

Leadership and Management

Introduction

What this guide covers

Effective leadership and management of sustainable development are necessary at all levels. Gaining internal commitment at the senior level is crucial to embedding sustainable development within an organisation. This section is aimed at leaders and managers of organisations within the FE system, as well as others who have an interest and a role in helping embed sustainable development into the organisation, for example head of curriculum, sustainable development champion, buildings manager.

This section provides tools, guidance and examples of how you can take the lead and/or become part of managing the process of embedding sustainable development within your organisation.

Leadership is the process of influencing the thinking and behaviour of others. This is essential in building the competence and confidence of everyone in an organisation to deliver sustainable development. **Management** is implementing and embedding processes and practices to achieve an organisation's vision and mission.

Leaders exist at all levels within education and in every sector and they have a vital role to play. From chief executives/ principals through to teachers and lecturers, all have a crucial role to play in supporting the transition to sustainable development and global citizenship by:

- guiding organisations' strategic planning;
- ensuring the delivery of high quality teaching and learning
- managing estates and major capital programmes; and
- leading the organisations' interactions with external partners and stakeholders.

Leaders can raise the status of sustainable development within their organisations or remit, as they are able to create a climate where sustainable development can flourish. They also have a symbolic role in influencing the views of others about sustainable

development and global citizenship. Thus it is extremely important that leaders have the skills to take decisions which are compatible with this agenda. ¹

In achieving whole organisational approaches to embedding sustainable development, it is vital that an effective management structure is established from the outset, and most importantly, one that has true commitment from the senior level.

The guidance is structured as follows:

What do we need to know and why do we need to change? This part of the guide explores the context and policy background as to why the role of leadership and management is important.

What can we do and what can we learn from others? This provides an overview of the tools and guidance that you can use to effect change within your organisation. It provides logical steps you can follow, with some useful examples.

Resources. This is a list that consolidates all of the resources and references provided as footnotes throughout the text.

¹ <http://www.learning.wales.gov.uk/pdfs/esd-strategy-e.pdf>

What do we need to know and why do we need to change?

Policy background

The importance of leadership and management to the sustainable development agenda is recognised in the DfES FE White Paper Raising Skills, Improving Chances (2006). It is also highlighted in the LSC Strategy for Sustainable Development², which identifies a number of key priorities for the sector including:

- Implementing a whole organisation approach. (Also see Teaching and Learning).
- Raising awareness of sustainable development through capacity building.
- Identifying and training sustainable development champions.
- Supporting and connecting with local economic strategies. (Covered in more detail in Community and Business).
- Implementing effective environmental management systems or adopting sound sustainability policies. (Covered in more detail in Buildings and Estates).

The strategy also highlights a range of guiding principles which include:

- Promoting good governance
- Using accurate systems of finance and trusted systems of leadership, governance and management

Moreover, *Success for All* announced the establishment of a new leadership college, The Centre for Excellence in Leadership (CEL) www.centreforexcellence.org.uk/. Its objectives are to:

- Identify and develop future leaders early in their careers
- Develop succession planning
- Develop effective continuing development programmes for leadership
- Increase the diversity of leaders and managers

² *From Here to Sustainability: The Learning and Skills Council's Strategy for Sustainable Development*
<http://readingroom.lsc.gov.uk/lsc/2005/ourbusiness/strategy/from-here-to-sustainability-lsc-strategy-for-sustainable-development.pdf>

CEL, with London South Bank University and Forum for the Future, have recently undertaken a piece of joint research: *(September 2007) Leadership for sustainability Making sustainable development a reality for leaders* (It is recommended that you read the full report which can be found at <http://www.centreforexcellence.org.uk/UsersDoc/SustainabilityResearch.pdf>).

It involved interviews with FE providers to test current leadership in the context of sustainable development with the overall aims to:

- build understanding of catalysts and blocks to leadership for sustainability in the learning and skills sector.
- test the inseparability of good leadership from leadership for sustainability.
- inform CEL's strategy for supporting the development of leadership for sustainability (this will be launched November 15th 2007).

Why is effective leadership and management important in embedding sustainable development?

