EDUCATION & TRAINING FOUNDATION

GOVERNANCE DEVELOPMENT PROGRAMME

GOVERNANCE TOOLKIT

A WHOLE COLLEGE APPROACH TO CLIMATE ACTION

Principles for effective sustainability governance

COMMAND OF THE (SUSTAINABILITY) PROJECT

BOARD STRUCTURE

MATERIAL RISK AND OPPORTUNITY

STRATEGIC AND ORGANISATIONAL INTEGRATION

INCENTIVISATION

REPORTING AND DISCLOSURE

EXCHANGE

CLIMATE ACCOUNTABILITY ON BOARDS

Introduction

This toolkit is part of a suite of sustainability resources provided for governors by the Education and Training Foundation (ETF). The toolkit supports governors to address climate change as a strategic business issue and shows how they can help their boards take timely, positive and decisive action to drive a sustainability strategy.

This is done using five steps:

1.	2.	3.	4.	5.
Ensure the right board **oversight**	Establish the **need** for change	Set **direction** and plan the change	**Embed** and sustain the change	Monitor and **optimise**

A sustainability strategy should cover:

EMISSIONS
CLIMATE EDUCATION
GREEN SKILLS AND CAREERS
ADAPTATION AND MITIGATION
BIODIVERSITY / GREEN INFRASTRUCTURE

Governing bodies should make every effort to mitigate their organisation's contribution to climate change. This requires a whole systems and institution approach to tackling climate change. A resilient system has clear emissions, resilience, adaptation and learning outcomes. This is key to driving the necessary culture changes. The Board should ensure that the organisation is transparent about its response to climate change and disclose quantitative and qualitative information.

The scale of the risks and opportunities that climate change offers to colleges makes it a strategic business issue that is too material to ignore. It is the duty of governors not only to highlight these opportunities and risks as part of the responsible management of the institution's resources, but also to offer a unique independent perspective. This perspective means governors can play a pivotal role in holding executives to account. It also helps their boards fulfil obligations to regulators and other stakeholders by making sure climate and net zero imperatives – including education for sustainable development – are considered and addressed.

Governors need to navigate this complex landscape to provide oversight for their college and to encourage a just and managed transition. Difficult decisions need to be made about adaptations and the mitigation of climate risk (including the risks to education services). This makes staying informed increasingly important as the landscape continually changes.

Governors have significant opportunity to drive change. It is critical they do not underestimate the impact their voices can have in making this issue a top priority. They can do this by carefully planning meeting agendas, asking targeted questions and having oversight of the affect actions taken have had, so they can ensure the institution's net zero target and environmental objectives are delivered.

The Board has a statutory duty to define the educational character of the institution and, through this duty, should ensure that learners receive a knowledge-rich education that allows them to pursue a green career pathway in their chosen field. Student empowerment supports the development of competences and engagement in change, giving learners hope that they can be agents of change and helping to mitigate eco-anxiety in young and adult learners.

Key drivers and policies

The UN Climate Change Conference of the Parties (COP26), held in November 2021, saw parties come together to speed up action that will fulfil the goals of the Paris Agreement and the UN Framework Convention on Climate Change. It was also the first large summit where education and environment ministers met to scale up the role of education in tackling climate change. Following this, in April 2022, the Department for Education (DfE) launched its Sustainability and Climate Change Strategy with the vision of the UK becoming the world-leading education sector in sustainability and climate change by 2030. The DfE commitment is that by 2025 they will have supported all education settings – including Further Education (FE) – develop climate action plans, which will be owned and implemented by leadership and overseen by governing bodies. The plans will be owned and implemented by a leadership structure.

The built environment has the power to shape our lives in profound ways. It is vital that further education estates are sustainable estates that meet the needs of the learners and the strategic business plan; provide efficient and agile environments that support educational outcomes; and ensure the longevity and resilience of the college's physical environment. In September 2022, the DfE launched the Further Education Sustainable Estates Guide that puts the long-term needs of the users at the centre of all decisions. The guide also highlights the need to future-proof estates against the risks of climate change, as defined by UK adaptation policy, including higher temperatures and prolonged rainfall.

