



COSLA Sustainability Training Manual



SCOTTISH EXECUTIVE

COSLA gratefully acknowledges the support given by the Scottish Executive through the Sustainable Action Fund to the successful completion of this project. The Scottish Executive has for a number of years worked in partnership with COSLA in promoting Local Agenda 21/Sustainability Agendas, including the finance for COSLA support officer.

Foreword

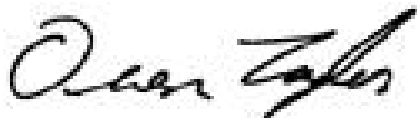
Promoting and attaining sustainability is a major priority for Scottish local authorities and their partners. Every Council is now preparing a Strategy to address the economic, social and environmental well-being of their area as part of their Community Planning.

COSLA has already produced a range of guidance that will assist Councils in this task, and other material is available (see Briefing Note 19). However, feedback from Councils identified a need for a co-ordinated training programme, specifically to help Councils to raise awareness about the whole agenda of sustainability and to clarify its key linkages with other corporate procedures. This Training Programme is designed to fulfil this role.

Sustainability touches every aspect of Council activity and this Programme is targeted at all local authority elected members and officers throughout Scotland. It will particularly interest those who work on Sustainability Strategies, Local Agenda 21 and Community Planning. However, as sustainability is not an issue just for local government, the Programme has also been designed so it can be delivered as an inclusive activity for Councils and their partners in the wider community.

COSLA is grateful for the assistance given by the Scottish Executive through the sustainable action fund which enabled the production of this Training Programme.

I commend this training manual to you as a valuable tool to support your action to promote a more sustainable Scotland.

A handwritten signature in black ink, appearing to read 'Owen Taylor', written in a cursive style.

Owen Taylor
COSLA Spokesperson on Sustainability

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About the Training Programme & Manual

Purpose of the Training Manual

The aim of this Programme is:

- To establish an integrated Sustainability Training Programme and associated materials that will assist Scottish local authorities and their partners to prepare Sustainability Strategies, and to integrate sustainability into their policies and programmes and into their dealings with their wider communities.

The Training Programme and Manual that accompanies it seek to deliver this broad aim through the following objectives:

1. To clarify the principles of sustainability and their implications for Scottish local authorities by explaining the evolution of global, EU, national and local sustainability policy, by raising awareness about global and local sustainability trends and conditions, and by emphasising the importance of taking integrated action at the local authority level
2. To emphasise and clarify the specific roles and responsibilities of Scottish local authorities in the delivery of the sustainability agenda, including the potential for engaging with the wider community to implement local sustainability solutions in line with post-Rio, EU and national policies and with local needs and aspirations
3. To draw attention to some of the key practical tools and techniques that are available for making and implementing local authority sustainability policy in Scotland and to encourage the adoption of challenging targets and their implementation through best practice solutions
4. To explore and encourage a greater degree of integration of sustainability principles and practices within Scottish local authorities by the development of action planning frameworks linked to significant corporate procedures
5. To produce practical and useable outputs and to encourage personal contributions that will help to improve the overall sustainability performance of Scottish local authorities, including the definition of personal targets for improving sustainability integration within local authorities.

Target Audience for the Training Programme and Manual

Given the different levels of knowledge of the target audience, the Programme has been structured to meet the needs of two categories of participant. Detailed advice on selecting people to attend the Modules can be found in Briefing Note 20.

- Module 1 - Elected members, officers and others who have a limited, or perhaps no, understanding of sustainability and who wish to improve their basic level of knowledge and awareness
- Module 2 - A good mix of elected members (particularly Committee chairs, environment/sustainability portfolio holders), sustainability practitioners, policy officers and others with a more advanced grasp of the topic who wish to develop skills and solutions for better embedding sustainability into Council operations.

Content of the Training Programme and Manual

The Programme consists of two inter-connected elements; this Training Manual and the awareness-raising Training Modules described in it. To meet both the aims and objectives, and the differing levels of knowledge and expertise of the target audience, two Modules have been formulated:

THE CONCEPT OF SUSTAINABILITY (MODULE 1)

- What is sustainability and why do we need to take it seriously?
- How can Councils and their partners work to achieve more sustainable local communities and what is the nature of a sustainable community?
- Which tools and techniques can help?
- What can be done practically to improve local sustainability, particularly in areas like transport, waste, energy, purchasing, quality of life issues like crime, poverty and social inclusion?
- What can Councils and individuals do to improve their contributions towards delivering sustainability?

INTEGRATING SUSTAINABILITY IN SCOTTISH COUNCILS (MODULE 2)

- How can the challenge of integration be confronted?
- What is preventing integration and how can blockages be removed?
- What can be done by way of strategic, practical actions to better integrate sustainability into corporate activities like Community Planning, Best Value, Budgets and other Business Management processes?

In addition, both Modules link throughout with issues like Community Planning, Best Value, EU Policy & Structural Funds and the modernising local government agenda and seek to explain the connections between local and international actions and issues.

EACH MODULE PLACES PARTICULAR EMPHASIS ON

- Encouraging practical and transferable outputs; each exercise results in written material that can be used to inform, influence and promote subsequent action
- Maximising the opportunity for participants to play a full part and to contribute meaningfully to outcomes
- Challenging participants to think beyond the conventional approaches to produce radical and imaginative solutions
- Running Modules as a joint venture between Council staff and representatives of partner organisations to enrich the results and promote a shared understanding of what needs to be done and what can be achieved.

The Manual is presented as a step-by-step guide to facilitating the Modules. Each item on the individual sessions explains:

- The objectives the session is designed to meet
- The equipment and materials needed for the session
- A detailed description taking the facilitator through every stage involved in the delivery of the session.

Day 1/Module 1: Overview

Session A: Introduction

Welcome and introductions, explanation of the session and its purpose, its link to Module 2 and the Programme in general.

Session B: What's It All About?

Group exercise in which participants:

- Are introduced to the origins & scope of sustainability, plus the international, EU, national and local policy contexts
- Explore their own understanding of the meaning of sustainability and check this against 'accepted' definitions
- Develop action lists for key sustainability themes
- Define responsibilities for implementing their actions
- Relate their results to the role of Scottish Councils and their partners in achieving sustainability.

Session C: Why Does It Matter?

Presentation on global and local sustainability trends to reinforce key messages from the opening session, featuring best practice examples from Scotland and elsewhere for dealing with some of the issues involved. The latter focuses on key areas of sustainability including climate change/energy, resource efficiency, transport, quality of life, community participation and social equity.

Session D: What Is A Sustainable Local Community?

Group exercise in which, following a short explanation of the origins and purpose of Local Agenda 21 (including strategic links with corporate initiatives like Best Value, Community Planning), participants:

- Produce their individual visions of what a sustainable local authority area might be like a generation from now
- Reach consensus on a shared vision within, and between, groups
- Identify barriers to achieving their visions and discuss ways of overcoming them, emphasising the service role of local authorities and the role of partnership.

Session E: Any Problems?

Plenary discussion giving participants the chance to raise any comments or questions concerning the morning session.

Session F: What Can We Use to Help Us?

Group exercise and presentation exploring the nature and purpose of some of the tools and techniques used by local authorities to improve sustainability performance. The approaches covered include:

- Corporate Sustainability Policy
- Sustainability/environmental appraisal
- Sustainability indicators and reporting
- Environmental management systems
- Community participation techniques
- EU Policy and Structural Funds.

Session G: How Can We Improve Sustainability Performance?

Group exercise to identify specific actions that Councils can take to improve their sustainability performance in key areas like climate change/energy, waste, purchasing, transport and community participation, social inclusion, crime & safety and poverty in the course of which participants identify:

- What their Council(s) are doing already to further sustainability through their services and operational processes
- What further their Council(s) could do to] accelerate this commitment.

Feedback reinforces the results by focussing on how to introduce simple, but effective, improvements based on best practice from Scotland, the rest of the UK and Europe.

Session H: How Do We Implement What We've Learned?

Group exercise to define some of the strategic steps needed to ensure that sustainability is implemented through the corporate processes and mechanisms of Scottish local authorities.

Session I: What Can I Do?

Individual exercise to identify personal actions that will enable participants to achieve more sustainable working/living practices.

Session J: Final Thoughts

Plenary discussion giving participants the chance to raise any final comments or questions concerning the afternoon session and the Module as a whole. Completion of feedback form, followed by close and disperse.

Day 2/Module 2: Overview

Session K: Introduction

Welcome and introductions, explanation of the session and its purpose, its link to Module 1 and the Programme in general.

Session L: Integrating Sustainability - Confronting the Challenge

Presentation setting the context for the day by outlining:

- The scale of the challenge we face if we are to achieve sustainability goals
- The need for strategic thinking, risk-taking and tough targets
- Examples of the kind of responses being implemented
- The importance of integrating sustainability into corporate processes like Community Planning, modern local government, Best Value, corporate policy development, service and business plans, financial management, decision-making, and contract procedures.

Session M: What Is Stopping Progress?

Group exercise in which participants identify the internal and external barriers preventing Scottish Councils from integrating sustainability into their corporate mechanisms and implementing it through their operational practices. Groups report their findings.

Session N: Action Plan - Integrating Sustainability Strategies with Other Corporate Policy

Group exercise to define an Action Plan for integrating sustainability at the corporate level. There are three stages:

- Clarifying the purpose of Sustainability Strategies and the issues they need to address
- Defining the principal steps involved in preparing a Sustainability Strategy
- Relating the steps of a Sustainability Strategy to other corporate policy activity and identifying the opportunities for linkage between them and processes like Community Planning and Best Value.

Session O: Implementing the Action Plan

Group Exercise to revisit the barriers identified in session N and to consider how they might be overcome so that the prospects for implementing group Action Plans can be improved.

Session P: What Are We Planning To Do?

Groups report back their Action Plans, with comments from facilitators and participants.

Session Q: How Will This Help My Local Authority?

Final questions and comments, the identification of personal targets and actions arising from the Training Module, completion of the feedback form, followed by close and disperse.

Delivering the Training Manual

Both Modules are based heavily on group work, principally in the form of inter-active exercises, supplemented by presentations to supply information and underpin key messages from the exercises. Briefing Notes (Chapter 4) supply additional material to assist preparation by those who are facilitating the Modules. The Notes also provide supplementary material to help participants gain a better understanding of the subject and could be circulated if required, while some are an integral part of group exercises. Both Modules are accompanied by a set of overhead transparencies to assist in running individual training sessions (these can be found in Briefing Notes A and B).

For those sessions, or parts of sessions, where the facilitator is required to make a presentation, the broad content of what needs to be covered is summarised in the Manual whilst more detailed material is found in the overhead transparencies in Briefing Notes A and B. Facilitators will need to prepare their own scripts for these presentations based around the material provided. However, there is considerable scope for using your own information, overheads, illustrations and best practice case studies and much to be said for doing so. It makes particular sense to incorporate material about the sustainability policies, practices and conditions applying to your own local authority.

Though both Modules are self-contained, and can be used independently to meet the needs of 'beginners' or 'experts' in the manner described earlier, they have been designed as complementary elements of a total training package. However, depending on the time you have available, or circumstances, you may wish to omit some of the sessions, or replace others with your own. This is fine. Though designed as a coherent package, individual exercises or presentations stand on their own as shorter activities emphasising specific aspects of the topic. One approach, for example, might be to concentrate on the group exercises and exclude some, or all, of the presentations.

Each Module is timed to last six and a half hours, dividing into morning and afternoon (or evening) periods of three hours duration, with a 30-minute break for lunch. Each three-hour period accommodates a fifteen-minute break at roughly the halfway point. Briefing Notes 1 and 2 contain recommended timetables and programmes for both Modules based on starting each at 0930 and finishing at 1600. These also allocate suggested running times for each session, though as with all inter-active activities, you will need to be flexible.

Briefing Note 20 contains more detailed advice about organising and facilitating the Modules. It includes material on:

- Preparing for the training
- Selecting a Venue and how to organise the layout
- Choosing and organising participants and groups
- The materials and equipment required
- Facilitating the Modules.

A final point. In line with the Programme's objectives, the Modules are designed to produce practical, useable outputs. All of the group and individual exercises result in some kind of written material, providing local authorities and their partners with a wealth of strategic and specific recommendations to help step up the task of improving local sustainability.

So don't forget to collect all completed flip charts and group work forms at the end of the sessions. You will need to allow a little time for collating and writing up the results. It will also help to reinforce the effectiveness of the Modules if you give participants some kind of feedback once you've completed the collation. A summary of the key points (though some may ask for/need the full report), together with an indication of how the material will be used, usually suffices.

Day 1/Module 1: Understanding Sustainability

Session A: Introduction (15 mins)

A1. OBJECTIVES

- To introduce the participants to each other and the facilitators to the group.
- To explain the purpose of the programme and its link to Module 2.
- To outline the programme for the day.
- To clarify domestic arrangements.

A2. EQUIPMENT AND MATERIALS:

The equipment and materials required for Session A are:

- An overhead projector and screen
- Briefing Note A, containing transparencies A.1-A.4.

A3. DELIVERY

- Welcome everybody & introduce yourself and any colleagues who are helping you
- Put overhead transparency A.1 on the screen and explain the purpose of the Module
- Put overhead transparency A.2 on the screen and explain the programme for the day
- If relevant, explain the relationship between Modules 1 and 2 (using overhead transparencies A.3 & A.4)
- Emphasise the key timing, like breaks, lunch and when the Module will end
- Outline any housekeeping matters (like where the toilets are, if people are not familiar with the venue)
- Point out where the fire exits and fire assembly points are
- If there are unequal numbers sitting in the groups, ask people to move to different tables so groups are the same size (further information on group allocations can be found in Briefing Note 20)
- If they don't already know each other, ask people to introduce themselves to the people sitting at their table (no life histories, just names and what they do for the organisation)
- Ask if anybody has any questions and deal with them.

Session B: What's it all About?

(Exercise 55 mins)

B1. OBJECTIVES

1. To introduce participants to the origins & scope of sustainability, plus the international, EU, national and local policy contexts.
2. To get participants to explore and share their own understanding of the meaning of sustainability and to check this against an 'expert' definition.
3. To encourage participants to develop actions and solutions for key sustainability themes.
4. To encourage participants to define who might be best placed to implement the actions and solutions they have identified for their sustainability themes.
5. To get participants to discuss their results and to relate them to the role of Scottish Councils, other agencies and sectors of society.

B2. EQUIPMENT AND MATERIALS

The equipment and materials required for Session B are:

- An overhead projector and screen
- 2 sheets of flip chart paper per group
- 2 large, different coloured felt pens per group
- Blu-tack, or whatever is needed, to stick up to ten flip charts to a wall, or onto screens
- Briefing Note A, containing overhead transparencies B.1-B.10
- Briefing Note 3, "What is Sustainability?"

B3. DELIVERY

STAGE 1 - IDENTIFYING CONCERNS

- Ask one member of each group to pick up one of the felt pens on the table and draw a large circle on the top-most sheet of flip chart paper
- There is no need for geometrical perfection, but ask them to make sure the circle covers most of the page, leaving room outside it for writing on
- Explain that the circle represents the boundary of their local authority (region or whichever is appropriate)
- Everything inside the circle is the local authority etc area where they work (and probably live)
- Everything outside the circle is everywhere else - the rest of the country, the rest of the world, the rest of the universe
- So, for the next hour or so, their local authority is the centre of all existence.
- What they have to do now, working in their groups, is to put down on the flip sheet all the things that are concerning them about environmental conditions, social conditions, and economic conditions.
- They are to put the conditions of concern relating to their local authority area inside the large circle
- While concerns about the wider world (national/global) are to go down outwith the circle
- But, they are not to use written words to express their concerns - they must draw little pictures
- To get them started, give them a couple of examples - e.g. if I'm concerned about traffic levels in my local authority area, I would draw a little car inside the circle; if I'm bothered about the destruction of the Amazon rain forest, I would draw a tree outwith.
- Ignore the moans; once they start you will find it hard to stop them
- Ask if everyone is clear about what they have to do
- Point out that there are two pens; so two people can draw if they wish.
- Make sure they don't just concentrate on environmental concerns by reminding them about half way through not to forget the social and the economic concerns.
- Walk around and give any help or prompting if needed.
- Stop them after 10 minutes, or when all groups have produced a reasonable number of drawings on their sheets.

Stage 2 - The Origins and Scope of Sustainability

- Thank them for producing such wonderful works of art and say we'll return to them in a moment

- Before doing so, make a short presentation to explain the background to the development of the concept of sustainability, some of the key definitions of sustainability and the principles underpinning them, the major international, national and local policy initiatives that have been put in place to promote the implementation of sustainability
- Briefing Note A contains the overhead transparencies for this presentation (B.1-B.6)
- Briefing Note 3 contains material that will help the presentation.
- Allocate 10 minutes for this stage.

