

Sustainable development action plan

Foreword from the chief executive and the management team

We are pleased to present here the TDA's sustainable development action plan (SDAP), which shows how we propose to embed sustainable development principles into our everyday business.

Sustainable development may be relatively new to some in the Training and Development Agency for Schools (TDA). However, many practices that are consistent with this concept are already in place and we believe that the TDA's existing culture will enable sustainable development to thrive.

To carry out the plan, we will need to alter the way people think about the environment and the future, and to inspire more responsible and respectful living. Although this plan sets out a number of specific actions to promote sustainable development, these will not be successful unless our response is collective rather than individual. This involves a change in the mindset of everyone at the TDA.

We thank our partners at the Department for Education and Skills (DfES) for all their support, and look forward to continuing to work with them to make our vision a reality.

A handwritten signature in black ink, appearing to read 'Graham Holley'.

Graham Holley

1 Introduction

Sustainable development can be defined as “development which meets the needs of the present without compromising the ability of future generations to meet their own needs”. Because the way we live now puts such pressure on resources and environmental systems, sustainable development has become an issue of fundamental importance and urgency that requires significant action.

The UK’s sustainable development strategy, outlined in *Securing the future*¹, commits all government departments and agencies to producing an SDAP. This plan will form a key part of the overall monitoring and review mechanism for ensuring that sustainable development policies are delivered.

Under guidance from the Sustainable Development Commission (SDC), and after much consultation with the DfES, the TDA has produced its own SDAP. This plan sets out our vision, strategy and approach to sustainable development, and commits us to taking significant positive actions in the key areas of policy, operations and people.

We will continue to work closely with the DfES and their delivery partners to ensure that our SDAPs complement and support each other. We will also work towards policy alignment in other areas. The DfES has been particularly helpful in offering advice and support.

This initial SDAP will ensure that the TDA has the necessary processes and systems in place to meet its commitments and to monitor and report on work in progress. Successive action plans will build on earlier versions, taking a more ambitious and longer term view.

¹ *Securing the future: the UK government sustainable development strategy, TSO, March 2005*

2 Our vision

The TDA's chief objective is to improve the training and development of the whole school workforce. We see children as the ultimate beneficiaries of our work, and believe that a well-trained workforce has an essential role to play in raising children's standards of achievement and promoting their well-being.

The foremost challenge and concern of the current generation of children will, arguably, be how to live in a more sustainable way. It is therefore imperative that this generation develops the knowledge, values and skills that it will need to address the issue. Ensuring that teachers and the wider workforce are highly trained in sustainable development practices is a key objective and a long-term priority for the TDA.

By addressing sustainable development and incorporating it into all our business, we will ensure that we:

- deliver policies and strategies that make a positive contribution to the UK strategy for sustainable development
- lead by example, by implementing an environmental management system into all our operational activities, and
- raise awareness internally, inspiring our staff to change attitudes and behaviour.

3. Background

"If there is ... one concept that embodies everything that the United Nations hopes to achieve, it is responsibility – responsibility for each other, for our planet and most of all for the security and well-being of succeeding generations."

Kofi Annan, UN secretary general

Ever since the industrial revolution brought about exceptional advances in living standards, economic development has gone hand-in-hand with unsustainable activities and assumptions. Sustainable development provides a framework for managing economic growth in a way that enables everyone to meet their basic needs and improve their quality of life without damaging the environment or depleting natural resources. Sustainable development means living in a more respectful and responsible way, and achieving harmony between the environment, society and the economy – sometimes referred to as the three goals, or 'pillars'.

Sustainable development in the UK

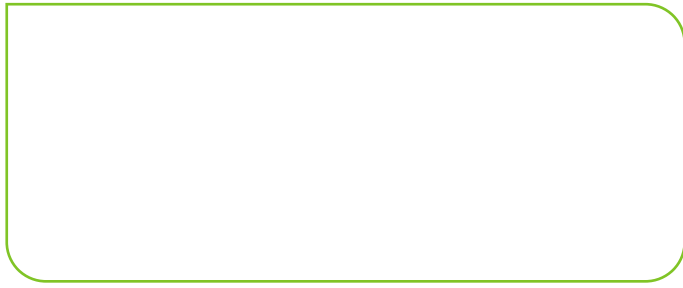
The goal of the UK's sustainable development strategy, as set out in *Securing the future*, is "to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations".