In addition, through the Skills and Post-16 Education Act Parliament has legislated to ensure that employer leadership of Local Skills Improvement Plans (LSIPs) take into account the skills needed to deliver the government's net zero target, to adapt to climate change and to fulfil other environmental goals. Governing bodies will have significant involvement in this stakeholder engagement work through regular reviews of local skills provision and the accountability agreements that governing bodies are required to undertake and provide.

A Climate Action Roadmap has been produced to support FE colleges. The roadmap includes levels of maturity of a college's approach to sustainability – emerging, established and leading. A leading college is one that has incorporated sustainability into governance arrangements. The How To section in this toolkit highlights how governing bodies can put this into practice.

Governance should provide effective board-level oversight of all aspects of the analysis, planning, implementation and operationalisation of climate-related change. The World Economic Forum developed guiding principles for effective climate governance on corporate boards – eight principles that help boards put good governance in place – many of which are touched on in this toolkit. To find out more about these principles, refer to the Principles for Effective Climate Governance.

On 23 January 2023, the Royal Anniversary Trust published Accelerating the UK Tertiary Education Sector Towards Net Zero, an ambitious roadmap for carbon reduction. The report includes recommended steps Higher Education (HE) and FE settings can take to accelerate their transition to net zero. It is the result of a year-long research project – The Platinum Jubilee Challenge – funded by the DfE and led by 21 HE and FE institutions from across the UK. The report also proposes a new Standardised Carbon Emissions Framework, developed by the Alliance for Sustainability Leadership in Education (EAUC) and designed exclusively for the sector to enable all HE and FE institutions to measure and manage carbon emissions.

Sustainable development goals in *further education*

COMMUNITY

Community means internal and external stakeholders. Does the governing body have members with sustainability expertise to support the Executive Team? Have stakeholder working groups been formed to drive forward the agenda, including a sustainable supply chain?

SUSTAINABLE DEVELOPMENT GOALS*

11 SUSTAINABLE CITIES AND COMMUNITIES

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

15 LIFE ON LAND

CULTURE

Culture focuses on behaviour change. It sees the governors' role in setting the vision, mission and ethos of the organisation as key. Are governors modelling the right behaviours and taking strategic decisions that enable the management to design policies and processes that empower and enable stakeholders to contribute to a sustainable environment?

SUSTAINABLE DEVELOPMENT GOALS

13 CLIMATE ACTION

3 GOOD HEALTH AND WELL-BEING

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

CURRICULUM

Curriculum is about learning, not only for those learners attending the college but also for staff and governors. Has carbon literacy training been delivered to best prepare everyone for the world in which they will live?

SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

* Refers to the 17 Sustainable Development Goals as defined by the United Nations - https://sdgs.un.org/goals

CAMPUS

Campus focuses on the college estate. By 2024 the DfE will have created standardised reporting frameworks for emissions. Emissions targets will be in place between 2025 and 2035. Are opportunities being taken to source available financial support to ensure buildings are as energy efficient as possible? Is sufficient resource in place to support staff on this topic? Has the college partnered with local businesses and drawn on local climate action networks to implement local biodiversity actions that protect and foster natural ecosystems in the college environment?

SUSTAINABLE DEVELOPMENT GOALS

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

7 AFFORDABLE AND CLEAN ENERGY

6 CLEAN WATER AND SANITATION

CAREERS

Careers addresses the Skills and Post-16 Education Act 2022 legislation to ensure employer leadership of LSIPs take into account the skills needed to deliver the government's net zero target, to adapt to climate change, and to fulfil other environmental goals. The government's sustainability and climate change strategy also sets out how it intends to increase the opportunities for young people and adults to engage in wider green skills and jobs needed to deliver the government's 25-Year environment plan. Does the accountability agreement sufficiently address a green skills career programme?

SUSTAINABLE DEVELOPMENT GOALS

8 DECENT WORK AND ECONOMIC GROWTH

1 NO POVERTY

14 LIFE BELOW WATER

COLLABORATION

Collaboration highlights that partnership working is key to an organisation's progress on the sustainability agenda. How can governors' networks, either across college peer-to-peer working or through their external spheres of influence, be used to explore and support joint working and leverage available effective practice?