Stage 3 - Comparing Concerns

- Refer participants back to their drawings of local and global sustainability concerns
- Put transparency B.7 on the screen, showing the 12 Themes of a Sustainable Community from the COSLA Route Planner
- Challenge the groups to see how well they did compared to the 'experts' who produced the 12 Themes.
- Start with one of the groups and ask them to shout out one of their concerns.
- Ask them to concentrate particularly on local concerns; those from inside the circle
- Any concern will do, it doesn't matter which one
- Check to see if the concern appears on the transparency on screen and, if it does, use an acetate pen to place a tick next to the Theme concerned
- Go round the other groups in turn and ask them for a concern of theirs which has not already been raised
- Mark these off on the transparency as they arise.
- Give feedback and explanation about the Themes, as appropriate
- It will be necessary to use judgement about where some of the concerns will fit, but it is usually possible to find a Theme for them; sometimes, they relate to more than one Theme (so tick each Theme concerned and explain the overlaps)
- Repeat the process, giving each group another chance to raise further concerns and tick these off on the transparency
- After the second circuit, ask all the groups if any of the concerns they've drawn have not yet been ticked on the transparency; add any further ones that are raised.
- Most, if not all of the Themes, will be ticked by now.
- Congratulate them on doing so well, point out that it took the 'experts' several months to come up their list and they did as good a job in about ten minutes
- So, they have a pretty good understanding of sustainability, because that's what the concerns they have raised are all about.
- Allocate 5 minutes for this stage.

Stage 4 - Defining Solutions

- But listing concerns is not enough in itself; you have to act to deal with them
- Ask them to turn their flip sheet with the drawings on over (writing on both sides of the paper is a good and easy way to save materials)
- Ask them now to think about the kinds of specific actions that can be introduced locally to reduce the impact of their concerns
- To help with this, allocate to each group one of the Themes that they've just been looking at on the screen.
- Put transparency B.8 on the screen and allocate one of the five Theme topics to each group
- Tell them to write the name of their topic at the top of their flip sheet IN LARGE LETTERS as they'll need to be read from a distance later in the exercise
- Next, they are to brainstorm as many solutions as they can for dealing with the topic of concern; again, they are to write in large script down the page
- Persuade them not to argue too much; say that all ideas are valid at this stage.
- Allocate 5 minutes for this step.
- When the groups have finished, put transparency B.9 on the screen and say they did so well, you're going to ask them to do the same thing one more time.
- However, they are going to tackle a different concern
- This time, they come from the social and economic domains
- Repeat the process as per the first set of Theme topics.
- Allocate a further 5 minutes for this step.

Stage 5 - Allocating Responsibility

- Congratulate them for doing so well; point out that they've actually just produced the rough and ready beginnings of a Sustainability Strategy
- But one important thing is missing; local authority bookshelves are crammed with well meaning plans and strategies that never get implemented
- So, as a final step, what they have to do is think about who might be best placed to implement the actions and solutions they've just identified
- Ask them to return to the first list (the one on the back of the pictures they drew)
- They are to take each solution in turn and decide who could best implement it
- To simplify this for them, put transparency B.10 on the screen and tell them to use the simple code it contains
- If the solution is one that falls to a local authority to do, or which will probably only happen if a local authority takes a lead in initiating it, they are to place a large number 1 against it
- If the solution depends on a partnership of organisations, which may, or may not, include a local authority, they are to put a large number 2 against it
- If it is neither of these, for example it might be a job for the Scottish Parliament, the UK government, industry or some other group, they are to number it as a 3
- If any group wants to place more than one number next to a solution, that's OK, though you could point out that perhaps these cases should be numbered 2; however, make it clear the decision is entirely up to them
- It is vital that they do their numbering in a different coloured felt pen to the one they used for writing down the ideas.
- Give them 5 minutes to do the first sheet of solutions.
- Then ask them to move straight onto doing exactly the same with their second solutions sheet.
- Allocate a further 5 minutes for this sheet.
- As groups finish numbering their sheets, stick them on a suitable wall (or display boards, if these have been provided) somewhere in the room where they can be most easily viewed by all participants
- Place the sheets from each group next to, or one on top of, each other, depending on the space available.

Stage 6 - Sharing Results

- When all the sheets are on the wall, ask all participants to look at them; they may have to leave their seats and stand closer to the sheets to do this, depending on the geography of the room
- Ask them to look at two things
- Firstly, the pattern of the numbers they've just written; are there any that appear more often than others?
Do any not appear as frequently as they might have expected?
- Secondly, they are to look at the solutions across the wall - especially those produced by other groups; this time they are to look for any common themes that crop up between the topics, or any particularly interesting, or clever, solutions.
- After a couple of minutes, ask for feedback, starting with the numbers, then moving onto the solutions
- Facilitate a discussion on what comes up, looking particularly to emphasise two key points that will definitely arise
- It is likely that the number 2 predominates, which is no surprise because the sustainability agenda is so big, no one organisation, no matter how well motivated or resourced, can deal with it on its own; partnership has to be a crucial element
- There may not be many '1's on show, but this does not mean that local authorities have a limited influence; ask if Councils feature in the '2's, and the answer will be yes, probably in all of them.
- If there are a lot of '3's, this usually means that groups had central government in mind, or 'society as a whole'
- Point out that the Government does have a huge role to play (setting the right strategic legal and financial framework, for example), but it's not Government that does the delivery; this is down to agencies like local authorities, and others, working at the local level - that's where genuine action takes place
- Point out that 'society as a whole' also has to pull together, but that many solutions require leadership; because of their unique role as representatives of their local communities, coupled with the numerous community networks through which they operate, Councils are the only organisations who can provide this lead.
- Finally, ask about the solutions themselves; are there any common themes?
- If no-one speaks, which is unlikely, you will have to help out

- The common themes that usually occur are transport, education & awareness, saving resources, reducing pollution
- After identifying common themes, point out that here's another vital lesson in setting out to resolve sustainability concerns
- By working out what are the key issues locally, and concentrating effort and resources on trying to deal with these, because there are so many linkages between sustainability Themes, you will be hitting other targets as well
- Transport is a good example; resolving local transport problems also means reducing pollution, public health because air quality gets better, making the local area safer and more attractive and so on
- This may sound obvious, but it's surprising how often focusing on priorities is overlooked; it helps to make a daunting agenda seem less so.
- Allocate 10 minutes for this stage
- If there is enough time left, ask if anyone has any final questions or comments.
- If not, thank everyone and move on to the next session.

Acknowledgement: Parts of this exercise are based upon contained material in the "Sustainability Training Pack for Elected Members of Local Authorities" published by the LGMB in 1996.

The Programme envisages a 15 minute comfort break at this point session D: What is a sustainable Local Community?
(Exercise 55 mins)

Session C: Why Does It Matter?

(Presentation 30 mins)

C.1 OBJECTIVES

1. To reinforce the messages from the previous exercise, the linkage between the economic, social and environmental components of sustainability and the scale and complexity of the problems faced.
2. To emphasise the links between global and local sustainability trends and problems and the important role of acting locally to resolve them.
3. To illustrate this with examples of best practice action taken at the local level by local authorities in the UK and abroad.
4. To use these examples to demonstrate that challenging solutions are achievable.
5. To provide material and ideas for use in subsequent exercises, and in Scottish local authorities.

C.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session C are:

- An overhead projector and screen
- Briefing Note A, containing overhead transparencies C.1-C.17
- Briefing Note 4, "Global and Local Trends".

Note: This presentation lends itself to the use of 35mm. photographic slides. If these are available, you will obviously need a slide projector for this session.

C.3 DELIVERY

You will need to devise your own script based on Briefing Notes A and 4. However, the presentation could begin by placing human development in the context of the earth's history as a whole, stressing the current, very recent, imbalance which social and economic activity are causing for natural resources, cycles and systems. This imbalance is driven by a series of highly dynamic, interlocking trends and pressures which can be characterised as a series of 'revolutions', each as profound as any of the great social and economic revolutions of the past (the discovery of agriculture, the use of metals, the Renaissance, the Industrial Revolution).

The modern 'revolutions' in question include (but you can think, no doubt, of your own):

- Globalisation of the world's economic system
- Rapidly advancing technological change
- Growing mobility of movement and ideas
- Damage to the planet's fundamental life support systems
- Increasing social stresses, inequities and imbalances
- Challenges to the traditionally accepted roles of men and women
- Growing detachment of people from the traditional institutions that serve them.

Having established the scale and nature of these trends, the presentation should explore some of the solutions we can employ to deal with them. As Agenda 21 makes clear, humankind is creating the imbalance and only humankind can restore it. Fortunately, most of the answers lie in the revolutions themselves. For example, we have the technological capacity to produce twice the wealth we do now whilst consuming half the resources needed to do so. We have a good idea of the policies that will reverse harmful trends. Willingness to act is what is lacking. The best practice examples included on overhead transparencies C.9-C.17 feature solutions in the key areas of climate change/energy, resource efficiency, transport, quality of life and social equity.

What is a Sustainable Local Community?

D.1 OBJECTIVES

1. To build on the presentation from the previous session by exploring the practical implications of developing a Sustainability Strategy.
2. To give participants an insight into one of the key, formative stages of developing a Sustainability Strategy by creating a vision for a sustainable local community.
3. To look for consensus in the individual and group visions for a Sustainability Strategy.
4. To identify the barriers to achieving the consensus vision.
5. To explore ways of overcoming these barriers to achieving sustainability at the local community level.

D.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session D are:

- An overhead projector and screen
- 1 sheet of flip chart paper per group
- 1 Flip Chart Stand and paper
- Several packets of 75mm x 75mm 'Post-its'
- Briefing Note A, containing overhead transparencies D.1-D.8
- Briefing Note 5, "What Are Sustainability Strategies?"
- Briefing Note 6, "Producing A Sustainability Strategy".

D.3 DELIVERY

Stage 1 - Personal Visions

- Hand out 5 Post-it notes to each participant (you can do this during the break between sessions C & D)
- Put overhead transparency D.1 on the screen
- Say you want everyone to do a bit of serious imagining
- Explain it's now 25 years in the future
- The good news is that everyone is still the same age as they are now, and in excellent health
- But they are still working for the same local authority (which may not be such good news!?)
- A Sustainability Strategy has been implemented in their area and has been a great success
- Imagine the major changes that have occurred over the past 25 years; the things that each of you individually are most pleased to have seen come to pass
- Ask them to think of 5 such local changes (if time presses, reduce this to 3 or 4 each)
- They can be environmental changes, changes in local social conditions, or economic changes
- If they want, all 5 can be environmental, all 5 can be social and so on; or, they can be a combination of the three - it's entirely up to them and their imagination
- Explain that if they can't think of 5, to come up with as many as they can
- They need to write their 5 changes onto the post-its they've been given
- It is vital that they write a separate change on a separate post-it
- So that when they've finished, they will have 5 post-its, each with a separate change on it
- It is also important that they do this completely on their own, without talking to colleagues in the group.
- Allocate 10 minutes for this stage.

Stage 2 - What Is Agenda 21?

- When they have finished, thank them and ask them to hang onto their completed post-its for now; you will return to them in a moment
- First, you want to give a brief background to local Sustainability Strategies like Agenda 21 and community planning
- This will explain the origins of Local Agenda 21 in the Rio Earth Conference, what they and Sustainability Strategies are for, what they consist of and the links between them and other corporate initiatives like Best Value, Community Planning and Modernising Local Government
- Briefing Note A contains the overhead transparencies for this presentation (D.2-D.8)
- Briefing Notes 5 and 6 contain material that will help the presentation.
- Allocate 5 minutes to this stage.

The Programme envisages a 30 minute lunch break at this point.

Stage 3 - Developing a Consensus Vision

- Now it is time to return to the personal visions on the post-its
- It is also time to return to group working mode
- You will need to explain the next set of instructions very carefully
- Say that you now want to see to what extent their individual visions coincide within their groups
- They are to do this in the following way
- Firstly, they must place their post-its onto the blank sheet of flip chart paper on their table in following way
- If they have got the same/a similar vision as one or more of their colleagues, they should place their post-it onto the same part of the flip chart paper as that/those of their colleague(s)
- If they have got a completely different, one-off, vision they are to place this on a different part, of the sheet, apart from all the other post-its
- Groups will need to negotiate the groupings they come up with and discuss the similarities and differences between post-its.
- When you have finished explaining this, check that everyone has understood exactly what he or she is expected to do; if necessary (and it may well be), go over things again.
- The final thing you want them to do, once they've started to get their groupings in place, is to agree within their group on the 3 key visions that they can all sign up to as being the most important
- These will almost certainly relate to clusters of post-its that share the same theme, but they could include individual ideas.
- When they've reached consensus on their top 3 visions, suggest they number, or draw a ring around them, so they stand out on the sheet of paper
- It also helps, if they can, to give each of their top 3 visions a generic title or heading
- If groups find it impossible to reach consensus on 3, ask them to do so for 2 (however, all groups will usually find it possible to agree on 3).
- Allocate 15 minutes for this stage.

Stage 4 - Sharing Visions

- Now it is time to see if the consensus goes beyond the groups; for groups to share their visions with each other
- Ask the first group to shout out one only of their top 3 visions
- Write this down onto a sheet of flip chart paper where the whole room can see it
- Ask if any other group came up with the same/similar vision
- If they did, write the number of groups who have the same/similar vision next to it on the flip chart
- Go to the second group and repeat the process (one vision only and one that hasn't come up before); then do this for the third group and so on, until all group visions appear on the flip chart (you will need to use your judgement to summarise what people are saying - it's very important to get agreement about the way you are summarising group visions on the flip chart)
- Make sure you get the shared visions of all the groups onto the single flip chart sheet.
- When you've finished, comment on the result (i.e.give a brief summary of the full vision; draw attention to the degree of consensus (every group, for example, usually specifies improvements in transport); how comprehensive is the shared vision? does it encompass social, environmental and economic goals, or is it skewed towards one of these? If you've done this exercise with others from the same authority, it is also interesting to let people know how their vision compares with those who've done it previously).
- Allocate 10 minutes for this stage.

Stage 5 - Identifying and Overcoming Barriers

- Congratulate participants for working so hard. But explain that though their visions have been achieved in their local authority area, it was not an easy thing to accomplish
- Their Sustainability Strategy partnership had to overcome a whole host of barriers and obstacles before the vision could be realised
- Ask them to think about what these barriers might be and to shout them out
- As they do this, write the barriers quickly onto a fresh sheet of flip chart paper
- Fill the whole of the sheet (it won't take long; people usually find it easy to come up with things that prevent progress).
- When the sheet is full, ask participants to think of how they managed to overcome these barriers to deliver the vision.
- Go back to the top of the sheet and take each barrier in turn, facilitating a general discussion on the basis of the contributions that come from the floor
- If you like, you can record the solutions to the barriers on a separate flip chart sheet.
- Allocate 15 minutes for this stage.
- If there is enough time left, ask if anyone has any final questions or comments.
- If not, thank everyone and move on to the next session.

Acknowledgement: Parts of this exercise are based upon contained material in the "Sustainability Training Pack for Elected Members of Local Authorities" published by the LGMB in 1996.

Session E: Any Problems?

(Discussion 10 mins)

E.1 OBJECTIVES

1. To give participants the chance, if they require, to raise any comments or questions concerning the morning session.
2. To clarify anything that participants are uncertain about.

E.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session E are:

- Briefing Note A, containing overhead transparency E.1
- A flip chart sheet and stand.

E.3 DELIVERY

- Put overhead transparency E.1 on the screen
- Tell participants that if they have any questions, comments or uncertainties about the things they have done during the morning, now is the time to raise them
- Deal with whatever comes up
- If appropriate (for example, something may be raised concerning how things are done by the local authority, or how they might be improved), make a note of them on the flip chart
- If no-one has anything to say (which is possible), close the session by thanking everyone for working so hard
- This is a good place to break for lunch, so you can usefully explain briefly what will happen in the afternoon when everyone re-assembles.

Session F: What can we use to help us?

(Presentation 40 mins)

F.1 OBJECTIVES

1. To provide information about some of the key tools and techniques being used by local authorities to improve their sustainability performance.
2. To outline the purpose and key features of these tools and techniques, to explain the advantages of using them and to demonstrate how they can help to provide an integrated approach to delivering sustainability.
3. To explain the current and future role of the European Union in terms of setting sustainability policy and providing funding to help local authorities improve their sustainability performance.
4. To illustrate the application of the tools and techniques by the use of selected case study examples from Scottish and UK practice.

F.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session F are:

- An overhead projector and screen
- Briefing Note A, containing overhead transparencies F.1-F.17
- Briefing Note 7, "Sustainability Tools and Techniques Used by Local Authorities"
- Briefing Note 8, "European Union Sustainability Policy and Funding".

The Programme envisages a 15 minute comfort break at this point.

F.3 DELIVERY

Stage 1 - Introducing the Tools

- Put overhead transparency F.1 on the screen
- Use it to emphasise that sustainability has to be dealt with as a corporate issue and explain why
- Move onto overhead transparency F.2 which lists some of the key tools and techniques being used by Councils to promote a corporate approach (sustainability policy, appraisal, indicators & reporting, environmental management systems, internal & community participation techniques and EU policy and funding opportunities)
- Describe very briefly the main purpose of each
- Leaving overhead transparency F.2 on the screen, say you will say a bit more about these tools in a minute if there is time, but ask groups to focus on one of them
- This is the fifth one on the list on the overhead, 'Participation'
- They've heard already that partnership, co-operation and involvement are cornerstones of meeting the sustainability challenge.
- Ask them now to spend a few minutes thinking about, and jotting down onto a flip sheet suggestions for, mechanisms, ways, means, ideas as to how a Council might improve the ability for its staff to get involved in developing and implementing its work on sustainability.
- They are to divide their sheets into two columns and write their ideas in the left one.
- Allocate 5 minutes to this step.
- When they've finished, ask them to do the same for mechanisms, ideas etc by which a Council can engage with and involve people in the wider community.
- Allocate a further 5 minutes for this.
- Ask groups to report back briefly on their ideas, covering the internal and external mechanisms in turn
- Save time by asking groups who come later not to repeat ideas that have already been raised
- Use overhead transparencies F.14 & F.15 to supplement group results.
- Allocate 15 minutes to this step.

