan (The plan sets out the resources predicted for delivery of the targets identified in the strategy. Local transport plans should be consistent with the policies and priorities set out in the Regional Transport Strategy as an integral part of the Regional Spatial Strategy). A five-year integrated transport strategy, prepared by local authorities in partnership with the community, seeking funding to help provide local transport projects.

### 3 - Local Markets and Ethical Trade

Individuals and organisations are increasingly aware of the important contribution that they can make to local economies through informed purchasing decisions. Many providers are now implementing policies through which they can support local markets, contribute to the local economy and to other socially responsible initiatives within the community. Many also support ethical and fair trade in international markets.

Providers are large consumers and purchasers with significant purchasing power. They can have a real impact by purchasing responsibly, opting for goods with sustainable credentials and by demanding goods with higher sustainability credentials through clear specifications. Procurement specifications should consider not only the source of the materials the product is made from and its longevity in the work place, but also its eventual redundancy and disposal.

Providers should think about putting together a specification / purchasing policy that prioritises procurement of goods with the emphasis on local sources and also to cover issues such as:

- Examining the product's life cycle analysis this looks at the sustainability impact of a product from cradle to grave.
- Building partnerships with suppliers to develop more sustainable supply chains for all the products.
- Ensuring that the ethical and green credentials of all suppliers

and sub contractors are built into any bid and quotation process.

- Ensuring a transparent tender process.
- Ensuring any catering / canteen food is fresh, local, genetically modified organism free, and ideally, free range, fair trade and organic.
- Reducing the contribution to climate change by prioritising the purchase of low energy products, having energy efficient buildings and transport fleets and buying energy from renewable sources or installing micro-generation of energy
- Ensuring that the chemical products used do not adversely affect the health of residents, staff or the environment.
- Ensuring that ethical trade is covered in the curriculum e.g. materials use in fashion and design courses.
- Encourage learners and staff to think differently e.g. have days to promote buying Fairtrade products.

Some useful guidance on sustainable procurement is outlined below:

- Forum for the Future, working with the Welsh Assembly Government's Procurement Initiative (Value Wales), have developed a Public Sector Sustainable Procurement Assessment Tool. This is a Self-Assessment Tool that enables a health check of where your organisation currently stands in its capacity to delivery sustainable procurement. It helps to identify strengths and formulate a plan to address deficiencies. This is not available on line but can be obtained from Sarah Hills.
- There are also opportunities to engage proactively with environmentally and socially responsible employers in a provider's local community. They can be approached to identify ways in which the provider can use the business as a local resource. Organisations such as Business in the Community can provide good examples of relevant businesses. Their directory of members provides a list of more than 750 companies, including 71 in the FTSE 100. For example, the Cooperative Group, with headquarters in Manchester and 70,000 employees nationwide, promotes sustainable development principles, including fair trade, ethical policies, environmental and corporate community involvement.
- The section on [Buildings and Estates Management](#) provides more detailed guidance on how to procure locally, ethically and green goods and services.

## 4 - Share Facilities

An immediate and often very successful way of promoting community relations is to share facilities with outside groups. This is an excellent use of resources and there are many examples of where this has worked successfully, for example:

- Summer schools or summer courses can be very popular. Offering access to appropriate courses for local residents can provide wide benefit to locals and to provider staff and learners alike.
- Sharing sports, library or other facilities can ensure that these facilities are fully utilised, can help to draw in additional funding, and can contribute to the overall level of facilities within the community.
- Building a portfolio of joint ventures between learners, staff and residents can add to the overall level of approval of the FE provider by its neighbours.
- Developing sustainable transport partnerships can be a way of providing good quality transport for both learners and local residents which may be unobtainable for each group individually.

CASE STUDY: [Greenwich Community College](#) provides a good case study here.

## 5 - Local Economic Strategies

The Learning and Skills sector can make a valid and strategic contribution towards a better understanding and delivery of employer demand in the context of future skills and employee needs.

You should be aware and supportive of and connected to the local and regional economic strategies drawn up and developed by local authorities and Regional Development Agencies. In particular you need to understand, be responsive to and be able to influence local education infrastructure priorities, budget implications relating to education and the wider community as well as the ongoing debate about future skills needs. You should also ensure that you are aware of new grant or funding opportunities such as European Social Fund, initiatives by local agencies and the priorities of new local employers such as apprenticeships or foundation degrees.

To achieve this, you will need to engage closely with the development and implementation of local policies and strategies. Engaging with the LSPs, as mentioned previously, will be one effective route for you to have some influence and gain a better

understanding here.

## 6 - Volunteering

Promoting volunteering is a direct and visible way in which providers can make an active contribution locally. There are a great number of ways in which learners or staff can be volunteers, and each provider can have different opportunities depending on the local situation. As a useful benchmark, [Business in the Community](#) believe that effective volunteering means that at least 25% of the organisation should become involved in volunteering activities.

There are a number of effective measures that you can take to kick start volunteering activity amongst staff and students in your organisation:

- Have links with a range of local non governmental organisations in a wide range of areas can help potential volunteers identify an activity that most appeals. These areas could range from environmental projects, disability, mentoring, arts or design, etc.
- Have volunteering days that everyone in the organisation must take within a year.
- Enable learners to act as mentors to younger learners in local Saturday schools for example.
- Get involved in [British Trust for Conservation Volunteer \(BTCV\)](#) projects for learners, for example with learning difficulties.