"There can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations, in a way that respects our common heritage – the planet we live on. As people we seek positive change for ourselves, our children and grandchildren; we must do it in ways that respect the right of all to do so. To do this we must learn constantly – about ourselves, our potential, our limitations, our relationships, our society, our environment, our world. Education for sustainable development is a life-wide and life-long endeavour which challenges individuals, institutions and societies to view tomorrow as a day that belongs to all of us, or it will not belong to anyone."

UN Decade for education for sustainable development (2005–14)

The UK government has identified five principles that will form the basis for its sustainable development policy:

- Living within environmental limits
- Ensuring a strong, healthy, just society
- Achieving a sustainable economy
- Using sound science responsibly, and
- Promoting good governance.



Education for sustainable development

Formal education has a crucial role to play in raising awareness among young people, giving them the skills they need to put sustainable development into practice in later life, and helping them form good habits at an early age. Education is a prerequisite for sustainable development, and the driving force that can help us achieve our goals.

The UK government has therefore earmarked the education sector for particular focus in its sustainable development drive. In September 2004 the prime minister Tony Blair set out his vision for sustainable development in education: "our students won't just be told about sustainable development, they will see and work within it: a living, learning, place in which to explore what a sustainable lifestyle means". The government wants sustainable development principles to lie at the core of the education system, so that schools, colleges and universities become showcases of sustainable development among the communities they serve.

"Education – in all its forms and at all levels – is not only an end in itself but is also one of the most powerful instruments we have for bringing about the changes required to achieve sustainable development."

Ko_chiro Matsuura, UNESCO director-general

The UK sustainable development strategy recognises the contribution the education sector can make:

"Education is needed to ensure that each new generation can learn from our experiences and understand sustainable development. For sustainable development to become a reality, individuals, communities, businesses and government need to develop the skills and commitment to live and behave sustainably, together with the vision and understanding of why it is necessary to do so."

The education sector must help providers both to operate in a more environmentally sustainable way and to educate staff and pupils. The former secretary of state for education and skills, Charles Clarke MP, states that it is the job of the sector to make sure "that children, young people and adult learners are aware that what they do in their day-to-day lives has huge implications for everyone in this country and the world at large".

4. Our approach

The TDA's chief objective is to improve the training and development of the whole school workforce. We see children as the ultimate beneficiaries of our work, and believe that a well-trained workforce has an essential role to play in raising children's standards of achievement and promoting their well-being.

"Children, and all those who learn, are our future. As we develop our strategy for the next five years for children's services, and for education and life-long learning, we need to think about the future – about the kind of world we want our children to grow up in."

DfES, Five-year strategy for children and learners

The role of teachers

The importance of the role of teachers in sustainable development is recognised by the sustainable development education panel (SDEP). The panel was formed to consider how best schools could actively promote ESD in order to ensure young people acquire the knowledge and skills they need to be active citizens for the new millennium.

In its draft national strategy, *Learning to last*², the panel states:

"We need to ensure that teachers have access to skills, expertise and a body of knowledge on ESD. It is important that newly qualified teachers are competent and confident in this area and that they continue to develop these skills throughout their professional life."

The UN has specifically urged governments to pay special attention to the training of teachers, youth leaders and other educators.

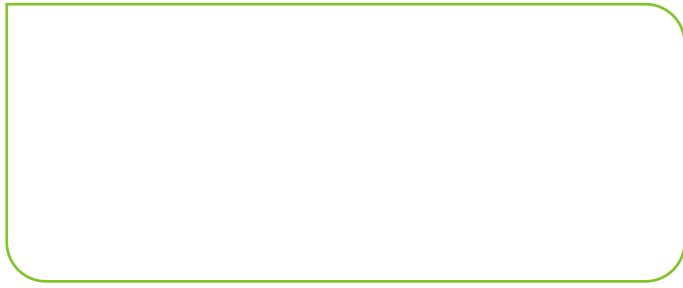
"It [the national curriculum] should develop [pupils'] awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level. It should also equip pupils as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights."