Stage 2 - Presenting the Tools

- If there is time, and you feel it would be helpful, complete the session with a short presentation on the other key tools shown on overhead transparency F.2.
- You can either do this in a general sense, using overhead transparencies F.3-F.17 in Briefing Note A and the material in Briefing Notes 7 & 8.
- Or, if you are delivering the session to people from your own local authority and/or its partners, you can replace this with information about the Councils own work on sustainability policy, appraisal, indicators etc.
- Make links as appropriate with corporate initiatives like Local Agenda 21, Best Value Community Planning and modernising local government.
- Allocate no more than 15 minutes for this stage.

Session G: How can we improve

Sustainability Performance. (Exercise 65 mins)

G.1 OBJECTIVES

1. To give participants an insight into the impacts being created by their local authorities on key areas of sustainability as a result of actions regarding climate change/energy use, transport, waste, purchasing, community participation, social inclusion, crime & safety and poverty alleviation.
2. To identify measures that Scottish Councils are implementing already to improve sustainability impacts in these areas.
3. To recommend additional measures in these areas that will enhance sustainability performance further.

G.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session G are:

- An overhead projector and screen
- 1 sheet of flip chart paper per group
- 1 large, coloured felt pen per group
- Briefing Note A, containing overhead transparencies G.1-G.13
- Briefing Note 9, "Improving Sustainability Performance".

G.3 DELIVERY

Stage 1 - Identifying Current Actions

- Distribute Briefing Note 9
- Say you'd now like groups to think about the positive impacts being generated by their Councils as a result of performing the day-to-day operations of running and managing their operations and delivering their services
- Describe the form (9) you've just given them for recording these impacts - it's divided into five boxes
- Allocate one of the eight topics in the top-most box to each group and ask them to put a ring around their topic (or you could do this yourself before handing out the forms)
- You can choose the topics to allocate according to preference - for example, you may wish to concentrate on the environmental or the social topics, though covering some from each is probably best
- The second box in the left hand column is headed "We are already doing the following", and they will start with this
- The third box in the left hand column is headed "We should do the following in future" and they will turn to this later.
- The second box contains six numbered spaces.
- Ask groups to write down in the space in this column six practical measures/actions that are being implemented by their Council to improve the sustainability performance of their particular topic area
- (If they can think of more than six measures, they can squeeze them into the box; if not, tell them not to worry but to do six, or as many as they can think of).
- They also need to think about how their individual measures might influence all three major elements of sustainability (enhancing environmental conditions, improving social equity & quality of life and raising local economic prosperity)
- Some measures may improve all three; others only one of them
- Careful thought is needed here. For example, some overtly environmental measures have a major impact on local quality of life (e.g. insulating social housing not only reduces greenhouse gas emissions, it also reduces poverty by lowering fuel bills, boosts the local economy - lower fuel bills means people have more money to spend on other things - and improves health and well-being). Social measures like
- They should indicate briefly in the right hand column which of the three sustainability elements their individual measures will improve and how.
- * Allocate 15 minutes for this stage.

Stage 2 - Identifying Future Actions

- Repeat the process for the 'Future' box, emphasising that now they have to think about actions that are not yet being carried out, but which could, or should, be
- You may need to help some groups with this stage; if so, try not to give them specific solutions (unless they are really struggling) - prompt them to think about possible areas for which solutions might be appropriate.
- Allocate 20 minutes for this stage.

Stage 3 - Report Back

- When every group has completed their forms, ask them to report back their results in turn
- Ask them to start with the things that are already happening and then to move onto the future ideas
- Comment on the points as they arise, drawing attention to particularly good solutions, expanding on ideas where necessary, or asking for clarification
- Use overhead transparencies G.1-G.13 from Briefing Note A to suggest additional good/best practice measures that have been missed.
- Also, if time permits, ask participants in other groups if there are any additional solutions they would like to suggest.
- Allocate 30 minutes for this stage (six minutes per group, so watch the time carefully to ensure all groups get a fair say).

Session H: How Do We Implement what we've Learned?

(Exercise 30 mins)

H.1 OBJECTIVE:

- To encourage participants to define some strategic steps that will improve the integration of sustainability into the corporate processes and mechanisms of their local authorities.

H.2 EQUIPMENT AND MATERIALS:

The equipment and materials required for Session H are:

- Flip chart paper and stand;
- Briefing Note A, containing overhead transparency H.1
- Briefing Note 10 "Strategic Steps for Integrating Sustainability".

H.3 DELIVERY

Stage 1 - Identifying Strategic Actions

- Distribute Briefing Note 10
- Put overhead transparency H.1 on the screen
- Say you'd now like groups to think strategically about the steps they could use to improve the integration of sustainability principles and practice into the corporate regime of their local authorities
- To get them started, say you are looking for ideas and proposals that will help to deliver the sustainability agenda through corporate and organisational processes and mechanisms
- Emphasise that you are looking in the short time they have available for no more than 6 ideas and that they can only be broad brush suggestions
- They are to use the form (10) you've just given them for recording their strategic steps
- Allocate 10 minutes for this stage.

Stage 2 - Report Back

- Ask each group to report back their strategic steps in turn
- As they do, summarise their results very briefly on the flip chart
- As each group does this, you can save time by asking them not to repeat suggestions that have already been made
- Allow a few minutes at the close to comment on the overall picture in the flip chart
- Draw attention to any obvious omissions.

Allocate 20 minutes for this stage.

Session I: What can I do? (Exercise 15 mins)

I.1 OBJECTIVE

- To give participants the opportunity to identify personal actions they can take to improve their own sustainability performance, thus contributing to the overall performance of their local authority.

I.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session J are:

- Briefing Note A, containing overhead transparency J.1
- Briefing Note 11 Personal Sustainability Pledge Form.

I.3 DELIVERY

Stage 1 - Making Personal Pledges

- Put overhead transparency I.1 on the screen
- Distribute a copy of Briefing Note 11 to every participant
- Ask them to reflect on what they've learned from, the day as a whole
- Now (and this is their last task) you want them to think about how they, as individuals, could implement some changes in the way they operate that would reduce their personal impacts on some of the adverse sustainability trends and conditions that have been highlighted during the Module.
- These must be actions they can do simply; actions that they can persevere with; actions that will not commit them (or their authority) to any/significant cost; actions over which they are able to exercise personal control; and actions that will in no way disadvantage others.
- They are to write their suggestions on their pledge form (11)
- Ask them to sign the form and put their office location/address on it
- Then to leave the form on the table when they depart
- Inform them that the form will be returned to them in a couple of weeks time to remind them of what they pledged to do today
- Assure them that nobody will be checking up on them to see whether they are honouring their pledge; its entirely a matter between them and their conscience!
- Allocate 10 minutes for this stage.

Session J: Final Thoughts

(Discussion 15 mins)

J.1 OBJECTIVES

1. To give participants the chance to raise any final comments or questions concerning the afternoon session and the Module as a whole.
2. To enable participants to complete the feedback form before dispersing.

J.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session K are:

- Flip chart paper and stand
- Briefing Note A, containing overhead transparency J.2
- Briefing Note 12 Feedback Form.

J.3 DELIVERY

- Put overhead transparency J.1 on the screen
- Ask participants if anybody has any final thoughts, questions or wishes to raise any matter that hasn't been dealt with, or which has been dealt with inadequately, during the day as a whole
- Attempt to answer/deal with whatever comes up
- If it helps, write points on the flip chart.
- When/if everyone is satisfied, thank everybody for having worked so hard and so productively.
- Hand out Briefing Note 12 and ask participants to complete it before they depart (leaving the completed form behind on the table)
- If your authority has its own standard feedback form for training events, or you want to devise your own, substitute this for Briefing Note 12.
- Finally, wish everybody success in introducing more sustainable practices into their authorities, their own working activity and their personal lives.
- Wish them a safe journey home as they walk back to the bus stop, railway station or bike shed.
- Allocate 15 minutes for this stage (but if these are not needed, don't keep people hanging about!).

Module 2: Integrating Sustainability

Session K: Introduction (15 mins)

K.1 OBJECTIVES

1. To introduce the participants to each other and the facilitators to the group.
2. To explain the purpose of the programme and its link to Module 1.
3. To outline the programme for the day.
4. To clarify domestic arrangements.

K.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session L are:

- An overhead projector and screen
- Briefing Note B, containing overhead transparencies.

K.3 DELIVERY

- Welcome everybody; introduce yourself and any colleagues who are helping you.
- Put overhead transparency on the screen and explain the purpose of the Module.
- Put overhead transparency on the screen and explain the programme for the day.
- If relevant, explain the relationship between Modules 1 and 2 (using overhead transparency).
- Emphasise the key timing, like breaks, lunch and when the Module will end.
- Outline any housekeeping matters (like where the toilets are, if people are not familiar with the venue)
- Point out where the fire exits and fire assembly points are
- If there are unequal numbers sitting in the groups, ask people to move to different tables so groups are the same size (further information on group allocations can be found in Briefing Note 20)
- If they don't already know each other, ask people to introduce themselves to the people sitting at their table (no life histories, just names and what they do for the organisation)
- Ask if anybody has any questions and deal with them.

Session L: Integrating Sustainability Confronting the challenge

(Presentation 30 mins)

L.1 OBJECTIVES

1. To provide a context for the Module as a whole and for group work throughout the day.
2. To explain the challenge involved in achieving sustainability goals and to emphasise that meeting it requires strategic thinking, integration, risk-taking and tough targets.
3. To give practical advice and guidance, and to raise the awareness of participants about, the importance of integrating sustainability principles into Council corporate procedures.
4. To give participants the chance to share good practice ideas on integrating sustainability into corporate practices from the experience of their own Council(s).

L.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session M are:

- An overhead projector and screen
- Briefing Note B, containing overhead transparencies
- Briefing Note 13, "Strategic Thinking, Risk and Targets"
- Briefing Note 14, "Integrating Sustainability - Making the Right Connections".

L.3 DELIVERY

Stage 1 - Presentation

This session will set the scene for the day. You will need to devise your own script based on the overhead transparencies in Briefing Note B, and the material in Briefing Notes 13 and 14.

1. **Approaching Sustainability Strategically:** The presentation should begin by outlining the scale of the sustainability challenges we face, globally and locally. Meeting these challenges is daunting but not beyond our means or capabilities. Organisations like Councils, working with their partners, need to approach the task from a corporate perspective; thinking strategically also saves time and effort. The presentation should set out the core principles that must underpin any attempt to install the right kind of corporate framework, advocate the need for tougher sustainability targets and should include examples of best practice case studies from Scotland and elsewhere to illustrate what can be achieved in this regard.

2. **Integrating Sustainability:** The presentation should introduce and explain the concept of using a Council's corporate processes and mechanisms to drive radical improvements in sustainability performance. It should demonstrate briefly how the corporate processes can be influenced and integrated so as to mainstream and improve sustainability performance and should also clarify the major links between them and the principles and practice of sustainability. The processes referred to should include Community Planning, modern local government, Best Value, corporate policy development, service and business planning, financial management, decision-making and contract procedures.

Allocate 15-20 minutes for this stage.

STAGE 2 - SHARING IDEAS

- In the final 10 minutes or so at the end of the presentation, facilitate a general discussion to encourage participants to share good practice from their own experience regarding attempts to better integrate sustainability principles
- Note the results on a flip chart and ask for observations from the group as a whole
- Comment on the ideas as they are raised, reinforcing them where necessary
- Finish by saying the ideas will be helpful in later sessions of the Module.
- Allocate 10-15 minutes for this stage.

Session M: What is Stopping

Progress?(Exercise 30 mins)

M.1 OBJECTIVES

- To get participants thinking about the barriers to preparing Sustainability Strategies and to progressing the integration of sustainability within their local authorities.
- To encourage a sharing of experience and to establish a common benchmark for subsequent parts of the Module.
- To enable participants to begin to question the nature of their barriers and how they might be overcome.

M.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session are:

- Flip chart paper and large felt pens for each group
- Wall space, or boards, for displaying flip chart papers
- Blu-tack or equivalent for sticking flip chart papers to wall
- Briefing Note B, containing overhead transparency.

M.3 DELIVERY

Stage 1 - Identifying Barriers

- Put overhead transparency on the screen
- Ask participants to think about the internal and external barriers that make it difficult to achieve progress with Sustainability Strategies and for sustainability principles to become integrated into everyday procedures and practice
- These barriers are likely to arise from a combination of factors - organisational, cultural, procedural, historical, technical, leadership, lack of knowledge/awareness
- Ask groups to write their shared barriers onto a flip chart sheet
- They should divide their sheet into two vertical columns and write the barriers in the left hand column.
- Allocate 10 minutes for this stage.

Stage 2 - Sharing Barriers

- Ask each group to report their findings in plenary (3/4 minutes per group only)
- They will need stick their flip chart sheets on a suitable wall/display board where they are visible to the room as a whole
- Comment as appropriate on barriers as they arise
- When all groups finished, point out that though they seem very daunting, it is possible to overcome these barriers and they will return to this later in the day.
- Allocate 20 minutes for this stage.

Session N: Action Plan - Integrating Sustainability Strategies with other corporate policy

(Exercise 120 mins)

N.1 OBJECTIVES

1. To develop awareness, and clarify the purpose, of Sustainability Strategies and to identify the principal issues they need to address.
2. To define the main steps involved in preparing a Sustainability Strategy.
3. To explore and articulate the strategic linkages between Sustainability Strategies and some of the other key corporate policy processes operated by Councils.
4. To identify a strategic plan for more closely integrating the preparation and implementation of Sustainability Strategies with other corporate policy policies, so as to enhance the delivery of local sustainability performance.

N.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session are:

- An overhead projector and screen
- Flip chart paper and 3 large felt pens of different colour for each group
- Wall space for displaying flip chart papers Blu-tack or equivalent for sticking flip chart papers to wall
- Briefing Note B, containing overhead transparency
- Briefing Note 15 "Preparing for the Training Module"
- Briefing Note 16 "Example of a Process Diagram"
- Briefing Note 17 "Links Between a Sustainability Strategy & Other Corporate Policy".

NOTE 1: it will help if it is possible to circulate a copy of Briefing Note 15 to all participants before the training day.

NOTE 2: you will need to make overhead transparencies of Briefing Notes 16 and 17 for use in this session.

N.3 DELIVERY

Stage 1 - Coverage of Sustainability Strategies

- Put overhead transparency on the screen
- Start by asking groups to think about the kinds of detailed issues that need to be addressed in local Sustainability Strategies
- Get them to write these down on a sheet of flip chart paper
- Allocate 10 minutes for this part of the stage.
- Ask the groups in turn to share their thoughts on Sustainability Strategy coverage
- Summarise the results onto a flip chart
- Leave the flip chart sheet on display for reference in future sessions
- Allocate 20 minutes for this part of the stage.

The Programme Envisages a 15 minute comfort-break at this point

Stage 2 - Preparing a Sustainability Strategy

- If you have circulated Briefing Note 15 previously, remind participants that they were asked to do a modest amount of preparatory work in advance of the Training Module and refresh their memories briefly as to what this was
- Tell them this was done to help them tackle this exercise (however, if anyone hasn't been able to prepare, they will not be seriously disadvantaged).
- Put the overhead transparency (Process Diagram) you have made from Briefing Note 16 on the screen
- This is an example of a process diagram; a diagrammatic representation of the different steps involved in making a cup of tea
- Some participants will be familiar with this kind of diagram (systems analysts, IT staff, engineers, planners etc), but others will not
- For their benefit, explain briefly what the diagram tries to do (steps in the process, or individual actions, are shown inside rectangular boxes; decisions which imply a choice between different courses of action are shown inside diamond-shaped boxes, and movement between steps is indicated by a line).
- The task the groups have to perform is to produce a process diagram for producing a Sustainability Strategy

- This needs to capture and represent only the key stages involved, so the result is a strategic summary, in pictorial form, tracing a pathway through the process from start to finish, including the actions and decisions involved
- Each step in the process will be summarised inside its own box, whilst the relationship between the steps will be shown by flow lines/directional arrows between the boxes (some of which may well be in the form of feedback loops when a completed step needs link back to an earlier step so the process can restart)
- Groups need to draw their diagrams onto a sheet of flip chart paper
- It often helps to rough out diagrams first before transferring them more neatly to the flip chart
- Ask if everyone is clear about what they have to do
- If they are not, explain it again.
- This part of the exercise may be a bit challenging for some participants, though each group will probably contain someone who will know exactly what to do
- It's very important for the facilitator to move around the groups constantly to offer advice and encouragement; this is one of the parts of the programme where there is a definite advantage in having two facilitators working in tandem
- Another good idea is for the facilitators to sketch out their own diagrams for the procedures in advance; this will make it easier for them to offer advice and suggestions as groups prepare their diagrams
- If the Module is being delivered for a local authority that has prepared a Sustainability Strategy, use this as the basis.
- Allocate 30 minutes for this stage.