The commitment of staff at all levels is vital if sustainability is to become part of the language and culture of an organisation. Effective leadership is crucial in creating opportunities for action and innovation at other levels.

Leadership is the process of influencing the thoughts and behaviour of others. It is about getting people to move in the right direction, gaining their commitment and motivating them to achieve their goals. Leaders need to achieve the task in hand and at the same time to maintain effective relationships with individuals and groups of individuals.

Effective management and capacity building through staff development is particularly important if organisations are to build ownership of the sustainability agenda at every level. Incentive schemes linked to improved environmental performance are a useful way of encouraging pivotal jobholders to embrace sustainability. A few organisations now include an environmental component in their systems of performance evaluation.

At a broader level learning providers have a responsibility to demonstrate ethical leadership within the business and wider community, particularly since they are regarded as centres of knowledge and good practice. They should therefore through their teaching and their organisational practice, provide role models for wider society and be sources of best practice.

Characteristics of effective leaders

The recently published CEL study found that effective leaders in the learning and skills sector demonstrated many of the key change management skills necessary for sustainability, including³:

- Distributed leadership.
- Taking account of the organisational climate and culture.
- Employing a wide range of influencing strategies.
- Building organisational capability.
- Cultural sensitivity.
- Commitment to equality and fairness.

What are the main barriers within an FE organisation?

Some of the key issues providers face in achieving change, and therefore what this guidance strives to overcome, include:

- rethinking mission and vision.
- assessing the implications for teaching and learning .
- reviewing the curriculum in the context of sustainable development
- re-orientating practitioners who will need to see themselves as learners and work with uncertainty and open outcomes.
- realising that there is no blueprint for organisational and curriculum reform - successful change depends on an inclusive and communicative process.

For many leaders in the sector, there are some specific skills and knowledge on sustainable development that need to be improved due to the fact that this is a comparatively new agenda: ⁴

- Systems thinking to understand interconnectedness and manage complexity.
- Futures thinking to create a compelling vision of a sustainable provider of the future.
- Demonstrating broad organisational awareness by astutely perceiving political, economic, social trends.
- Creating and capitalising on learning opportunities for sustainability.

³ CEL (September 2007) Leadership for Sustainability- making Sustainable Development a Reality for Leaders. <http://www.centreforexcellence.org.uk/UsersDoc/SustainabilityResearch.pdf>

⁴ CEL (September 2007) Leadership for Sustainability- making Sustainable Development a Reality for Leaders. <http://www.centreforexcellence.org.uk/UsersDoc/SustainabilityResearch.pdf>

- Incorporating sustainability into core strategies and into everyday business.
- Performance accountability in the absence of exemplars on which to benchmark.
- Exhibiting self-belief and confidence to develop learning opportunities in absence of regulatory 'permission'.

What can we do and what can we learn from others?

Introduction

This section looks first at some of the relevant tools and guidance for leading on and managing sustainable development within your organisation. It then provides guidance using one of these tools as the framework, and introduces a number of case studies and examples.

Overview of relevant tools and guidance

There are a wealth of tools and guidance that you can use to help kick start the process of leading and managing on sustainable development within your organisation. There are a number of voluntary standards that you can subscribe to demonstrate effective vision, leadership and management towards one or all dimensions of sustainable development for example:

- The Investors in People standard demonstrates an organisation's investment and management of staff development and welfare.
- More comprehensive management systems such as Corporate and Social Responsibility reporting will contribute to sustainable development in its broadest sense.

Some of the more comprehensive models and tools for implementing a whole organisational approach towards sustainable development are outlined below.

Environmental Management Systems

An Environmental Management System (EMS) is a framework that assists an organisation to manage its environmental impacts using a whole organisational approach (with knock on social and economic benefits), both in terms of reducing and ameliorating significant negative impacts and improving positive impacts. It often has positive implications for improving an organisation's image as well as their bottom line.

An EMS is a voluntary undertaking that can be both informal and formal. The formal route involves external verification and accreditation of an organisation's system. In the UK, BS EN ISO 14001 is the most widely used standard and the most popular within the UK, followed by the Eco Management and Audit Scheme (EMAS) as well as BS8555 (Guide to

the phased implementation of an environmental management system including the use of environmental performance evaluation).