SUSTAINABLE DEVELOPMENT GOALS

17 PARTNERSHIPS FOR THE GOALS

2 ZERO HUNGER

The how
The five steps

1.	**2.**	**3.**	**4.**	**5.**
Ensure the right board **oversight**	Establish the **need** for change	Set **direction** and plan the change	**Embed** and sustain the change	Monitor and **optimise**

Governors can play a lead role in **initiating and driving the conversation**

Governors can play a key role in **ensuring the institution delivers**

Step 1

Achieving the right board oversight requires the right knowledge, commitment and a shift from seeing climate action as compliance to seeing it as a fundamental strategic imperative.

Ensure the right board **oversight**

Establish the **need** for change

Set **direction** and plan the change

Embed and sustain the change

Monitor and **optimise**

Step 1

ⓘ **Step 1 is about ensuring the board establishes a level of preparedness. The board should also make sure management have policies and processes in place that facilitate delivery of the strategy; that reporting gives the necessary assurances; and that feedback and triangulation on the achievement of climate objectives are provided.**

Key questions to ask

LEADERSHIP CAPABILITY

Do we have the right competences on our board. Can we access the right expertise? Do we have the means to ensure this remains the case?

Do we have clear reporting in place to ensure adequate consideration when making key decisions?

CLARITY OF INTENT

Are we clear on our level of ambition? What will success look like in the future? What level of change will this require? Will we take a lead in our sector? What will this mean in practice?

Have we set SMART (specific, measurable, achievable, realistic and timebound) objectives, priorities and plans to achieve our stated ambition? Given the pace of change in this area, are we reviewing these appropriately?

ABILITY TO DELIVER

How will we ensure that the executive are clear on and held to account for delivering on our sustainability ambitions? How well are our sustainability objectives and priorities embedded into executive performance management?

Are we clear how much we need to invest to achieve our goals?

Are we comfortable we have the right mechanisms and metrics to track progress in delivering our plans?

How can we be sure we have dedicated the right resources (people and money) to deliver on our plans?

Are we getting sufficient feedback from staff, learners and other stakeholders to see if the strategy is being delivered and is embedded?

UNDERSTANDING DRIVERS FOR CHANGE

How might these changes impact our access to funding, ability to compete and ability to attract/retain top talent?

What opportunities could the sustainability transition present for our institution? (financial incentives, efficiencies, new tech/products/ markets)

How do we think learners and other stakeholders' expectations are changing

Have we evaluated how we can comply with current and emerging regulation?

What might our current greenhouse gas (GHG) emissions and our forecasted GHG emissions look like under different scenarios?

Step 2

Once step 1 has been completed and the board has acknowledged the need to do more, step 2 helps governors get a clear, high-level view of where the institution is now and where it aims to be. Step 2 also helps governors develop a clear understanding of what action is most needed to meet future ambitions. This is usually best achieved through open, board-level engagement and discussion, which is supported and informed by an objective assessment of current climate-related risks, opportunities, plans and processes.

As with any change, boards should have members who collectively have a good awareness and understanding of how climate change may affect the institution. Awareness of sustainability at the board level will set the tone for the organisation and drive greater awareness by senior management and staff.

Ensure the right board **oversight**

Establish the **need** for change

Set **direction** and plan the change

Embed and sustain the change

Monitor and **optimise**

Step 2

The board questionnaire

The board questionnaire is a tool for individual governors to use to assess where they feel their board is with climate change strategies. Answering 20 questions assesses the board across four different areas:

LEADERSHIP ensuring the board is informed, ready to drive change and is accountable for establishing an effective sustainability strategy

OWNERSHIP the board is responsible for engagement, governance and driving change to reach the targets that have been set

STRATEGY developing and evaluating the strategy, plans and resources that deliver the sustainability strategy, alongside embedding sustainability in overall strategy and organisational purpose

MEASUREMENT understanding and assessing the organisation's carbon emissions, reducing the institution's footprint, reviewing and reporting progress and impacts

Governors can use the questionnaire to identify gaps in board performance, to help them make informed decisions on priorities for action and to ask effective questions in the boardroom. Governors could also invite the rest of the board to complete the board questionnaire and compare the different results to encourage a deeper discussion.