Aim 2 of the national curriculum

The DfES recognises that embedding sustainable development practices in the education system delivers multiple benefits: "By linking teaching to issues of direct concern to young people – their personal quality of life, and the well-being of the communities and environment around them – their learning becomes more relevant and compelling, with positive impacts on standards of achievement and behaviour."

Furthermore, "Working towards sustainable development goals can increase the sense of purpose felt by staff in schools, colleges and universities, with impacts on morale, retention and recruitment of new staff."

² *Learning to last: the government's sustainable development education strategy for England, draft presented to ministers by the SDEP, February 2003*



Working with our partners

We will continue to work closely with the DfES and their delivery partners to ensure that our SDAPs complement and support each other. We will also work towards policy alignment in other areas.

Leading by example

The TDA must lead by example in its own operations and as an employer. As well as having a beneficial wider impact, sustainable development practices will have a direct positive effect on our organisation and our staff. More efficient procurement and management of resources such as energy and water can lead to substantial cost savings. Sustainable development should also have a favourable impact on staff well-being and development, boost recruitment and strengthen the organisation's reputation, helping us to achieve our overall objectives.

We also believe that a sustainable development drive will have a positive effect on teacher recruitment, one of our core objectives. Increasingly, the environment is an issue that concerns the public – including potential teachers. The opportunity to take positive action and make a difference by teaching the younger generation could be a real selling point for some prospective teachers.

Sustainable development practices support the TDA's core values and, in particular, the following commitments:

- To value and develop people by supporting and involving them and respecting their diverse contributions
- To make a difference by being dynamic and innovative in achieving success
- To deliver excellent services, and
- To work together by listening and communicating openly and clearly.

We want the TDA to play a leading role in promoting and implementing sustainable development practices. We can no longer postpone the job of engaging, motivating and inspiring the younger generation and it is imperative that we work not only to achieve this, but to engage, motivate and inspire our own staff.

5 Our role in training and development

Initial teacher training

We are currently in the process of incorporating ESD into subject-specific induction packs and programmes for new trainers. We are also helping providers of initial teacher training (ITT) to address ESD. The ITT development group team has commissioned online and paper-based materials to support subject specialist trainers new to ITT. Writing groups from subject associations are addressing the ways in which their subject can promote ESD.

We will continue to provide guidance on and raise awareness of ESD for teacher trainers. Future revisions of this plan will build on our sustainable development aims and objectives. As sustainable development becomes more ingrained in our organisation, we hope to further develop our policies.

The wider workforce

From 1 September 2005, the government asked us to take on a wider role, working with schools to help them develop and train their whole workforce.

School staff contribute to sustainable development in two main ways.

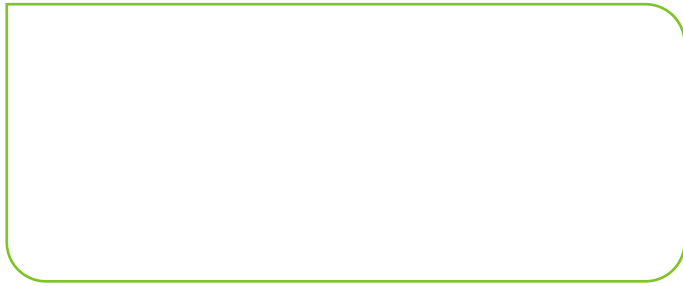
1. Those staff who directly support teaching and learning contribute to pupils' understanding of sustainable development through supporting the delivery of the curriculum in particular subject areas (for example, science).
2. School support staff, including those working in roles not directly related to teaching and learning, can play their part in ensuring the school works in a sustainable way.

Training for staff in the first category tends to focus on developing skills to support teaching and learning, rather than on curriculum-related subject knowledge. Where teachers are developing their knowledge of sustainable development in the curriculum, we would expect the staff supporting them in the classroom to benefit from their guidance as they work together to plan and deliver lessons.