All of the EMS standards are based upon continuous improvement and follow the Denning Cycle of: plan what you're going to do, do what you planned to do, check to ensure that you did what you planned to do, and act to make improvements.⁵ At the heart of their success is senior level commitment, leadership and effective management.

For further information on implementing EMS read **Section 2.0 Buildings and Estates**.

Corporate Social Responsibility

Corporate Social Responsibility (CSR) or Corporate Responsibility (CR) is also increasingly being demanded from large public sector organisations. There is no universally accepted definition of CSR, but organisations⁶ as diverse as the UN, the World Business Council for Sustainable Development, and Business in the Community 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 and 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. Whilst there are no FE system examples, there are others on the Business in the Community website:

(http://www.bitc.org.uk/resources/case_studies/index.html) showing how businesses have demonstrated good citizenship and CSR. These can be applied in a variety of other settings and give you some ideas.

Five Capitals Model of Sustainable Development

The five capitals framework, advocated within the LSC Strategy for Sustainable Development, provides a method of analysing the links between all dimensions of sustainable development (environment, economic and social) and allows you to put the key priorities into a strategy and action plan⁷.

The framework considers the resources available for human progress in five different sorts of capital:

⁵ IEMA (August 2007) Ebriefing: Environmental Management Systems.

⁶ See "Resources and further information" section.

⁷ 7

- Natural.
- Human.
- Social.
- Manufactured.
- Financial.

These five capitals are a sound representation of all of the resources available to a society and help to shift the focus away from just financial resources. It also helps to put the social dimension of sustainability on an equal footing with the economy and environment: something which is often lacking in sustainable development activities.⁸

The recent CEL report⁹ (Appendix 2: Models of sustainable development) provides some excellent guidance and a practical example of how you can use this within your organisation.

The Natural Step Framework

The Natural Step is an international sustainable development charity¹⁰. The Natural Step Framework is based on sound science, systems thinking and practical business decision-making. It has been designed to help businesses, government agencies, individuals and communities lead the transition to an ecologically, socially and economically sustainable future¹¹.

The framework has already been used internationally by a range of businesses, government agencies, individuals and communities. In the UK businesses using the framework include BP, Carillion Construction, Co-operative Bank, Interface Inc., Sainsbury's and Yorkshire Water.

Visit the Forum for the Future's website for further guidance:

http://www.forumforthefuture.org.uk/aboutus/sdtools_page398.aspx

⁸ CEL (September 2007) Leadership for Sustainability- making Sustainable Development a Reality for Leaders. <http://www.centreforexcellence.org.uk/UsersDoc/SustainabilityResearch.pdf>

⁹ CEL (September 2007) Leadership for Sustainability- making Sustainable Development a Reality for Leaders. <http://www.centreforexcellence.org.uk/UsersDoc/SustainabilityResearch.pdf>

¹⁰ (operating under licence of Forum for the Future in the UK).

¹¹ http://www.forumforthefuture.org.uk/aboutus/sdtools_page398.aspx#tnsf

The Sustainable Development Education Panel approach

In 1998 a Government Sustainable Development Education Panel was established to consider issues on education for sustainable development, in its broadest sense, in schools, further and higher education, at work, during recreation and at home; and to make practical recommendations for action in England. The Panel reported at the end of its five-year term in 2003 and its work has been taken forward in documents like the Government's sustainable development action plan for the education sector and work on sustainable schools initiative¹²

The general idea is that sustainable development education should be a seamless process which begins in the nursery and is then systematically progressed throughout the formal education process and reinforced in society. The Panel set out its key aims for the further and higher education sectors (FHE) in its first Annual Report. It called for all FHE organisations, by the year 2010 to:

- be accredited to an internationally or nationally recognised sustainable development management systems standard; and
- have staff fully trained and competent in sustainable development; and be providing all learners with relevant sustainability learning opportunities.

Further guidance on the Sustainable Development for Education approach can be found in Teaching and Learning.