The board sustainability questionnaire
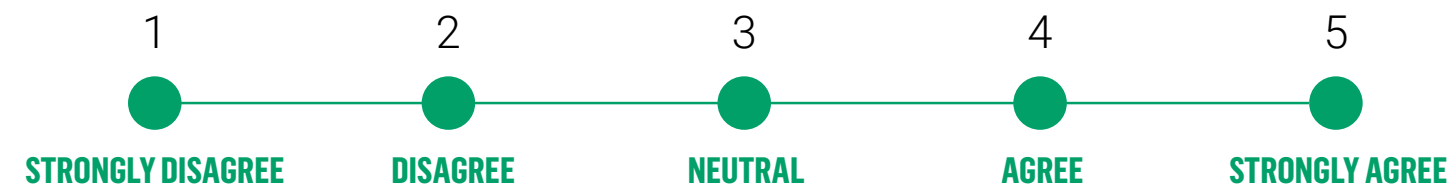
1 STRONGLY DISAGREE 2 DISAGREE 3 NEUTRAL 4 AGREE 5 STRONGLY AGREE

LEADERSHIP Ensuring your board is informed, ready to drive change and is accountable for establishing an effective sustainability strategy.

1. All board members understand the implications of climate change and some have deeper sustainability competence.
2. The topic is on the board agenda at least twice a year, with clear objectives for discussion and robust data to inform it.
3. All board committees include sustainability in their discussions.
4. Accountability for decisions on sustainable actions are clear at board level and in the Executive Team.
5. The CEO, Chair and other board members promote the importance of delivering the organisation's sustainability ambition in their communications with management and employees.

SCORE /25

OWNERSHIP The board is responsible for engagement, governance and driving change to reach the targets that have been set.

6. Sustainability targets are incorporated into executive incentives in a meaningful and measurable way.
7. Sustainability is embedded in risk and opportunity assessment and in core business strategy.
8. The responsibility for climate data rests with management and finance, not just a specialist sustainability function or specific individual.
9. There is a comprehensive plan of how to engage staff and learners in the vision and change required.
10. The organisation is ensuring the necessary skills and resources are in place to deliver its climate ambition.

SCORE /25

STRATEGY Developing and evaluating the sustainability strategy, ensuring resources are in place alongside embedding sustainability in the overarching strategic plan and organisational purpose.

11. The board has looked at its business strategy under a climate-change lens.
12. The board has set a net zero Green House Gas GHG emissions ambition that is aligned with the 1.5-degree net zero target.
13. The sustainability strategy incorporates short-term targets and a five-year-plus action plan.
14. The board considers the likely impacts of climate change on the organisation, particularly on skills needs and has an adaptation plan to deal with them.
15. The board considers climate in all investment decisions, whilst ensuring it fulfils its fiduciary duty to secure the best return for the organisation[1].

SCORE /25

MEASUREMENT Understanding and assessing the organisation's carbon emissions, reducing the footprint, reviewing and reporting progress and impacts.

16. The organisation assesses the impacts of the net zero transition on all operations and invests accordingly – scope 1 and 2.
17. The organisation understands its scope 3 emissions and has an agreed approach to addressing it across all services.
18. The board has agreed a set of short- and longer-term measures aligned to its emissions reduction and resilience plans and it reviews performance regularly.
19. The board fully understands its regulators' climate-related requirements and how they will assess progress.
20. The organisation discloses its ambition and plan, and measures progress against science-based metrics.

SCORE /25

The board sustainability questionnaire

1	2	3	4	5
STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE

LEADERSHIP

Ensuring your board is informed, ready to drive change and is accountable for establishing an effective sustainability strategy.

1 2 3 4 5

1. All board members understand the implications of climate change and some have deeper sustainability competence.

2. The topic is on the board agenda at least twice a year, with clear objectives for discussion and robust data to inform it.

3. All board committees include sustainability in their discussions.

4. Accountability for decisions on sustainable actions are clear at board level and in the Executive Team.

5. The CEO, Chair and other board members promote the importance of delivering the organisation's sustainability ambition in their communications with management and employees.