Where the TDA has direct responsibility for training staff in the second category (that is, providing generic training or training for occupational roles not directly related to teaching and learning) we will review our work programmes to see whether there are ways in which we could enhance our support for sustainable development.

We will review our work plan for the wider school workforce to see how we might add value to what is already in hand to address sustainable development. For example, there may be scope for us to contribute to the dissemination of good practice in school management.

Actions	Target	Responsibility
<ul style="list-style-type: none">• Review work plan to identify scope for adding value• Consult school business managers on how they are addressing sustainable development in the way they manage their schools' resources	December 2006	Wider workforce directorate
<ul style="list-style-type: none">• Use information from school business managers as a training resource for others	Summer 2007	Wider workforce directorate



Development

The TDA development directorate integrates the TDA field and web group and the National Remodelling Team, which was an independent agency prior to the launch of the TDA in September 2005. As part of this integration, the directorate will build in a process whereby ESD is considered in all future project development and piloting.

Actions	Target	Responsibility
<ul style="list-style-type: none">Review current guidance, projects and activities and identify the most effective approach to integrating ESD into the programme	December 2006	Development directorate
<ul style="list-style-type: none">Produce guidance, where appropriate.	Summer 2007	Development directorate/ policy teams

Online resources

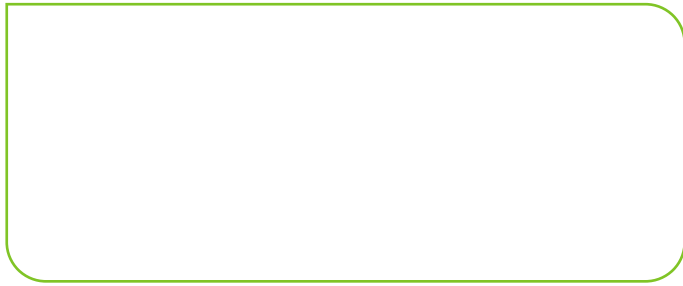
The internet is a useful tool for publicising sustainable development to stakeholders and an invaluable resource for teachers and learners. The promotion of online resources in itself is a sustainable activity. The TDA leads by example and encourages the use of electronic communication with all stakeholders by using the website as the first point of contact. This one-to-many method of communication reduces the use of publications and telephone resources and ensures that the latest information is immediately available.

Currently, the TDA has a public website (www.tda.gov.uk) that supports the whole school workforce, potential trainees and the general public. There is also a range of extranets that communicate directly with stakeholders and can be used to provide them with ESD support.

The TDA also supports specialist sites such as the *Teacher training resource bank* (TTRB) (www.ttrb.ac.uk) which provides commentaries on and access to a range of ESD materials relevant to teacher training, including subject-specific materials and in-depth briefings. Many of these materials will be expanded to give training providers and trainees more support to incorporate ESD into their own subject area.

We aim to develop information on sustainable development on our website and provide a number of links to other websites that could be of use or interest to stakeholders.

The Education for sustainable development website (www.nc.uk.net/esd) from the Qualifications and Curriculum Authority (QCA) is the main web resource for teachers seeking information and guidance on ESD. Search facilities on the QCA website (www.qca.org.uk) and on *National curriculum online* (www.nc.uk.net) allow teachers to look for ESD opportunities within a particular subject, key stage, scheme of work or GCSE/AS/A-level qualification. The site also provides definitions of sustainable development and ESD; lists the key elements and characteristics of ESD; offers help with curriculum planning; provides case studies of good practice; and lists professional development activities.



The Global dimension website (www.globaldimension.org.uk) provides information on over 500 evaluated resources for teachers, across the curriculum. There is also information about web-based ESD courses run by non-governmental organisations.

Teach global (www.teachandlearn.net/teachglobal/) was developed by the Open University to help primary and secondary teachers to extend their teaching of the global dimension through all aspects of school life.

We aim to ensure that teachers are satisfied with these resources and are using them successfully. We will revise materials in response to users' feedback.