The SIGMA Project

In the context of sustainable development a simple model for this leadership and management process¹³ is set out in Table 0.1. The phases contained within the model are not set out in any priority for action, but do closely align with the Denning plan - the do, check, act cycle mentioned previously when looking at EMS.

This table is derived from The SIGMA Project (Sustainability – Integrated Guidelines for Management). This was launched in 1999 by the British Standards Organisation, Forum

¹² <http://www.teachernet.gov.uk/sustainableschools/>

¹³ See <http://www.projectsigma.co.uk/Guidelines/SigmaGuidelines.pdf>

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for the Future and AccountAbility, with support from Department of Trade and Industry. The SIGMA project has developed guidelines which help organisations to¹⁴:

- Effectively meet challenges posed by social, environmental and economic dilemmas, threats and opportunities.
- Become architects of a sustainable future.

Sample model for leadership and management for sustainable development.

Management Phase	Purpose	Action
<i>Leadership and Vision</i>	<ul style="list-style-type: none"> • To raise awareness of sustainability issues and how they may affect the organisation's quality and performance 	<ul style="list-style-type: none"> • To secure board level and senior management understanding and commitment to integrate sustainability into core management processes and decision-making • To identify stakeholders and consult them on key impacts and approaches • To develop a business case for sustainability • To formulate a long-term sustainability vision and high-level strategy.
<i>Planning</i>	<ul style="list-style-type: none"> • To establish the organisation's current sustainability performance 	<ul style="list-style-type: none"> • To identify and prioritise the organisation's key sustainability issues • To develop a strategic plan to deliver the organisation's vision and address the key sustainability issues • Consult with stakeholders on plans • To formulate tactical and short-term action plans that supports the agreed sustainability strategy, with defined objectives, targets and responsibilities
<i>Delivery</i>	<ul style="list-style-type: none"> • To align and prioritise management processes with strategic and tactical planning and the sustainability vision 	<ul style="list-style-type: none"> • To ensure that identified actions, impacts and outcomes and current and future legal and self regulatory requirements are managed • To improve quality and performance

¹⁴ (www.projectsigma.co.uk)

Management Phase	Purpose	Action
		by delivering sustainability strategies and associated action plans <ul style="list-style-type: none"> • To apply appropriate external influence on suppliers, peers and others to widen the sustainability agenda
<i>Monitor, Review and Report</i>	<ul style="list-style-type: none"> • To monitor progress against objectives and targets 	<ul style="list-style-type: none"> • To report and consult with internal and external stakeholders on progress

Guidance

The guidance focuses on how you can embed sustainable development into your organisation through effective leadership and management. It has been framed around the SIGMA phases given in the table above and covers an approach that follows a spirit of continuous improvement.

The SIGMA guidelines are not meant to be a prescriptive approach for you to use. They are used in this guidance as an example to highlight how this topic can be applied within your organisation. You can choose to use any of the models (or others, or even a combination) that have been discussed previously.

Introduction

For many organisations in the FE system, some of the management procedures described in the table above will already be in place, but will not necessarily incorporate the sustainability agenda.

For some organisations the priority might be to embed sustainable development into their decision making process. Here the **planning and delivery** phase of the SIGMA guidance may be a good place to start.

Another possibility is to integrate sustainable development into the quality management and **reporting** systems and build a process to improve performance. Optimising resource use and reducing waste lead directly to improved quality. Indeed reducing all forms of waste is both a sustainability and a quality issue. Waste can include some or all of the following: physical waste (e.g. space utilisation); resource waste (e.g. water, energy, paper) and human resource waste (e.g. student retention and teacher contact hours).

Where to begin

Leadership and Vision Phase

The overall purpose of this phase is to raise awareness of sustainability issues and how they may affect the organisation's quality and performance.

The first step for leaders in the FE system will be to clarify and revisit their strategic mission and vision in the context of sustainable development. As a first step the actions contained under the leadership and vision phase in the table above are a useful guide:

- To secure board level and senior management understanding and commitment to integrate sustainability into core management processes and decision-making
- To identify stakeholders and consult them on key impacts and approaches
- To develop a business case for sustainability
- To formulate a long-term sustainability vision and high-level strategy.