Stage 3 - Integrating the Sustainability Strategy with Other Corporate Policy

- This stage requires groups to think about how, and in what ways, the process of developing the sustainability principles and solutions in their Sustainability Strategies can be integrated as effectively as possible with other corporate policy activities (and vice versa)
- In particular, groups should be asked to identify the potential for linkage with other corporate processes, and particularly with the following processes:
 - Community Planning
 - Best Value
 - Business Management processes (e.g. business & service plans)
 - Budget processes and financial management
- If there are a large number of elected members in the session, 'Business Management processes' can be replaced with 'Member's Decision-Making processes' (committees, group meetings etc)
- You can add as many other corporate policy topics as you like by inserting extra columns (however, adding too many will make the exercise longer and more complex, and it is important to at least cover the corporate processes shown on Briefing Note 17).
- Put the overhead transparency you have made from Briefing Note 17 on the screen 'Links Between a Sustainability Strategy & Other Corporate Policy'
- Tell groups that this is the template they must use for the next stage of the exercise
- Ask them to transfer the template on the screen onto a new sheet of flip chart paper
- Having done this, the first thing they must do is transfer the key stages from their Sustainability Strategy process diagram into column 2 of the template.
- Next, ask groups to think about the opportunities for linkage between the Sustainability Strategy steps and each of the corporate policy processes in columns 1, 3, 4 and 5
- They will need to think about the key steps involved in these other policy processes and note these down in the appropriate columns
- Linkages will apply for every corporate policy, and for every step, though some steps will provide more opportunities than others and there may be some that will not be particularly relevant
- When they've identified the steps where linkage is possible, groups need to annotate their sheets (using a different colour felt pens) to explain in a few words where the opportunities for integration arise and the nature of the links in question

- Point out that they will not be able to think of every link; there simply won't be time. This doesn't matter because the exercise is about starting to think about the process of integration not to solve it completely. In this context, they are to concentrate on the strategic connections which they believe to be especially significant
- Facilitators will need to be on their toes, assisting groups throughout this stage.
- There will only be time to start this stage before lunch and it will have to be completed immediately after
- Round off the morning by saying that participants will return to their diagrams immediately after lunch to finish their Action Plans
- Summarise what else will happen during the afternoon
- Explain the arrangements for lunch and make clear at what time the afternoon session starts.
- Allocate 30 minutes for this part of the stage.

Stage 3 - Integrating the Sustainability Strategy with Other Corporate Policy (continued)

- Welcome everyone back and tell them they have to return to the exercise they started before lunch
- This involves completing the links between the steps in their Sustainability Strategy process and the other corporate policies shown on the template.
- Allocate 30 minutes for completing the stage.

Session O: Implementing the Action

Plan (Exercise 30 mins)

O.1 OBJECTIVES

1. To revisit the barriers identified in session N and to determine which barriers might have a significant influence on the process of preparing a Sustainability Strategy.
2. To identify how the barriers in question can be overcome so that the group Action Plan proposals for integrating sustainability into corporate procedures can be achieved.

O.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session P are:

- Flip chart paper and large felt pens for each group
- Flip chart sheets prepared in previous session
- Briefing Note B, containing overhead transparency P.1.

P.3 DELIVERY

Stage 1 - Identifying New Barriers

- Put overhead transparency O.1 on the screen
- Ask groups to think back to the start of the day when they brainstormed the kind of barriers that prevent their local authority(ies) from successfully integrating sustainability principles and practices
- The sheets may still be on display, so groups will need to remove them from the wall/display boards so they can use them during the exercise
- Ask the groups to run down the list of barriers from session N and check to see if they need to add any new ones as a result of their subsequent work on their Action Plans
- If there are new barriers, they can add them to the flip chart sheet, but they don't have much time for this.
- Allocate no more than 5 minutes for this stage.

Stage 2 - Removing the Barriers

- Their main task is to think of solutions and ways for overcoming each of their barriers
- They must write their solutions in the blank right hand column on the sheet alongside the barriers to which they relate. If they have insufficient space, they may need to use a fresh sheet of flip chart paper
- Encourage groups to be bold but realistic.
- Allocate 25 minutes for this stage.

Session P: What are We Planning to

DO? (Exercise 90 mins)

P.1 OBJECTIVES

1. To enable groups to share their Action Plans with other participants.
 2. To give participants the opportunity to discuss each other's Action Plans.
 3. To provide feedback on each Action Plan with a view to improving their content and the prospects of what they contain being successfully implemented.
- They should also try to engage the room as a whole in the discussion.
 - Allocate 15 minutes for this stage (10 minutes for report back and a further 5 minutes for response and discussion).

P.2 EQUIPMENT AND MATERIALS

The equipment and materials required for Session are:

- Flip chart sheets prepared in session
- Wall space or display boards for pinning-up flip chart papers
- Blu-tack or equivalent for pinning-up the sheets
- Briefing Note 8

P.3 DELIVERY

Stage 1 - Reporting Action Plans Group 1

- Put overhead transparency Q.1 on the screen
- Explain what will happen during this final session of the Module
- In particular, announce that the facilitator(s) sit(s) on the Corporate Policy Board of the Council and it is the Board which has commissioned the Action Plan they have just produced
- If you are running this session in your own authority, you could actually invite a real Member and/or senior officer to turn up at this point and join the Review Panel (this works extremely well, provided the Member/officer enters properly into the spirit of the proceedings!)
- The Policy Board has convened the meeting to hear what its 'experts' have come up with by way of proposals for helping them to integrate sustainability into the Council's corporate activity
- Ask one of the groups to begin by reporting back the results of their Action Plan
- Make it clear that you want to hear about two things:
 - Their proposed measures for improving the integration of sustainability

- Their recommendations for overcoming the significant barriers.
- When the first group has finished, ask if there are any immediate questions or comments from the floor and allow these to be dealt with
- The Review Panel will then respond to what they have heard, both in the form of questions and comments

Stage 2 - Reporting Action Plans Other Four Groups

- Repeat the step for Group 2.
- Allocate a further 15 minutes for this stage.

The programme envisages a 15 minute comfort break at this point

Stages 3 to 5 - Reporting Action Plans Other Three Groups

- Repeat the step for each of the other groups in turn.
- When the last group has reported, thank every one for working so hard, for producing such useful results and for presenting and defending them so well against the efforts of the Review Panel.
- Allocate the remaining 45 minutes for these stages.

Stage 6 - General Discussion

- Spend the final quarter of an hour or so asking all participants to share the key lessons that emerged from the Action Planning exercise
- Summarise the key points on a flip chart
- Facilitate a discussion around the points concerned.
- Try to get as much consensus as possible around these key messages.
- Allocate 15 minutes for this stage.

Session Q: How Will This Help My Local Authority?

(Exercise 15 mins)

Q.1 OBJECTIVES

1. To provide participants with the opportunity to identify personal target and actions arising from the Training Module which would help them to improve sustainability integration within their local authority.
2. To enable participants to complete the feedback form before they disperse.

Q.2 EQUIPMENT AND MATERIALS

The equipment and materials required are:

- Flip chart stand and paper
- Briefing Note 12 Feedback Form
- Briefing Note 18 Personal Targets
- Briefing Note 8

Q.3 DELIVERY

Stage 1 - Resolving Outstanding Issues

- Put overhead transparency on the screen
- Ask participants if anybody has any final thoughts, questions or wishes to raise any matter that hasn't been dealt with, or which has been dealt with inadequately, during the day as a whole
- Attempt to answer/deal with whatever comes up
- If it helps, write points on the flip chart.
- When/if everyone is satisfied, thank everybody for having worked so hard and so productively.
- Allocate no more than 5 minutes for this stage (but if these are not needed, move on!).

Stage 2 - Recording Personal Actions and Targets

- Distribute a copy of Briefing Note 18 to every participant
- Ask them to reflect on what they've learned from, the day as a whole
- Now (and this is their last task) they have a chance to jot down any key ideas that they've picked up from the Module which they feel could be implemented by their Council
- Its always a good idea to do this sort of thing when its fresh in the mind
- They can write these actions and targets on the form you've just provided
- They should take the form with them when they depart.
- Allocate 5 minutes for this stage.

Stage 3 - Completing Feedback Form

- Distribute a copy of Briefing Note 12 to every participant and ask participants to complete it before they depart (leaving the completed form behind on the table).
- If your authority has its own standard feedback form for training events, or you want to devise your own, substitute this for Briefing Note 12.
- Finally, wish everybody success in their efforts to integrate sustainability more effectively into their authorities.
- Wish them a safe journey home as they walk back to the bus stop, railway station or bike shed.
- Allocate 5 minutes for this stage (but if these are not needed, don't keep people hanging about!).

Appendixes 1

Briefing Notes

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Briefing Note 1

Programme and Timetable

Module 1

0930

A. INTRODUCTION - 15 MINS.

Welcome and introductions, explanation of the session and its purpose, its link to Module 2 and the Programme in general.

0945

B. WHAT'S IT ALL ABOUT? - 55 MINS.

Group exercise in which participants will:

- (1) Be introduced to the origins & scope of sustainability, plus the international, EU, national and local policy contexts
- (2) Explore their own understanding of the meaning of sustainability and check this against 'accepted' definitions
- (3) Develop action lists for key sustainability themes
- (4) Define responsibilities for implementing their actions
- (5) Relate their results to the role of Scottish Councils and their partners in achieving sustainability.

1040

C. WHY DOES IT MATTER? - 30 MINS.

Presentation on global and local sustainability trends to reinforce key messages from the opening session, featuring best practice examples from Scotland and elsewhere for dealing with some of the issues involved. The latter will focus on key areas of sustainability including climate change/energy, resource efficiency, transport, quality of life, community participation and social equity.

1110

BREAK - 15 MINS.

Tea/coffee etc.

D. WHAT IS A SUSTAINABLE LOCAL COMMUNITY? - 55 MINS.

Group exercise in which, following a short explanation of the origins and purpose of Local Agenda 21 (including strategic links with corporate initiatives like Best Value, Community Planning and modernising local government), participants will:

- (1) Produce their individual visions of what a sustainable local authority area might be like a generation from now
- (2) Reach consensus on a shared vision within, and between, groups
- (3) Identify barriers to achieving their visions and discuss ways of overcoming them, emphasising the service role of local authorities and the role of partnership.

1225

E. ANY PROBLEMS? - 10 MINS.

Plenary discussion giving participants the chance to raise any comments or questions concerning the morning session.

1230

LUNCH - 30 mins.

1300

F. WHAT CAN WE USE TO HELP US? - 40 MINS.

Group exercise and presentation to explore the nature and purpose of some of the tools and techniques that can be used by local authorities to improve sustainability performance. The approaches covered will include:

- (1) Corporate Sustainability Policy
- (2) Sustainability/environmental appraisal
- (3) Sustainability indicators and reporting
- (4) Environmental management systems
- (5) Community participation techniques
- (6) EU Policy and Structural Funds.

Links will be made with corporate initiatives like Best Value, Community Planning and the modern local government agenda.

1340

G. HOW CAN WE IMPROVE SUSTAINABILITY PERFORMANCE? - 65 MINS.

Group exercise to identify specific actions that Councils can take to improve their sustainability performance in the key areas of climate change/ energy, waste, purchasing, transport and community participation, social inclusion, crime & safety and poverty alleviation in which participants will identify:

- (1) What their Councils are doing already to further sustainability through their services and operational processes
- (2) What further their Councils could do to accelerate this commitment.

Feedback will reinforce the results by focussing on how to introduce simple, but effective, improvements based on best practice from Scotland, the rest of the UK and Europe.

1445

BREAK - 15 MINS.
TEA/COFFEE ETC.

1500

H. HOW DO WE IMPLEMENT WHAT WE'VE LEARNED? - 30 MINS.

Group exercise to define the strategic steps needed to ensure that sustainability is integrated into the corporate processes and mechanisms of Scottish local authorities.

1530

J. WHAT CAN I DO? - 15 MINS.

Individual exercise to identify personal actions that will enable participants to achieve more sustainable working/living practices.

1545

K. FINAL THOUGHTS - 15 MINS.

Plenary discussion giving participants the chance to raise any final comments or questions concerning the afternoon session and the Module as a whole. Completion of the feedback form, followed by close and disperse.

1600

CLOSE

Briefing Note 2

Programme and

Timetable

Module 2

L. INTRODUCTION - 15 MINS. 0930

Welcome and introductions, explanation of the session and its purpose, its link to Module 1 and the Programme in general.

M. INTEGRATING SUSTAINABILITY -
CONFRONTING THE CHALLENGE 30 MINS. 0945

Presentation setting the context for the day by outlining:

- (1) The scale of the challenge we face if we are to achieve sustainability goals
- (2) The need for strategic thinking, risk-taking and tough targets
- (3) Examples of the kind of responses being implemented
- (4) The importance of integrating sustainability into corporate processes like: Community Planning, the modern local government agenda, Best Value, corporate policy development, service and business plans, financial management, decision-making and contract procedures.

N. WHAT IS HINDERING PROGRESS? - 30 MINS. 1015

Group exercise in which participants will identify the internal and external barriers preventing their Council from integrating sustainability into their corporate mechanisms and implementing it through their operational practices. Groups will report on their findings.

O. ACTION PLAN - INTEGRATING
SUSTAINABILITY STRATEGIES WITH OTHER
CORPORATE POLICY
(STAGE 1) - 30 MINS. 1045

Group exercise to define an Action Plan for integrating sustainability at the corporate level. The first stage will deal with the purpose of Sustainability Strategies and the issues they need to cover. Individual group results will be shared with other groups.

BREAK - 15 MINS. 1115

Tea/coffee etc.

O. ACTION PLAN - INTEGRATING
SUSTAINABILITY STRATEGIES WITH OTHER
CORPORATE POLICY -
CONTINUED (STAGE 2 & PART OF STAGE 3) - 60
MINS. 1130

Action Plan Group exercise will continue with the next two stages:

- (1) Defining the principal steps involved in preparing a Sustainability Strategy
- (2) Identifying the links between the steps of a Sustainability Strategy and other corporate policy processes like Community Planning and Best Value

| | |
|--|--|
| 1230 | 1445 |
| LUNCH - 30 mins. | Q. WHAT ARE WE PLANNING TO DO? CONTINUED |
| 1300 | 1545 |
| O. ACTION PLAN - INTEGRATING SUSTAINABILITY STRATEGIES WITH OTHER CORPORATE POLICY (STAGE 3 CONTINUED) - 30 MINS. | (STAGES 3-6) - 60 MINS. |
| Completion of stage 3 of the Action Plan group exercise started before lunch. | Completion of the Report Back when the remaining three groups will share their Action Plans, with comments from facilitators and participants. The session ends by drawing out key messages. |
| 1330 | 1600 |
| P. IMPLEMENTING THE ACTION PLAN - 30 MINS. | R. HOW WILL THIS HELP MY LOCAL AUTHORITY? - 15 MINS. |
| Group Exercise to revisit the barriers identified in session N and to consider how those they might be overcome so that the prospects for implementing group Action Plans can be enhanced. | Final questions and comments, plus the identification of personal targets and actions arising from the Training Module. Completion of feedback form, followed by close and disperse. |
| 1400 | 1600 |
| Q. WHAT ARE WE PLANNING TO DO? (STAGES 1-2) - 30 MINS. | CLOSE |
| Report Back when two of the five groups will share their Action Plans, with comments from facilitators and participants. Using their annotated diagrams, they will report on: | |
| (1) Their measures for improving integration and performance | |
| (2) Their recommendations for overcoming significant barriers. | |
| 1430 | |
| BREAK - 15 MINS. | |
| Tea/coffee etc. | |

Briefing Note 3

What is Sustainability

Where did the idea come from?

About twenty years ago, people began to realise that environmental problems like global warming, rain-forest loss and pollution will never be solved unless their links with human social and economic activity are understood and form part of the solution.

The then prime minister of Norway, Gro Harlem Brundtland chaired an international commission which coined the phrase 'sustainable development' to recognise this fact. They defined sustainable development as: "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

Since then, sustainability has become one of the core philosophies of the modern world and people have refined what is meant by it. We now think in terms of it being based on a number of key principles, while we have a clearer idea of the kind of strategic objectives and policies needed to make the planet and our local communities more sustainable.

THE KEY PRINCIPLES OF SUSTAINABILITY ARE:

1. ENVIRONMENT

We have to protect the environment, and lower our resource consumption so that those who follow us are able to enjoy the same level, and quality, of resources as we do

2. FUTURE

We have to think and plan long-term for the benefit of future generations

3. QUALITY OF LIFE

Human well-being has social, cultural, moral and spiritual dimensions, as well as material ones

4. EQUITY

Wealth, opportunities and responsibilities should be shared fairly between nations, and among people within countries, especially with regard to the poor and disadvantaged

5. PRECAUTIONARY PRINCIPLE

If we are not sure how an action or development will effect the environment, we should give the environment the benefit of the doubt and not carry it out

6. LINKAGE

Solving sustainability problems means that all the factors contributing to the problem must be taken into account and built into the solution.