SCORE /25

OWNERSHIP

The board is responsible for engagement, governance and driving change to reach the targets that have been set.

1 2 3 4 5

6. Sustainability targets are incorporated into executive incentives in a meaningful and measurable way.

7. Sustainability is embedded in risk and opportunity assessment and in core business strategy.

8. The responsibility for climate data rests with management and finance, not just a specialist sustainability function or specific individual.

9. There is a comprehensive plan of how to engage staff and learners in the vision and change required.

10. The organisation is ensuring the necessary skills and resources are in place to deliver its climate ambition.

SCORE /25

STRATEGY

Developing and evaluating the sustainability strategy, ensuring resources are in place alongside embedding sustainability in the overarching strategic plan and organisational purpose.

1 2 3 4 5

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15. The board considers climate in all investment decisions, whilst ensuring it fulfils its fiduciary duty to secure the best return for the organisation[1].

SCORE /25

MEASUREMENT

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1 2 3 4 5

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19. The board fully understands its regulators' climate-related requirements and how they will assess progress.

20. The organisation discloses its ambition and plan, and measures progress against science-based metrics.

SCORE /25

[1] https://www.gov.uk/government/publications/charities-and-investment-matters-a-guide-for-trustees-cc14

Step 3

Implementation - work collaboratively to engage the Board and Executive to ensure alignment on objectives and agree actions.

Ensure the right board **oversight**

Establish the **need** for change

Set **direction** and plan the change

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Monitor and **optimise**

Step 3

Strategic direction

Use the gaps identified in the board questionnaire (step 2) to work with the board and the executive to **evidence** the following:

A comprehensive analysis of all areas of the institution feeds into the sustainability strategy.

The board has the right competences, knowledge and expertise to set the required strategic direction.

This analysis includes the consideration of:

- sustainability-related opportunities the institution could benefit from

- sustainability-related risks the institution needs to mitigate/adapt to

- any modifications that may be required to the educational character of the institution

- any modifications that may be required to short- and long-term financial budgets, estates strategy and plans.

A clear sustainability strategy which includes targets, a vision, a statement of intent, priorities and which has climate action clearly embedded. To align with science-based emissions targets, efforts should be focused primarily on removing GHG emissions. Offsetting should only be used to address residual emissions that it is unfeasible to eliminate by permanently removing the equivalent amounts of carbon dioxide.

The curriculum aligns with local and national skills needs for green career pathways.

The vision and key priorities have been developed into SMART strategic objectives for the institution. In particular, there should be evidence of a credible set of targets to achieve emission reductions (such as a net zero target supported by reductions in line with science-based targets).

A comprehensive assessment of the change required to deliver on the above action areas and objectives, integrated across all areas of the institution's business.

Defined strategic plans and business cases to deliver the change over the short, medium and longer term (10 years plus) are in place in all the areas of change that have been identified.

Sufficient resources have been allocated to deliver the change within the organisation.

The right metrics and mechanisms are in place to track delivery.

Sustainability priorities are incorporated into investment and other decision-making throughout the organisation.

Step 4

Monitor progress - review, revise and report - ensure targets, frameworks, and reporting are appropriate as development around sustainability continues to evolve.

Ensure the right board **oversight**

Establish the **need** for change

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Step 4

Evidence

A checklist for governors to work with their board and the executive to evidence the following:

☐ Leadership (from the top down, for example, the Chair or CEO) is actively setting the right tone to inspire the required change in culture and behaviours, not just in what they say, but also in what they do.

☐ All activities include opportunities for stakeholder engagement and their contribution has been incorporated into strategic planning and actions.

☐ Effective corporate governance structures and processes are in place to oversee climate impact, sustainability risks, opportunities, and action. They are in line with sector guidance and with the sustainability strategy, strategic plan, and the annual board and committee work plan. Consideration has also been given to a board level lead on sustainability.

☐ Robust and evidence-led board reporting of sustainability targets, plans, risks, opportunities, and progress are monitored at least half-yearly.

☐ The board and its committees include sustainable development into all relevant decision-making in a robust, transparent and measurable way. Minutes should evidence such discussions.