The World Wide Fund for Nature's document 'Learning for Sustainability'¹⁵ as well as Teaching and Learning also provide useful suggestions.

¹⁵ This is a practical guide for schools and school communities who want to develop good practice. Although it is aimed at schools, it has a wealth of information about getting started on a participative approach to curriculum development. <http://www.wwflearning.org.uk/data/files/pathways-310.pdf>

Key questions that you should be asking yourself (ves) are:

- How sustainable are we?
- Do we need to carry out a baseline review? A suggested resource is SIGMA's Performance Review¹⁶.
- What do our key stakeholders think e.g. staff, learners, employers, governors? (Community and Business provides good guidance on stakeholder engagement).
- Are governors and managers aware of the strategic and tactical implications of a more sustainable approach?

All of these questions will be based on an assessment of where the organisation currently is in relation to its sustainable development objectives and the need to review progress and track trends.

Who needs to be involved?

Initially, this will be the senior management team along with governors or board members. You may choose to establish a dedicated team or appoint key individuals (e.g. sustainable development champions). Community and Business contains some useful guidance on setting up internal sustainable development working groups.

Key activities

Formulate the (business) case for sustainability. One suggested resource is <http://www.projectsigma.co.uk/Toolkit/BusinessCase.asp>; also see the CEL's September 2007 publication: Leadership for Sustainability, Making sustainable development a reality for leaders: <http://www.centreforexcellence.org.uk/UsersDoc/SustainabilityResearch.pdf> ; as well as Community and Business.

Initiate stakeholder consultation. Suggested resource: <http://www.projectsigma.co.uk/Toolkit/StakeholderEngagement.asp>; as well Community and Business.

¹⁶ <http://www.projectsigma.co.uk/Toolkit/PerformanceReview.asp>

- Raise awareness and begin the process of cultural change throughout your organisation through meetings and workshops.

When do these activities start?

Now is a good time!

Expected outcomes

- an internal business case for sustainable development.
- a revised vision and mission statement
- a communication plan for the revised vision and mission
- a stakeholder consultation report

Useful tips for this phase

If you choose to develop a separate vision and mission for sustainable development they will need to be clearly linked to the overall vision and mission and ultimately they will need to be integrated. You will need to think about what your organisation's limits or boundaries are in relation to sustainable development and identify any trade-offs. For example existing building fabric may mean that there will be limitations as to how sustainable a building can be.

Planning Phase

Key questions that you should be asking yourself (ves) are:

- Where are we now?
- What is our current level of performance against the vision and mission and operating principles?
- What are our legal requirements in relation to sustainable development?
- Do we comply?
- How do we integrate sustainable development into our management procedures?
- What short-term actions do we need to take?

Who needs to be involved?

Initially it needs to be senior management, champions (if appropriate) and key internal and external stakeholders.

Key activities

- Prepare and scope a baseline review. Suggested resource: SIGMA Performance Review Tool <http://www.projectsigma.co.uk/Toolkit/PerformanceReview.asp>
- Communicate the baseline findings to internal and external stakeholders, and elicit feedback. Suggested resource: SIGMA Guide to Stakeholder Engagement <http://www.projectsigma.co.uk/Toolkit/StakeholderEngagement.asp> Details of a generic one-day capacity building course on sustainable development can also be found at: www.pp4sd.org.uk
- Assess compliance with legal requirements and assign roles and responsibilities to manage and improve these.
- Develop capacity building training programmes. (A suggested resource: Professional Practice for Sustainable Development (PP4SD) www.pp4sd.org.uk)
- Report actions, impacts and outcomes to internal and external stakeholders.
- Feedback into strategic and tactical action plans.

When do the activities start?

Integrate into the timescales of the existing management and reporting cycle.

Expected outcomes

- Baseline review report.
- Implementation and management plan.
- Stakeholder feedback report.
- Compliance and improvement report.
- Training and development plan.
- Actions, impact and outcome report.
- Identification of strategic priorities and actions.
- Board level consultation and sign-off.

At this stage it will be worthwhile revisiting policy statements for adaptation and reissue. Commit to review strategies after initial implementation. Review the skills, knowledge and competencies of key managers.