Source: Various

Sustainability Means Implementing Policies that

Guarantee:

- Social progress which recognises the needs of everyone
- Effective protection of the environment
- Prudent use of natural resources
- Maintenance of high and stable levels of economic growth and employment.

Source: DETR (1999a)

A Sustainable Community is one where everyone works together to try to ensure their long-term social, economic and environmental well-being. It is in place with:

A HEALTHY ENVIRONMENT -

- Resources, water, land and energy are used efficiently
- Waste is minimised then re-used, recycled or recovered before careful final disposal
- Pollution is limited to levels which do not damage natural systems
- The diversity of nature is valued and protected.

A PROSPEROUS ECONOMY -

- Local needs are met locally - supporting local businesses and employment
- Everyone can undertake satisfying and fairly paid work in a vibrant and diverse economy which recognises the value of unpaid work
- Access to work, goods, services and other people is not achieved at the expense of the environment or limited to those with cars
- Everyone has access to good quality food, water, housing and fuel at reasonable costs.

AN INCLUSIVE SOCIETY -

- Health and well-being are promoted through safe, clean and pleasant environments. Health services work to prevent illness as well as providing care for the sick and support for carers
- People live in confidence without fear of violence and crime, or persecution because of their race, gender, sexuality, personal circumstances or beliefs
- Local traditions and cultural identity are valued, whilst opportunities for culture, leisure and recreation are readily available to all
- Everyone has access to the skills, knowledge and information needed for them to play a full part in their society and its decision-making.

Source: COSLA (1999a)

Global & Local Trends

Why do we need Sustainability?

Quite simply, because we are using up the things the earth provides for our basic existence faster than natural processes can replenish them. Our global economic system over-exploits natural resources, failing to pay the true cost of their value and for dealing with the waste and pollution generated. We continue to expect nature to clean up after us, giving her more, not less, to deal with.

At the same time, the social and economic gap between the rich and poor widens, and problems associated with health, famine, poverty, and social injustices continue to spread. Even in comparatively wealthier, more stable northern societies like our own, inequalities diminish the lives of many.

It is by no means all bad news, of course. We have much to be thankful for, not least the fact that we possess the knowledge and technical ability to resolve most of these problems. But we need the will to do so. Starting at the local level with Sustainability Strategies like Community Planning and Local Agenda 21 is an important part of the solution. Local action affects the place where you and your family live. So, for selfish reasons, it makes sense to promote and support the Council's sustainability initiatives.

Global Trends We Need to Reverse

- World population is 5.8 billion and increasing by 88 million annually, or c 250 000 daily
- World economic activity has grown by 3% per year since 1950. If this trend continues, total world output will be five times larger than it is today by 2050. That would require a second planet to accommodate it, if ecological burdens remain the same
- Global temperatures are predicted to rise a further 2.5°C by 2100
- Average sea levels have risen by 18cm. since 1900
- Sea levels could rise 50cm by 2100, disrupting the lives of hundreds of millions
- We have 33 years supply of copper, 18 years lead, 20 years zinc and 45 years tin left
- As many as 40% of the world's people live under conditions where small changes to climate, water availability and access to fuel wood will have a disproportionate effect on their chances of survival
- 500 million people exist on marginal lands, already incapable of feeding them.
- Each year, we extract 8% of the world's freshwater stocks
- One new car is produced somewhere on earth every second - 31.5 million a year
- 500 animal species have been rendered extinct in the last 200 years. A further 500, plus 1,000 bird species, are currently in danger of extinction
- Wild species are becoming extinct 50-100 times faster than they would naturally
- An area of tropical rain forest 3x the size of France has been lost in the last 10 years
- Acid rain has damaged 60% of Europe's commercial forests and is reducing crop yields by 25% in East Asia
- 30% of the population in developing countries lack access to safe drinking water, and 2 million die every year from associated diseases. Over 90% of all wastewater in the developing world is untreated
- 20 countries already suffer from water stress, having less than 1 000 m³ per capita per year, and total water availability has dropped from 17,000 to 7,000 m³ per year
- The world's richest 20% earn 85% of global income; the poorest 20%, less than 1.5%
- In 1950, 17% lived in cities: by 2010, this will have risen to 50%.

Sources: World Resources Institute 1994; Houghton, J 1994; Worldwatch Institute 1997; United Nations Research Institute for Social Development 1995; United Nations Development Programme 1996, 1998; O'Riordan T (ed) Environmental Science for Environmental Management, Harlow, Prentice Hall, 2000

National Trends We Need to Reverse

- Each year, 2.43 tonnes of CO₂ per person (pp) are released in the UK
- Along with 80 kilos of CO, 54 kilos of SO₂, 40 kilos of NO_x and 30 kilos of VOCs
- Nearly 2.5 tonnes of oil equivalent pp are consumed in the production of energy
- Renewable sources account for only 2% of our energy production
- Domestic energy consumption has increased by more than 20% since 1970
- Each year we use 600 million tonnes of materials & 3,500mt of water to produce only 60mt of goods (and 540mt of waste) - a resource efficiency rate of only 1.5%
- 6 tonnes of waste are produced pp, most of which ends up in landfill
- We recycle only 6.49 kilos of cans and glass pp per year
- UK oil reserves are depleting at a rate of 8% per annum
- Each person travels an average 6,500 miles a year by car - a doubling since 1970
- Road traffic is projected to grow between 58% and 92% by 2025
- Over 530,000 new cars were sold in August 1997, the highest total ever
- Each year we lose about 3,000 hectares of undeveloped land to housing
- 20,271m. litres of water are supplied a day - only 3% is consumed directly by people
- 1,709 native animal species (11%) are endangered, vulnerable or at risk
- 765 native plant species (15%) are endangered, vulnerable or threatened.

Sources: DOE 1996; Environment Protection Statistics Division 1995; Water Services Association 1997; National Centre for Business and Ecology (1998)

The Consequences of Not Reversing These Trends

DECLINING RENEWABLE RESOURCES

- Freshwater scarcity
- Soil erosion/degradation
- Collapse of oceanic fisheries
- Rangeland degradation
- Cereal yield stagnation
- Spreading desertification.

THREATENED BIOLOGY

- Freshwater ecosystem decline
- Global deforestation
- Wetlands/coral reef loss
- Habitat fragmentation
- Loss of biological diversity
- Cross-border bio invasions.

ALTERED BIOGEOCHEMISTRY

- Stratospheric ozone depletion
- Global climate disruption
- Global nitrogen overload
- Persistent compound build-up
- Hydrological cycle change
- Accumulating nuclear waste.

SWELLING POPULATION

- 3.6bn more people by 2050
- Rising international migration
- Shortage of family planning
- 250m child labourers
- Rapid unplanned urbanisation
- Resurgent infectious diseases.

SOCIAL DISINTEGRATION

- 1.2 bn un/underemployed
- Widening rich/poor gap
- Persistent gender bias
- Enduring political repression
- equality based conflict
- Mounting family breakdown.

PERSISTENT DEPRIVATION

- 850m adults illiterate
- 2.7 bn lacking sanitation
- 1.4 bn in poverty
- 1.3 bn without clean water
- 1 bn lacking adequate shelter
- 840 million malnourished.

Source: Gladwin T, Financial Times (13/12/99)

Briefing Note 5

What are Sustainability Strategies?

Introduction

Sustainability Strategies provide a framework for achieving a shared vision for sustainability through community partnership by the integration of relevant processes, plans and programmes. In terms of local communities, the most widely developed and applied technique is the one referred to as Local Agenda 21. However, there are other important approaches. Community Planning and Rural Development Strategies, for example, have a key role to play and it is vital that the linkages between them and Local Agenda 21 are understood and capitalised upon.

The Origins of Local Agenda 21

Local Agenda 21 was first mentioned at the Rio Earth Summit in 1992 when world leaders drew-up a global plan for sustainable development. They called it 'Agenda 21' - a sustainability agenda for the next century. But it was realised that many global problems are best solved locally, so local government was asked to produce versions of the plan for their own areas. So far, many thousands of communities in nearly 100 countries have done so. In Scotland, all but one Council will have adopted a Local Agenda 21 Strategy by the Prime Minister's deadline of 31 December 2000.

What is Local Agenda 21 for?

The vision of Local Agenda 21 is about making each locality more sustainable and achieving an understanding of the global context of individual decisions. The goal is the creation of more sustainable communities (see Briefing Note 3) which are able to do more with less, use local resources and ingenuity rather than import them, and at the same time create a better quality of life and environment for their people now and in the future.

What does Local Agenda 21 Involve?

There is no fixed way to produce a Local Agenda 21 plan, but there is consensus in Scotland that it should be based on the following six steps:

1. A long term vision for the sustainable development of an area
2. A prioritized action plan for delivering this vision
3. The involvement of key local partners in framing and delivering the vision and action plan
4. The involvement of interested sectors of the community in the process
5. Arrangements for the involvement of all the other partners and sectors in 2001 and thereafter (i.e. after the Prime Minister's deadline)
6. Arrangements for reviewing and rolling the process forward in 2001 and thereafter.

Source: COSLA (2000a)

Community Planning, Rural

Development Strategies and Local Agenda 21?C

Community Planning is the process whereby Councils work with other organisations to plan, provide for or promote the well-being of the communities they serve. As democratically elected bodies Councils are best placed to meet this community leadership role, with a key requirement being to find ways of enabling communities to participate more effectively in such a process. Rural Development Strategies also stem from partnership working and seek to create more sustainable rural communities.

The relationship between Community Planning, Rural Development Strategies and Local Agenda 21 is evolving but COSLA believes that:

Community Plans, Rural

Development Strategies and Local

Agenda 21...

- Seek the well-being and sustainable development of their areas through very similar processes and timescales
- Should involve at every stage the widest range of local partners and the community which they serve.

Community Plans Should...

- Provide the overarching strategy for each area, reflecting the role of councils in providing community leadership
- Be prepared in draft in 1999, with partnership working and community involvement continuing in 2000 and beyond.

Local Agenda 21 Strategies Should...

- Be adopted by 31 December 2000.

In Addition...

- Rural Development Strategies should be prepared in tandem with Community Plans and Local Agenda 21
- The purpose, process and timing of each of these strategies should encourage their partial or complete merger where locally appropriate
- The consultative processes and organisational resources for these strategies should be shared
- Councils should promote social inclusion and health improvement through each of these strategies
- Developing and delivering these strategies, with continuing community involvement, is a major responsibility for councils and their partners after 2000.

Source: COSLA (2000b)

Currently, COSLA observes that two key Local Agenda 21 principles have yet to be effectively integrated into Community Plans:

1. Local Agenda 21 calls for a long term vision but this strength is often lost in the pressure to adopt shorter term issues in Community Plans; and
2. Local Agenda 21 contributes to national, international and global sustainability but this key principle has not yet been promoted as part of Community Planning.

Briefing Note 6

Producing a Sustainability Strategy

Stages in completing a Sustainability Strategy

Sustainability Strategies require a Council, its community and partners, to produce together:

A VISION STATEMENT

- Showing how the area could look (perhaps in 50 years)
- Identifying the main issues for achieving the sustainable development of the area
- Setting out clear aims for improving sustainability and quality of life (perhaps over 20 years).

AN ACTION PLAN

- Establishing clear priorities for action by the partners (perhaps over 5 years)
- Saying who will do what, with what, when and with whom
- Showing how action will be delivered through other local strategies
- Showing how wider ownership and understanding will be secured
- Showing how success will be checked and how the process will be rolled forward.

Source: COSLA (1999a)

A structured process like the one set out below is essential for completing a coherent Sustainability Strategy.

UNDERSTANDING

Getting people inside the Council to realise why sustainability is important for them, the Council, their locality and its people and encouraging them to see how a Sustainability Strategy will help to achieve it.

COMMITTING

Ensuring that the Council is corporately engaged, committed and equipped to get started with preparing a Sustainability Strategy.

REVIEWING

Identifying what is happening already in terms of Council policies, programmes and actions that will help to build and develop the Strategy.

INVOLVING

Looking for synergy and connections with other initiatives and partnerships inside and outside the Council and forging new partnerships to work together on producing the Sustainability Strategy.

PLANNING

Getting a Vision for the Sustainability Strategy, agreeing a Plan for achieving it and drawing up a Programme for delivering the Strategy.

ACTING

Starting to implement the measures in the Plan and the Programme for the Sustainability Strategy.

CHECKING

Monitoring how well things are going and deciding how to respond to any problems that have arisen in the Sustainability Strategy process and the implementation of the Plan and Programme.

MATURING

Appraising the overall process and considering how to improve performance, extending the process to involve more sectors of the community, reviewing and updating the Sustainability Strategy, Plan and Programme.

Source: LGMB, LGA (1998)

Briefing Note 7

Sustainability Tools and Techniques used by Local Authorities

Introduction

The tools and techniques outlined here can help a Council put in place an integrated approach to dealing with their sustainability agenda.

TOOL/TECHNIQUE

PURPOSE

Sustainability Policy

Setting a policy framework
Environmental/Sustainability Appraisal

Assessing policy
Environmental Management Systems

Improving environmental policy
Sustainability Indicators and Reporting

Integrating & monitoring policy
Encouraging Council Involvement

Involving members and staff
Encouraging Community Involvement

Involving the public

Source: Original

1. SUSTAINABILITY POLICY

Councils stand or fall by the quality and integrity of their corporate processes, whether these be concerned with decision-making or budgetary processes, with how staff are managed and trained, or with how policy is framed and implemented. As far as sustainability issues are concerned, a Council will struggle to make headway, if it does not deal with them as part of its corporate activity. An essential way for a Council to do this successfully is to draw up, and adopt, a strategic sustainability policy, and to incorporate this commitment into its general corporate policy, or mission statement. Such an approach will get the right framework in place, making it easier to guarantee that sectoral policies, programmes, service delivery or business plans produced in the various parts of the organisation follow a consistent path towards delivering sustainability.

Example of a Corporate Sustainability Policy

"Fife Council is committed to the concept of sustainability. We aim to improve the quality of life and quality of the environment in Fife by providing for individual and community needs, whilst ensuring availability of natural resources now and in the future.

The following principles of sustainability will be adopted in all of the Council's activities, including policy formulation and the delivery of services, now and in the future.

1. Minimise the use of finite resources
2. Promote access to worthwhile and productive jobs
3. Promote social equity
4. Protect and improve quality of life by meeting people's needs for amenities and services locally
5. Ensure strong, safe and thriving communities
6. Conserve and enhance biodiversity
7. Protect and enhance the visual landscape
8. Raise environmental awareness and education
9. Improve public consultation and participation processes
10. Promote high standards of health.

Within legislative and financial limitations, Fife Council will give priority to the most sustainable option when considering any action.

Source: Fife Council (1996)

2. ENVIRONMENTAL/SUSTAINABILITY APPRAISAL

Having put a corporate sustainability policy in place, it is important to ensure that the many decisions that are constantly made by a Council conform to the policy and advance its objectives. A very effective way of doing this is to assess the likely environmental/sustainability impacts of individual decisions at each key stage of major, formal decision-making processes. This approach can, and should, be applied in those situations where it is recognised that the outcome of the process is likely to have a significant impact on sustainability.

Situations justifying sustainability appraisal include:

- All Strategies and Policy documents prepared by the council
- Budget preparation (especially growth and cuts lists)
- Major Committee items
- Community Plan objectives
- Best Value Reviews
- Service Development and Business Plans
- Contract and Tendering Procedures.

Source: Original

The usual practice is to check the course(s) of action being considered for decision against a pre-agreed list of sustainability criteria. This assessment then forms part of the total suite of information provided to the decision-makers to assist them to reach their decision. The assessment does not, of itself, determine the outcome. It adds an extra dimension to the consideration and argument.

Example of a Checklist for Appraising the Environmental Impact of Committee Reports

Do the recommendations in your report impact on any of the following areas?

Positive Effect
Negative Effect
Not
Applicable

Protecting & Improving the Physical Environment

Protecting natural features in the landscape

Protecting or improving the built heritage

Re-using brownfield sites

Protecting greenfield sites and open spaces

Regenerating town centres

Reducing the Environmental Impact of Resource Use

Minimising or reducing the use of new resources used by the Council or other organisations

Reducing, reusing or recycling waste materials generated by the Council or other organisations

Using renewable resources

Reducing traffic levels, or the impacts of traffic, in town centres and residential areas

Improving the Environmental Impact of Resource Use

Reducing land, air or water pollution levels

Encouraging increased use of public transport

Encouraging increased cycling and walking

Discouraging the use of private cars and lorries

Providing easy and local access to amenities and services

Source: Original

Example of a Checklist for Appraising the Sustainability Impact of Best Value Reviews (only three criteria shown for each topic)

YES

NO

N/A

Building Sustainable Communities

Does the service increase the cohesiveness & capacity of the local community by....

- Improving the sense of community?
- Reducing the need to travel by improving/adding local facilities?
- Minimising crime and the fear of crime?

HEALTH

Does the service maximize health promotion by...

- Improving access to and the quality of health facilities?
- Providing healthy & safe working environments for staff?
- Taking measures to reduce factors that contribute to ill health especially for more vulnerable communities?

HOUSING

Does the service promote decent housing & amenities by...