☐ Corporate governance has effective processes in place to ensure that the board has and retains the right competences, has access to expertise, insight on sustainability and an impact/ opportunity assessment. This could include a skills audit that includes sustainability and annual discussions on the appetite for risk.

☐ Comprehensive inclusion of climate risks and opportunities within financial disclosures in line with government recommendations – whether this is legally required or not for the institution in question.

☐ Ownership, accountability and targets for sustainability action are embedded in all functions and business units – learning walks are an excellent opportunity to see this in action.

☐ Effective communication and engagement across all key stakeholder groups are underpinned by the training, education and support they need to make the change happen. The ETF Governance Development Programme module C12 Education for Sustainable Development, is designed to support governors knowledge development and to promote action.

Step 5

Monitor progress - ensure regular reporting on implementation against agreed milestones.

Ensure the
right board
oversight

Establish
the **need** for
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and plan the
change

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sustain the
change

Monitor
and
optimise

Step 5

A checklist to monitor and improve change

A checklist for governors to work with their board and the executive to evidence the following:

☐ Targets are actively monitored and are being met. Targets are not standing still; they continue to be raised to create stretch and motivate continuous improvement. This needs to be embedded throughout the institution. Committee terms of reference may need to be updated to ensure this monitoring activity is planned for and undertaken.

☐ The institution is using credible data on current emissions and trends to inform changes and continuous improvement in targets. For example, if emissions are forecast to increase in a particular area of the institution, overall reduction targets are increased to offset it.

☐ The institution is actively monitoring changes in climate science, policy, regulation and innovations in climate-related technology. From this, they identify and implement any changes required to their plans and targets.

☐ Leadership provide clear communication channels for stakeholders – including employees, learners, suppliers, investors and regulators – to share their climate action and sustainability ideas. They are actively listening to and acting on stakeholder suggestions.

☐ Leadership actively incentivises stakeholders – including employees, learners and suppliers – to develop improvement ideas. Incentives do not need to be monetary and could include competitions to come up with the best ideas or to make the biggest difference. This is a great way to keep the topic in the forefront of people's minds and get people to positively engage.

☐ Levels of ambition and achievement are proactively benchmarked against those of peer and comparator organisations. This benchmarking informs adjustments that need to be made to achieve the targets

☐ There is proactive networking and collaboration with other institutions and stakeholders, both within the locality and more broadly. Action improvement ideas and innovations are shared within these networks. Governors also attend networking events to share effective practice governance.

As the custodian of corporate governance in the organisation, one of the critical roles of the governance professional is to educate the board about developments in governance and to advise on their input to and impact on board strategy, including the risks and opportunities relating to climate change. Governance professionals can help boards define their organisational climate change strategy and identify the opportunities; set climate change apart from other areas of the risk agenda; and give the board the direction, guidance and awareness it needs to ensure it can effectively fulfil its duties around climate change, taking into account all related risks and opportunities.

Case studies

There is growing pressure on boards to effectively manage resources. To do this, boards must be well informed about the impact of climate change on the organisation and have integrated climate governance into their strategic and oversight responsibilities. We look at the approach taken by two colleges.

South Devon College

At South Devon College, sustainability is governed through committees that sit across all areas of the college, touching everything. Governors are regularly updated on cross-college activities and receive an annual report that is approved at a full governing body meeting. Sustainability is part of the measures matrix (the college annual objectives) and is reviewed at the People and Resources Committee, which monitors progress and provides assurance. This is mapped using key sector tools such as the FE Climate Action Roadmap, the Sustainability Leadership Scorecard, the SDG Accord, Streamlined Energy and Carbon Reporting and the Students Organising for Sustainability UK's evaluation and organisational rankings. Climate change impact is also reported on regularly in the strategic risk register, which is owned by the Director of Finance and is reported through the Audit Committee.

The organisational commitment is clear, with three key college roles having responsibility for sustainability: Lead Governor for Sustainability (an independent member with external experience in all aspects of sustainability); Senior Leadership Team (SLT) Lead (a member of the SLT that has cross-college/strategic responsibility for sustainability – this is the Principal/CEO); and a College Leadership Team lead (a member of staff that leads on and co-ordinates internal and external sustainability – this is the Head of Commercial Services).