Actions	Target	Responsibility
<ul style="list-style-type: none">• Implement sustainable development section on TDA website	December 2006	Corporate governance team
<ul style="list-style-type: none">• Review use of the web section and revise materials accordingly	December 2007	ITT/development directorates
<ul style="list-style-type: none">• Review use of the web section and revise materials accordingly	December 2008	ITT/CPD/development directorates

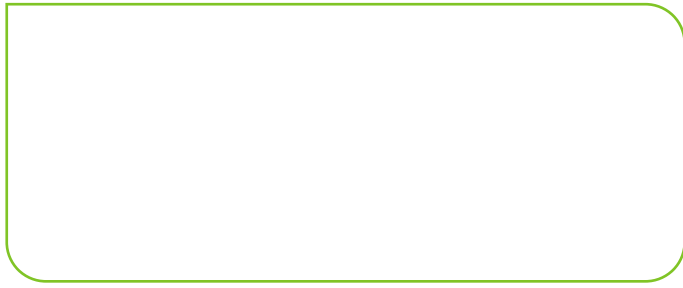
6 Our operations

The TDA's plan is to implement an environmental management system (EMS) within all our operational activities, and gain certification to the ISO 14001 standard. This will require a systematic approach to planning, controlling, measuring and improving the organisation's environmental performance. We will:

- establish an environmental policy that includes key policy commitments to continual improvement, pollution prevention and compliance with relevant laws and regulations; this policy will serve as the foundation for our EMS and provide a unifying vision for the entire organisation
- set objectives and targets in line with our environmental policy
- train employees and communicate relevant EMS requirements to them, and
- establish and implement operational control requirements and a procedure for periodically evaluating compliance.

The TDA does not own its estate, but our forthcoming moves – to Buckingham Palace Road in the short term, and to a location outside London in the medium term – give us significant leverage to demand environmental efficiency from our landlords. We will hold regular meetings with our new landlords to manage and reduce environmental impacts and identify opportunities for improvement. As our Buckingham Palace Road office will be shared with the Department of Trade and Industry (DTI), we will work in partnership with them where appropriate.

Actions	Target	Responsibility
<ul style="list-style-type: none"> • Preliminary meetings with the DTI to target areas of joint concern • Establish an environmental policy • Set long-term targets on water and energy usage 	May 2006 December 2006 December 2006	Corporate governance team
<ul style="list-style-type: none"> • Set objectives and targets • Introduce an environmental management system and gain ISO 14001 certification 	June 2007 December 2007	Corporate governance team



The scope of the EMS

Waste management

In the last year, the TDA has greatly increased the scope of its internal recycling programme to include white paper, mixed paper (including coloured paper, cardboard, newspapers, envelopes and Post-it® notes), printer cartridges, plastic cups, cans and mobile phones. However, there is still scope for improving some aspects of the collection and delivery processes.

In the next year, we will implement and maintain a waste management policy which will include measurable targets and indicators on recycling and waste reduction. We will also appoint a recycling officer, and look for ways to expand the scope of our recycling operations (targeting plastics, glass and batteries). We aim to have this policy in place and fully functioning in time for our move to new offices in April. As part of our waste reduction policy, we will encourage staff to use less paper.

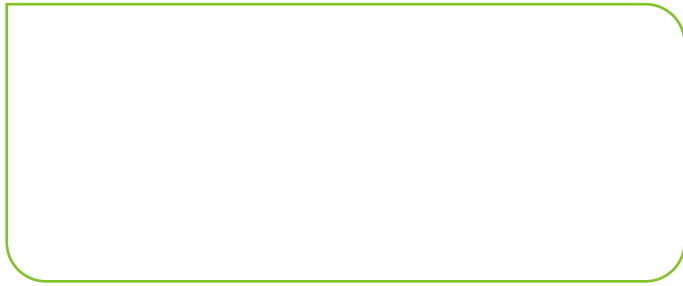
We already support a number of charities, and regularly donate computing equipment to educational charities. Each week an average of 1,250 young people benefit from these donations and, to date, we have diverted 2,058 kg of waste from landfill.