Delivery phase

Key questions that you should be asking yourself (ves) are:

- What organisation change is necessary and desirable?
- What management processes do we need to change?
- How will we communicate the sustainability message and changes identified?
- Are the links between words and action strong enough?

Who needs to be involved?

Senior and middle management, board members, sustainable development champions and/or implementation team.

Key activities

- Agreeing and implementing a sustainable development action plan, with timescales and milestones.
- Assigning roles and responsibilities for specific actions in line with skills and competence.
- Implementing sustainable development awareness and training programmes as required.
- Consulting and communicating on the agreed actions.
- Reviewing and refining corporate governance and sustainable development reporting arrangements.
- Identifying opportunities to influence external agencies e.g. community bodies, employers, trade organisations and suppliers in sustainability terms.
- Fostering linkages at senior and middle management level between those responsible for different areas of action e.g. estates and curriculum¹⁷
- Engaging with the community.
- Reporting on SD activity at management meetings and to governors or board members.

A selection of useful guidance here includes:

¹⁷

<http://www.lsx.org.uk/docs/page/2608/Sustainable%20Development%20in%20London's%20Further%20Education%20and%20Sixth%20Form%20Colleges.pdf>

SIGMA research & development report on Learning, Innovation and Culture Change. This report explores how organisations can initiate change in line with the principles of sustainable development. http://www.projectsigma.co.uk/RnDStreams/6_innov.asp

A useful review of 20 standards and guidelines relevant to the implementation of sustainable development can be found at:

<http://www.projectsigma.co.uk/Toolkit/GuidelinesStandards.asp>

It includes the UN Global Compact, EMAS, The Natural Step, Social Accountability 8000, Investors in People, Global Sullivan Principles, The Ethical Trading Initiative Base Code, Balanced Scorecard, the European Foundation Quality Model - Excellence Model, The Global Reporting Initiative, AA1000 framework, Combined Code of Corporate Governance, ISO family of standards, the London Benchmarking Group, OECD Guidelines for Multinational Enterprises, Caux Roundtable Principles for Business, Amnesty International's Human Rights Guidelines for Companies, the Principles for Global Corporate Responsibility, Business Impact Task Force, UK Government Sustainable Development Strategy.

Communicating Sustainability. UNEP. (2005) This guide shows how communication can be used to promote more sustainable lifestyles. It is designed to be read by anyone who wants to develop and implement awareness campaigns on these issues.

http://www.unep.fr/pc/sustain/advertising/events_specifics/Communicating_Sustainability_EN.htm

When do they start?

From the outset and on-going.

Expected outcomes

- Record of sustainable development activities undertaken and their impact on performance.
- Sustainable development organisational chart showing roles, responsibilities, reporting and communication lines.
- Revised corporate governance sustainable development reporting procedures.
- New partnerships and collaborative activities with community and businesses on sustainable development issues.
- Organisational websites, prospectus and other communication devices make explicit reference to sustainability actions and impacts.

- SD should inform all CPD programmes, and training should be incorporated into induction for new staff so the knowledge base is maintained.

Recognise that cultural change takes time. Take time to explain change plans and identify benefits for those involved in the change. Learn from previous change processes - what worked well and what was less successful?

Monitor, review and report phase

Key questions that you should be asking yourself (ves) are:

- Are we doing what we say we do?
- Does our performance reflect significant sustainability actions, impacts and outcomes identified from the baseline review?
- Are our tactical and strategic approaches improving our performance?
- Who are we reporting to and what are we reporting?
- How credible and transparent is our reporting?
- Should we include impartial assurance as part of the reporting process (e.g. OFSTED reports)?

Who needs to be involved?

Board members, senior management, sustainable development implementation team and/or champions. Possibly self-assessment and/or independent audit team.

Key activities

- Collecting and evaluating objective evidence and stakeholder perception surveys or questionnaires with regards to sustainable development profile and 'performance'.
- Assessing new opportunities for sustainable development performance improvement.
- Selecting and training internal self-assessment team on relevant sustainable development issues.
- Producing and communicating sustainable development progress report.
- Regularly review and improve knowledge transfer and communication systems to ensure that key initiatives are widely replicated both within individual providers and between organisations.