Kingston Maurward College

At Kingston Maurward College the sustainability agenda sits with the Estates Subcommittee. This has worked well because the ideological shift in behaviours is led by the Principal, and then the strategic and operational elements are brought together at the next tier of governance. The Estates Subcommittee is chaired by an experienced governor with a long track record of construction and project management. This has been invaluable over the last two years as the college bid for, and then implemented, a £2.4 million ground source heat pump project. The governor involved met with the Estates Manager regularly and joined weekly project management meetings with contractors, to offer insights and share knowledge. This enabled the project to run smoothly and keep a firm grip on finance; the final costs were just 1.3% over budget, which in a post-Covid world was remarkable.

From the College's point of view, this was an example of deliberately blurring the boundaries of operational and strategic activity to fully utilise the skills of the board, with full endorsement and facilitation by both the senior team and the board. This approach does require care – governors should not tell management how to do their job – but regular meetings with board members and the Principal made sure that boundaries were maintained and the most effective synergy was found. Operational staff also benefitted hugely from the experience.

Further sources of information on sustainability and climate change

THE FE CLIMATE ACTION ROADMAP

"The Climate Action for UK FE Colleges Roadmap has been developed in collaboration between the Climate Commission and award-winning management consultancy, Nous Group. The Roadmap provides clear actions and guidance on how colleges can respond to the climate emergency and advance sustainability."

VISIT WEBSITE
www.eauc.org.uk/fe_roadmap

ASSOCIATION OF COLLEGES

"Colleges are community leaders, major employers with significant responsibility for estates and buildings. They have a key role to play in mitigating the impact of their work on the environment. We are supporting our members to transition through several pieces of work, including the innovative FE Climate Action Roadmap which has already been adopted by over a third of FE colleges; we continue to offer regular webinars, briefings and updates. We work closely with our commission partners EAUC who can provide colleges with information and advice."

VISIT WEBSITE
www.aoc.co.uk/corporate-services/sustainability-climate-action-hub/colleges-sustainability

EAUC

"The EAUC is the environmental and sustainability champion within Further and Higher Education in the UK and Ireland… Our passion is to create a world with sustainability at its heart. That is our vision.

We exist to lead and empower the post-16 education sector to make sustainability 'just good business'… We help leaders, academics, and other professionals to drive sustainability into the heart of their post-16 education institutions. As a well-established and credible organisation, we serve and connect our Members to enable their creativity and dynamism as they lead the sustainability agenda."

VISIT WEBSITE
www.eauc.org.uk/

THE EDUCATION AND TRAINING FOUNDATION

"The Education and Training Foundation (ETF) recognises the vital role the Further Education (FE) and Training sector has to play in combating climate change and achieving sustainability and social justice both nationally and globally. Our approach is to:

• Weave education for sustainable development (ESD) through our continuing professional development (CPD) and [Society for Education and Training] SET offers

• Develop new specialist ESD support including CPD and resources

• Work collaboratively with others from across the sector to create a more enabling environment for ESD

• Understand, scrutinise and improve our own organisation's sustainability impacts."

VISIT WEBSITE
https://www.et-foundation.co.uk/resources/esd/

GOVERNANCE4FE: CLIMATE CHANGE – THE BOARD'S RESPONSIBILITY

"Boards are charged with safeguarding the long-term well-being of their organisations and delivering value to all stakeholders, including to society. We know the Further Education and Skills (FE) sector isn't just about 'delivering' qualifications but that it has far-reaching environmental, social and economic impacts both positive and negative. Boards that embrace this will be in a far stronger position to be at the forefront of change as well as attract students and investment as society becomes ever more sustainability conscious. The board is ultimately accountable to stakeholders for the long-term stewardship of the organisation. Therefore, the board should be accountable for the organisation's long-term resilience with respect to changing operating landscapes i.e. from climate change."

VISIT WEBSITE
https://governance4fe.co.uk/effective-governance/
environmental-social-governance/

GOVERNANCE DEVELOPMENT PROGRAMME

GET IN TOUCH

EDUCATION & TRAINING FOUNDATION

Department for Education

aoc ASSOCIATION OF COLLEGES

eauc The Alliance for Sustainability Leadership in Education