Actions	Target	Responsibility
<ul style="list-style-type: none"> • Draw up a waste management policy to include: <ul style="list-style-type: none"> – measurable targets and indicators – the appointment of a recycling officer – a new waste management system for our new offices, and – the implementation of a waste reduction policy 	June 2006	Corporate governance team

Procurement

The TDA currently has a policy of purchasing 'environmentally friendly' materials and resources. We aim to introduce a sustainable procurement policy which will require goods and services to be procured from sustainable sources wherever possible.

Actions	Target	Responsibility
<ul style="list-style-type: none"> • Introduce a sustainable procurement policy 	December 2006	Corporate governance/ procurement/contracts teams



Carbon emissions

We will work with the Carbon Trust to reduce energy use and cut carbon emissions, adopting the 'carbon footprint' approach. As well as having a beneficial environmental impact, this should also help to cut costs, freeing up resources for reinvestment in staff, training and improved facilities. The first step will be to estimate our current carbon emissions total. We will then introduce a system to measure and manage carbon and energy reduction.

We plan to introduce a strategy to reduce business road miles. The first phase will be to introduce an off-site working policy which we expect to lead to more staff working from home, thus reducing travel to work. There will be a policy review at the end of the calendar year to encourage car sharing, cycling and video-conferencing, and to reduce air travel.

Actions	Target	Responsibility
<ul style="list-style-type: none"> • Introduce an off-site working policy 	June 2006	Contacts team
<ul style="list-style-type: none"> • Implement a green travel plan: <ul style="list-style-type: none"> – encourage car sharing – encourage cycling to work – encourage video-conferencing, and – reduce air travel 	December 2006	Corporate governance team
<ul style="list-style-type: none"> • Work with the Carbon Trust to reduce carbon emissions in the short and long term: <ul style="list-style-type: none"> – estimate current carbon emissions – introduce an energy saving management system, and – set future targets to reduce carbon emissions 	June 2006 December 2006 December 2006	Corporate governance team

7 Our role as an employer

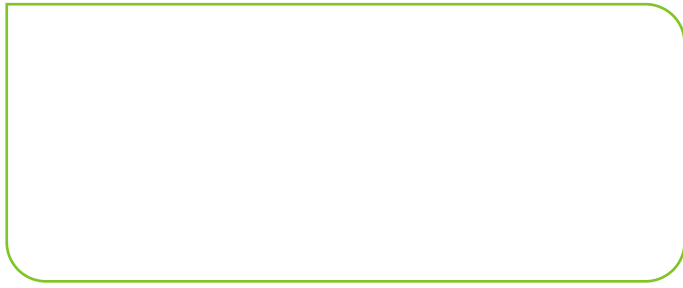
Corporate and social responsibility

The TDA has always endeavoured to value and develop people, particularly its own staff, by supporting and involving them and respecting their diverse contributions. Consequently, many of the social aspects of sustainable development are already in place. These include:

- a commitment to the principle of equal opportunities for all
- prohibition of discrimination of every type
- a grievance policy for employees who wish to raise concerns about any aspect of their employment
- promoting a harassment-free environment and providing confidential support for employees who are party to allegations of bullying, harassment and discrimination – whether as complainants, alleged perpetrators or witnesses
- specific commitments regarding the recruitment, employment, retention and career development of disabled people
- a commitment to ensuring a healthy work–life balance for all employees, and
- flexible working hours.

We strive continually to develop and improve the working environment at the TDA. We are currently implementing an off-site working policy (see above) and plan to review and promote our voluntary and community sector activity and our social policy.