- Helping to tackle homelessness & providing safe & warm homes?
- Improving the quality and/or upkeep of the current housing stock?
- Improving the energy efficiency of housing & the use of renewables?

SOCIAL EQUITY AND OPPORTUNITY

How does your service?

- Assist people on low incomes & disadvantaged groups?
- Increase facilities and opportunities for disabled people?
- Promote racial & religious harmony and understanding?

A SUSTAINABLE ECONOMY

Does the service add to the local economy & the employment needs of people and businesses by...

- Linking local consumption to local production?
- Helping local community-based businesses to set up & grow?
- Reducing low pay and long working hours for in-house teams?

TRANSPORT

Is the service improving its transport profile by....

- Improving conditions for pedestrians & cyclists and promoting public transport?

MANAGING THE ENVIRONMENT & RESOURCES

How does the service ensure that energy & resources are used wisely and that the broader environment is protected? For instance, does the service...

- Reduce greenhouse gas emissions by using renewable energy?

SENDING THE RIGHT SIGNALS

Is your service putting sustainability into practice & encouraging others? Specifically, does it:

- Have a Fair-trade purchasing policy?
- Encourage individuals to do their bit?
- Improve awareness of sustainable development?

Source: IDeA, LGA, SOLACE (1999)

An EMS is a systematic process for improving organisational environmental performance. As a way of putting your 'own house in order', it can form an integral part of a Council's Sustainability Strategy. This is particularly vital if a Council hopes to demonstrate effective leadership in engaging its local and business community in sustainability action. EMS involves concentrating on the most significant environmental impacts and applying best practice to improve performance. Targets are raised continuously, so the process is a dynamic one. Amongst the types of EMS available are ISO 14001, an international scheme, EMAS (the Eco-Management and Audit Scheme, an EU regulation) and EFQM.

AN EMS INVOLVES A COUNCIL IN

- Producing an environmental policy; showing senior management commitment to the process of continual improvement in environmental performance
- Reviewing its environmental impacts; and identifying the significant ones which need improving
- Making a programme containing objectives and targets for improving its environmental performance
- Setting up an operational control and monitoring system for implementing the programme
- Doing regular audits of how well the system is working and checking to see if performance targets are being met
- Telling the public what, and how well, it is doing, through the publication of an Environmental Statement
- Possibly subjecting the EMS to independent, external verification.

Source: Original

WHAT DOES AN EMS MEAN FOR A COUNCIL?

- Combating waste and the unnecessary use of resources
- Saving money by reducing costs in some areas
- Developing skills to operate services in a more sustainable way
- Giving the Council a greener image and greater public credibility
- Making it easier for the Council to persuade businesses, residents and others to be greener, too.

Source: Original

4. Sustainability Indicators and Reporting

Sustainability indicators provide a methodical way of measuring and assessing the success of Sustainability Strategies like Local Agenda 21. A sustainability indicator is simply a measure, generally numeric in form, which contributes to an assessment of the attainment of sustainable development in a community.

Councils also put in place and monitor a wide range of general performance indicators, like those associated with the Best Value process. It is essential to ensure that any work on sustainability indicators is properly co-ordinated with other corporate indicators like Best Value.

SUSTAINABILITY INDICATORS CAN BE USED TO:

- To monitor local conditions and trends in the chosen fields
- More specifically, to identify progress, often by reference to benchmark figures from an agreed base year, or towards an agreed target
- To compare the position in a given locality with that in other localities, or to aggregate trends over a wider area
- To assess the effectiveness of policies implemented in the relevant fields
- To bring new, or additional, information into the public arena
- To communicate results to a wider audience
- To contribute to the Local Agenda 21 process
- To improve public participation and ownership of sustainability issues
- To generate action in pursuit of sustainable development.

Source: Original

EXAMPLES OF SUSTAINABILITY INDICATORS. THE 'LOCAL QUALITY OF LIFE COUNTS' INDICATORS:

Environmental

- Energy use (gas & electricity)
- Domestic water use
- Household waste arisings
- Recycling of household waste
- Number of days of air pollution
- Rivers of good or fair quality
- Net change in natural/semi-natural habitats
- Changes in population of selected characteristic species

Economic

- Employment/unemployment
- Benefit recipients
- Business start-ups and closures
- Companies with EMS
- Social and community enterprises

Social

- Mortality by cause
- Qualifications of young people
- Adult education
- Homes judged unfit to live in
- Homelessness
- Access to key services
- Travel to work
- How do school children travel to school
- Overall traffic volumes
- New homes built on previously undeveloped land
- Public concern over noise
- Recorded crime per 1,000 population
- Fear of crime
- Social participation (local voluntary action)
- Community well-being
- Tenant satisfaction/participation

Source: IDeA, LGA, DETR (2000)

A coherent way of bringing together Sustainability Indicator results is in the form of a Sustainability Report. Such a report seeks to integrate information about the social, economic and environmental trends in an area as a way of guiding, or monitoring, progress towards sustainability.

SUSTAINABILITY REPORTING IS A STRUCTURED PROCESS FOR

- Deciding what sustainability information is needed to guide, or monitor, a particular activity, plan, policy or decision or to inform a particular group
- Obtaining and interpreting the information
- Using the results to guide actions and decisions
- Communicating the results in useful ways to relevant audiences
- Storing the information for future use and to enable access by other users.

Source: LGMB, LA Assocs, COSLA (1996)

SUSTAINABILITY REPORTS EXTEND THE RANGE STATE OF THE ENVIRONMENT REPORTS BY

- Considering information on the causes and solutions to problems, not just on the problems (or states), themselves
- Including the social and economic dimensions of sustainability, not just the environmental
- Seeking to integrate the different aspects of sustainability.

Source: LGMB, LAAssocs, COSLA (1996)

5. Encouraging Council Involvement

All Municipal activity on sustainability is only possible if partnerships are formed and different interests agree to co-operate. Such co-operation is required both inside a Council, and between the Council and its stakeholders and the public. A variety of tools and techniques are available to assist in facilitating the necessary co-operation, both internally and externally.

Internal mechanisms in common use by Councils include:

- Instituting awareness training for all members and staff
- Allocating responsibility for the environment/sustainability to a corporate policy committee
- Allocating responsibility for the environment/sustainability to a senior politician from the ruling group
- Writing sustainability principles into the terms of reference of all committees and working parties
- Giving a member of the corporate management team overall responsibility for related technical activity
- Establishing an inter-departmental steering group to oversee and drive forward strategic progress
- Identifying, or appointing, a specific officer to drive forward the process
- Ensuring this officer has direct access to key politicians and chief technical officers
- Ring-fencing a budget for corporate environment/sustainability activity, however small
- Forming a core group of middle-ranking officers (ideally from each service area and technical discipline) and encouraging them to 'champion' the cause.

Source: Original

6. Encouraging Community

Involvement

Involving local people and key partners lies at the core of preparing, implementing and monitoring Sustainability Strategies. Emerging work on Community Planning and Best Value also requires public consultation and participation. To avoid participation overload and confusion it clearly makes sense to combine public involvement in Sustainability Strategies with similar activity associated with Community Planning and Best value.

There is a wide range of techniques, and documentation about them, available (see Briefing Note 19). Mechanisms in common use include:

External mechanisms in common use by Councils include:

- A multi-stakeholder Forum
- Specialist working groups to deal with specific issues or topics
- Select standing committees or Commissions of Inquiry
- Focus group programmes
- Citizen's Juries
- Visioning exercises
- Planning for Real, Community Appraisals, Future Search conferences
- Putting sustainability issues onto the agendas of any community forums which already exist
- Wide public consultation at key stages of the process
- Any existing consultation arrangements on matters connected with the environment, social, health, welfare and equity issues and economic activity
- Community or neighbourhood councils
- Community Development initiatives
- Parish networks.

Source: Original

The kind of groups invited to join Stakeholder Forums:

- Community representatives
- Equal involvement of women
- Disadvantaged groups
- Voluntary sector groups speaking on behalf of particular interests like ecology, transport, energy, health, poverty, security, arts & culture etc.
- Schools and young people, universities and colleges
- The business community, chambers of commerce/industry
- Environmental interests
- Official bodies with a role in dealing with key sustainability issues in the area e.g. Scottish Homes, Housing Associations, Health Boards and Trusts, Colleges of Higher Education, LECs, Police, CVS, Scottish Environmental Protection Agency, Groundwork Trusts, Scottish Natural Heritage, local wildlife and conservation bodies, water authorities and energy suppliers, transport providers.

Source: Original

One Council used focus groups to research public concerns about sustainability, involving the following:

- Young men on employment training schemes from a suburban estate
- Suburban mothers with young children living in a medium sized town
- Long-term unemployed men from an inner-city housing estate
- Asian women from a predominantly ethnic urban area
- Retired people living in the countryside and village communities
- Professional people living in village communities
- Middle-aged working class women living on urban estates
- Young professionals from suburban residential areas.

Source: MacNaghten et.al. (1995)

The Principal Findings of this Focus Group Research were:

Issue Findings

IDENTITY WITH PLACE

People identified strongly with local place and the scale of their immediate sub-community and personal circumstances (the latter particularly in the lower income groups). People talked about the sense of community in their areas, their relationships with others, local characteristics of the area and local environmental issues.

CURRENT CONCERNS

Primary concerns were about jobs, job security, crime, drugs, social cohesion, local environment and amenity. Many spoke fondly of the past, contrasting this with current adverse trends which they could only see getting worse.

QUALITY OF LIFE

People highlighted local, personal and non-materialistic issues. For example, having more time to do things, live life at a slower pace, have a more local job, a nicer community and less anxiety. Young and unemployed men found the phrase insulting.

RESPONSIBILITY AND AGENCY

People generally felt responsible for their quality of life but ineffective, particularly in the face of global problems. Wider change from political actions was seen as an unrealistic expectation. There was a deep mistrust of central government and business which were seen as corrupt, out of touch, short-term and biased towards their own, not the public, interest. By extension, local government was subject to the same criticisms. Questions about the genuine commitment of government to sustainability initiatives were raised. There was a strong desire amongst some groups (especially the unemployed) to organise themselves to create change.

SUSTAINABILITY

Only 2% were familiar with the term 'sustainability', but when appraised of its meaning most people identified with its values and priorities, particularly its 'long-termness'. There was anxiety, but a feeling of powerlessness, in the face of global problems. People felt pessimistic about the future and mistrusted the commitment of institutions to the future.

SUSTAINABILITY INDICATORS

Quality of life could be difficult to measure because many people's concerns are personal and non-material. However, the main feeling here was that people, especially the poorer socio-economic groups, are not being told the truth by government. This relates to their feelings of distrust about the institutions themselves and leads, inevitably, to distrust of the information that they produce.

Source: MacNaghten et.al. (1995)

Briefing Note 8

European Union Sustainability Policy and Funding

1. Introduction

The European Union (EU) is an increasingly proactive player in the sustainability field. Its policies provide an important framework for national and local action, whilst its various funding regimes create opportunities for councils and their partners to supplement the budgets they use to implement Sustainability Strategies. For this reason, it is vital that both councils and partners keep in close touch with EU developments. This note contains an update with regard to three key areas:

1. Forthcoming developments in EU sustainability policy.
2. The linkage between EU Structural Funds and sustainability.
3. The emerging role of the EU in the development of Community Planning initiatives.

The material in the note has been edited from three papers contributed by Adrian Colwell, who is COSLAs European and International Affairs Officer.

2. EU Sustainability Policy and Sustainability Policy and Structural Funds

European environmental policy has a significant impact on the environment of Scotland, the agencies responsible for managing it and the standards that have to be reached. Scottish councils, along with SEPA, SNH and other public and private sector agencies, implement much of this legislation. The impact of the EU in the environmental policy field is expected to continue after the adoption of a new phase of environmental legislation from the European Commission (EC).

Since 1973, EU policy and legislation has taken place within a series of Action Programmes, accompanied by a series of changes to European Treaties which have progressively extended the ability of the EU to act in the environmental field. Activity is now guided by the references in the Treaty of Amsterdam (1997) to 'Sustainable Development' as being an objective for the policies and tasks of the EC (Article 2), which now has an explicit obligation to ensure

that environmental protection requirements are integrated into "the definition and implementation of the Community policies and actions".

The way in which these obligations guide and shape the proposals that emanate from the EC will have major implications for the direction of environmental policy proposed by the UK Government and the Scottish Executive. There is also an urgent need for Scottish councils to consider the likely shape of EU environmental policy and the implications that this may have for their work on Sustainability Strategies.

The EC is considering the preparation of a Sixth Environmental Action Programme. This is informed by the Assessment of the 5th Environment Action which noted that the EU has adopted legislation covering most environmental problems, raised visibility of environmental issues, achieved some positive results, (e.g. reducing acidification and air pollution, eliminating ozone-depleting substances) and increased the integration of the environment into other EU policies like the reforms of the Structural Fund and the CAP. However, overall progress has been poor, with major problems in the areas of waste management, urban smogs, dispersion of chemicals into the environment and climate change. During the preparation of the 6EAP, the EU is expected to adopt a range of new legislative initiatives.

6EAP PRIORITIES

- Addressing the specific environmental problems of Central and Eastern Europe
- Securing better integration into Member States policies
- Secure better integration into other EC policies
- Inform and involve Europe's citizens
- Use market-based and fiscal instruments to deal with the costs of pollution and other damage to the environment.

Source: COSLA (Aug. 2000)

New legislation arising from 6EAP might include:

- Implementing the strategy to address climate change and reduce greenhouse gas emissions. A Green paper on emissions trading has now been published
- A new Strategy requiring chemical producers to assume greater responsibility for proving that their products are safe, including better labelling
- A revision to Directive 90/220 to introduce stricter criteria for the authorisation of GMOs, improved labelling, assured traceability and information to the public
- Further initiatives aimed at minimising waste and a Green Paper on an integrated product policy are imminent.

Source: COSLA (Aug. 2000)

THE EUROPEAN UNION AND SUSTAINABILITY

The EC intends that the 6EAP will form the environmental strand of a forthcoming EU strategy on Sustainability that is to be prepared prior to the Rio+10 Conference. This will be based on the current work to establish strategies for each EU policy area on the treatment of environmental issues. The first reports on this process were submitted to the Helsinki Council meeting of EU Environmental Ministers in December 1999.

The 6EAP will build on four sustainability principles:

- To maintain the overall quality of life
- To maintain continuing access to natural resources
- To avoid lasting environmental damage
- To define sustainable development as meeting the needs of the present without compromising the ability of future generations to meet their own needs.

The following principles from the Fifth Programme will be maintained for the 6EAP:

- The integration of the environmental dimension in all major policy areas. Environmental protection targets can only be achieved by involving those policy areas causing environmental deterioration.
- Establishing shared responsibility between Member States, local government, industry and the public ensures a commitment to agreed measures.

Source: COSLA (Aug. 2000)

The EC intends that the 6EAP should be based on a short strategic document setting out general objectives, on which agreement could be reached by the end of 2001. This would be followed by a series of practical, thematic action plans detailing policy targets and the measures for their implementation. This work would in part be based on the work conducted in each of the sectoral Councils.
Sectoral Councils and Policy Integration

Sectoral Councils are the meetings of the Ministers from each Member State meeting as the Agriculture Council, Industrial Council etc. The European Council in Cardiff (June 1998) and subsequent European Councils in Vienna and Cologne asked each sectoral Council to report on how environmental objectives were taken account of in their work. The Commission concluded that progress was uneven and more work was needed to meet Treaty objectives. It also adopted environmental integration indicators to enable the application of a common framework and co-ordination between the sectors. Sectoral Councils have adopted a range of actions to promote environmental improvements through specific initiatives.

Actions adopted by Sectoral Councils include:

- Transport: working to define more clearly what sustainable transport means and to develop long-term environmental targets for the sector.
- Agriculture: Monitoring the impact of Agenda 2000 reforms for water, agro-chemicals, land use and soil, climate change, air quality, landscape and biodiversity.
- Industry: Integrating environmental concerns and sustainable development into EU industrial policy, focusing on issues like climate change, employment, enlargement, production and consumption patterns, eco-efficiency and integrated product policy.
- Internal Market: Balancing the requirements of free movement and environmental protection and the consequences of integrating environmental requirements into the Internal Market such as the free movement of goods, standardisation and public procurement.

Source: COSLA (Aug. 2000)

As detailed legislation emerges from Sectoral Councils, the Scottish Executive will need to assess whether its Sustainability strategies are sufficiently integrated and address clearly the role to be played by local government and its partners.

CLIMATE CHANGE

After agreeing binding targets to cut greenhouse gas emissions at Kyoto, the EU still has to agree policies and measures to meet these targets. At Kyoto, the EU tried to get agreement to a 15% cut in greenhouse gas emissions over 1990 levels by 2010. However, the United States, Japan and Canada blocked this and cuts of only 5.2% by 2008-2012 were agreed. At Kyoto, the EU agreed an emission reduction of 8% for six Greenhouse gases (carbon dioxide, methane, nitrous oxide, HCFCs, perfluorocarbons and sulphur hexafluoride).