Further resources to help you here include:

OFSTED (2003) *Taking the first steps forward – towards an education for sustainable development*. HMI 11658

<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.eace3f09a603f6d9c3172a8a08c08a0c/?vgnnextoid=10b2b31534e5c010VgnVCM2000003607640aRCRD>

Good practice in school self-evaluation and college self-assessment. 14-19 Quality Assurance series. LSN (2006). A practical guide for managers at all levels. It clarifies what self-evaluation and self-assessment are and why organisations are required to do them. This is followed by an identification of the critical success factors in self-evaluation and self-assessment. The annex contains a series of checklists and a summary of good practice. Download from:

http://www.lsneducation.org.uk/user/order.aspx?code=062503&src=XOWEB&cookie_test=true

When do these activities start?

Throughout the delivery phase and at agreed time frames, appropriate to the specific impact of the sustainability objective.

Expected outcomes

- Progress report against sustainable development strategies, tactical plans, objectives and targets.
- Recommendations for improvement in terms of sustainable development.
- Integration of key elements of sustainable development progress into organisational self-assessment report.

The review process should result in clearly communicated findings, which should form the basis for the next round of strategic and tactical planning.

Both inspection criteria and self-assessment practice in FE need to be aligned with appropriate sustainability criteria. To date the common inspection framework does not contain any specific reference to sustainable development. The performance review process described above could be integrated into the organisational self-assessment process.

The case for an integrated approach

Few organisations have yet to achieve a truly integrated approach to the issue of sustainability. Do not let this stop you from starting your journey. There will inevitably be confusion over the scope and timeframes for achieving a sustainable organisation. There will be competing and conflicting ideas and approaches. But this is part of the learning process. By adopting a systematic management framework as outlined in this section, and in conjunction with the other sections of this toolkit, it is more likely that you will achieve a more coherent and less fragmented approach to your actions and performance. Fragmented approaches tend to undermine the achievement of organisational sustainability.

A good example where an integrated approach has been taken is the Somerset College of Art and Technology, Genesis Project¹⁸ :

The Genesis Project¹⁹

The sustainable development strategy at Somerset College of Arts and Technology is promoted and led by a team of 32 self-selected sustainability champions, two for each department or service. The champions have been divided into two categories: communicators (aptly designated Tree Frogs) and activists (designated Friends of Genesis). Communicators act as primary disseminators of information to help raise awareness of how the organisation is progressing the sustainable development agenda, and participate in discussion groups and act as role models of 'sustainable behaviour'. Activists support wider college sustainable development activities, including active support for community events in the Genesis Centre, and make a personal commitment to become more aware of sustainable development issues through reading and discussion group activities. They also help other staff to make changes, and advise others.

All the champions participate in two 160-hour continuing professional development modules in sustainable development education (Levels 1 and 3) offered by the University of Plymouth. The learner outcomes of the modules include:

- an ability to demonstrate an understanding of the concepts of sustainability and sustainable development
- an ability to demonstrate knowledge and understanding of sustainable natural, social and economic systems and their interdependence
- an evaluation of current notions of economic growth, standards of living, equity, justice and quality of life; and

¹⁸(<http://www.genesisproject.com/quickstart/index.php?id=227>)

¹⁹ <http://www.genesisproject.com/quickstart/index.php?id=227>

- development of pedagogy, curriculum and assessment skills within a sustainability framework.

You can also look at Appendix one of the recent CEL report:

<http://www.centreforexcellence.org.uk/UsersDoc/SustainabilityResearch.pdf>

This gives some good practice from the following providers' work to embed sustainable development:

- Bishop Burton College, North Yorkshire
- Brighton and Hove City Council, Community Skills and Learning Unit
- Leicester College
- North Nottinghamshire College
- Southwark College, London

Resources

A list of the key resources used in each part of section1.0 is provided below:

Introduction

- <http://www.learning.wales.gov.uk/pdfs/esd-strategy-e.pdf> (Source of education for sustainable development examples and background).