Actions	Target	Responsibility
• Introduce an off-site working policy	June 2006	Procurement/contracts teams
• Review and promote voluntary and community sector activity	December 2006	Corporate governance team
• Review corporate and social policy	December 2006	Corporate governance team



Raising awareness

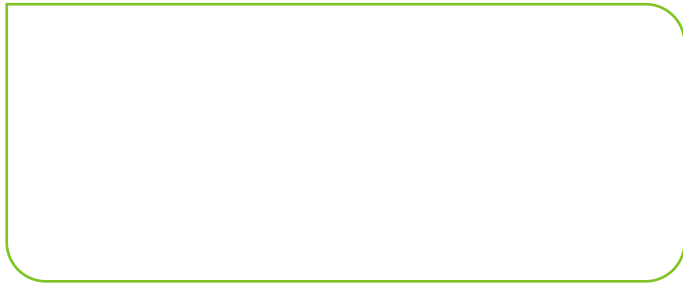
The corporate governance team (CGT) will launch an internal sustainable development campaign to raise awareness of sustainable development and promote good practice among staff. Team members have attended a forum on communicating sustainable development, and have been briefed on appropriate tools and methods. The internal campaign will be based on the following principles.

- Be positive. Recent research suggests that campaigns that focus on the negative aspects of sustainable development and worst case scenarios can produce apathy and the feeling that nothing can be done. If negative messages are used to gain attention, they should be associated with positive opportunities and solutions
- Be inspiring. Sustainable development issues need to be linked to an inspiring and compelling aim. This in turn is linked to our overall objective of inspiring staff to engage with sustainable development in an effective, stimulating and creative way
- Be personal and practical. Translate the wider vision into messages that are relevant to the audience and that invite a practical response. This may mean linking the message to issues that people are most concerned about, such as health, wealth or jobs, or to aspirations such as home (or self-) improvement
- Set defined overall objectives and a timeframe
- Have a central message – such as a consistent logo or branded statement – that runs through the campaign, and
- Identify how best to publicise the key message, for example through a poster campaign or via the intranet.

In the first year, our key aim is to raise awareness of sustainable development by improving and expanding people's knowledge of the issue. We will test awareness through staff surveys. In subsequent years, our focus will shift to changing the way staff think and feel about sustainable development. We hope this will influence their action and behaviour in the long term.

Furthermore, we will ensure that sustainable development features prominently in recruitment and induction packs for new staff.

Actions	Target	Responsibility
<ul style="list-style-type: none">• Instigate an ongoing promotional campaign• Monitor success of campaign with regular staff surveys	May 2006 First survey (services) – June 2006 Second survey – December 2006	Corporate governance team
<ul style="list-style-type: none">• Introduce training on sustainable development issues for new staff at induction	December 2006	Human resources team



Involving our staff

We will set up a team of representatives from each directorate to identify and assess existing processes, issues and opportunities. Creating a cross-functional team will help ensure that procedures are practical and effective, and will build commitment to and 'ownership' of the EMS.

The team will also help us to tap into employees' existing knowledge of environmental and health and safety issues relating to their own work areas, and to hear their views on the effectiveness of current processes and procedures.

Actions	Target	Responsibility
<ul style="list-style-type: none">• Set up a cross-directorate sustainable development representative group by:<ul style="list-style-type: none">– identifying a remit, and– appointing members	June 2006	Corporate governance team

8 Making it happen

Accountability

This action plan has been approved by the corporate leadership group (CLG) and the chief executive.

Monitoring and reporting

Initially, the CGT will take responsibility for monitoring sustainable development objectives and delivering quarterly progress reports to the corporate services group (CSG). This will form part of the 'plan and use resources effectively' strategic performance indicator. If any targets are not met, the CSG will report to the CLG, where the issue will be addressed and further action taken if required.

Additionally, the CGT will report to the DfES each year. The Department will set specific targets each December.

As outlined in the previous section, a team of representatives from key management functions will be set up to identify and assess existing processes, issues and opportunities. Although the remit of this group is yet to be decided, it is likely to take increasing responsibility for the monitoring and reporting of sustainable development.

Evaluation and review

We will circulate this SDAP internally and encourage feedback from all staff, as well as external stakeholders. Their responses – along with advice from the SDC and the DfES – will help shape our next action plan.

We hope this action plan acts as a catalyst for change, and represents the first step towards a more sustainable future.

For more information, or a hard copy of this plan, please contact the CGT on 020 7023 8254 or e-mail cgt@tda.gov.uk