The new "burden sharing" agreement reached in June 1998, allows countries like Portugal to increase greenhouse gas emissions by as much as 27%, while requiring others like Luxembourg to cut theirs by 28%. As this share-out is legally binding, Member States were reluctant to sign up to unrealistic national targets. Many northern European states managed to secure less demanding emissions reductions than provisionally agreed, whilst most southern countries and Ireland accepted lower emissions increases than envisaged in 1997. Alongside national measures to cut greenhouse gas emissions, ministers agreed that common policies and measures at the EU level are "essential" to help Member States meet their commitments. In June 1998, the Commission published a communication setting out some of the measures Member States should be taking.

Measures that Member States should be taking, include:

- An EU wide energy tax
- Greater use of renewable energy and CHP
- Promotion of energy efficiency and energy saving
- Agreement with the motor industry to reduce CO₂ emissions from cars
- Progress with fair and efficient pricing in transport to discourage car use and increase the use of public transport
- Action to curb emissions of methane and nitrous oxide from agriculture
- Voluntary agreements with industry to cut green house gas emissions.

Source: COSLA (Aug. 2000)

The European Climate Change Programme was launched with two initiatives in March 2000. The EC has proposed a twin-track strategy to help implement the emission reduction target to which the EU is committed under the 1997 Kyoto Protocol. The Green Paper on emissions trading proposes the establishment of an emissions trading system within the EU for the energy sector and big industrial installations. The second pillar of the strategy proposes targeted measures to reduce emissions from specific sources, especially with regard to the transport and energy sectors.

AGENDA 2000 AND ITS IMPACT ON STRUCTURAL FUNDS

A major process of EU reform was launched in May 1997 with the publication of the AGENDA 2000 document, agreed at the Berlin Council in March 1999. This proposed the EU budget for the 2000-2006 period, reforming major EU policies like the Structural Funds (reducing the areas covered and the levels of funding available) and the CAP (shifting support towards rural development in general rather than direct support for commodity production).

AGENDA 2000 also addressed the key policy changes set out in the Treaty of Amsterdam, by strengthening EU concern for environmental protection through adopting substantial changes in the focus and operation of the new round of CAP and Structural Fund programmes. These programmes bring together EU policies and financial support for regional and rural development. AGENDA 2000 contains measures to build environmental requirements into the regional and agricultural policies, which account for over 80% of the EU's budget.

AGENDA 2000 measures include:

- Ensuring that the protection and improvement of the environment becomes an objective of the funds to ensure they contribute to sustainable development
- Providing extra financial support for environmental projects
- Examining regional development plans to see whether they are consistent with environmental protection requirements.

Source: COSLA (Aug. 2000)

EU STRUCTURAL FUNDS AND SUSTAINABILITY

The five Scottish Structural Fund programmes being established for the 2000-2006 period are intended to support economic development over a 6-7 year period in designated areas. The EU has allocated a significant level of resources to these programmes, approximately £931 million, which together with the co-finance required from local partners results in total programme values of approximately £1.8 billion.

Scotland's Structural Fund programme is broken down as follows (EU support only):

1. Highlands and Islands Objective 1 Transition Programme: £189 million
2. Lowland Scotland Objective 3 Programmes : £320 million
3. Western Scotland Objective 2 Programme : £254 million
4. Eastern Scotland Objective 2 Programme : £126 million
5. Southern Scotland Objective 2 Programme : £42 million

Source: COSLA (Aug. 2000)

The significance of the new Scottish Structural Funds programmes is not just the support that they provide for economic regeneration, but the way in which they reflect policy objectives established at EU, UK and Scottish levels. This integration is significant and with the resources allocated to these programmes for economic regeneration, addressing social inclusion and environmental protection and enhancement shows the major incentive they can provide for partners to respond to these policy issues.

The strengthened relationship between the policy context and the content of the programmes has already ensured that a close relationship has been established between EC programme guidelines, priorities of local partners and Scottish Executive strategies including 'Making it Work Together' and 'Partnership for Scotland', which include clear commitments to Sustainability.

The Structural Fund programmes are essentially economic development programmes focusing on the delivery of jobs, training and economic prosperity. Yet they now reflect the fact that economic development does not occur in a social or environmental vacuum. Sustainability is no longer a bolt-on, but has been fully integrated as a horizontal principal of economic development programmes ensuring that account is taken of the need to manage the environment wisely and ensure that local communities and individuals are not excluded or disadvantaged by economic development activities.

Sustainability is emerging as a cross-cutting theme across all EU Structural Fund programmes in both the aims of each programme, the application form and accompanying guidance and training for applicants and the project appraisal process. A pilot project developed in Eastern Scotland has been particularly important for the development of this area of policy (see Case Study 1 below).

In addition, the policy context set by agencies such as COSLA and Scottish Enterprise, such as the relationship to Local Agenda 21, helps to shape the context in which these programmes are developed. Community Planning will increasingly be the mechanism that is used to deepen the relationship between EU policies and the Scottish policy context, together with community consultation.

INTEGRATING SUSTAINABILITY INTO SCOTTISH STRUCTURAL FUND PROGRAMMES

Annual programme reviews will be used to review the achievement of programme targets, economic trends and to review the impact of changes in the policy context (at the EU, UK/Scottish levels) as well as ensuring that the EU funding programmes are aligned with the priorities established through the Community Planning process. A recent interim evaluation of the Eastern Scotland Objective 2 programme for 1997-1999 highlighted failings in the implementation of environmental aspects. It is suspected that this criticism can be levelled at many other regional programme areas using structural funds to support regeneration. The new Scottish programmes being developed for the 2000-2006 period intend to address the problem in the new programming period by learning from the progress achieved in developing ways of operationalizing Sustainability.

The partners to the five Structural Fund Programmes in Scotland have recognised that both the EC and the UK Government wish to see the development of comprehensive regional strategies. It is therefore in the overall interest of policy coherence that these strategies are established in a way that reinforces and supports the activities and objectives proposed in each. One of the problems of the UK experience with Structural Funds between 1988-1999 was that EU and UK policies and strategies did not interrelate, frequently conflicted and failed to mutually support each other's regional policy effort. The EC's AGENDA 2000 document seeks overcome these shortcomings (see above).

The strengthened relationship between the policy context and the content of the new five Scottish programmes has already ensured that a close relationship has been established between the EC programme guidelines, priorities of local partners and Scottish Executives strategies. Two key political documents, 'Partnership for Scotland', and 'Making it Work Together', set the national policy context for preparing the 2000-2006 programmes.

The priorities of local partners and a variety of Scottish Executive strategies include:

- Social Justice for Scotland
- Social Inclusion Strategy
- Opportunity Scotland
- Skills for Scotland
- Scotland: Towards the Knowledge Economy.

Source: COSLA (Sep. 2000)

New Legislation will have a considerable impact on the new programmes and will need to be reflected in the annual programme review to make necessary adjustments to the programmes to ensure that they remain connected to the developments both in the programme area and the policy environment in which they are implemented. In addition, the policy context set by agencies such as COSLA and Scottish Enterprise, such as the relationship to Local Agenda 21, helps to shape the context in which these programmes are developed. Community Planning will increasingly be the mechanism that is used to deepen the relationship between EU policies and the Scottish policy context (see below).

Scottish legislation that will impact on the Structural Fund programmes:

- National Parks: Leading to requests for project funding to support tourism and cultural heritage facilities; tourism and sustainable development
- Land Reform: Leading to requests for project funding to support access, visitor and interpretation facilities
- Transport: With the emphasis on sustainable development may require greater support for public transport, new forms of mass transit, integrated facilities, signage, access to social inclusion target areas.

Source: COSLA (Sep. 2000)

CASE STUDY 1: THE EASTERN SCOTLAND SUSTAINABLE DEVELOPMENT PROJECT:

For the three Scottish Objective 2 programmes Sustainability provides a framework which enables key policy areas to be combined at local level. The Eastern Scotland Sustainable Development Project (piloted under the 1997-99 programme) sets out a methodology for the considering Sustainability issues in Structural Fund programme. It is to be 'mainstreamed' for the 2000-2006 period into the new Objective 2 programme using a 12 core criteria which will be integrated across each of the priorities and measures and will be used for project appraisal and selection. This project has received considerable interest from the EC Regional Policy Directorate.

The core criteria for The Eastern Scotland Sustainable Development Project:

- Resource efficiency
- Environmental impact
- Net additional jobs
- Evidence of demand
- Leverage
- Infrastructure impact
- Access and opportunity
- Local added value
- Capacity building
- Social inclusion
- Strategic integration
- Durability and feasibility.

Source: COSLA (Sep. 2000)

CASE STUDY 2:
THE LOWLAND SCOTLAND OBJECTIVE 3
APPROACH TO SUSTAINABILITY.

Sustainable development is addressed within the Scottish Objective 3 Programme as follows:

SUSTAINABILITY CRITERIA
EXAMPLES OF ACTIVITIES WHICH
PROMOTE/INDICATE ENGAGEMENT WITH
SUSTAINABILITY

Resource Efficiency

- Organisational implementation of energy efficient policies e.g. energy efficiency policies in relation to water, electricity, waste disposal, paper usage, recycling activities etc.

Environmental Impact

- Awareness Raising activities related to the environment, environmentally friendly policies etc.
- Organisational monitoring of environmental impacts
- Training in environmental activities
- Project results in employment within the environmental sector, environmental related activities (e.g. green tourism, eco-businesses, employment linked to rural diversification, renewal of urban environments, landscape improvements)

Net Additional Jobs

- Does the project demonstrate how people will be brought into (or closer to) the labour market in order to meet established labour market needs
- Are any jobs created in terms of training provision as a result of ESF support

Access and Opportunity

- Does the project ensure that there are no physical constraints preventing individuals accessing the training facilities (access to public transport)
- Does the project positively address equal opportunities and social exclusion (e.g. in the selection of trainees) and at a minimum does not raise barriers to individuals as a consequence of sex, race, age or disabilities
- Does the project provide a supportive learning environment e.g. provision of child care facilities

Local Added Value

- Activities aimed at diversifying the local economy
- Linkages between project sponsors and local employers, SMEs etc
- Community organisations involved within the project (at any stage from project design to implementation and management)

- Project sources materials, goods, services locally
- Project provides training aimed directly at the local community
- Project activity leads to an enhancement of the local environment

Capacity Building

- Does the project address a deficiency in local training provision / address a local training need or local capacity issue more generally (not previously catered for)?

Social Inclusion

- Is the project located in a SIP/CED area (1st Call) or defined socially excluded area (post 1st Call)
- Does the project deal with excluded individuals
- Are the project facilities accessible to socially excluded groups (e.g. accessible by public transport)
- Have the needs of socially excluded groups been considered in terms of recruitment policies
- Has the project made any indirect contribution to socio-economic or environmental conditions within excluded communities (e.g. improved accessibility to services such as public transport)

Strategic Integration

- Linkages / Coherence with Local, National European Strategies

Durability and Feasibility

- Will the activities being undertaken becoming self-sustaining over time
- Have exit strategies been identified
- How realistic are the proposed project outcomes
- Are mechanisms in place to monitor and evaluate the delivery of outcomes

Infrastructure Impact

- Project located in, adjacent to, settlements / public transport facilities
- Does the project make use of existing serviced or brownfield sites
- Does the project make use of existing buildings
- Does the project make use of, or develop, existing services

Leverage

- Is grant aid essential to the implementation of the project

Evidence of Demand

- Evidence of the specific demand for the project and explain the case for intervention

Source: COSLA (Sep. 2000)

3. EU Policy & Funding & Community Planning

THE RISE OF COMMUNITY PLANNING

The publication in June 1998 by the Government and the Convention of Scottish Local Authorities (COSLA) of a joint report by its Community Planning Working Group, recommended the development of partnerships at local authority level, bringing together local government and key agencies in the public sector, the voluntary sector, the private sector and the community itself to plan for and promote the well being of the communities they serve. The report also recommended that "...the Scottish Parliament should legislate to provide a statutory basis for community planning " and envisaged that in future, local authorities would have a duty to work with a range of partners to draw up a community plan. Such a community plan would set out how the council and its partners were going to work together to promote the well being of the people within the council area (Scottish Office/COSLA 1998).

Progress in Community Planning by Scottish local authorities reveals:

- A marked increase in the number of partnerships and strategies affecting communities. Many have issued from central government in a relatively uncoordinated fashion and overlap. The resource required to service the burgeoning number of strategies is a considerable burden on local agencies and there is scope for rationalisation and streamlining.
- Community planning offers a tool for finding a way through this fragmented landscape and making sense of the mass of policy initiatives undertaken by local authorities and their partners. This should provide the means to combine the activities of all local stakeholders at different strategic levels; establishing links between plans other local activity; to avoid duplication and 'partnership fatigue'.
- Community Planning is not about building new structures or partnerships or adding extra layers of bureaucracy, but about building on existing collaborative working and pulling them together into a coherent whole.

Source: Watt A. & Colwell A. (2000)

Measures announced by the Scottish Communities' Minister to encourage Community Planning include:

- A statutory power of Community Initiative to help make a reality of joint working with other bodies; promoting cross cutting initiatives to provide strong foundations for community planning in the forthcoming local government bill.
- The Scottish Executive plans to consult on a statutory basis for Community Planning. A way for public services at local level to work together with the community, voluntary and private sectors to develop and deliver an agreed joint vision for their community.

Source: Watt A. & Colwell A. (2000)

It is clear that other Departments of the Scottish Executive are beginning to recognise the potential of Community Planning - for example a key element in the 'Rural Scotland - A New Approach' policy document stated that the Executive proposed to work with COSLA and the Community Planning Task Force "to ensure that Community Planning is rolled out in ways which ensure that the rural voice is heard and the need of rural areas are prioritized".

This move to a more integrated approach to policy development is also reflected in the (draft) revised National Planning Policy Guideline NPPG1 issued in July 2000. In advance of placing community planning on a statutory footing, the integration of the land-use planning system and the community planning process proposed in the revised NPPG1 is both welcome and essential.

The examination of these issues in Scotland will align Scotland with England and Wales where in summer 2000 the Westminster Parliament enacted a Bill which, among other things, grants local government in England and Wales a wide-ranging power of community well-being. This gives local authorities powers to take any steps which they consider are likely to promote the well-being of their area or its inhabitants. The Act also includes a separate duty on local authorities to prepare a strategy for promoting the well-being power - in essence, a statutory duty of community planning.

Aligning Community Planning with Structural Fund Programmes

One means to achieve better policy co-ordination is through the use of the new community planning model, by which a closer fit between the EU Structural Fund programmes and UK/Scotland policy and funding objectives can be achieved.

As COSLA noted in recent evidence to the House of Lords European Communities Committee, "The timetable for the preparation of Community Plans is slower than the preparation and approval of EU Structural Fund programmes. While the two timetables are not in synch, it is important that the strategic objectives established during the Structural Fund preparations are reflected in the new Community Plans, and that these documents are flexible enough to accommodate the strategic objectives and so help to ensure that scarce public funding is used to maximum effect." In addition, the community planning process presents the possibility of taking account of all new EU policy and funding priorities within a coherent, multi-agency locally determined framework.

Community Planning; Relationships between the EU and local levels.

EU
 EU Policies & Programmes
 Westminster
 Scottish Executive
 Scottish Parliament
 Strategic Vision Statement
 (Community Plan)
 Existing Plans/Strategic Documents
 (e.g. Local Plans, LEC Strategy etc.)
 Community Involvement
 (capacity building)
 Local

Source: Watt A. & Colwell A. (2000)

All five Scottish Programmes being developed for the 2000-2006 period make reference to the use of community planning as one of the means to reinforce partnership working at a local level between different agencies. Community planning is now being explored to align the Structural Fund Programmes and EU/Scottish policy together in a flexible manner for the first round of project applications and with a closer integration anticipated for the second round.

As part of its work programme the National Community Planning Task Force will examine the relationship between the new Structural Fund programmes and the community planning process and consider how such links might be deepened. Though it will be essential to consider these issues without adopting proposals that would have the effect of distorting the agreed implementation process of the new programmes.

Community Planning shares many common features with the Structural Fund programmes including:

- An agreed Strategic Vision for the Community Plan
- A link to the strategic context set by the EU, Westminster legislation and the policy priorities of the Scottish Executive
- A link to existing plans and priorities established at the local level, such as Development and Local plans, LEC strategies etc
- Extensive community involvement in the shaping of the community plan
- A process of annual review of the Community Plan.

Source: Watt A. & Colwell A. (2000)

The diagram below illustrates the relationship that is starting to emerge between the EU level, the Westminster/Edinburgh level and then through to the local level.

Briefing Note 9
**Strategic Steps for
Integrating
Sustainability**

GROUP TOPIC

Climate Change/Energy Use; Transport; Waste;
Water; Purchasing; Community Participation;
Social Inclusion; Crime & Safety; Poverty

WE ARE ALREADY DOING...

1.

2.

3.

4.

5.

6.

SUSTAINABILITY IMPACTS

1.

2.

3.

4.

5.

6.

IN FUTURE WE SHOULD DO...

SUSTAINABILITY IMPACTS*

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

6.

6.

- Environmental conditions &/or social equity/quality of life &/or economic prosperity

Briefing Note 10

Strategic Steps for Integrating Sustainability

OUR SUGGESTED STEPS ARE:

1.

2.

3.

4.

5.

6.

Briefing Note 11

Sustainability Actions

Pledge

I will do my best to carry out the following actions on a continuing basis to make my working and my personal life more sustainable:

At work, I will.....