What do we need to know and why do we need to change?

- From Here to Sustainability: The Learning and Skills Council's Strategy for Sustainable Development: <http://readingroom.lsc.gov.uk/lsc/2005/ourbusiness/strategy/from-here-to-sustainability-lsc-strategy-for-sustainable-development.pdf>
- Centre for Excellence in Leadership (CEL) www.centreforexcellence.org.uk/.
- CEL, London South Bank University and Forum for the Future: (*September 2007*) *Leadership for sustainability making sustainable development a reality for leaders* (It is recommended that you read the full report which can be found at: <http://www.centreforexcellence.org.uk/UsersDoc/SustainabilityResearch.pdf>).

What can we do and what can we learn from others?

- Business in the Community website: http://www.bitc.org.uk/resources/case_studies/index.html) (Whilst not an FE example, there are some useful examples of where businesses have demonstrated good citizenship and CSR).
- The Natural Step: http://www.forumforthefuture.org.uk/aboutus/sdtools_page398.aspx#tnsf
- Overview of other tools and models: http://www.forumforthefuture.org.uk/aboutus/sdtools_page398.aspx

- Sustainable schools initiatives <http://www.teachernet.gov.uk/sustainableschools/> (example of another useful model that you can use).
- Project SIGMA: <http://www.projectsigma.co.uk/>
- Project SIGMA guidelines: <http://www.projectsigma.co.uk/Guidelines/SigmaGuidelines.pdf>
- WWF Practical guide for schools and school communities who want to develop good practice: <http://www.wwflearning.org.uk/data/files/pathways-310.pdf> (It is primarily aimed at schools but has a wealth of information about getting started on a participative approach to curriculum development).
- Guidance for undertaking a baseline review: <http://www.projectsigma.co.uk/Toolkit/PerformanceReview.asp>
- Guidance to help formulate the (business) case for sustainability: <http://www.projectsigma.co.uk/Toolkit/BusinessCase.asp> as well as CELsSeptember 2007 publication: Leadership for sustainability, Making sustainable development a reality for leaders: <http://www.centreforexcellence.org.uk/UsersDoc/SustainabilityResearch.pdf>
- Stakeholders consultation guidance: <http://www.projectsigma.co.uk/Toolkit/StakeholderEngagement.asp>
- Capacity building courses: www.pp4sd.org.uk
- SIGMA research & development report on Learning, Innovation and Culture Change. http://www.projectsigma.co.uk/RnDStreams/6_innov.asp (This report explores how organisations can initiate change in line with the principles of sustainable development).
- A useful review of 20 standards and guidelines relevant to the implementation of sustainable development: <http://www.projectsigma.co.uk/Toolkit/GuidelinesStandards.asp>
- Communicating Sustainability. UNEP. (2005): http://www.unep.fr/pc/sustain/advertising/events_specifics/Communicating_Sustainability_EN.htm (The guide shows how communication can be used to promote more

sustainable lifestyles. It is designed to be read by anyone who wants to develop and implement awareness campaigns on these issues).

- Monitoring, review and report guidance: OFSTED (2003) *Taking the first steps forward – towards an education for sustainable development*. HMI 11658
<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.eace3f09a603f6d9c3172a8a08c08a0c/?vnextoid=10b2b31534e5c010VgnVCM2000003607640aRCRD>
- Monitoring, review, self evaluation and report guidance: *Good practice in school self-evaluation and college self-assessment*. 14-19 Quality Assurance series. LSN (2006):
http://www.lsneducation.org.uk/user/order.aspx?code=062503&src=XOWEB&cookie_test=true (A practical guide for managers at all levels. It clarifies what self-evaluation and self-assessment are and why organisations are required to do them. This is followed by an identification of the critical success factors in self-evaluation and self-assessment. The annex contains a series of checklists and a summary of good practice). from:
- Example of an integrated approach:
<http://www.genesisproject.com/quickstart/index.php?id=227>
- Appendix one of the recent CEL report contains some examples of activities some Colleges are undertaking relating to embedding sustainable development :
<http://www.centreforexcellence.org.uk/UsersDoc/SustainabilityResearch.pdf>