## Monitoring, Reviewing, Reporting

Regular monitoring and review of progress is central to achieving effective community engagement. Successful engagement should also include setting targets and developing a clear implementation plan. This approach can be used to evaluate progress and performance against objectives and targets, and as a means of developing or revising objectives and targets for the future, with a focus on improving performance.

Regular reporting is also very important. Reporting delivers an internal overview of progress against stated values, and performance against targets. It also provides a powerful tool through which the organisation strengthens its engagement with internal and external stakeholders. It provides a route through which feedback on progress can be incorporated into future strategic and tactical reviews to achieve further improvements.

You should consider revising your approach to annual reporting by

providing an annual sustainability statement, which includes environmental and social impacts as well as financial outcomes or student achievements.

One tool that can be used to help providers measure their overall performance in terms of sustainable development and community engagement is: "Community Engagement and Sustainable Development". (This is currently under development and being produced by the Worldwide Fund for Nature and CAG consultants).

The main purpose of the tool is to evaluate the impact of community engagement on people's behaviour with regard to sustainable development. The tool has been developed for use by practitioners with two aims in mind:

1. to help practitioners evaluate the impact of projects, programmes or interventions for their own use
2. to gather information to feed into a wider WWF / CAG research programme which will explore the impact of community engagement on sustainable development behaviour

The research flowing from the development of the tool will examine when and in what circumstances, community engagement leads to change, and will be used to inform policy makers and practitioners alike.

There are also other, more formal (voluntary) routes that can be used to publicise how good a corporate citizen a provider is:

- Corporate Responsibility: organisations can have their policies and procedures externally verified by independent companies. They can also sign up to Business in the Community's CR Index the UK's leading benchmark of responsible business, helping companies to integrate and improve responsible business across their business and providing a systematic approach to managing, measuring and reporting their impacts on society and the environment. See Leadership and Management for more information
- The Eco Management and Audit Scheme (EMAS) is an accredited Environmental Management System under which organisations must publicise their environmental statement and have this externally verified. See [Buildings and Estates](#) for more information.

# Resources, Useful Websites and Case Studies - Community & Business

## Resources

### Assessing the Impact of Volunteering

#### Community Engagement and Sustainable Development Tool

Developed by CAG and WWF.

#### Community Training Services - Sheffield Partnership Tackles Crime and Training

This case study provides a very useful example of how working in a local partnership can achieve a great deal for young people, and for the community as a whole.

#### EAUC BITC Benchmarking Report

This report is on an HE project using the BITC Corporate Social Responsibility index to measure success in the sector.

#### From Here to Sustainability

The Learning and Skills Council's Strategy for Sustainable Development.

#### Future Leaders Survey

The Universities & Colleges Admissions Service (UCAS) and Forum for the Future produced this survey of young people entering Higher Education in 2007.

#### HM Treasury review of subnational economic development and regeneration

A government review to consider how to strengthen economic performance in regions, cities and localities throughout the country.

#### Project SIGMA: Stakeholder engagement

Project SIGMA aims to provide clear, practical advice to organisations to help them make a meaningful contribution to sustainable development. This is their Stakeholder Engagement Toolkit.

#### Public Sector Sustainable Procurement Assessment Tool

This comes from Forum for the Future and the Welsh Assembly Government's Procurement Initiative.

#### Renewal.net

How to carry out a Community Audit.

#### The Egan Review

Download the Review that looked at the skills and training required

by professionals, planning authorities and developers.

## Useful Websites - Community and Business

### Case Studies

#### Bishop Burton

Bishop Burton FE College is an agriculture CoVE, where partnerships with local businesses farmers, growers, food processors are central to the operation of the FE provider curriculum.

#### Community Training Services - Sheffield Partnership Tackles Crime and Training

A very useful example of how working in a local partnership can achieve a great deal for young people, and for the community as a whole.

#### Community-Campus - Learner Involvement at Wiltshire College

Wiltshire College's 'Community-Campus' provides a clear and effective way to ensure student engagement in sustainability, whilst ensuring compliance with Government initiatives.

#### Greenwich

Greenwich Community College has been working in partnership with the Greenwich Foundation for the past three years. Together they developed a training centre ("the Schoolroom") within the Old Royal Naval College where GCC deliver tour guiding

#### Increasing Student Volunteering at Bridgwater

An illustration of how a college can, through partnerships with other organisations, take an existing idea and develop it into a beacon and provide inspiration for others.

#### The Memento Project

European Grundtvig Learning Partnership project 'Memento' is a community based art project for community groups, artists and adult education providers.

#### Pershore

Winning entry in the 06/07 Green Gown Awards. The Pershore Group of colleges has established a strong commitment to sustainable development.

#### StudentForce for Sustainability

Volunteering offers a great opportunity to develop skills, build contacts and gain new experiences whilst providing a positive contribution to your community or organisation.

#### The Yard Project

This case study provides an excellent example of how training projects can deliver sustainability and community engagement.

### **Short examples of Community & Business**

A range of inspirational short examples relating to Community and Business from colleges around the UK.

### **10 Short Workbased Learning Case Studies**

Comprehensive case studies of sustainable development in 'Work Based Learning' can be found in Education for Sustainable Development and Global Citizenship.