Away from work, I will.....

Signed

Office Location/Address

Date

GLOBAL TO LOCAL LTD.

Briefing Note 12

Feedback form for Modules 1 & 2

Today's Module may be held again.
Please help us to make it more useful.

1. Overall impression of the Module.....

| | | | | |
|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |

poor OK excellent

Comments:

2. The most useful session was.....

| | | | | |
|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |

poor OK excellent

Why?:

3. The least useful session was.....

| | | | | |
|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |

poor OK excellent

Why?:

4. It would have been helpful to learn more
about.....

5. Comments on the Trainers.....

6. Comments on the arrangements and organisation
for the course.....

Please hand in your completed form at the end of
the Module, or return it to (insert name).
Many thanks for coming, for taking part and for pro-
viding this feedback.

Briefing Note 13

Strategic Thinking, Risk and Targets

STRATEGIC THINKING

A crucial factor in making the degree of change necessary to gain really significant improvements in sustainability performance is the ability to think & act strategically. This is a characteristic of Councils who have made the most progress in this direction.

To help you think and act strategically you need:

- A framework, based on the right kind of principles
- A set of targets - far more challenging than most of the ones we operate now
- Best practice actions and initiatives.

Source: Original

To get your strategic thinking and action right you must be prepared to:

Take risks

- Understand the magnitude of the task and not be frightened of it
- Set really demanding targets and introduce the mechanisms and allocate the resources for meeting them
- Learn by example, import best practice and spend time on "R&D" to acquire good ideas, many of which can be found in Europe & North America
- Share all of these things on a corporate basis - particularly via your Councils corporate management mechanisms.

Source: Original

A STRATEGIC FRAMEWORK

This will guide and rationalise your strategic thinking and needs to be based on some key principles.

Principles for a Strategic Framework:

- Holistic - embracing all aspects of sustainability
- Clarity - straightforward and precise, prioritized
- Rigour - having an intellectually sound theoretical basis
- Resonance - easy to understand & explain, and capable of striking a chord with people
- Inclusive - built on innovative and wide ranging partnerships
- Practicality - leading to action-based solutions.

Source: Original

Three elements that can help any organisation to meet these principles are the:

- Traditional model of sustainability based on the inter dependence and connectivity of environmental, social and economic conditions
- The Natural Step philosophy devised by Karl-Henrik Robert
- The 'Factor Four' and 'Natural Capitalism' ideas of Amory Lovins and Ernst von Weizacker.

Source: Original

THE NATURAL STEP

TNS is based on a set of principles, values and 'system conditions'. The latter, which give the framework its practical rationale, state that:

In the sustainable society, nature is not subject to systematically increasing...

- Concentrations of substances extracted from the Earth's crust
- Concentrations of substances produced by society
- Degradation by physical means

And, in that society...

- Human needs are met worldwide.

Source: The Natural Step (2000)

FACTOR FOUR

Factor Four encourages the acquisition and use of the most demanding, environment-friendly technology and practices available in any given situation. It is based on the principle that we have the capacity and ability already to double the wealth and quality of life we can obtain from exploiting natural resources while actually using only a half of the resources currently being exploited. In other words, with careful thinking, planning, purchasing, installation, use and maintenance, we can achieve a four-fold gain in environmental performance. In some cases, we can improve performance by a factor of ten or more.

Source: von Weizacker E, Lovins A, & Lovins L "Factor Four. Doubling Wealth, Halving Resource Use" (1997)

TOUGHER TARGETS

If we're to make anything like the progress needed, we have to look urgently at the improvement targets we are setting. In the main, existing targets are nothing like challenging enough. They are a start, they point in the right direction, but they are not going to move us quickly, or far enough, down the track.

Examples of tougher targets include moving from the:

- Post Kyoto CO2 reduction targets of 15% to the 60%-80% reduction by 2030 indicated in OECD calculations
- 10% renewable energy target by 2010 to the 100% aimed for in Denmark by 2030
- 25% household waste recycling target by 2000 to an 80% target by 2005.

Source: Various

Briefing Note 14

Integrating Sustainability - Making the Right Connections

Corporate Management Processes as Sustainability Drivers

You can use many of the corporate management processes, pressures and resource opportunities operating inside, or upon, your Council to improve its sustainability performance, even though most were not intended for this. Some of these 'Corporate Drivers' will be more influential than others, while their level of influence will vary as circumstances change. However, each Driver can be extremely useful in helping you to anticipate, control, and improve your Council's sustainability impacts. Working to deploy them strategically will maximize the benefits.

Corporate sustainability drivers fall into three categories:

- The processes and systems Councils use to manage the organisation
- The people who work for the Council
- The external factors which influence the Council.

Source: Original

Corporate sustainability drivers related to internal management processes include:

- Policy-making functions
- Strategic Community initiatives, and particularly Community Planning
- Decision-making procedures
- Budget cycle
- Purchasing and procurement programme
- Best Value processes
- Service development and business planning activity
- Performance targets
- Modernising Local Government initiatives to extend democracy and participation
- Standing Orders and other regulations
- Progress monitoring systems.

Source: Original

Sustainability drivers involving people include:

- The influence of environmental champions
- The steering mechanisms available to elected politicians
- The empowerment provided through training

- The corporate lead given by elected members, senior managers and officials.

Source: Original

Corporate sustainability drivers from outside include the pressure and influence exerted by:

- The public and stakeholders (linking back into Best Value, Community Plans, MLG)
- The example set by other local authorities, business etc.
- The Government.

Source: Original

You will stand a better chance of succeeding when you:

- Identify and encourage sustainability champions to drive forward performance, provides strong leadership from the top augmented by leadership from below and resources, trains and empowers its champions to act
- Inform and train elected politicians so they understand the sustainability dimension of their duties and decision-making and supports them in this with sustainability assessments, where necessary
- Ensure training procedures reflect the need to improve sustainability performance and are designed to release the potential of staff to pass their developing knowledge and skills base onto colleagues, and newcomers
- Set a good 'sustainability' example through politicians and senior officials.
- Ensure statutory and informal policies conform with a corporate sustainability policy
- Inform all committee decisions by their sustainability implications, and draft reports in the same way
- Assess the sustainability implications of all decisions affecting budget process, particularly at the formative stage
- Systematically incorporate sustainability considerations into purchasing procedures
- Check that service and business plans comply with the corporate sustainability policy
- Guarantee that performance targets seek to improve sustainability performance
- Inject an sustainability dimension into rules and standing orders
- Introduce a corporate framework for monitoring the effectiveness of the system.
- Use new, and existing, communication channels with public and stakeholders to emphasise the sustainability message
- Are willing to demonstrate good practice to, and acquire it from, peer authorities and others
- Keep abreast of, and anticipate National and EU policy, legislative and regulatory developments, and other initiatives relevant to the sustainability agenda.

Source: Original

Deploying corporate sustainability drivers for maximum effectiveness means:

- Identifying which Drivers operate already, and which are best for the Council
- Assessing what kinds of impacts on performance Drivers are having already
- Deciding the priorities for installing and triggering Drivers
- Knowing who controls and influences which Drivers
- Being aware of which processes the Drivers need to change
- Working to assist in the emergence of influential sustainability champions
- Periodically auditing the performance of the Drivers
- Keeping in tune with the corporate culture and priorities of the Council
- Promoting the development of Drivers by using the language of the organisation
- Keeping an eye open for windfall opportunities to accelerate change.

Source: Original

Briefing Note 15

Preparing for Training

Module 2

Why Prepare?

As you will see from its Programme, this training session is geared towards producing practical, useful, outputs. Its key aim is to help every participant focus on the strategic changes and choices needed to get their Council to fully integrate sustainability into its corporate practices. We are not just talking about doing the commonplace, the easy or the basic (picking the 'low-hanging' fruits). Of course, you have to start with these; and many of you will have done so. So, the Module will deal both with what needs to be done by Councils and how it can be implemented, or at least influenced.

But to make the kind of improvements in sustainability performance that we need to make if we are to stand any chance of living within our ecological limits, reducing social inequity and promoting sustainable economic prosperity we have to aim much higher. The technologies and the techniques exist (see Briefing Note 7); so it is down to awareness, the will and, yes, resources. As usual, it is local Councils who are well placed to lead, especially through their Sustainability Strategy, Best Value and community involvement processes like Community Plans. Challenging targets and innovative, state-of-the-art solutions will be essential to driving the level of performance forward, and these are what the Module is hoping to stimulate. So, above all else, is the imperative of ensuring that sustainability principles become integrated across the board into all corporate policy and their delivery mechanisms.

So, why do you have to prepare? Well, it's not obligatory and you will be provided with advice and information on the day. There's absolutely no harm in coming along simply wanting to learn. However, the more you are able to think around the topic, the more you will be able to contribute to the group work around which the day is built. Many of you will have a depth of knowledge and experience; but even if you don't, you will have ideas and may be familiar with what is happening in other Councils, or in the field generally.

One of the great benefits of the Training Module is that it will give you the chance to spend a whole day concentrating in depth on a key set of issues connected with the integration of sustainability. It's not often you get the chance to do this with like-minded people who perhaps have different perspectives to contribute. So to make it really worthwhile, try if you can to spend a little time thinking around the subject.

Prepare What?

What does thinking around the subject mean? As a minimum, we would ask you to:

- Study the content of the Programme and any Briefing Notes you receive (especially this one)
- Think about the difficulties confronting your Council in making progress to integrate sustainability
- Familiarize yourself with your Council's work on Sustainability Strategies, Community Planning and corporate activities like Best Value
- Identify what your Council is doing (or might be planning to do) with regard to integration - in terms of overall policy objectives, targets and specific actions/measures
- Think about ways improving that integration.

Source: Original

Briefing Note 16

Example of a process Diagram

1.

2.

3.

4.

5.

6.

Date _____

Links Between a Sustainability Strategy & Other Corporate Policy

1 COMMUNITY PLAN

2 SUSTAINABILITY STRATEGY STEPS

3 BUDGET MANAGEMENT

4 BUSINESS MANAGEMENT PROCESSES*

5 BEST VALUE

- If there is a high proportion of elected members in the session, this column could deal instead with 'Member's Decision-Making Processes'. Similarly, other topics could be substituted, or additional columns added, depending on needs (though it is strongly recommended that the links with Community Plans, Best Value and Budgets are retained).

Briefing Note 18

Personal Actions & Targets

I will try to implement the following targets and actions as a way of improving sustainability integration in my Local Authority:

Briefing Note 19

Key References & Further Reading

Reading

- COSLA (1998) "Focusing on Citizens - A Guide to Approaches and Methods"
- COSLA (1999a) "The Scottish Local Agenda 21 Route Planner"
- COSLA (1999b) "The Citizen-Customer Focus: Directory of Initiatives by Councils"
- COSLA Newline. (August 1999) "Best Practice in Community Planning"
- COSLA (2000a) "Local Agenda 21 in Scotland". Report ref. LA21in Scotland apr00
- COSLA (2000b) "Sustainability, Community Plans and Local Agenda 21". Guidance Note SusCpLA21#2
- COSLA (2000c) "Sustainable Best Value"
- COSLA (internal paper by Adrian Colwell A, August 2000) "The Future of EU Environmental Policy"
- COSLA (internal paper by Adrian Colwell, September 2000) "The Structural Funds and Sustainable Development"
- COSLA, The Scottish Office (1999) "Changed Days - Local Agenda 21 in Scotland"
- DETR (1999a) "A Better Quality of Life. A strategy for sustainable development for the UK"
- IDeA, LGA, SOLACE (1999) "Best Value and Sustainability Checklist"
- IDeA, LGA, DETR (2000) Local Quality of Life Counts. A handbook for a menu of local indicators of sustainable development"
- LGMB, LAAssociations, COSLA (1996) "Sustainability Reporting. A practical guide for UK local authorities"
- LGMB, LGA (1998) "Sustainable Local Communities: Some Model Approaches to Strategy Development"
- MacNagthen et.al. (1995) "Public Perceptions and Sustainability in Lancashire. Indicators, Institutions, Participation"
- Watt A. & Colwell A. (2000) Community Planning and Europe, A Developing Relationship".

Delivering the Training Modules

Selecting the Participants

As indicated in Chapter 1 of the Manual, the Modules are targeted at local authority elected members and officers throughout Scotland, together with their partners in the wider community. Though of particular interest to those directly involved in Sustainability Strategies like Local Agenda 21 and Community Planning, Module 1 is specifically aimed at a general audience - all elected members, all staff and the Council's partners. Because Module 2 focuses on the practicalities of mainstreaming sustainability, it tends to work best with participants who are already familiar with sustainability concepts and/or who perform roles which are able to influence the integration of sustainability into key policies and practices. If attendance at Module 2 is to be opened out to a general audience, it is essential that these people attend Module 1 first.

Though the Modules can be delivered to members or officers on their own, there is much to be gained from organising a mixed group. This applies particularly to Module 2, where the prospect of achieving effective linkages is considerably enhanced if politicians and technical experts collaborate. If a mixed audience is preferred, you should aim for as equal a split as possible of members and officers.

Organising the Participants

There is no such thing as an ideal number of people to invite to a training session. Factors like the size of venue, degree of interest and the total number of people a Council wishes to undergo the training will all have a bearing. However, for the kind of interactive Programme described in the Manual, there are general upper and lower limits that should be used as a guide. The Modules will not work unless participants are split into working groups and a group must contain a minimum of three people. Five or six people would be better. While the Modules will work with as few as three groups, four or five will give greater return on the investment of running the training. So the minimum number of people would be 12. At the other extreme, 7 people per group are about the maximum for stimulating productive group work in which all group members can participate well. This gives an upper limit of 35. An ideal range lies somewhere between 20 and 25.

Allocating participants to groups can be done in a number of ways. For Module 1, allowing people to sit where and with whom they like is often acceptable. However, if the attendees are a mix of members, staff and/or partners, it is best to distribute them equally between the groups. This is most important for Module 2 where it not only helps to have a mix of 'type', but also a mix of background and work responsibility, between the groups. In these cases, it saves time if you decide on group composition before the training event and post a list of membership on the group tables, or in some other way, so that participants can find their groups as they arrive.

Choosing and Preparing the Venue

Using the right venue is crucial. Clearly, it has to be able to accommodate the number of people attending. The most important consideration is to visit the venue(s) before circulating invitations so you can be assured that the room is large enough to take the number of tables you need for the number of groups you are catering for. Also check that the tables are large enough (round-tables are best, but can be hard to come by) and that there is space for everyone to sit around the tables in comfort.

If the Council has a suitable room by all means use it. However, using an outside venue does have advantages (though it usually costs more). Getting people away from the office makes the day just a bit more special. However, it sends the wrong message to use an isolated venue requiring lots of unnecessary car journeys. This can be mitigated by organising car sharing or by organising a minibus. A location adjacent to good public transport is always a good idea.

Check that the equipment you need (see below) is available, and if the venue cannot provide it, ensure you can do so yourself.

Arrange to have the room and equipment ready and operational the day before the event, if at all possible. If this can't be done, arrive at least an hour before participants have been asked to attend so you can get things ready.

Equipment and Materials

The equipment and materials required for running each session of both Modules is itemised in the description of each session in Chapters 2 and 3. If you are running both Modules together, the minimum requirements are:

- An overhead projector
- A screen
- Extension leads if necessary
- Lighting conditions suitable for projecting images onto a screen
- The overhead transparencies contained in Briefing Notes A and B
- Spare sets of the Briefing Notes
- Sufficient copies of Briefing Notes 9, 10, 11, 12, 16 and 18 for distribution to each participant during the Modules

- A flip-chart stand
- Lots of flip-chart paper (about 2 unused 40-page books)
- A minimum of two different coloured flip-chart pens per group
- Several packets of 75x75mm yellow 'Post-its'
- Wall space (or screens) on which up to 10 flip-chart sheets can be displayed at the same time in a position that is readily visible to all participants
- Bluetack, pins etc. for the above
- Tea and coffee facilities for the morning and afternoon breaks
- Preferably lunch provided.

In addition, if you have suitable 35mm slides to illustrate the topic of the presentation in Session C, you will need a 35mm slide carousel projector and stand.

Facilitating the Modules

Running the Modules successfully requires facilitators who possess an all-round working knowledge of sustainability issues and solutions, and all of the exercises and presentations should be within the capabilities of the reasonably experienced environmental/ sustainability/Local Agenda 21 co-ordinator. But there are two other requirements. Firstly, Module 2, and especially the action planning stages, requires a general knowledge of the corporate workings of a local authority. It is necessary to have at least a basic awareness of the purpose and procedures associated with the key corporate policy initiatives covered in the Module. If you don't have this, enlist the support of a colleague who does. Persuade him/her to give you a crash course in what they involve; or, better still, get them to share the facilitation with you.

Secondly, if you have not done any training before, the prospect can be daunting. Some people are naturally adept at standing in front of a roomful of strangers and taking them through a programme of interactive group work, but others can find it a challenging prospect. So, unless you have had previous training experience, or feel confident enough to tackle it, you would be advised to seek assistance. There are two options. Involve your corporate training unit; either to advise you on how to approach the task, or to share it with you. Or hire in a professional sustainability consultant.

Appendix 2
Overheads Module 1